

Winter 2008

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Message from the Executive Board Chair

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

2008 holds great promise, beginning with our State Coordinators' Conference in San Diego, February 9 and 10. The timing for our annual meeting is perfect. The new semester will be well underway, and spring break, just far enough away not to preoccupy us.

The conference promises to be an excellent one with much to celebrate. I strongly encourage all state coordinators to attend the conference and to join their colleagues in the Office of Women in Higher Education (OWHE) and the American Council on Education (ACE) in welcoming Molly Corbett Broad as the organization's next president. Molly Corbett Broad, incidentally, will be the first woman president of ACE.

Our conference, *Our Share of the Spectrum*, celebrates OWHE's 35th anniversary. This year we continue to be mindful of the importance of networking, including scheduling quality time with executive board liaisons and their state coordinators. Of course, sharing best practices among state network leaders is always well received and we have afforded time for topical discussions of challenging network issues. So popular in fact were the speed conferencing sessions we introduced last year, that we happily included them again in this year's meeting, with new topics and with additional time for follow-up discussion.

We have several special panels planned. In honor of

our anniversary, we will host a panel of past directors who will share their recollections of the "life and times" of OWHE during their tenure and give their wise perspective of our progress to date and challenges in need of attention. We are grateful that a number of these accomplished leaders will be participating. Consistent with our conference theme, state coordinators will be briefed on ACE's national *Spectrum Initiative* to diversify the presidency and build a growing pipeline of aspiring presidents to lead the academy. A panel on diversity immediately follows. Panelists will lead discussion and invite networks to advance the *Initiative* in their states.

Finally, we will hear the personal career stories from a panel of women leaders, who, I promise, will inspire state coordinators in their own career pursuits. We have much to learn from one another. Our annual conference is planned with this central goal in mind, and I truly hope to see all our state networks represented.

Heartfelt wishes for a happy New Year,

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

President to President
Special Edition:
Molly Corbett Broad
Named 12th President of ACE



Molly Corbett Broad named the next President of ACE

I am extremely pleased to inform you that former University of North Carolina (UNC) President Molly Corbett Broad will succeed me as president of the American Council on Education (ACE). Her appointment, effective May 1, 2008, was announced recently in Washington following a unanimous vote of the ACE Board of Directors. Currently a professor in the School of Government at the University of North Carolina at Chapel Hill, she will be the twelfth president of ACE and the first woman to lead the organization since its founding in 1918.

Having worked with her for many years, I know that Molly has exactly the kind of varied experiences that will serve her well as president of ACE. She has been active in organizations like ACE and the National Association of State Universities and Land-Grant Colleges (NASULGC) and understands the issues and complexities of higher education policy from community colleges to research universities, and has policy experience at both the state and federal level. I think she will give higher education the strong, clear voice it will require in the years ahead.

Molly has served in leadership positions at a number of universities, both public and private, and I think this will serve her well in her coordinating role as president of ACE. She was president of the 16-campus University of North Carolina from 1997 to 2006. As UNC's chief executive officer, she was responsible for managing the affairs and executing the policies of the university and representing it to



David Ward
ACE President

the North Carolina General Assembly, state officials, the federal government, and other key constituencies.

Prior to her leadership at UNC, from 1992-97, Molly held key leadership positions at the California State University system—first as senior vice chancellor for Administration and Finance, and later as executive vice chancellor and chief operating officer. Earlier in her career, Broad served as the chief executive officer for Arizona's three-campus university system (1985-92) and in a succession of administrative posts at Syracuse University (1971-85), where she was manager of the Office of Budget and Planning, director of Institutional Research, and vice president for Government and Corporate Relations.

I want to thank ACE Board Chair Ricardo R. Fernández, president of Lehman College, The City University of New York, and Vice Chair Andrew K. Benton, president of Pepperdine University (CA), for guiding the deliberations that resulted in such a fine choice. I look forward to formally introducing Molly to the broader ACE membership at our upcoming [90th Annual Meeting](#) in San Diego and hope that many of you will be there to congratulate her.

A formal press release of this announcement can be found on the [ACE web site](#).

News from *ACE OWHE*:

Celebration of 35th Anniversary
*State Network Coordinators’
Conference & Women’s Leadership
Dinner*



Donna Burns Phillips
Director, Office of Women in Higher Education

For me, the annual ACE State Network Coordinators’ Conference is always a celebration, but this year, which marks The Office of Women in Higher Education’s 35th Anniversary, is special. I’m proud of the Conference program, which Madlyn Hanes discusses above, and I am delighted to know that last year’s keynote speaker for the Women’s Leadership Dinner, the inestimable Marie Wilson, will be succeeded this year by one of *Newsweek* magazine’s “Women & Power” issue cover subjects: Arianna Huffington.

From *The Female Woman*, through her next ten books, to *The Huffington Post*, the reader can watch the process of a woman evolving on a dizzying number of fronts. In her latest book, *On Becoming Fearless*, Arianna Huffington shares some of her history and philosophy. She is intelligent, witty, savvy, and stylish. Her energy is prodigious and her

commentary unsparing. She does not suffer corporate greed or political tomfoolery gladly. She’s also famous and knows just about everyone who’s apt to have had more than 15 minutes of celebrity. In other words, she’s someone you’d love to have as a best friend. In fact, for those of us whose middle name must be Circumspect, she’s someone with whom we’d at least occasionally like to trade places.

She probably already has more than her share of best friends, but you can listen to her speak at the Women’s Leadership Dinner (Saturday, February 10th) and meet her in person at the subsequent book signing.

So catch up on your sleep before you leave for San Diego—you **don’t** want to miss any of this.

Pay Equity: A Women’s Issue

Behind the Pay Gap, research released in April 2007 by the AAUW Educational Foundation, shows that just one year out of college, women working full time already earn less than their male colleagues, even when they work in the same field. Ten years after graduation, the pay gap widens. In 2005, the most recent year for which data are available, women continue to earn only 77 cents on the dollar to their male counterparts. To match men’s earnings for 2007, women have to work from January 2007 to April 2008 — an extra four months.

In recognition of this inequity, Equal Pay Day will be celebrated on **April 22, 2008**.

Ten years after graduation, women fall further behind, earning only 69 percent of what men earn. Even after controlling for hours, occupation, parenthood, and other factors known to affect earnings, the research indicates that one-quarter of the pay gap remains unexplained and is likely due to sex discrimination. Over time, the unexplained portion of the pay gap grows.

For a copy of this report or to read about the Public Perception of the pay gap, go to the url below:
<http://www.aauw.org/research/behindPayGap.cfm>



Branding: Fad or Necessity In Higher Education?

Cindy Pollard

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

In the past decade, a number of college and university presidents have added "branding" to their "to do" lists—with good reason. They realize they must increasingly find ways to raise the profiles of their institutions and capitalize on what makes them "distinctive" especially as national (if not global) competition intensifies for funding, as well as when it comes to attracting and retaining students and faculty.

While it is true that American schools of higher education already have a "brand" (or identity), many are not leveraging or managing their "brand" to optimal advantage.

We all know there are "brand categories" for higher education institutions. They are either public or private, and subsequently they are Ivies, "public Ivies," land-grants, prestigious liberal arts colleges, community colleges and so forth. Furthermore, these schools have been defined by: their history, culture, location, academic strengths, quality and profile of their students and graduates (who serve during their lifetimes as "brand ambassadors"), their research portfolio, price (tuition and fees), etc.

Though schools fit into these categories, many have not invested in understanding and communicating what makes them distinctive and compelling within those categories. While branding in higher education is a matter of "know thyself, trust thyself and be thyself," this identity awareness is much harder to achieve than it sounds.

For a school to achieve brand power and recognition, what it says and does must be consistent. It must also be continually aware of how it is perceived by its many constituents, including the members of its on-campus community, donors, alumni, the general public, employers, elected officials and parents of students.

If the institution held up a mirror to itself, for instance, would others see it as they do?

"Branding"—making an institution's identity clear, compelling and distinctive—must be reflected in the school's strategic and operating plans just as it is in public relations and marketing plans. It is not an "exercise" but a "way of life" that is continually funded and managed.

The first steps of undertaking a brand program involve research into the institution's identity and its competitive position. Schools that can afford to pursue this with outside consultants can expect to pay about \$250,000 to begin the process. Or, with administrative support and a public relations leader who can pull together a small brand committee consisting of faculty, alumni, students and selected others, a school can begin branding on a "shoestring" budget.

This process can easily take a year, and involves asking questions such as:

- What student experience is offered that others are not, or cannot, replicate?
- What "identity clues" can be found in the institution's history and culture that have evolved into a personality that is distinctive?
- Do graduates go on to unique or extraordinary careers? What do employers say about the quality of these graduates?
- How do graduates feel about their alma mater?
- What percentage of them are donors or volunteering to support school initiatives, such as student recruiting?

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- What areas of subject matter expertise and programs are distinctive?
- Is there something about the campus environment that stands apart from others? (Far too many college viewbooks continue to feature the bucolic quads with students under trees talking with other students.)

As Meg Lauerman, PhD, APR and director of communications at the University of Nebraska-Lincoln notes: "Branding a university is particularly tricky because it's much like branding a city. Any great university accommodates a wide variety of disciplines in several colleges, encourages the evolution of ideas and inventions, and supports the expression of a diversity of ideas and opinions. A university, unlike a product or service, by definition has no single point of focus.

"Looking at the elements of a brand-promise, position and personality--it is clear in addressing the branding of a university that the 'promise' of any great university can be shared by many other similar, and often competing, institutions," she adds. "Other than geography, 'position' is difficult to differentiate from one university to the next, except in the case of notable specialties. These can and often do evolve over time, so pinning a long-term brand strategy on a specialty can be risky."

Lauerman believes that the element of "personality" offers many universities the greatest potential marketplace traction because it "can define long-term emotional connections with students, alumni, potential students, faculty and staff."

"A brand, after all, is shorthand for the sum total of all elements of the institution it represents," she says. "'I heart New York' tells the world you will find something to love about this city, whether it's food, theater, art or skyscrapers. Many universities have found a way to adapt that approach. Maryland's 'Fear the Turtle' and 'Zoom' campaigns, Minnesota's 'Driven to Discover' campaign and the University of Nebraska-Lincoln's 'Power of Red' campaign all create a way for our

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Key Observations...

Today, across the country, a growing number of public relations professionals—with the support of their Presidents—are working to help strengthen brand recognition for a variety of higher education institutions. The following are some of the key observations they offer for leaders and future leaders in higher education.

Linda Thrane, Vice President, Public Affairs at Rice University:

"Universities are decentralized by nature, and in that environment a cornucopia of logos, looks, slogans, messages, colors, even mascot variations, tends to flourish. But in my work with one of the largest public and one of the smallest private research universities in the country, I found a common aspiration. In both cases there was pent-up appetite to bring more coherence to the university's identity and to create something the entire community can rally around and that helps explain the institution to external audiences.

"It's not about imposing a one size fits all solution or, heaven forbid, conformity. It's about creating something authentic that people embrace, are proud of and even have fun with. For the University of Minnesota, it is "Driven to Discover," propelled by its "Submit your single greatest question" campaign.

"For Rice, it is "Unconventional Wisdom," driven by our "Who Knew" campaign. To work, these things have to grow from the fertile ground of the institutions' traditions, cultures, visions and missions, and then take root in their day-to-day business of teaching, research and public service."

Wendy Adair, AVP and AVC of Development Communications at the University of Houston:

"Too often 'branding' is equated to advertising, and university leaders believe a slogan and better billboards, television ads and magazine spreads will not only solidify their brand, but solve all of their 'image' problems. This is problematic in that it leaves the job of branding the institution totally to the marketing and public relations professionals. Branding is only effective when it is everyone's business and everyone's job to fulfill the brand promise, from the telephone operator to the distinguished faculty member. Second, it suggests there is a quick fix that can be externally attached to business as usual. It is why too often the important unglamorous research

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many audiences to relate emotionally, through the lens of their personal experiences or hoped-for outcomes."

The bottom line, according to Lauerman: "The key is for universities interested in creating a brand to create a sense of place, a defined personality, based on solid core values and unique elements. That takes a broad vision--and courage. But the results in increased enrollments, donations, faculty and staff engagement, reputation and appeal are worth the trouble."

Presidents who understand the value of branding in achieving a clearer profile and improved financial and operational performance, as well as building pride among stakeholders, also "get" these key points:

◇ **Athletic programs can carry a school's profile nationally, just as they build strong emotional ties with constituents.** The school's academic "brand" must leverage and link in with athletics programs and their marketing.

◇ **A brand is not just a logo, the school colors and the tag line.** However, that visual identity and "signature" and how consistently they're used--are important elements in a school's overall brand program. Do we not all know the colors, if not the logos, of Harvard, Nebraska and Michigan, for instance? Unfortunately, many other schools across the country have allowed hundreds of logos to crop up across their campuses, with "unique logos" used by individual schools, departmental programs, centers and the like--thus watering down the power and impact of the college or university's signature. Even a school's colors must be "policed" for consistency. During our brand committee's review of colors at the University of Nevada, Reno, for instance, we collected dozens of shades of the official "navy and silver" in use across our campus that ranged from royal or cobalt blue to purple--when Athletics had worked hard to keep the integrity of the navy (and which became the official color in the new graphic standards manual).

◇ **What's in a name? Plenty!** Just take a look at what's happening with the land grant universities across the country. In late November the the University of Missouri, Columbia, according to the alumni magazine and the Web site, succeeded in

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and internal assessment are seen as too expensive in both time and money.

"Branding is the promise we make to ourselves and our students as to what we stand for and where we are going. Just like the best diet is no diet at all, it is developing healthy eating habits, the best branding is based on who we really are, why that makes a difference to our audiences, and the changes we need to make internally to fulfill that promise. Then the clever slogans and viral videos can kick in to reinforce that promise and highlight our brand."

taking back its historical moniker, Missouri--or the University of Missouri--without having to use "Columbia" at least in some official references. Brady J. Deaton, the flagship's chancellor, and others sought the change out of concern that the formal name, "the University of Missouri-Columbia," sounded too regional and detracted from the campus's image. According to Mizzou's Web site, the campus will retain the "Columbia" designation on first reference "for purposes of official correspondence," but the system's Board of Curators decided that "subsequent references may be to the University of Missouri, MU, or Mizzou." And for public relations purposes, like fund-raising and student recruitment, the "University of Missouri" moniker is enough, the curators decided. The board had previously approved a name change for the system's University of Missouri, Rolla campus, which in January will become the Missouri University of Science and Technology.

◇ **"Branding" is a systemic, day-in and day-out commitment.** For a program to be successful, brand communications must be orchestrated and integrated across all channels inside and outside the institution, from marketing collateral materials and the alumni magazine to the Web. It must also be a regularly funded, integral part of an institution's media relations, community relations and development programs.

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.



BOOK REVIEW

Privilege and Diversity in the Academy by Frances A. Maher and Mary Kay Tetreault

Gloria Thomas

Associate Director

ACE Office of Women in Higher Education

I read this book several months ago and shared with the ACE Network Executive Board (NEB) that I would be writing a review of it for this issue of *NetworkNews*. Madlyn Hanes, NEB chair and Chancellor of Penn State Harrisburg, immediately got a copy of the book and seemed to have devoured it. In fact, she summarized the gist of its argument in these words: "The book makes a strong unequivocal statement (via the study of three different sector universities) of the interdependence of diversity and excellence and identifies the ongoing challenges that come from narrow and competing organizational structures and epistemologies.

Madlyn's summary could not be more on target. This interdependence of diversity and excellence is strikingly evident in all the quotes, stories, and other examples that are drawn from the copious hours of interviews the authors must have conducted with faculty and administrators at the three prominent but enormously different research universities—Rutgers University-Newark (RU-N), Stanford University, and the University of Michigan—through a research methodology they refer to as "institutional ethnography."

The authors indicate in the beginning that their definition of diversity will focus on the discourses on gender, race, ethnicity, and to a limited extent, sexuality and class. I recall very little discussion on sexuality and class, but they certainly conduct a thorough analysis of race and gender implications of the white male privilege that has historically reigned at these three institutions and others just like them.

To set the stage for their analysis, Maher and Tetreault provide historical context for each of the three institutions by documenting public and

scholarly perceptions of the universities since the 1940s. These institutional reputations were based on their separate responses to GIs who enrolled as students after World War II; their advancements in scientific research during the Cold War beginning in the 1950s; and their policies and practices implemented to diversify their student bodies and faculties since the Civil Rights and Women's Movements of the 1960s and 70s. The authors subsequently analyze how the three institutions have grown and changed over the past 30 years as a result of their respective diversity efforts.

I spent several years during the 1990s on the campus of the University of Michigan for doctoral studies in higher education with a focus on academic affairs and faculty careers. I also taught a course of the history of the University of Michigan during these years. Given my experience at Michigan, I found the historical portrait of my alma mater to be accurate with data extracted from all the appropriate sources that I would have expected. Using their examination of Michigan as the gauge, I assume that the representations of Stanford and RU-N are equally reliable. One noted limitation is their almost exclusive focus on faculty in their analysis. In fact, the book might have been more appropriately titled, *Privilege and Diversity in the Professoriate*.

The authors' findings from conducting this cultural analysis of the three institutions were not surprising, but particularly poignant. Madlyn Hanes responded to their findings with this comment: "Privilege—the new "elitism"—is counterproductive to achieving excellence." The stories the authors share—about tenure denials for women and people of color based solely on discrimination and other

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examples of blatant bigotry resulting from white males wielding their sense of cultural and intellectual superiority—are heart wrenching and could make one feel embarrassed to be connected to the academy given this dreadful and not so distant past. Nevertheless, some progress has been made to varying degrees at these institutions.

Their findings indicate that the biggest challenges that the institutions have encountered over the past few decades in their efforts to diversify their campuses are these:

3. Acknowledging that diversity is an institutional benefit and a mark and standard of excellence, not a dilution of it.

1. Recognizing that their institutional standard and definition of excellence as it has been traditionally defined and rewarded essentially equates to being white, male, and culturally and socially privileged; and
2. Dismantling privilege.

While all three institutions have tackled these challenges over time, Maher and Tetreault have provided these universities a rare gift—an exceptionally rich cultural assessment from an outside perspective, of how much progress each institution has truly made vis-à-vis the three challenges stated above, and how far they have yet to go.

Undoubtedly, this study is a must-read for every institutional leader seriously committed to and engaged in the work of institutional cultural transformation through diversifying its faculty.

OWHE Focus on Forums:

Regional Forum to be Held in Philadelphia

Mark your calendars – the next regional forum will be held in Philadelphia from March 10 -12. Insightful discussions, activities and networking opportunities await. For more information, [click here](#).



"I wanted to let you know that your tips at the ACE 'Advancing Women's Leadership' Program at Mt. Ida (4/06) and your guidance by phone last January were both very helpful to me in leading a strategic planning process at the University of New England in my new role as associate provost. With the leadership and support of our new president, Dr. Danielle N. Ripich, I have been successful in guiding the process to the point of an overview plan for the university (vision, mission, core values, and key directives). We will launch into a process for developing more detailed plans in few weeks for both the university and the colleges/units."

- Note to Carol Moore, President of Lyndon State College in Vermont, from **Dr. Ellen Beaulieu**, Associate Provost for Planning and Assessment, University of New England, after her attendance at the New England Regional Forum.

The New Hampshire Network: *NHWHEL Fall Reception and Campus Forum*

Stephanie Bramlett
Doctoral Student
University of New Hampshire

Sarah LoPristi
Undergraduate Student
University of New Hampshire

On November 8, 2007, seventy new Hampshire women leaders gathered for a celebration of women's leadership in higher education. The New Hampshire Women in Higher Education Leadership Network Fall Reception was held at the Kimball-Jenkins Estate in Concord. The Historical Carriage House featured student art work, providing a backdrop for the speakers. This reception brought together faculty, staff, and administrators from across the state to network, to raise important issues impacting women in higher education and in our society, and to encourage participants to use their abilities to promote change. The Network's theme for this year is *Woman Leaders: Anticipating, Initiating and Creating Change*.

Dennise Maslakowski, NHWHEL Network Reception and Conference Chair, kicked off the reception with a welcome to attendees. Wanda Mitchell, State Coordinator gave an overview of the organization and encouraged full participation in Network activities.

Mitchell noted that this annual reception was established to celebrate women's leadership roles in higher education while challenging participants to lead from where they are. Present at the event was the Director of OWHE, Dr. Donna Burns Phillips, who shared information from the national office. She told the participants, "I encourage you to continue to support and develop women in leadership roles."

Dr. Susan Lynch, the keynote speaker, was introduced by Katherine Eneguess, Membership Chair. Dr. Lynch, wife of Governor Lynch, discussed her experiences juggling the roles of first lady, wife, mother, and professional. When she is not being "The First Lady" she is pediatrician and mother of three. Involved in service work, she works for prevention of childhood obesity through the "Walk New Hampshire" program in which participants take a health pledge to walk the length or width of the state.



Above: (from left to right) Joann Guilmette, Pam Wells, Ashley Padmore-Baker and Linda Levy at the NHWHEL Reception.



Above: (from left to right) Patrice Mettaufer, Pargaret Pobywajlo, Chris Vanhorn and Donna Phillips attending the UNH Women's Forum.

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One of Lynch's most important projects has been as a child advocate. She says, "Children in our society don't have much of a voice. They have no vote, they don't pay taxes, and they can't speak for themselves. It is up to people like us to speak for them." Since she became the first lady, Lynch has been involved in a host of children's education activities including a *Scholastic Books* program, reading to children, and promoting reading in New Hampshire schools.

When an audience member asked Lynch what she thought the biggest problem facing the state was, she reiterated the need for child advocacy and the improvement of opportunities for families. She spoke passionately about the need to prevent students from dropping out of high school as well as prevent the growth of poverty in our state. She ended her speech, "As a state and as a community, we have a responsibility to do what we can."

Continuing the NHWHEL's focus on support and professional development, about sixty-five women leaders gathered at the University of New Hampshire. On Friday, November 9, 2008 around noon, the University of New Hampshire Chapter of the Network met on the campus of UNH in the Alumni Center's 1925 Room for a luncheon forum. The event was hosted by UNH Office of Human Resources, the President's Commission on the Status of Women and the Office of Diversity Initiatives. Though New England weather offered a chill to commuters that day, the 1925 Room was filled with harvest decorations, conversation and optimism. The event theme, "Women Making a Difference", was fitting for this audience of women who have volunteered to advocate for change, done research on the issues, spoken out on the issues or mentored co-workers.

Dr. Donna Burns Phillips, Director of ACE OWHE was the luncheon's keynote speaker. In her presentation, *When Silence Is Fools Gold*, Dr. Burns Phillips called for equity and inclusion for women of all racial and ethnic origins, sexual orientations and gender identities, backgrounds and experiences. She urged the participants to ask the tough questions of our institutional leaders and to hold the often uncomfortable conversations that can get us another step closer to solutions. Phillips advocated for action by saying, "Our current lack of diversity of leadership on U.S. college campuses today is unacceptable."

The luncheon was concluded with a few well-deserved acknowledgments by Christina VanHorn of Human Resources and closing remarks by Wanda Mitchell encouraging the women leaders to make personal or professional connections with three of the forum attendees over the next few months.

Upcoming OWHE 2008 Events

National Leadership Forum, Wash DC:
June 11-14

Women Presidents Summit, Milwaukee,
WI: June 22-23

Regional Leadership Forum, Waco, Texas
October 8-10

Women of Color Summit, Atlanta, GA:
October 29 - 31

National Leadership Forum, Wash DC:
November 19-21



Editor's Notes

Cynthia Forrest
Consultant, Higher Education

As we commence another semester, we are entering an exciting time of transitions with the remaining primaries and the upcoming leadership change at ACE. We welcome newly named ACE President, Molly Corbett Broad, as she begins her work with David Ward to assume in July the role as President of ACE. Her appointment marks an historic first as the first woman to lead the association since its inception in 1918. As members of the ACE OWHE National Networks, we are part of a highly committed association whose women leaders—Claire Van Ummersen, Donna Phillips, and Gloria Thomas have actively pursued the advancement of women as higher education leaders with the full support of their association colleagues. We have been part of an association that has advanced some important initiatives. With the gifted leadership of David Ward, ACE has moved strategically to make this association and the higher education community increasingly responsive to and inclusive of the diverse needs of our contemporary society. As we think about

our roles within our Network colleagues, may we endeavor to be more actively engaged with those around us to encourage women to think about their leadership capacities. Let each of us support women as they seek leadership and service opportunities that allow them to make a difference as key leaders in our colleges and universities.

As we gather in San Diego at the State Network Coordinators' Conference, it is my hope that we bring our best practices and creative ideas of how to advance women within the ranks of higher education. With our time together, we will strengthen not only our individual networks but also the nationally linked efforts of all of our networks across the country. As a way to share the ideas that emerge, we will report on the conference in the April Edition of *NetworkNews*. As always, we invite you to submit articles to highlight your ideas and your state network events. Best wishes for an enriching semester!

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

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

UPCOMING EVENTS

- | | |
|----------------------|--|
| February 9-10, 2008 | State Coordinators' Conference in San Diego, CA
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |
| February 28-29, 2008 | Mississippi WHE Spring Leadership Conference – Thad Cochran Center of University of Southern Mississippi in Hattiesburg.
For registration information, click here . |
| March 10-12, 2008 | OWHE Regional Forum hosted by Temple University, Philadelphia, PA.
For more information, click here . |
| March 28, 2008 | Florida Office of Women in Higher Education Inaugural Conference.
St. Thomas University. For more information, go to www.stu.edu/flowhe . |
| April 4, 2008 | New Hampshire Women in Higher Education Leadership Spring Conference,
University of New Hampshire. Contact Wanda Mitchell: Wanda.Mitchell@unh.edu |
| April 17, 2008 | Minnesota Ace Network 4 th Annual Mini-Conference – Duluth Women's Club.
Contact: Lisa Thomas: lthomas@dunwoody.edu |
| May 7, 2008 | Northern California's ACE Network: "Women working with Women: Along the Path to Leadership in Higher Education" Conference – University of California San Francisco Mission Bay Community Center.
For information, visit: http://www.sonoma.edu/socsci/ace-owhe/index.htm |
| June 9-10, 2008 | Michigan Women in Higher Education Annual Conference – Central Michigan University. Register at: http://ace.cmich.edu/conferences.shtml |
| June 24, 2008 | Massachusetts Network President's Panel and Dinner, MA College of Pharmacy
For information. contact Liz True at: eatrue@mountida.edu . |

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/>
NetworkNews is a quarterly publication distributed in February, April, August and November.