



In This Issue:

(You may click on the link to view each section.)

- [Message from the Executive Board Chair:](#) *I am pleased to extend greetings to our state network...*
- [Book Review: Career Aspirations & Expeditions](#) *The first reference I heard to the invaluable resource...*
- [The Ohio Network: Communicating for Success](#) *For the past nine years, the Ohio network has worked...*
- [Research Note 2: The HERS Alumnae Survey](#) *As reported in the ACE Network News (Spring 2007),...*
- [Making Our Leadership Quilts:](#) *I am honored to be invited to share my perspective and thoughts...*
- [OWHE Focus on Forums:](#) *A select group of women administrators from colleges and universities...*
- [Higher Education Public Relations:](#) *Those who aspire to lead colleges and universities need to know...*
- [Editor's Notes:](#) *The fall of 2007 marks a time of new landmarks for the achievement of women leaders...*
- [Upcoming events](#)



Message from the Executive Board Chair

Madlyn L. Hanes, Ph.D.
Chancellor, Penn State Harrisburg

I am pleased to extend greetings to our state network colleagues. *NetworkNews* is your newsletter. Since its inception, *NetworkNews* has provided ready access to timely information about State Network activities, forthcoming events from OWHE, and thoughtful commentary from ACE and its leadership about prevailing higher education issues. And, as always and most importantly, *NetworkNews* links its readers to the good work of OWHE and affiliate State Networks-- highlighting best practices for adoption, and inviting participation in any of the exciting range of professional advancement programs.

My inaugural message is a simple one: Welcome and thanks.

I welcome you, on behalf of a talented and dedicated Network Executive Board, to the ACE Network and encourage you to maximize your involvement and participation in Network activities in your state, region, and nationally, and to invite other women leaders, accomplished and aspiring, to join you. The ACE Network is inclusive. The members of the Executive Board who serve as liaisons to our State Networks and, of course, the staff of OWHE are helpful, innovative and

thoughtful. As such, there's enough activity for anyone interested in participating.

I also acknowledge with great appreciation Josie Baltodano, recently inaugurated president of Marian College of Fond du Lac and immediate past Chair of the ACE Network Executive Board, Donna Phillips, Director of the Office of Women in Higher Education, and Claire Van Ummersen, Vice President, ACE Center for Effective Leadership, for inspiring me and for showing us all the meaning of service leadership at its best. My heartfelt thanks to each of you.

In closing, this year holds great promise. Reports to date from OWHE and the states are particularly encouraging, with new and seasoned leadership programs planned and underway. I look forward to serving with you to advance the work of OWHE and the state networks.

All the best,

Madlyn L. Hanes, Ph.D.
Chancellor
Penn State Harrisburg

BOOK REVIEW

Career Aspirations & Expeditions: Advancing Your Career in Higher Education Administration

Melinda Rhoades

*Assistant Professor of Journalism
Ohio Wesleyan University*



The first reference I heard of the invaluable resource, *Career Aspirations & Expeditions: Advancing Your Career in Higher Education Administration*, arose during a regional Network leadership development conference.

Like so many entry- to mid-level women administrators, I found myself desperately seeking information that would help me find my way through the seemingly unpredictable terrain of higher education. And like so many of my colleagues, I had for years been making notes of bits and pieces of advice about careers in academe.

If only Nancy Archer Martin and Jennifer Bloom's slim but powerful guidebook had been published earlier than 2003, women would have had a powerful tool for supporting their advancement. It's a book all new administrators or those seeking to enter the field must read; a book for those hoping to move up in the leadership ranks to review prior to sending out another CV or inquiring further about the position a Network member mentioned; and a book senior administrators should reference in the early stages of courtship preceding position consideration.

Promoted as a book that puts readers "in the driver's seat" of their own careers, this resource begins at the beginning, noting "personal and professional success depends on [the] ability to be in touch with, and live by ... values, principles, and goals."

The new search model for higher education administrators represents a "powerful paradigm shift" with a skilled and competent candidate presented with a unique opportunity to make critical decisions about when, how and why to pursue a position, Martin and Bloom note. A set of introspective exercises lead readers to identify their "best-work factors" or skills and strengths and develop "Values, Stories & Questions" and "Professional Goals" charts.

Martin and Bloom encourage readers to take time with the process, identifying passions, discovering stories that reveal values and listing questions that might confirm an institution or organization's match. The tasks move readers to clearly identify leadership and work contexts that are optimum, acceptable and deal-breaking.

The book also outlines experience critical to a successful career in educational administration, specifically leadership, strategic planning, budgetary and development accomplishments, and outlines the need for other types of service and program work.

A "Personal Skills Portfolio" section reminds current and future administrators of the importance of not taking themselves too seriously or failing to take themselves seriously enough, and an entire chapter is dedicated to when and why women might find themselves seeking new positions or making critical career moves and how to go about doing so in the context of current employment.

The remainder of the book covers the serious matter of developing and refining application materials and managing references. And while a number of online and print publications offer advice in this area, Martin and Bloom's approach blends succinctness with specificity. How to organize a CV is paired with advice on how to ensure an institution's values and aspirations align with the reader's own, highlighting "synergy."

One of the most valuable chapters in the text focuses on negotiation; Martin and Bloom provide a checklist of items to be negotiated, something most seasoned women administrators only wish they had available early on in their careers. A final chapter on "Successful Transitions" offers sample transition plans for two different types of institutions and suggestions for "dealing with inevitable surprises."

-- continued on page 3

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Additional resources include a listing of national leadership opportunities for women administrators or those seeking administrative positions and an appendix including cover letters and CVs representing various levels of administrative leadership.

Ultimately *Career Aspirations & Expeditions* is a combination of work on the page and words of wisdom and belongs in the library of any woman serious about aligning her administrative career with her personal goals and identity.

Career Aspirations & Expeditions: Advancing Your Career in Higher Education Administration is published by Stipes Publishing L.L.C., www.stipes.com, Champaign, Ill. Nancy Archer Martin founded Educational Management Network, which merged with Witt/Kieffer in 1998 and is a leading search consultant in higher education today. Jennifer Bloom recently joined the University of South Carolina as Clinical Associate Professor and Director of the Master's degree program in Higher Education & Student Affairs.



Linda Steele

*Vice President, Marketing
Franklin University*

The Ohio Network: Communicating for Success Tips for Building a Strong Network



Kristi Nelson

*Senior Vice Provost
University of Cincinnati*

For the past nine years, the Ohio Network has worked carefully and thoughtfully to institute a sound communication and organizational structure that promotes the goals of ACE/OWHE. At our 2008 annual conference we will celebrate 10 years of continuous activity. Much of our success is attributed to a core group of women leaders who designed and implemented practices and procedures to ensure vitality and longevity.

One of the first tasks was developing a set of by-laws that would lay out the purpose, membership, governance structure, and roles. To that end we established an Executive Board of not more than 16 members, including 7 officers and representatives from the four majors regions in Ohio. To share the workload and ensure continuity we have two state-wide coordinators on staggered terms. Other critical positions include that of Treasurer, Secretary, Membership Chair, and Communication Chair. Former state-wide coordinators may continue to serve on the Executive Board either in the role of regional representative or in an ex officio status. Our co-coordinators attend the annual State Coordinators Meeting, and an incoming coordinator

attends the winter before taking office during July. This is critical in terms of introducing a new coordinator to the goals of OWHE on a national level.

A two-year strategic plan (2006-2008) serves as a guide for our activities and efforts. To implement the plan our Executive Board meets about 10 times per year—either face-to-face or through conference calls. To assure productive meetings, agendas are distributed in advance. In addition, action items are documented in the minutes and important updates are communicated on our website. Through the efforts of the Executive Board and coordinated by the Membership Chair we actively recruit Institutional Representative (IRs) who now number over 60, representing institutions and regional campuses.

In a nutshell, we would attribute some of our success to the following:

- A strong Executive Board
- A thoughtful two-year strategic plan
- Active recruitment and mentoring of IRs

You can learn more about us at:
<http://aceohio.osu.edu/>.

ACE OWHE Research Note 2
The HERS Alumnae Survey:
Report on HERS Campus Presidents



Nancy Diamond
Visiting Assistant Professor of History
Temple University (PA)

As reported in the ACE Network News (Spring 2007), a recent survey of women who had attended one of the annual Higher Education Resource Services (HERS) Institutes during the years from 1976 to 2003 captured their personal, educational, and career information and examined their recollections about the utility and impact of HERS leadership development. This Research Note reviews findings about 19 women who became campus presidents.¹

The presidents—two of whom are women of color—tended to be younger (age 42 versus age 44 for other participants) when they attended HERS and older (age 62 versus age 56) at the time of the survey. They were more likely to be married or partnered, and somewhat less likely to indicate that family responsibility influenced their careers “to a significant degree.” Like most of their HERS counterparts, presidents tended to hold advanced degrees in the humanities, education, or social sciences. More than half received their highest degree when they were in their thirties, but at least one-fifth attained that degree in their forties and fifties. Almost all noted that the degree was an essential qualification for their positions.

As HERS participants, presidents held a variety of positions, including president, vice president, dean, assistant or associate dean, and coordinator, and one-quarter served as faculty members. Like most HERS participants, they had worked in academic affairs, with only one president in either administrative services or student services. When they attended HERS, they were employed at research universities (30%), baccalaureate colleges (26%), and master’s universities (20%), with only a handful at two-year colleges. At the time of the survey, however, more of them worked at master’s universities (36%) and at public two-year colleges (21%). Just over half had worked at private institutions when they attended HERS, but the majority worked at public institutions

when surveyed. While higher numbers of HERS alumnae came from Eastern or Midwestern campuses, the president’s group was more evenly distributed at colleges and universities across the nation.

What other differences characterized the presidential profile? Presidents generally aspired to career advancement prior to attending HERS, whereas many other HERS alumnae used their Institute experience either to begin thinking about, or to clarify, their career ambitions. Some presidents credited their HERS attendance with the acquisition of the new skills and strategies necessary for pursuing a leadership position. Many observed that participation at HERS convinced them that they were heading in the right direction, and helped them to move to the next level of professional confidence and competence. Presidents also were more likely to have established, and then maintained, professional women’s networks after leaving the Institute. More than HERS alumnae overall, they emphasized the influence of women mentors and peers, gender-specific networks, and their feminist philosophy. Some recalled that at HERS they learned to advance and mentor other women.

-- continued on page 5

¹ The HERS Alumnae Survey is supported with a grant from The Andrew W. Mellon Foundation. The survey data set comprising responses from 1,347 alumnae will be available through the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan. This Research Note is based on the presidents’ answers to closed-ended and qualitative survey questions.

--continued from page 4

As a group, presidents indicated a somewhat higher level of enthusiasm in recalling their time at HERS. In particular, they were more positive about those aspects of the curriculum that helped them to "identify and use tools for effective administrative practice." Perhaps not surprising, presidents found it easier to integrate their HERS experience into their current work environment. Like other alumnae, presidents found that the degree of impact on their careers depended on how ready they were to utilize program learning. Those who were about to move, or had recently moved, to a new or higher-level position, found their HERS experience more valuable. About 70 percent were "very satisfied" with their career progress.

Although HERS presidents are not, in a statistical sense, representative of all women in charge of higher education organizations, their collective experience has implications for preparing women as campus leaders. They seemed to get off to an early start, attending HERS at a younger age, and with ambitions for advancement already in place. Presidents also tended to maintain and value professional contacts with other professional women to a higher degree than HERS alumnae overall.

In addition, they pursued career opportunities through moves to other types of institutions, including community colleges. With only one-quarter coming from the faculty, these presidents' careers confirm a change in what once was accepted as the traditional advancement pattern (e.g., faculty member to department chair to dean to higher administration). All the same, attending HERS primarily during the mid-1970s and 1980s, these presidents' careers coincided with slowly increasing societal acceptance of women in leadership roles in higher education.²

² Survey co-investigator Michelle Harmon and history doctoral candidates Janet McShane Galley and Ginger Davis made significant contributions to the HERS Alumnae Survey. Special thanks go to the HERS alumnae who took the time to participate in the project. For supporting data and/or further information, please contact Nancy Diamond at diamond7@temple.edu

ACE OWHE Women's Leadership Legacy Fund Update

Goal = \$200,000

Gifts-To-Date = \$116,000

It's not too late to help us help other women reach their goal. Show your support by logging onto:

www.acenet.edu/programs/owhe/fund

The Office of Women in Higher Education (OWHE) would like to especially thank the Delaware, New Jersey, Virginia, and Nevada State Networks for their respective contributions to the Women's Leadership Legacy Fund.

Making our Leadership Quilts: Collecting, Sharing, Shaping, Stitching and Supporting



Patricia Donahue

President

*Mercer Community College (NJ)
 West Windsor Campus*

I am honored to be invited to share my perspective and thoughts on the pathway to the Presidency. It is a lifetime of interesting twists and turns, each with learning opportunities.

Years ago, Dr. Ann Roberts Divine invited me to speak at Missouri's ACE-NET conference on our Grandmothers' Quilts—a great analogy for reviewing the pathway to college leadership. If you think about our great and great-great grandmothers, their quilting was "making something out of nothing." They collected bits and pieces of scraps and patched them together, using all their available resources. They did this in groups—i.e. their network. The quilt was both a product and a process. They shared their time nurturing each other- solving problems and setting goals. Quilters' created a beautiful and useful quilt, but in the process they enriched their lives. Life is a patchwork of experiences—learning, living, loving and legacy—including both our relationships and our accomplishments.

As our goals focus on the workplace and our opportunity to lead in colleges, we re-create those community support circles with the ACE Network and for our community college sisters with the American Association of Women in Community Colleges. Each group has challenged us to learn and grow in our jobs, in our careers and as a person with professional commitments. I am grateful to each for their contributions to my career.

As a child, I never dreamed of becoming a college president. I would be a mathematics teacher. I loved math and enjoyed helping others learn. Newly married, I taught math and physics in high schools in Baltimore, St. Louis and Kansas City, as my husband relocated.

Then cancer struck my husband as I was pregnant with our second child. I had to reorganize my life in the short term, and also had the opportunity to think about reorganizing my personal goals. I got serious about completing my masters program and began thinking about a doctorate. I accepted a Teaching Assistantship and then a Research Assistantship at the University of Missouri-Kansas City, working in Institutional Research in Academic Affairs. I found learning opportunities for our students through the ACE Network and I participated in the women's Network as well.

As the affirmative action statistician, I developed expertise on affirmative action and equal opportunity, spending many hours with human resource professionals and learning a great deal about what they do—knowledge I am eternally grateful to have every day. In a Department of Labor compliance review, I practiced what I learned in my school law class (exactly what good pedagogy tells us). I worked closely with all divisions of the university, building knowledge and a large network of people at various levels most willing to help me learn about their areas.

After divorce, I moved to Lakeland Community College in Institutional Research and I fell in love with the community college mission. With extra duties covering vacant positions, I wrote grants, developed partners and handled Engineering division issues. I found and attended the Leaders for the 80's Program and changed direction to move back into academic affairs with the dream of being a top leader. These two years opened the way to becoming division dean for Mathematics, Engineering and Technology at Harrisburg Area Community College (HACC), which was a lateral move that repositioned me for my chosen direction.

--continued from page 6

My roles at HACC expanded several times ending as Vice President for Community Development and External Affairs. Each section of my life quilt added new dimensions, perspectives, and new relationships; each allowing me to reach out to more women and sponsor them for leadership opportunities for the ACE Network.

Moving to St. Louis Community College (SLCC) as Vice Chancellor for Education, I addressed North Central Association issues of strategic planning and assessment, while promoting the Chancellor's goal of a One College focus. The women's network at SLCC was extremely strong, supporting me as I supported and mentored them. With Gwen Stephenson as Chancellor, we all had a great role model and support. As technology planning, capital budget and facilities development were added to my duties, I continued to learn more components of our colleges and how people make them work together. Every stage relied on past experience and added new, valuable learning.

As President at Luzerne County Community College, I experienced the repeated challenges of

accreditation issues, strategic planning, assessment and master planning, along with responsibility for supporting the Board of Trustees role and their leadership of the college. Expanding professional development for the faculty, staff and the Board became part of my tool box to develop others and thus have the resources to accomplish the college goals.

Moving to Mercer County Community College, the learning from all of these experiences, opportunities and challenges are part of my tool box for this presidency. I am more convinced than ever that leadership is the wise use of power, which is better spent empowering others and making more of others while being strong enough to hear their ideas. Sending women to the National Institute for Leadership Development (NILD), supporting our local chapter and serving as a mentor for women exploring options and next steps are critical parts of who I am as a leader. Part of what I gained from NILD and the ACE Network is this concept: *Leadership: Take some and pass it on!*

NEW ACE NETWORK EMAIL ADDRESS



The Office of Women in Higher Education (OWHE) now has a new email address specifically for the ACE NETWORK:

OWHENETWORK@ACE.NCHE.EDU

Please be sure to write in the **STATE** to which the email is pertaining in the **SUBJECT LINE**. This will ensure that the OWHE Staff member assigned to your state (**Gloria Thomas or Lisa Fanning**) will open the appropriate email!

OWHE Focus on Forums: ACE Leadership Forum Helps Women Move Forward



Lisa Fanning
Office of Women in Higher Education

Aug. 16, 2007--A select group of women administrators from colleges and universities across the country recently joined the growing pipeline of women preparing for leadership roles in academia after completing a three-day leadership forum hosted by the American Council on Education's (ACE) Office of Women in Higher Education (OWHE).

Nineteen women seeking a springboard to advance their careers came to Washington, DC in June to attend the 69th National Leadership Forum.

ACE has long been involved in addressing the barriers faced by women in academic executive positions through OWHE's leadership development forums. Over the years, national and regional leadership forums have played a pivotal role in helping shape the professional lives of more than 1,500 participants.

During the forum, participants were able to develop a keener sense of the challenges and rewards facing today's higher education executives. Speakers and consultants drawn from a variety of institutions and search firms guided participants through the inner

workings of academic leadership. Small group discussions made sessions engaging and interactive.

The forum's first session, led by Senior Search Consultant Nancy Archer Martin of J. Robert Scott Executive Search, focused on career mapping. Each participant arrived with a completed comprehensive career assessment tool prior to the start of the forum: The assessment includes a career mapping questionnaire, skills assessment, professional goals, and a moral compass chart. Martin's session focused participants on taking control of their careers and served as a starting point for working with other executive search consultants later in the forum.

Two new sessions were added to this year's national forum: one on facilities management and another on working with presidential board relationships.

"What Do I Need to Know about Facilities Management" was presented by Robert Boyd, associate vice president for facilities management at California State University Fresno, and Karen Henley, South Region MetroMarkets business development director, at Johnson Controls, Inc. and the first woman to become director of facilities management at Tulane University (LA).

A mix of trustees and presidents helped participants see different sides of working with boards of directors/trustees. Panelists included Janet Dickerson, vice president for campus life at Princeton University (NJ); Patricia Florestano, assistant treasurer at the University System of Maryland Board of Regents; Nancy Oliver Gray, president of Hollins University (VA); and Madeleine F. Green, vice president of ACE's Center for International Initiatives. Three recurring



LaVerne Harmon (right), vice president for student affairs at Wilmington College, shares her academic career experiences with the group and Donna Phillips (left), director of OWHE.

--continued from page 8

sessions, "Crisis Management," "Integrating Strategic Planning, Aligning Resources and Fundraising," and "Leadership: Pathways and Personal Choices" underscored the importance of planning and preparation across a range of elements in academic life.

Panelists Dolores Fernandez, president of City University of New York Hostos Community College; Steven J. Healy, director of public safety for Princeton University; and Susan Herbst, provost and executive vice president for academic affairs at the University of Albany, SUNY, shared crisis management strategies with the group. Fernandez was accompanied by her campus director of public safety, Chief Arnaldo Bernabe.

"Integrating Strategic Planning, Aligning Resources and Fundraising" was presented by Marsha Krotseng, associate vice president for strategic research and analysis at Valdosta State University (GA), and Thomas Schwarz, president of Purchase College (NY). Lisa Rossbacher, president of Southern Polytechnic State University (GA), shared her guidelines for the higher education leader. Being able to understand one's motivation for the job is particularly high on the list.

Day three of the forum was primarily devoted to the search process. Participants learned how to avoid personal and institutional pitfalls through a panel discussion, group résumé review and mock interviews.

Thelma Thompson, president of the University of Maryland Eastern Shore, gave the closing address.

OWHE's remaining 2007-2008 Leadership Development Forums are:

- Dec. 5-7 National Forum, Washington, DC
- March 10-12 Regional Forum, Philadelphia, PA
- June 11-12 National Forum, Washington, DC

For more information on OWHE activities, please visit the [OWHE web site](#).



Participants listen to Anita McDonald, chancellor of Penn State DuBois, by conference call as she and fellow panelists, Sue Blanshan, vice president for academic affairs at Trinity University (DC) and William Pollard, former president of the University of the District of Columbia, tackle the issue of managing multiple constituencies.



Nancy Archer Martin of J. Robert Scott Executive Search



(left to right) Clyda Rent of Rent Consulting Group, LLC, George Ayers of Ayers & Associates, Kim Morrisson of Diversified Search, and Steve Leo of Storbeck, Pimentel & Associates discuss executive search issues with forum participants.

Higher Education Public Relations: A Seat at the Leadership Table



Cindy Pollard

*Vice President, Marketing & Communications
University of Nevada, Reno*

Those who aspire to lead colleges and universities need to know how to recognize and make use of the skills that seasoned public relations counselors bring to the table. In the past decade, we've seen a significant shift in how presidents and boards value this function, and they are increasingly hiring strategic PR practitioners and giving them a seat at the leadership table.

This elevated prominence for public relations in higher education (some have labeled it "marketing and communications" or simply "communications") mirrors a valued position PR has long held in nonprofits as well as in business and industry.

Why? Because strategic public relations can affect an institution's "bottom line," its stature and reputation.

For higher education, that translates into more frequent positive visibility and coverage in the most influential traditional and new-media outlets; elevated fundraising and endowment levels; alumni who are engaged now more than ever; and attracting and retaining more and brighter students, as well as extraordinary faculty and researchers.

No matter your field of expertise or areas of interest, here are three things you can observe from higher education leaders who have mothballed the "news bureaus" and "publications offices" of the past century for a more strategic public relations approach.

1. Look who's being hired and where they're placed in the organization.

A growing number of higher education leaders are turning to national search firms to find public relations professionals. Presidents who "get it" hire these individuals as "direct reports." They understand

that public relations professionals address *all* of an institution's key constituencies—and should, therefore, not be subsumed under areas that focus on a subset of these constituents, including the general counsel, the chief financial officer, the provost, government relations, or development officer.

Presidents who "get it" expect their chief PR officers to support all of their peers' business and operational objectives in a client fashion—but always with the greater good of the institution and its strategic objectives uppermost in mind.

These visionary leaders also create a "peer relationship" for their chief communications officers in both title and scope of responsibilities. They want these individuals to communicate candidly without being overruled simply because of rank. Those who believe that chief communications officers should not be a "vice president" or peer-equivalent title because they lack "similar fiduciary or academic responsibilities" need to consider the value of reputation—as well as the scope of the public relations function.

Seasoned PR practitioners are able to manage, from a "best practices" perspective: strategic communications planning (and results reporting), media relations (including the emerging social media), community relations, internal and special constituency communications, crisis communications, special events, executive communications and speechwriting, Web communications, graphic design, photography, etc. In addition, the most seasoned PR professionals are also able to direct results-driven advertising, marketing communications and "branding."

--continued from page 10

2. Watch how college and university leaders enable and empower their chief communications officers.

Like the business people who serve on their governing bodies and the alumni who volunteer as friend- and fundraisers, these higher education leaders understand that communications and marketing results require appropriate funding levels and human talent.

This means that, particularly in the case of public institutions, these leaders must be prepared to commit funds from development and Foundation coffers, for instance. Of course, this investment appropriately comes with "strings" attached—PR professionals understand they must get their strategic communications plan approved, and results against objectives must be tracked.

This commitment to resource support, however, is still more the exception than the rule. In corporate America, for instance, it's not unusual to see 5 percent or more of a company's annual operating budget designated for PR and marketing/advertising.

Regrettably, my colleagues across the country and I know of too many instances when administrators believe these costs should be directly equated with faculty salaries ("Why should we spend \$40K on an ad when that same amount would help us hire a faculty member?"), or perhaps even linked to total student headcount. Rather, the question should be: "If we spend money on advertising, for instance, will it help us meet/exceed our objectives, and what will the return on our investment be? And if we don't invest that money, what do we risk, and what is the cost associated with that risk?"

Some of my colleagues also have been admonished to focus on getting "free" advertising by "simply" placing stories in local media outlets.

Others tell of leaders who believe the ubiquity of Web communications (which *is* important in the

overall equation, especially to reach prospective and current students) should be the primary channel because it is so cost-effective. (Among other things—never mind that older alumni, who are more likely to be in positions of investing in their alma maters, may not even like doing email!)

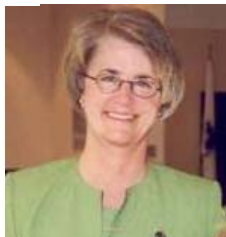
3. Watch the results these leaders, and their institutions, are achieving.

These visionary higher education leaders keep their eyes on a number of key indicators that are affected by the quality, volume and strategic placement of their institutions' communications—from college rankings and endowment levels to student academic quality, diversity, frequency and impact of stories in traditional and new media outlets, alumni engagement, etc.

When you see schools moving up in the rankings, receiving gifts that have the power to transform their programs and campuses, recruiting more and better students, having their faculty and researchers appear in major news outlets, and handling crises effectively, you can be sure their presidents are being strategically supported by public relations professionals.

Next in the series: 'Branding' in higher education: fad or necessity?

Cindy Pollard is a vice president at the University of Nevada, Reno and chair-elect of the Counselors to Higher Education section of the Public Relations Society of America. She also serves on the Strategic Communications and Advancement Council of the National Association of State Universities and Land-Grant Colleges. Prior to recently joining UNR, she worked at Tufts University and held a number of public relations leadership posts for nearly two decades in global corporations, including AT&T and Sony. She can be reached at cpollard@unr.edu or 775-784-6215.



Editor's Notes

Cynthia Forrest
Consultant, Higher Education

The fall of 2007 marks a time of new landmarks for the achievement of women leaders in American higher education. Our Board's visionary leader and outgoing Chairwoman, Dr. Josefina Castillo Baltadono, celebrated her inauguration on September 28th as the first lay woman to lead Marian College of Fond du Lac, Wisconsin founded by the Congregation of the Sister's of St. Agnes. She is joined in the ranks of historical firsts by Dr. Drew Gilpin Faust, the new president of Harvard University, who was officially installed on October 12th. We honor these two remarkable women whose professional journeys have prepared them to lead and fashion the future of their institutions in a different voice. We celebrate those who have come before them as well as those who are joining them this year as leaders at other colleges and universities around the country.

We seek to infuse our Networks with the inspiration and capacity to make this legacy come alive for more of our women colleagues considering new avenues for leadership.

This edition of *NetworkNews* continues to share the wisdom of our colleagues around the country. We thank our contributors for their insights and knowledge that they have each so generously provided. We welcome our new Production Assistant, Kelly Reider, a Temple University senior Communications major. I would like to give special thanks to our Editorial Board member, Concetta Stewart for her assistance in securing Kelly's expertise. Please send your network's news to feature!

Share your Network's news!!
Email: cynthiaforrest@hotmail.com

The ACE Office of Women in Higher Education invites you to submit nominations for its 2008 Leadership Awards:

- The ACE Network Leadership Award, which recognizes an outstanding, innovative, and visionary **program** sponsored by a state ACE Network or by a college or university.
- The Donna Shavlik Award, which recognizes an **individual** who has demonstrated leadership and commitment to the advancement of women through actions or initiatives enhancing women's leadership development, career development, campus climate, and mentoring of and for women at both the state and national levels.

To submit nominations, complete the attached forms and return to Gloria Thomas (gloria_thomas@ace.nche.edu) by **Friday, November 16, 2007**.

Awards will be presented to recipients at the ACE Annual Meeting on Saturday, February 9, 2008, in San Diego, CA.



In The Spotlight...

Dr. Deborah George Wright has been identified as a national leader in community college accountability and as "One to Watch" by *University Business* magazine in its September 2007 edition. Wright was one of five national community college leaders identified by the national publication for college and university administrators.

UPCOMING EVENTS

- | | |
|---------------------|---|
| November 1-2, 2007 | Iowa WHE "Encouraging Courageous Conversations: Women Transforming Higher Education" / WAYUP Conference – West Des Moines Marriot Hotel. Register at: http://www.uni.edu/ietti/wayup |
| November 1-2, 2007 | Minnesota Ace Network Annual Fall Conference – Metropolitan State University, St. Paul, MN. Contact: Lisa Thomas (lthomas@dunwoody.edu) |
| November 8, 2007 | New Hampshire WHEL Fall Reception for Women Leaders in NH
Contact: Wanda Mitchell (wanda.mitchell@unh.edu) |
| November 8, 2007 | Women in Maryland Higher Education (WIMHE) Luncheon in Celebration of Women of Color. Contact: Kara Turner (kturner_wimhe@comcast.net) |
| November 9, 2007 | Vermont Women in Higher Education Conference--Lake Morey Resort in Fairlee, VT. Contact: Carol Ward (carol.ward@lyndonstate.edu) |
| December 5, 2007 | Massachusetts Network Luncheon during NEASC Conference—New England Women Invited, Harvard Club, Boston.
Contact: Liz True (eatrue@mountida.edu) |
| January 25, 2008 | Oregon OWHE Conference- The Governor Hotel, Portland Oregon.
Contact: owhe_conf@yahoo.com |
| February 9-10, 2008 | State Coordinators' Conference in San Diego, CA
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |

NetworkNews Editorial Board

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