

Spring 2008

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## Message from the Executive Board Chair

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

It's always a pleasure to bring greetings to our state network colleagues. It was wonderful to see so many of you at our annual coordinators meeting in San Diego. I continue to be impressed with the talent and energy of the state network leadership. This year's conference was nothing short of excellent—the topics, facilitators, panelists and key speakers. The conference was a fitting tribute to OWHE's 35 year anniversary celebration and an equally fitting tribute to the exemplary work of our state networks.

The highlight of the conference for me was the panel moderated by Deborah Ingram Allen, which featured former OWHE directors. What visionaries these women were and how inspiring they continue to be. The very idea of establishing networks of volunteers in every state to advance the mission of OWHE was a lofty and bold one. The thoughtful comments of past directors who joined us, Donna Shavlik, Judith Touchton, Gladys Brown, and Claire Van Ummersen reconnected us to our history and reaffirmed our current commitment, under the current leadership of Donna Phillips. Our thanks to each of them.

Thirty-five years later and stronger for it, networks are thriving, and OWHE's reach is far. The former ACE National Identification Program, now the ACE Network, continues its commitment to IDEALS (with some word changes here and there) central to its founding

mission: to identify, develop, encourage, advance, and support women in the academy to seek and achieve increasingly greater leadership roles. The unwavering purpose is to fill the leadership pipeline all the way to the presidency.

My only regret is that not all the state-level leadership was in attendance. And that leads me to making a heartfelt request. My request is this: that all state coordinators attend the 2009 annual meeting. Once there, be prepared to be engaged, be prepared to be energized. Share ideas that work in your states, borrow the best practices from other states, and identify challenges and seek solutions with the help of others.

The benefits are many: You will have the opportunity to advance the work of your state networks and your own professional development, and to meet wonderful colleagues who will become life long friends.

All the best,

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



## Pathway to the Presidency: *A President Shares Her Story*

**Dr. France Cordova**  
*President,  
Purdue University*

My pathway to the presidency of Purdue University was a convoluted one, with surprising turns, difficult decisions, and unexpected opportunities.

As a child I wanted to study science, but lacking mentors, I pursued a more common course for college women: English. While enjoying jobs in education and writing, I was inspired by public television to pursue physics and eventually received a Ph.D. analyzing rocket and satellite data. Then, content doing astrophysics at Los Alamos National Laboratories, I got a surprise phone call recruiting me to Penn State University as head of astronomy and astrophysics. A few years later I received another call, this time from Washington, D.C., and was soon named NASA chief scientist.

The moral: Be careful answering the phone. It might change your life.

Following my term at NASA, I spent six exciting years as vice chancellor for research at the University of California, Santa Barbara. Then for five years I was chancellor at the marvelously diverse UC Riverside before being offered the presidency of Purdue.

There is no predictable geodesic to a university presidency. Each of us defines her own unique path. My own unconventional path was guided by optimism, a sense of adventure, and a desire to add value.

***Don't forget to share your Network's news!***



***We want to know what you've been up to!  
Send all articles to:***

**[cynthiaforrest@hotmail.com](mailto:cynthiaforrest@hotmail.com)**



**NetworkNews Feature Article:**

**Leadership for Changing Times  
and Lasting Impact**

(New England Networks Conference Keynote address: October 4, 2007)

**Dr. Madeleine Wing Adler**  
*President,*

Good morning! What a pleasure to be in New England! My husband, Fred, and I have a home on Cape Cod where we will live full time after my retirement in June. Before I came to West Chester University, I was the academic vice president at Framingham State College, here in Massachusetts.

Before Framingham, I was a system-wide dean at the City University of New York. It was there, during my research in urban politics, that I observed the city fire and police operations. It became evident that rank-and-file officers usually had a clearer sense of how to solve a problem than their superiors had. The commanding officers were often removed from the day-to-day realities. As a result, the most effective decisions were made in consultation with the rank-and-file people, not in a top-down order of command. When I came to West Chester University, I was eager to apply these observations to a campus of 13,000 students and well over 1,000 faculty and staff.

I began by coining the term "distributed leadership." Convincing myself of its value on a university campus did not take long, and over the next 15 years, distributed leadership has moved from an idea to a way of life rooted throughout the University. Simply stated, the approach requires each of us to contribute to the whole and makes everyone on the faculty and staff accountable to one another, our students, and region.

The concept is not complex, but its power is transforming. Distributed leadership values everyone in the organization as having something to offer in terms of leadership. Each individual has unique

expertise, ideas, perspectives, and experience. The goal is to tap into these resources for excellence.

Using distributed leadership, employees have responsibility and authority relevant to their positions. To provide a couple of examples: the dean of a college within the University has the responsibility to raise funds and the authority to decide how substantial funds are spent; a groundskeeper has responsibility for and authority to provide information for decisions about plantings and upkeep. For the approach to be successful, managers have to get feedback from those who are on site.

Distributed leadership creates an environment that supports the free exchange of ideas. One illustration is a policy that provided all WCU full-time summer-school students with free summer room and board. This seemingly unworkable idea grew out of a remark by one of our campus managers. Once we took the time to look closely at the concept, we realized its potential. When people heard what we were planning, more than a few thought we were crazy, but students and their parents were thrilled. The policy brought higher enrollments, improved revenues, and the attention of local and national media.

As is typical for distributed leadership, the free-room-and-board program began with a suggestion from one individual, but the program worked

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because of collaboration. Immediately we put together a work team, and less than three months later, the program was in place—perhaps a record for higher education!

The level of authority and accountability held by our vice presidents, managers, deans, and faculty supports resourcefulness and responsiveness. An example is the academic year model, a benchmarking strategy supporting faculty productivity. Under the academic year model, credit-hour enrollment targets are set based on the faculty teaching complement and weighted class sizes. Incentives are in place for the colleges to increase credit generation while decreasing faculty load.

To meet a responsibility for serving students and the region, all the divisions have been entrepreneurial in building partnerships. WCU has developed a large network of relationships and collaborative ventures—from an applied statistics graduate program that has industry statisticians co-teaching classes, to a housing partnership that has allowed us to offer on-campus accommodations for about 800 more undergraduates, in spite of the State System's policy of not supporting the building of new residence halls. WCU turned to a private developer to build and manage housing on university property. The same approach will allow us to replace all of our older residence halls over the next decade.

Such opportunities have developed because distributed leadership multiplies the ideas fueling progress and positive change. It also accelerates the momentum and pace for that change. Faculty and staff across the campus are committed to the University's vision, values, and goals because they have helped to create the vision, values, and goals. As a result, the institution can respond more effectively not only to student needs but also to those of our area schools; corporations and businesses; not-for-profit institutions and agencies; and local, state, and national government.

Under distributed leadership, individuals, departments, and divisions are encouraged and

and expected to work together, and the process is valued, as well as the outcomes. Yes, negative outcomes have consequences, but we also work hard to honor success—and progress toward success. An essential part of accountability is a celebratory atmosphere where people can feel good about themselves and know that others see their hard work and effectiveness.

At West Chester University, distributed leadership has been expanding and evolving for 15 years! The general construct with which I arrived has been enhanced by every member of the team. The process has been such that my years at West Chester could be viewed as three separate presidencies—or rather, three different stages: first, extending my leadership approach across the institution; second, establishing and defining a clear vision for the University; and third, achieving significant goals.

The early years certainly brought their share of challenges. For one thing, while I am West Chester University's 13<sup>th</sup> president, I am WCU's first woman president, and that fact did not go unnoticed. When I arrived in 1992, some considered the University a jock school. A few folks wondered aloud how I could possibly give athletics the play it deserves. You and I know that being a woman and being an athlete are not mutually exclusive—I even had a cat named for a Boston Red Sox player—but logic was not the issue.

In my early days at the University, the Philadelphia Eagles football team held their training camp on campus. Their head coach tried to be on his best behavior with me, even though he had the habit of calling women "honey." He slipped once and called me "honey"—but quickly amended that to "Doctor . . . Honey."

Athletics was not the only problem area. During a 1996 blizzard, a Pennsylvania public figure called our home at dinnertime. My husband picked up the phone. When the caller asked for the president, Fred handed me the receiver, but the gentleman was not pleased: "This is an emergency!" he shouted. "Lives are at stake! I have to speak to the president; let me talk with your husband!" So I handed the telephone back to Fred. Our caller eventually figured it out.

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The real challenge for me, however, was not gender based. It was in effecting a pervasive change in the organization. If change is going to last beyond the tenure of an individual leader, it needs to be institutionalized. Simply giving a name to something helps people focus on the concept rather than on the leader who first champions it. But the larger part of institutionalizing change is walking the talk constantly, being consistent in how we approach issues.

When I first came to the University, I visited virtually everyone on campus. It was August when I paid my visit to the boiler room, and I was wearing a yellow linen jacket—I could never wear that jacket again! But I thought it was important to meet people where they work and see what they do. The effort seemed to go over well, and from it came my insistence that all our top leaders do regular management-by-walking-around to hear about and observe the issues.

As part of talking with folks across campus, I started meeting with the executive committees and leaders of the various university stakeholders. They told me lots of stories, often ending with, "This is the problem, and what are you going to do about it?" They very quickly learned that I was not going to do anything about it, that I was going to help them figure out ways to resolve problems.

In my early days at the University, I was tested both on campus and off. One source of resistance was the faculty union. Realizing that the union was the only voice for faculty, I created other venues for faculty leadership to express ideas and opinions. For instance, we resurrected a faculty senate and gave it powers that included naming search committees. We agreed that I would appoint half of the Faculty Senate Steering Committee, and the union would appoint half. People quickly forgot whose appointees they were and worked together as a team. Although luck is never the whole story behind success, luck dictated that the union membership began to fight among itself, and the old leadership was voted out. New ideas were beginning to be accepted; other voices were being heard.

Building the trust and confidence to take risks and accept mistakes takes time. Hard decisions are inevitable, and we have had to face firing people. Early on, two of our deans would not take responsibility for

bringing in resources, and they overspent their budgets. They assumed they would be bailed out again, as they had been in the past. The more frugal deans feared their budgets would be tapped to cover the shortfalls. But we held firm.

Expanding distributed leadership across the campus and through the layers of the institution has been an incremental process. I formally introduced the concept to the campus community through my first annual fall welcome address. Then I started working closely with my cabinet, devoting part of a cabinet retreat to a distributed leadership discussion. Next the cabinet and I introduced the model to the President's Council—35 deans and directors—and began individual and group mentoring so that managers had strategies to carry out in their divisions. For the past several years, we have been holding leadership and management workshops for managers and faculty, and we educate all new employees about our approach to leadership. At every opportunity, we emphasize that distributed leadership is an attitude: we have to advance cooperation, mutual respect, and civility, as much as the competencies.

Faculty and staff also need convincing of the importance of distributed leadership. They need to understand that it is one of the best ways to transform an institution and that we are under immense pressure to transform. At the same time, they need to realize this approach is neither new nor complicated. They have been doing some elements of it all along, and the approach is expanding outside of West Chester University.

A significant step forward in the effort to reach our entire faculty and staff was the 2003 creation of WCU's Office of Organizational Development. Now the office's many Investing in Employee Excellence seminars and workshops cover distributed leadership and other related topics. For those who want to learn on their own or at their own pace, more than 200 short online courses are available.

Even at the cabinet level, the process of implementing distributed leadership is ongoing. I continue to meet weekly in one-on-ones with each cabinet member, and they go regularly to their divisions to explain and discuss the issues. College and divisional bimonthly and annual reports further support shared understanding, knowledge, and accountability.

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Specifically, the reports assess progress under WCU's strategic plan, the *Plan for Excellence*, which represents a practical and long-term application of distributed leadership. The plan's five "transformations," as we call them—Student Success, Responsiveness, Diversity, Human Capital, and Resourcefulness—are the broad goal areas supported by the plan, and each is fundamental to distributed leadership. Adopted in 2001, the plan was drafted by a representative group of faculty, staff, and students, with the entire campus having opportunities for input.

Like distributed leadership itself, the *Plan for Excellence* entails an ongoing process. To facilitate and monitor plan implementation, we created another representative campus group, called the Strategic Planning Resource Council—or "SPRC." Last year, SPRC compiled university-wide suggestions for amending the plan to ensure that its transformations continue to provide strong support. The President's Cabinet accepted the recommended modifications, and SPRC is now visiting campus groups and constituencies to explain the changes and share copies of the updated plan.

And so, at West Chester University, we have moved from isolation to collaboration, and from a blame mentality to a sense of shared goals and responsibility. Of course, even in a distributed-leadership environment, not everyone is enthusiastic about change. But this fact does not really matter. You do not need everyone on board before meaningful progress can occur. A few people will inspire a few more people, and on it goes. Within most institutions, a significant number of individuals will already have the desired outlook and approach, and they become a nucleus on which to build.

Distributed leadership is also highly adaptable to a wide range of institutions and leaders. The specific details have to reflect the leader herself, the leader's relationships with other participants, and the characteristics of the particular college or university. Similarly, our leadership style must be able to evolve with changing needs and circumstances. For me, distributed leadership has given staying power because it provides both grounding in strong, viable principles and flexibility in their practical application.

Ultimately, distributed leadership reduces the burden on the individual leader and ensures the ongoing health of the institution. At one point or another, most leaders face periods in their lives when outside demands overwhelm workplace commitments. Throughout the University, we see people stepping in to help each other when the need arises. Recent cases include administrators caring for aging parents, recovering from illness, or resigning to accept an unexpected opportunity. In every case, other staff members have had the leadership training and experience to take over as necessary. A lot of pressure lifts from a leader's shoulders when she knows someone will always be ready to step up and carry the load. This type of training is an excellent way to mentor leaders for the short- and long-term future.

If distributed leadership is to work for the long haul, four conditions must exist: first, a culture of trust and mutual respect; second, well-informed team members who are trained in leadership skills; third, a context of clear institutional values; and fourth, everyone's commitment to doing his or her best and contributing to problem solving. It requires a designated person to carry through on tasks, and it can mean having to make some difficult decisions. Without these conditions, distributed leadership breaks down. Fully implementing the approach takes determination and continuing hard work, but the rewards are well worth the challenges.

Some have described distributed leadership as a woman's way of leading, but more and more men are also finding it valuable. In business, too, we are seeing greater emphasis on team building and breaking down silos of responsibility. The approach is being accepted for one good reason: it works!

I hope that some of my comments have stimulated your own thinking. I look forward to hearing your reactions and questions.

**American Council on Education  
Office of Women in Higher Education  
Annual Regional New England Networks Conference  
*Building and Sustaining Momentum:  
Leadership for the Future*  
Keynote Address  
Assumption College, Worcester, Massachusetts  
Thursday, October 4, 2007**

## 2008 New Hampshire WHEL Spring Conference: *A Great Success!*

**Dr. Wanda Mitchell**

*Vice Provost and Chief Diversity Officer  
University of New Hampshire*

The New Hampshire Women in Higher Education (NHWHEL) Spring Conference was held on Friday, April 4<sup>th</sup> on the campus of the University of New Hampshire in Durham with its theme *Women Leaders: Anticipating, Initiating and Creating Change*. There were over 100 women faculty, staff and administrators from New Hampshire institutions of higher education in attendance. The keynote speaker for the event was the Honorable Jeanne Shaheen, Former Governor of the State of New Hampshire. Other speakers included: Cynthia Forrest, Dean of Student Services, Emerita, Framingham State College; Nancy Archer Martin, Senior Search Consultant, J. Robert Scott Executive Search Firm and Former President and CEO of Educational Management Network; and Kathryn Dodge, Executive Director, NH Postsecondary Education Commission.

Under the leadership of Dennise Maslakowski, conference chair and Associate VP for Graduate Studies at Plymouth State University, the conference offered a keynote address, networking opportunities and discussion groups around specific topics such as Anticipating, Initiating and Creating Change; Advancing your Leadership Portfolio through Appreciative Inquiry; Exploring Strategies for Expanding your Professional Portfolio; and Anticipating Changes in Accreditation.

During the luncheon, awards were given to two women from New Hampshire who exemplified characteristics of an outstanding leader and an emerging professional that aligned with the Network's IDEALS: identifying, developing, encouraging, advancing, linking, and supporting women in higher education. The two awards recognized two women who demonstrated attributes of the IDEALS.

The emerging professional award recipient was Dr. Monica Chiu, Associate Professor of English who specializes in Asian American Studies at the University of New Hampshire. Monica's personal and professional activities focus on opposing a culture of arrogance in the academy against underrepresented groups, and identifying and encouraging support for the diversity and differences people bring.

Dr. Julie Bernier, Provost and Vice President for Academic Affairs at Plymouth State University received the outstanding leader award. Dr. Bernier managed a change process that put the University at the lead among its peers in designing successful programs for the first year student and most importantly changed the delivery of general education requirements. Julie is respected for her knowledge, her capacity for hard work, and her ability to communicate across networks of faculty, administration and staff.

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*Shaheen and Mitchell at the NHWHEL Conference.*

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Throughout the day, conference attendees engaged in dialogue, discussion, and friendly conversation around the critical issue of women as change leaders in higher education

In an effort to carry on the conference theme and to continue professional development opportunities for New Hampshire women in higher education, the state coordinator, Dr. Wanda Mitchell, has worked to sponsor summer women leadership seminars. The first one-day seminar entitled, *Strategic Influencing Skills for Women in Higher Education* will be held on June 5, 2008 at the University of New Hampshire in partnership with the UNH Professional Development and Training Office and the Office of the Vice Provost and Chief Diversity Officer. *Strategic Influencing Skills for Women in Higher Education* is a highly interactive seminar for women leading, or aspiring to lead in higher education institutions, and promises to stimulate discussion and reveal field-

tested strategies helpful in leading and managing change in academic organizations. Carlotta Tyler, an internationally respected organizational consultant, career and life coach, and specialist in gender issues in work systems, is the seminar facilitator. Additionally, plans are being made for the second summer seminar *Exploring Leadership and Management Skills of Successful Women Leaders*. It will be facilitated by Cynthia Forrest, Dean of Student Services, Emerita, Framingham State College.

The New Hampshire Network will continue to bring women faculty, staff, and administrators from across the state together to network, to explore issues impacting women in higher education or society, as well as to encourage women to use their abilities to become change agents in higher education and in their local and national communities.

*Below: Snapshots from the NHWHEL Spring Conference '08*



Focus on Forums:

*The Eastern Regional Leadership Forum  
Held in Philadelphia  
Hosted by Temple University*

On the week of March 10<sup>th</sup>, Temple University hosted the Eastern Regional Leadership Forum bringing together women university leaders from 25 different institutions. The Forum provided an opportunity for women who aspire to senior leadership positions to hear from women who are already college presidents or serve as other senior administrators. Through a variety of panels, the presenters were able to share successes, unique opportunities and stories describing the challenges they encountered on their career paths.

The event was opened by Temple University President Ann Weaver Hart, the first female president in the University's 123-year history. President's Hart's welcoming remarks underscored the importance of building networks across universities and connecting to a valuable organization, such as the Office of Women in Higher Education. The group was inspired by Temple's Provost, Lisa Staiano-Coico, who also attributed her career success to the networks she had built and the important friendships she made with women at events similar to the Eastern Regional Forum. The two women leading Temple University shared their experiences and made a compelling case for how networking and personal career development opportunities played a key role in their own successes.

The Forum focused on the more practical elements of career development, including topics related to understanding leadership styles, career mapping, strategic planning, succeeding at creating change, managing multiple constituencies, and strategies for building networks and connecting with the people we manage. Participants also had a special opportunity to prepare resumes for potential leadership positions and to participate in mock interviews. The mock interviews provided us with a unique experience to test our interviewing techniques and receive constructive feedback. This opportunity allowed participants to gain a better perspective about how they present themselves as they attempt to advance their careers.



**Julie Fesenmaier**  
*Associate Research Director,  
Cochran Research Center,  
Temple University*

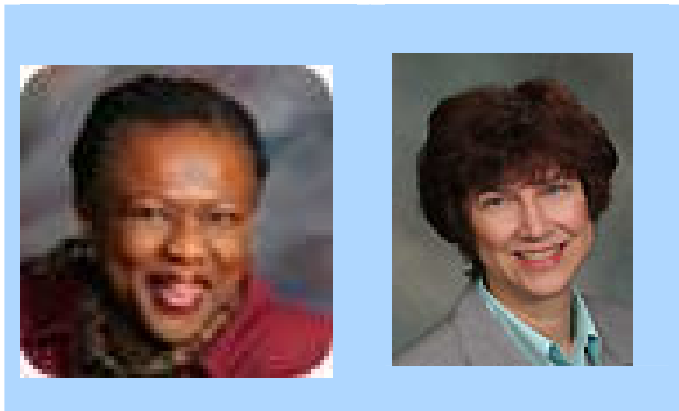


**Dominique Klinger, Ph.D.**  
*Assistant Vice Provost,  
Distance Learning and Summer Programs,  
Temple University*

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Because Pennsylvania is now the focus of the race to the White House, Hillary Clinton made a last minute decision to deliver a campaign stump speech from Temple University's campus. Several participants took the opportunity to listen to the candidate. Regardless of one's political allegiance, it was difficult to avoid the buzz and excitement that overcame Temple's campus with a visit from such a prominent woman leader.

The forum closed with motivating and touching remarks from Madlyn Hanes, Chancellor of Penn State, Harrisburg describing her career path. She ended with a quote from her grandmother Rose "Women can have it all. . . not necessarily at the same time or in the same place." As professional women, attending the forum, we appreciated Grandma Rose's wisdom.



## *Winning Tips for Building Successful Institutional Representative Relations*

**Bernice Bass De Martinez**  
*Senior Researcher/Professor*  
*California State University Sacramento*

**Deborah Loers**  
*Vice President for Student Life*  
*Wartburg College*

As recent state coordinators and later serving on the National Network Executive Board, we firmly believe the success of State Networks is very dependent on the development and maintenance of a strong core of Institutional Representatives (IRs). The IRs are the backbone of the State Network and are the key persons who ensure connections with the college and university campuses throughout your state.

The State Coordinators' Handbook recommends the identification of at least one IR for each institution in the state. Once identified, the critical task is to keep the IRs engaged. Here are 10 key tips to assist state coordinators and state advisory boards in their work with IRs:

1. Give wide recognition of the newly appointed IR (send a letter with congratulations to the home institution, the home institution president, and key women leaders in the home institution as well as to the other IRs in the state;
2. Provide the new IR a clear and concise description of expectations (see the State Coordinators' Handbook);

3. Include the IRs in regular and on-going development opportunities;
4. Set up (utilize) a state list serve that includes all of the IRs as well as the state Network advisory board (share articles, information, updates);
5. Hold a networking session and/or other development session for IRs at your state's annual conference;
6. Identify up and coming IRs for leadership on the state advisory board;
7. Nominate IRs for participation in one of the ACE/OWHE leadership forums;
8. Hold periodic teleconferences with IRs that involve them in the planning and organizing of state Network events;
9. Encourage IRs to become mentors to other women who might become future institutional representatives (no one IR should believe or feel her appointment is for life);
10. Recognize IRs for their contributions and talents.

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We're sure you will have many tips to add to this list. Use this list as a starting point to brainstorm with your state advisory board as well as your existing group of state IRs.

If you are just beginning or rebuilding a state IR group, don't be discouraged by this list! Focus on identification of a few women committed to the idea of IR work. This initial identification may take time, but this smaller group can be mentored and can

help State Coordinators reach out to women at other institutions through their own professional networks. Identify one or two approaches that fit your state and emphasize the development of the team. The success of the state Networks has always been dependent on the leadership of highly committed women who work together within their institutions and as a group to provide opportunities and support for women in higher education.



## A Few Notes on Planning

**Donna Burns Phillips**  
*Director,*  
*Office of Women in Higher Education*

Every one of you out there who has ever tried to orchestrate a conference knows the anxiety that accompanies selecting a date, place, theme, format and group of speakers that will "wow" the intended audience enough to get them there in spite of the myriad other magnets, tugging at their lives, priorities, demands, and calendars.

You have to start somewhere, and although the theme seems like a good place to begin (and in a perfect world it would be), more often than not, the impetus for this conference is a sense of responsibility for having one (e.g. there's a reason they're called *annual* conferences), which tends to make a **date** when you and the majority of other planners can manage to get together a crucial early decision. Besides, you can't find a place or engage a speaker until the date is set.

Then you can look for the **place**, but this too is complicated. How many people do you need a place for? And how does the configuration of the format affect this choice? All plenaries? Small groups? How many at a time? How many

times? All of which, of course, you don't know yet. How much money can you spend on place? And food at that place? Oh, dear. That may depend on how many people are coming, which, of course, you don't know yet. Will you need AV equipment? Oh, dear. That depends on who is speaking about what—which, of course, you don't know yet. Making what you hope is a reasonable guess about these factors, you book.

Now comes the **theme**. It scarcely matters what you start with—hardly anyone will think it (in current—if illogical—parlance) sexy enough. The more people you have on the theme committee, the more opinions you'll have about what it ought to be. And the theme, once decided upon (and usually broad enough to encompass just about anything), leads directly to a discussion of title, which can take up several more days of debate.

Next comes **format**. Everyone on the committee will note that interactive sessions

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work better because they're more interesting. Note, however, that in the conference context, interactive actually means panel sessions that allow time for questions. So you end up with the standard conference format: plenaries alternated with panels and small group discussions.

However cumbersome these steps, they must be performed, because you can't line up guest speakers until you can give them some idea of what you want them to talk about and in what format.

Now you're ready to look for your **guest speakers**. The WOW factor is in part dependent upon finding a Big Name speaker. Big Names do keynotes. Big Names do not do panels unless everyone else on the panel is also a Big Name. And how many Big Names do you actually know who will actually have that date free on their calendar and who will actually be willing to come? For free? Should you discover that your list of "Possibles" and/or "Availables" fails to offer enough genuine diversity, you'll need to do some further scrambling.

Eventually, all of this section of the planning comes together so you can move on to the task of gathering photos and bios and AV requests, creating and producing the programs, getting the advertising out, setting up registration sites, and choosing tchotchkes. (A word of caution on the latter: choose carefully—you may be using them for years.)

It's now a day before the deadline for registration. The numbers are pitiful. What do you do? Call it off (think of all those unreturnable tchotchkes!!)? Extend the registration deadline (which, everyone knows, means you don't have enough people)? Send out another e-mail blast? Decide this is a good time to switch careers?

Why, oh why, would anyone subject herself to this scenario? Because in the end, it almost always comes together. And it works. The speakers are compelling, the food (at least the dessert) is great, and the participants are enthusiastic. People are so grateful to you for giving them the opportunity to be part of something that satisfies a hunger for networking they didn't even know they had. It's a bit like birthing a baby: the glow of after makes you forget the sweat of before.

No one ever suggested being a leader is easy...

## *ACE OWHE Women's Leadership Legacy Fund*



Goal = \$200,000

Don't forget to help us reach our goal! Please consider sending a contribution or completing your pledge. It's never too late to help us help other women. Show your support by logging onto:

[www.acenet.edu/programs/owhe/fund](http://www.acenet.edu/programs/owhe/fund)

## ACE OWHE UPDATE:

# New State Network Tools and Join the 35<sup>th</sup> ACE OWHE Celebration



### ACE presents an OWHE page on the ACEwiki

The Office of Women in Higher Education launched its new OWHE page on the ACEwiki at the annual State Coordinators' Conference in February. The entire contents of the State Coordinators' Handbook is now readily accessible and open for State Coordinators and Network participants to add and share best practices on this new tool. To access the OWHE page of the ACEwiki, go to [http://acewiki.org/~acewiki/index.php?title=Office\\_of\\_Women\\_in\\_Higher\\_Education](http://acewiki.org/~acewiki/index.php?title=Office_of_Women_in_Higher_Education).

I suggest you bookmark this page to return often. Once you log onto the wiki, at the bottom of the page, there are links to the OWHE State Coordinators' Handbook Table of Contents and the ACE Network Pages. Feel free to explore. Under the ACE Network Pages, click on your state and add in any new practices or program your Network is engaged in. Post and update regularly so that others can stay tuned to what the Networks are doing and we can all learn from each other.

### OWHE Celebrates Extraordinary Women to Mark its 35<sup>th</sup> Anniversary

In celebration our 35<sup>th</sup> anniversary, OWHE has launched a forum on our website for you to share stories about the heroes in your lives. We're calling this web-based celebration, *35 Weeks of Extraordinary Women*. Each week, beginning on Sunday, a new mother, sister, aunt, grandmother, teacher, or friend is featured. We started on March 16, 2008 with

**Gloria Thomas**

*Associate Director*

*ACE Office of Women in Higher Education*

Elli Stassinopoulos, mother of Arianna Huffington from the Huffington Post. We plan to continue through to the end of the 35<sup>th</sup> week, November 15, 2008. It's not too late to send in a paragraph or two, along with a photo, of the shero in your life. To view the submissions to date, click on the link below: [http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/OWHE/35\\_weeks\\_of\\_women.htm](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/OWHE/35_weeks_of_women.htm).

### Living a Balanced Life Retreat

Living a Balanced Life: A Retreat for Women in Academia will be held at the Oak Ridge Conference Center near Minneapolis, MN from June 30 - July 2, 2008. The retreat is co-sponsored by the University of Iowa Council on the Status of Women, the Women in Science and Engineering Program, and Women's Resource and Action Center.

For details, see <http://www.lbretreat.com> or email [info@lbretreat.com](mailto:info@lbretreat.com).

I look forward to sharing this relaxing and inspiring retreat with you!

**Rahima Wade**

*Professor, Teaching and Learning  
Director, Living a Balanced Life Retreat, The  
University of Iowa*

P.S. Please share this announcement widely with other women professors and groups or lists concerned with women in higher education. Thank you!



## Editor's Reflections

**Cynthia Forrest**  
*Consultant, Higher Education*

As the academic year winds to a close, the promise of longer snippets of time for summer reflection invites us to develop our lists of personal and professional plans. Intentionality is the key factor to purposeful progress, according to many authors on the subject of achievement. As our Spring Edition contributors describe, each journey involves a clear focus as well as flexibility for and openness to the unexpected. We are grateful for these stories of inspiration. As Network leaders and members, consider how we can infuse our involvement and those of our colleagues with an energetic focus on the future and welcomed engagement with the unanticipated. To achieve such results, we can enhance our repertoire of leadership competencies, prepare ourselves for possible new directions and invest fully in our

Networks. Such strategies can bring new energy to our professional enterprises. Consider attending one of the ACE OWHE National or Regional Forums in the coming year as an avenue for achieving this new focus. For State Coordinators, start now to insure that the National Conference for State Coordinators scheduled for February 7–9, 2009 at the Omni Shoreham Hotel in Washington, DC is part of the coming year's plan.

We invite you to share your strategies for personal and professional renewal. We also welcome your reflections on the work of your State Network and the link with this renewal process for you and/or your women colleagues. Please remember to circulate *NetworkNews* to your colleagues! Enjoy and savor the summer!

### SUMMER READING

- ✦ [\*Women and Leadership: The State of Play and Strategies for Change\* \(2007\), edited by Deborah Rhode and Barbara Kellerman, J-B Warren Bennis Series.](#)
- ✦ [\*Broadening the Leadership Spectrum: Advancing Diversity in the American College Presidency\*\(2008\)ACE.](#)
- ✦ [\*Collective Foresight: The Leadership Challenges for Higher Education's Future\* \(2008\), ACE.](#)
- ✦ [\*The Chief Diversity Officer: A Primer For College And University Presidents\* \(2008\) ACE.](#)
- ✦ [\*On the Pathway to the Presidency: Characteristics of Higher Education's Senior Leadership\* \(2008\), ACE.](#)
- ✦ [\*The American College President, 2007 Edition, ACE.\*](#)

### SUMMER REFLECTION

- ✦ [\*Making a Real Difference with Diversity: A Guide to Institutional Change\* \(2007\), Alma R. Clayton-Pedersen, Sharon Parker, Daryl G. Smith, José F. Moreno, and Daniel Hiroyuki Teraguchi, AACU.](#)
- ✦ [\*Women of Color in Higher Education: Leadership Through Achievement\* \(2005\) ACE.](#)
- ✦ [\*Collective Foresight: The Leadership Challenges for Higher Education's Future\* \(2008\), American Council on Education.](#)
- ✦ [\*Chic Executive Officers Put Their Stilettos Firmly Under the Boardroom Table\*, May 5, 2008, Australian Women On Line, new study on women and men's leadership.](#)
- ✦ **Resource Exploration—**[Women's Leadership Database](#), Margery Somers Foster Center at Rutgers University.
- ✦ **Resource Exploration—**[The Center for the Education of Women](#), University of Michigan.

## UPCOMING EVENTS

- May 29-30, 2008 Inaugural statewide conference for Arizona WHE. High Country Conference Center, Flagstaff, Arizona. For more information and to register online, [click here](#).
- May 30, 2008 Virginia Network State Conference, Hotel Roanoke & Conference Center, Roanoke, Virginia. Register online at: <http://www.cpe.vt.edu/va-network/index.html>
- June 2, 2008 State Networks End-of-Year Survey Deadline. To complete, go to: <http://survey.acenet.edu/scripts/rws3.pl?FORM=ACENetworkYearEnd>
- June 9-10, 2008 Michigan Women in Higher Education Annual Conference – Central Michigan University. Register at: <http://ace.cmich.edu/conferences.shtml>
- June 11-13, 2008 OWHE National Leadership Forum, Washington, D.C. For more information, contact [owhe@ace.nche.edu](mailto:owhe@ace.nche.edu).
- June 24, 2008 Massachusetts Network President's Panel and Dinner, MA College of Pharmacy. [For information](#), contact Liz True at: [eatrue@mountida.edu](mailto:eatrue@mountida.edu).
- September 21, 2008 Nevada State Network Conference. University of Nevada, Las Vegas Student Union. For more information, contact Tamara Valentine at 775-784-1455.
- October 2, 2008 New England Networks Regional Conference, Assumption College, Worcester, MA. For more information, contact
- October 8-10, 2008 OWHE Regional Leadership Forum, Waco, Texas. For more information, contact [owhe@ace.nche.edu](mailto:owhe@ace.nche.edu).
- October 29-31, 2008 2008 Summit for Women of Color Administrators in Higher Education, Atlanta, Georgia, For more information, contact [owhe@ace.nche.edu](mailto:owhe@ace.nche.edu).

For a more detailed list of upcoming events, please visit the [ACE Network Calendar](#).

Did you know that we reached over 10,000 women last year through our ACE OWHE Networks?  
Please share this newsletter and encourage your colleagues to join a State Network in their area!

### *NetworkNews Editorial Board*

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For more information regarding any of the programs offered by the American Council on Education's Office of Higher Education (OWHE) please visit the website at: <http://www.acenet.edu/programs/owhe/>  
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