

NetworkNews

ACE Network Executive Board September 2002

In This Issue:

Message from Judy Prince

Message from Claire Van Ummersen

State Coordinator's Perspective

President's Perspective

Policy Update

Dear Ida

Presidential Watch

Upcoming Events and Reminders - MARK YOUR CALENDAR

For Your Reading List

Message from Judy Prince – Chair, ACE Network Executive Board

As we begin this academic year, I hope that you will take time to reaffirm your commitment to diversity in leadership and to the power of a network of women in higher education. Such reaffirmation is energizing, and mental and physical energy are needed as the challenges we face in identifying, developing, advancing, and supporting women reach to the very core of academe.

Evidence of why our work is still important abounds. Even in the aftermath of September 11, the silence of women in framing the national situation spoke volumes. A recent article, "Faculty Diversity," published in Harvard Magazine (March-April 2002) chronicles why "30 years of 'good-faith effort' required of universities by affirmative-action regulations" have not been successful. A must-read by those of us working to advance women in higher education, the article is available on the web at www.harvard-magazine.com/on-line/030218.html.

Although the focal point of the article is research universities, I know from personal experience that the obstacles described for women in higher education are the same in other institutions. The article states that the problem for women is not an insufficient pipeline, but a "pipeline that leaks." A particularly poignant quote from the article is as follows: "...even if the pipeline were awash with women and minorities, a fundamental challenge would remain: the pipeline empties into territory women and faculty of color too often experience as uninviting, un-accommodating, and unappealing."

Cathy A Trower and Richard P. Chait, the authors, conclude that "...despite earning doctorates in ever-increasing numbers, many women and persons of color are eschewing academic careers altogether or exiting the academy prior to the tenure decision because both groups experience social isolation, a chilly environment, bias, and hostility. Their common concerns include their limited opportunities to participate in department and institutional decision-making; excessive and 'token' committee assignments; infrequent occasions to assume leadership positions or achieve an institutional presence; research that's trivialized and discounted; lack of mentors, and little guidance about the academic workplace or the tenure process." If not the ACE Network, who will address these issues within the academic community?

Although I have focused on celebrating women who have made it (and rightly so), I have unintentionally slighted the many that have not made it. Trower and Chait provide supporting data that there are many women and minorities who have not made it, and their experiences must not be forgotten. These women, too, deserve contemplation, reflection, support, and respect. As valuing of women's leadership bonds us, we can all grieve for the never-to-be-known leadership legacies these women might have left. As the authors conclude, finding solutions now is particularly important, or faculty diversity and with it diversity in leadership in higher education "may be stalled for another 30 years-which would not serve the interests of the academy or society at large."

Message from Claire Van Ummersen – Vice President and Director, Office of Women in Higher Education

Please welcome Dr. Donna Burns Phillips, our new Associate Director of the Office of Women in Higher Education. Donna brings to our Office a deep understanding of the subtle barriers that still prevent women from advancing in higher education administration and a passion for supporting and sustaining women in leadership positions.

Donna's experience as a negotiator, faculty senate president (elected four years), and chair of the state-wide Faculty Council speaks to her understanding of the issues that face colleges and universities and the faculty, staff, and students who populate them.

She has superb planning and organizational skills perhaps demonstrated best by her service as Director of Undergraduate Studies—establishing e-mail address books for communication, advising schedules, and intake assessment instruments so that students were well-served.

Her degrees in Rhetoric and Composition, Ph.D.; French/Linguistics, M.A.; and Speech and Drama, B.A. all have assisted in the ease with which she communicates orally and in writing and to her delight in undertaking speaking engagements.

Donna has taught at the University of Louisville and Cleveland State University—everything from "Traditional Grammar" to "Rhetoric and the Law." She served as the Director of Writing Across the Curriculum program from 1990-1995, and as Faculty Senate Chair and Representative to the Board of Trustees from 1996-2001. Her experiences with boards, senior administrators, institution-wide planning groups, and with the university-wide tenure and promotion review committee all will be valuable as we work to change the equation for women in academe.

She has served as a guest speaker for women's organizations and has presented papers on topics such as "Female Faculty: University Support in the Tenure and Promotion Process," and "When Diamonds Aren't a Girl's Best Friend."

Donna's passion and talents will serve us well as we strive to advance women in leadership positions.

President's Perspective – Carol A. Moore, President Lyndon State College and member, Executive Board of the ACE Network

On August 1 and 2, the members of the ACE Network Executive Board sat around the conference table at One Dupont Circle. The conversation initially focused on the progress women have made in entering senior-level positions and on concern over filling the pipeline, such that we continue to increase the number of women in top positions in higher education. Each of us reaffirmed the mission of the ACE Network as well as our personal commitment to advancing women to senior administrative roles and to supporting them in the leadership roles they have acquired. The energy was high and the voices full of optimism for the future of women in higher education.

As we discussed strategies to strengthen the ACE Network and advance and support women leaders, the conversation drifted into a discussion of the key issues confronting United States higher education in the twenty-first century. Included in these challenges are an increase in public scrutiny, stricter governmental regulations, growing competition for students and resources, and an intensified focus on learning outcomes, assessment and institution-wide performance indicators. All of these are set in the context of the current economy and the continuing trend of diminishing state support for public institutions.

To be sure, this is a daunting list of issues and yet there is more, the magnitude of which overshadows the list, and that is the faculty engagement. We moved quickly to articulate that the truly fundamental issue challenging institutions across the country is the misalignment of faculty with the realities of twenty-first century higher education. As administrators, we have historically insulated the faculty from public scrutiny. We have fended off government regulations and, in the name of letting faculty focus on research and teaching (to a lesser degree), we have sheltered them from the external pressures with which administrators are all too familiar. As a result, after two decades of nationwide discussion of student outcomes and assessment, most institutions have yet to clearly define those outcomes, much less routinely assess them and use the data to inform curriculum and teaching. And, contrary to the research on learning, the paradigm shift from being teacher-centered to learner-centered education has moved at glacial speed. If futurists' predictions hold true, and higher education in the next decade undergoes unprecedented change, faculty will have to be at the center of that change. I predict that this will produce a tumultuous environment in the academy.

It is ironic that on the eve of such change, an increased number of women are taking the helm in higher education. Trends suggest that a dampened economy and tightening of academic resources will collide with educational changes, reaching into the hearts of the academy – namely faculty terrain. This coincidence will present complex and potentially career-limiting challenges for rising women leaders. It will be critical for the ACE Network to provide women leaders with the professional development and support they will need to courageously lead the change agenda facing higher education. I ask from each of us a recommitment to our mission of identifying, advancing and supporting women leaders. If we are to continue to expand the voices of women in higher education in this time of “white water,” we will have to reinvigorate our efforts.

State Coordinator's Perspective – Josephine Reed-Taylor, Senior Vice President for Academic and

Student Affairs, Minneapolis Community & Technical College and Chair- Elect, Executive Board of the ACE Network

Strategies for Involving Women of Color in our State Networks

Traditionally there have been two groups in the academy who have had access to professional development opportunities that lead to the presidency:

1. those who teach students (faculty)
2. those supervising those who teach students (academic affairs officers)

Women of color are not typically found in these career trajectories. They have held positions in greater numbers in other areas of the academy, such as student affairs, multicultural affairs/diversity, and to a lesser extent, business affairs. They are generally not employed in positions of department chair, associate dean, dean, vice president or provost. They usually hold positions as assistants to central administrators, directors, coordinators, assistants and non-tenured faculty. The ACE Network's focus has been for the most part oriented towards positions in academic affairs at the dean's level and above. This orientation toward these pipeline positions can be a barrier to greater involvement of women of color in our networks.

In addition, there are other barriers to involving women of color in the ACE Network:

- women of color tend to be involved in more mainstreamed organizations and do not readily see the relevance of the ACE Network in helping them to achieve their career goals
- mentors tend to be white males who may not fully understand the ACE Network as a resource for women of color in their career development
- in many of our states there is a small number of women of color working in higher education – not a critical mass
- some women of color view the ACE Network as a white women's group, seeing it as “unwelcoming, uninviting, unaccommodating and unappealing”
- some women of color have issues with white women as competitors rather than as collaborators and question why they should align themselves with them.

As a result of these real and perceived barriers, state networks need to generate strategies and ideas to address these concerns as we seek to involve more women of color in our local networks.

Suggested Strategies

- Seek out women in leadership positions in student affairs, administrative affairs, multicultural programs and diversity as well as other areas in higher education not specifically targeted toward the academic pathway
- Approach senior level women of color in education, business and the non-profit community within our states and across the country to serve as conference keynote speakers, panelists and workshop presenters
- Outline the benefits of the ACE Network to women of color. Describe what it can do for them and how they can use it as a leadership development opportunity to enhance their own career development
- Co-sponsor events with organizations focused on the development of people of color within your

communities while highlighting the theme of “helping women of color move up the academic career ladder”. Focus on civic and cultural organizations e.g. the NAACP, the Urban League, graduate sororities, etc.

- Target women of color who have attended HERS, the National Institute for Leadership Development, the Harvard seminars and other leadership development programs
- Focus on women of color employed in two-year colleges as well as baccalaureate degree granting colleges and universities
- Invite women of color with a national profile who have benefited from their involvement with the ACE Network as conference speakers
- Work with other professional higher education associations to obtain lists of persons involved in special interest groups or caucuses focused on persons of color (AAHE and AACC are two examples). Invite those persons to participate in network activities in our states.
- Utilize presidential sponsors to approach other institutional presidents to support/sponsor up and coming women of color in ACE Network activities
- If you live in communities with Historically Black Colleges and Universities (HBCUs) or tribal colleges, approach them for women to serve on your planning board or committee
- Target ACE Fellows and graduate students as a resource for women of color to get involved with state activities
- Sponsor welcoming receptions for women of color hired in visible positions or appointed or elected to offices. Show your support for activities or people that have meaning to women of color
- Above all, once you have a woman of color involved with your network, do not approach her as the exclusive woman of color expert!

Policy Update

1. CEDAW, the Women's Rights Treaty

On Tuesday, July 30, 2002, the U.S. Senate Foreign Relations Committee passed CEDAW with bipartisan support by a vote of 12 to 7. It is now time to begin building support to obtain the 67 votes in the full Senate required to ratify CEDAW.

Your actions will make a difference:

Meet with, write, or call your Senator to express your strong support for CEDAW and urge him/her to vote positively when it comes before the entire Senate . If your Senator voted for CEDAW in Committee, thank him/her for continued support and ask him/her to champion CEDAW with colleagues in the Senate. (Supporting CEDAW were Senators Biden, Boxer, Chafee, Dodd, Feingold, Kerry, Nelson, Rockefeller, Sarbanes, Smith, Torricelli and Wellstone. Voting against CEDAW were Senators Allen, Brownback, Enzi, First, Hagel, Helms and Lugar.)

You can locate your Senators' names and contact information at <http://www.senate.gov/>

Call the White House comment line at (202) 456-1111 and urge the President to support ratification of the Women's Rights Treaty. It is an important tool for governments worldwide to end human rights

abuses such as those committed against women and girls by the Taliban in Afghanistan. 170 other countries have ratified CEDAW already. It is time for our country to join them.

2. U.S. Circuit Court of Appeals Decision in Grutter v. Bollinger

The May 2002 decision by the Sixth U.S. Circuit Court of Appeals concerning affirmative action in admissions is an important victory for colleges and universities. It is strong reaffirmation of the diversity principles outlined by U.S. Supreme Court Justice Lewis Powell in Bakke and acknowledges the historic latitude that higher education institutions must have in determining whom to admit for a course of study.

Research shows and college administrators attest to the fact that learning within a diverse classroom enhances the educational experience of all students. We are pleased that a majority of the appeals court judges agreed with the University of Michigan Law School that having a diverse student body is a compelling state interest. (Adapted from May 14, 2002 ACE news release.)

Dear IDA

September's Question:

In order for state networks to acquire the necessary resources for implementing their goals, would it be a feasible tactic to assess each participating institution an annual fee such as \$100, or rely solely on any small mark-up that could be received from conference registrations?

Send Your Answers to:

Edith Booker on the NetworkNews editorial board: d1cabooker@moac.morgan.edu. We need to hear from you!

Presidential Watch

Josephine Reed-Taylor has agreed to become the Chair-Elect of the ACE Network Executive Board, ensuring the necessary preparation for a smooth transition. As of July 1, 2003, she will assume the Chair role. Please welcome Josephine in her new capacity. Serving this summer as interim president of Minneapolis Community & Technical College, she is Senior Vice President for Academic and Student Affairs at the college and is a former state coordinator for Minnesota.

Upcoming Events and Reminders

National Leadership Forum - December 2002

The 61st National Leadership Forum will be held in Washington, DC at the National Center for Higher Education, December 4-6, 2002. The Forum provides an opportunity for emerging women leaders to

become acquainted with women and men presidents and search consultants, as well as with one another. These leadership forums represent an important step in a personalized identification process. Increased professional activity, enhanced visibility, and nominations for appropriate senior positions are fostered through these means.

Please nominate women who you believe are ready for national exposure and who are attempting to move into deanships, vice-presidencies, and even presidencies or other comparable senior executive positions. Send nominations, including name, title, institution, address, phone, fax, and e-mail, to Deborah Ingram Allen at deborah_allen@ace.nche.edu as soon as possible.

State Coordinators' Conference - February 2003

The ACE Network State Coordinators' Conference will be held in Washington, DC at the Marriott Wardman Park, Saturday and Sunday, February 15-16, 2003. The workshop will provide opportunities both for hands-on experience in building/strengthening state networks and for individual professional development. We have an exciting conference planned for you, so we encourage all state coordinators to attend.

ACE Awards – Nominations Needed

A. Donna Shavlik Award—This American Council on Education award is presented to an individual who has demonstrated a commitment to women's advancement at colleges and universities as well as nationally for an extended period of time. Selection criteria include demonstrated leadership and commitment to the advancement of women, experience in women's leadership development, improving campus climate, career development, and the mentoring of women. The award is given during the State Coordinators' Conference at the OWHE Dinner on Sunday evening, February 16, 2003. Nominations are due at OWHE by November 15, 2002. E-mail forms will be forthcoming soon.

B. ACE Network Program Award—This award recognizes an outstanding, innovative, and visionary program sponsored by an ACE State Network or by a college or university. Nominated programs should demonstrate a sustained impact on the advancement of women. The award will be presented at the State Coordinators' Reception on Saturday, February 15, 2003. Nominations for programs that have demonstrated leadership and commitment to the development of women through initiatives that identify, advance, or support women in higher education should be sent to Deborah Ingram Allen at deborah_allen@ace.nche.edu by November 15, 2002.

State Network Annual Reports due September 1

A reminder to all state network coordinators who have yet to submit a year-end report of activities: Your report is past due. Please make time to complete the form. Because we are required to report this information to the Kellogg Foundation, receiving your information is essential.

For Your Reading List - Book Review by Christine Hammond of Michigan State University and member of the Michigan State Planning Committee

Gender Equity or BUST! On the Road to Campus Leadership with Women in Higher Education

If one word could capture the essence of this practical and grounded compilation by editors Mary Dee Wenniger and Mary Helen Conroy, it would be Determination. From the title through each chapter, Wenniger and Conroy trek across the landscape of higher education, like expert tour guides, pointing out the progress women have made and the challenges that still remain.

Framed by the analogy of a road trip in a sporty red convertible, the book showcases select articles from ninety-six monthly issues of *Women in Higher Education*, a mainstay periodical for the last decade. Chapters are organized to provide inspiration for the journey and a road map for continued professional development.

The first chapter provides an historical and current overview of gender equity on campus. We draw hope from the increasing number of women students and graduates. Bachelor's degrees for women are up 14% since 1970. The progress in the faculty ranks is less pronounced; although the percentage of women in tenure-track positions rose by eight percent between 1983 and 1991, women are still in the minority. They earn less than their male counterparts, and the gender-pay gap has widened in the last 15 years. The situation in women's athletics is even more discouraging as the percentage of women coaches of women's teams has plummeted by almost 73% since 1972. Such are the "realities of the road" Wenniger and Conroy force the reader to face.

Chapters Two, Three, and Seven deal specifically with leadership stories and strategies. If we must still be "on the road" to gender equity, at least the editors provide us with wonderful companionship along the way. The stories of women leaders – their trials and tribulations – are inspirational. Leadership isn't easy, even if those we admire from a distance make it seem so. The stories of these women give us the courage to undertake the struggles on our campuses with faith that persistence and perseverance are more valuable than perfection.

Chapters Four, Five, and Six deal with issues of professional and personal development. As I read each page (especially the Guide to Mapping Your Career in Chapter 4), I found myself wrestling with questions too-frequently put aside. Reading this book removes the lazy luxury of saying, "I'll think about my career path – tomorrow." It also gave me the words to begin conversations on this topic with my husband and my dean.

Gender Equity of BUST! is an easy read. It offers an upbeat style and its many short segments allow the reader to pick it up and put it down as time permits. It need not be a book that will languish on your desk or bedside table.

Given that we have not yet arrived at our destination of gender equity in higher education, at least Wenniger and Conroy make the journey more enjoyable.

Comments? Ideas for future issues? An answer for Ida? Contact Kristin Davidson:
kdavidsn@sas.upenn.edu

