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Message from the Executive Board Chair

Josie Baltodano
Alliant International University

This has been a tremendous year of accomplishments and transformative change for many of us. The Office of Women in Higher Education has seen new leadership and is actively seeking new partners throughout the country as they go about enlisting presidential sponsors for the various states and organization. After completing a year together, I am happy to announce that our endowment campaign of \$200,000 has thus far reached \$85,000, with the goal of \$100,000 before we go public.

Our June retreat that the National Executive Board hosted in Washington, D.C. was a time of celebration of the empowerment of women leaders because so many of the states are rapidly growing in their outreach efforts to identify, develop, and advance women in higher education.

In the months to come we are providing exciting empowering opportunities through the scheduled forums and regional meetings that will enable women

from coast to coast to attend life changing, professional development experiences. This is only possible because so many of you have taken to heart the idea that we really are about "service above self."

I personally want to share with you that my journey as a new college president has been a dream come true. It has been the preparation that the Office of Women in Higher Education has so generously given to me all these years that has enabled me to be the type of leader that Marian College deserves.

Much appreciation goes to the Editorial Board for their continued outstanding work on the newsletters they publish.

Warm regards,

Josefina Baltodano, J.D.
President
Marian College of Fond du Lac



News from OWHE New Faces, Changing Places

Donna Burns Phillips

Director, ACE Office of Women in Higher Education

In the matter of discovering women leaders and women would-be leaders whom I both like and admire, my connection to OWHE has turned a rivulet into a brook into a river into a very large pond. I expect, by the end, I'll be looking at an ocean.

Every State Network meeting I attend and every Regional or National Forum we host add to my connections with great people: participants, presenters, hosts, and staff all add to the stream of people I wish I had time to get to know better.

In April, we offered a Regional Forum in New England: home ground to me and to the presenters, but new territory for many of the participants. A couple of them have already moved up and at least one has applied to the next class of ACE Fellows.

Even one of our presenters has advanced: Elsa Nuñez has accepted her first (but surely not her last)

presidency at Eastern Connecticut State University. You'll hear from one of the participants in another section of this *NetworkNews* issue.

Portland, Oregon, is the site of the fall Regional Forum, October 25-27, and we're gathering on the Georgia coastline for the spring session, March 6-8, 2007. Between the two, we have scheduled a National Forum from November 29-December 1, 2006, and, of course, the State Coordinators' Conference, February 10-11, 2007, here in D.C.

If you haven't yet been to a Forum or nominated someone as a participant, do yourself and her a favor: don't keep putting it off. Networking isn't just about ambition and advancement—although those can be an important consequence; it is also about adding to the richness and fullness of your circle.



The Working Networks: Looking Back and Forging Ahead on Women's Leadership

Gloria Thomas

*Associate Director,
ACE Office of Women in Higher Education*

Upon my review of the end-of-the year reports, which the State Coordinators of each of the 54 State Networks are asked to complete in the beginning of the summer, I was struck by the amazing amount of work accomplished and the impact of the efforts exerted by the dedicated volunteers of the ACE Networks. The leaders and the workers of the Networks have had a successful year, busily working across their respective states to help advance women in their current positions and into more senior-level positions in higher education all throughout the U.S.

Special Events for Women of Color

With demographics showing that about one-third of all enrollments in higher education (i.e., undergraduate, graduate, and professional programs) are racial and ethnic minorities and 56% are female, it is not only timely but also fitting for the State Networks to begin, renew, or enhance their efforts to develop a core of women of color in leadership positions. This is not only an appropriate action for states where the populations of people of color are growing exponentially, but also in

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the remote locations of our country. For instance, there are some exciting efforts underway in Alaska with respect to developing women of color leaders in higher education. The South Central Committee of Alaska Women in Higher Education (AHWE), led by State Coordinator Lauren Bruce, reported that they have not only created a website and sponsored a Women's Leadership Luncheon this year, but they have also hosted two focus groups for women of color in higher education and begun collecting baseline data on women of color. According to their report, they "are prioritizing the advancement of women of color in the academy, both at the statewide and regional levels." They would love to have Network members with knowledge of best practices for advancing women of color present at one of their events—either in person, via video, or teleconferencing. They are particularly interested in having successful women of color share their career paths through "Herstory" sessions with women in Alaska. If you are willing and interested in reaching out to the women in Alaska, contact Lauren Bruce at afikb@uaa.alaska.edu.



Michigan Annual Conference

A number of other State Networks also offered special events for women of color this past year. Among them are Arkansas, under the leadership of State Coordinators Barbara Lofton from the University of Arkansas, Fayetteville and Sandra Robertson from the University of Arkansas at Little Rock; Maryland, under the leadership of State Coordinators Linda Randall from the University of Baltimore and Gloria Aparicio from the University of Maryland; New Jersey, under the leadership of State Coordinators Dorothy Echols Tobe from Ramapo College of New Jersey and Judith Icklan from Ocean County College; Oregon, under the leadership of State Coordinator Beth Rietveld.



(L to R) Pamela Eddy, Lynn Ward Gray, Diane K. Anderson, Tammy Dindoffer, Margaret Winters at the Michigan Annual Conference

from Oregon State University; and South Carolina, under the leadership of State Coordinator Karen Gainey from Limestone College. Under the leadership of State Coordinator Kenya Ayers from Kettering University, Michigan held a roundtable for women of color at its annual statewide conference. There were so many women of color in attendance at the MI conference that one might have thought it *was* a special event for women of color. Numerous other State Networks are planning special sessions for women of color for the 2006-07 academic year.

Special Events for Women Presidents

As much as it is critical to help advance women into college and university presidencies, it is even more important to provide support for, and networking opportunities amongst, the women presidents once they achieve positions at the helm. To this end, several State Networks held special events for women presidents this past year. Massachusetts, under the leadership of State Coordinators Beverly Dolinsky from Endicott College and Elizabeth True from Mount Ida College, held a Presidents Panel and Dinner in June and had nearly 50 people attend. North Carolina, under the leadership of State Coordinator Mary Wise from Elon University, also held a special event for their women presidents, of which there are 24 throughout the state. Ohio, under the leadership of State Coordinators Elizabeth Pruden from the Union Institute and University and Kristi Nelson from the University of Cincinnati, as well as Pennsylvania, under the leadership of State Coordinators Kathleen Howley from the Pennsylvania State System of Higher Education,

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Norah Shultz (nee Peters-Davis) from Arcadia University, and Concetta Stewart from Temple University, are two other State Network that sponsored special events for their women presidents this past year.

Annual State Conferences

In addition to planning meetings and retreats for the executive committees of each State Network, and training meetings for Institutional Representatives, an annual state conference was planned, organized, and facilitated by most of the State Networks who submitted end-of-year reports. The list of conference themes and topics that helped to draw thousands of women to college and university campuses, conference centers, and host hotels for these annual statewide events included, to name a few...



Mona Lake Jones, Keynote Speaker at the Oregon Annual Conference

- Women's Education and Cross Cultural Issues; Cultural Understanding
- Maintaining a Successful Work/Life Balance; Balancing Work, Family and Self
- Steps to Success and other general professional develop topics
- How to Run Efficient and Productive Meetings
- Building Empathy



*Oregon Annual Conference
Left to right: Mari Schwalbach (conference co-chair); Sherry Yang (Oregon Institute of Technology), Beth Rietveld (Oregon State U) and Rusty Barcelo (formerly of U Wash, closing speaker)*

- The Journey of New Working Mothers
- From Higher Education to the Professions
- Cultural Understanding
- Stop the Tenure Clock
- Women Administrators in Faith-Based Institutions
- Academic Management
- Assessing Your Leadership Style
- Do I Need A Coach?
- Effective Communication Strategies
- Leadership in a Diverse Workplace
- Mentoring: A Two-way Street to Success
- Prioritizing Your Life
- Taking Risks to Get Ahead

It's hard to believe that all of this work and progress continues to be sustained by volunteers! And this is merely a glimpse of what the State Coordinators have shared in their end-of-year reports. If we have not received your State Network's end-of-year report yet, please do send it in to Gloria_Thomas@ace.nche.edu. Tell us what you've done, what you plan to do, and how we can continue to help one another as we forge ahead in our collective efforts to advance women in leadership.



President's Perspective Pathways to the Presidency

Dorothy Lord
President, Longwood

One of the best ways to expedite one's pathway into a college presidency is to be ready for that next step by being prepared for the challenge of leadership. The issue we often contemplate is "How we can best prepare for that initial presidency?"

Since the college presidency is about managing an entire educational institution whose primary mission includes teaching and learning, research, and public service, knowledge about what one is managing is an essential ingredient in preparation.

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For example, to be an effective Vice President for Academic Affairs requires prior experience in instruction and management of instruction. Being an effective President requires conscious preparation with appropriate breadth of experience to provide knowledge about what one is managing.

At a recent meeting of long-serving college presidents a variety of pathways to the position were revealed. The occasion was the American Council on Education's inquiry into the changing nature of the presidency as seen through the reflections of long-serving presidents whose years in service as president ranged from 12 to more than 30 years! With 15 years experience, I was one of those invited to participate in this national gathering.

One of the common threads in the discussion was that in each pathway to the presidency an element of conscious thinking about the position in a serious manner preceded accepting the first presidency. This was reflected in the position which each president had held prior to the presidency. Again the principle of knowledge about what one is to manage came forth. Today's generation of women leaders who aspire to the presidency is provided a wealth of opportunity for conscious preparation for the presidency which was not always available to earlier generations of educational leaders. It was interesting to hear other presidents mention that they had participated in many of these opportunities in their preparation for advancement. The available opportunities include the American Council on Education's Office of Women in Higher Education's National Leadership Forums. My participation in such a Forum in 1979 made a very strong positive impact on my development and started a lifetime of professional connection with the Office of Women in Higher Education and its mission to develop women's leadership skills. Another preparatory activity that was noted included the Bryn Mawr Summer Institute sponsored by HERS (Higher Education Resource Services). This program is a marvelous opportunity for networking and learning in a very supportive environment. Living in campus housing at Bryn Mawr College for the 3.5 weeks of the program promotes the formation of lasting friendships--an extra plus to go with the stronger knowledge and skills base that develops as a result of the formal education and experience built into the

program. When I attended the Summer Institute at Bryn Mawr, the budget component of the program was exceptionally helpful and made a significant difference in my knowledge base about higher education finance. This in-residence program costs \$6,800.

Other preparatory programs include the National Institute for Leadership Development (NILD) which is affiliated with the American Association of Women in Community Colleges (AAWCC) and the Executive Leadership Institute Workshops sponsored by the League for Innovation in the Community College for persons specifically preparing for a community college presidency. The NILD program is an ongoing program relying on regional workshops in combination with national retreats and intensive short-term training sessions.

Another aspect of "Pathways to the Presidency" that has changed over time is that of positions which are held just prior to the presidency. Just a few years ago it was believed that the best route to the presidency included time spent as a chief academic officer, and many studies of the presidency have confirmed that this is the most common steppingstone.

A recent report in **The Chronicle of Higher Education** reflected that 32.1% of new presidents had held the position as provost or chief academic officer just prior to assuming the presidency. Current data also indicate that 21.5% percent of presidents new in their position came from another presidency. Studies of the 70's and 80's showed that the majority of new presidents came directly from the chief academic officer experience. Chances are that their first presidency was preceded by a stint as a chief academic officer! Interestingly, **The Chronicle** indicated that serving as a corporate executive or a governmental official just prior to the presidency was true for 4.8% of the new presidents surveyed.

The pathway to the presidency today includes a much broader set of preparatory experiences than has ever been characteristic of American higher education institutions. Anyone who wishes to seriously consider pursuit of a college or university presidency ought to consider having both strong management skills and appropriate experience in one's toolkit!



Featured Leader and Pathway:

Feasting at the Head of the Table: Native Women in Higher Education Leadership

Karen Biestman, J.D.

Lecturer and Advisor, UC Berkeley

When Native American Rights Fund attorney Walter Echohawk visited the University of California Berkeley campus in 1990 to speak about the University's policy on Native skeletal remains, he opened his remarks by candidly noting that there were more dead Indians than live ones at Berkeley. I was Coordinator of Native American Studies at the time, and very much engaged in the institutional debate about the presence (or lack) of Native voices in academia, having come to Berkeley as an undergraduate and law student in the 1970's. In 1972, sociologist Bruce Chadwick labeled the historic phenomenon of educating American Indians an "Inedible Feast" whereby a veritable smorgasbord of educational resources were provided to Indian Country by government and religious institutions, but they were largely inedible because they systematically devalued Indian culture, language and history. Early educational institutions - even Harvard and Dartmouth which were established to educate American Indians - were tools of assimilation. Much was done in the 1970's and 1980's to make the feast more palatable with the creation of Native American Studies Programs and Affirmative Action policies, but the pipeline for Native Americans into higher education, graduate programs, and ultimately into academic and administrative careers remains leaky. Given the historic tribal premium for knowledge as a source of power, and the integral role many tribes ascribe Native Women as keepers of culture, wisdom, and tradition, how can these values be translated into the academic leadership paradigm? With an increasingly youthful population of approximately 2.5 million people representing over 560 federally recognized tribes and Alaskan Native groups, as well as several state or unrecognized tribes living on reservations, in rural and urban areas, it's impossible to generalize the educational experience and profile of this diverse community. But there is no doubt they are underrepresented in higher education leadership. Addressing the disparity requires a myriad of strategies, some established (like creating better access and retention in the pipeline), but others are more complex requiring entirely new ways of thinking. Ultimately, success means reclaiming Native intellectualism and negotiating a new, 21st century institutional covenant whereby gender, race, scholarship, and leadership are not mutually exclusive constructs in the academy.

Statistics on the presence of Native Women in higher education are suspect. First, the low numbers create an unreliable pool for research purposes and secondly, the low census may result from the challenges of collecting racial data given privacy concerns. However, almost all data report Native women as the smallest group among women, and specifically women of color. Recruitment and retention of undergraduate and graduate students provides a critical clue in shaping the pipeline. Factors such as low income, single parenthood, delayed and part-time enrollment, and competing demands of outside work are common experiences. I recall one Native graduate student who raised several children while her husband worked seasonally on the reservation. Despite the extraordinary challenges (she disavowed the disadvantaged role and refused public assistance despite the hardship), she was an inspiration as a mother and scholar whose career took her back to the reservation as an educator and leader in service to her community. Hers is not an atypical profile, but it is a statistical anomaly in the current climate. According to Eleanor Babco, Executive Director of the Commission on Professionals in Science and Technology, in 2000, "Native Americans composed 1.6% of all Americans 20-24 years old, the age when college graduation typically occurs" ...but ultimately...."only earned .5% of the doctorates." Native women reportedly earned over half of the degrees at all levels, but when translated to the potential representation in higher education professions, the population is barely visible. Why so?

My observation is that many Native women pursued graduate paths in the professional fields of law, public health and social welfare because those were the most pronounced areas of service need in Indian Country, but few pursued doctoral degrees or academic careers in the early years. Choosing law school afforded me the unique opportunity to marry my Oklahoma Cherokee ancestry with intellectual pursuits in Indian Law and Policy.

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And, fortunately for me, the University of California recognized the juris doctorate degree as eligible for faculty positions and I was hired at the young age of 24 in Native American Studies. Others who pursued academic careers were typically concentrated in the social sciences, with fewer pursuing graduate study in such fields as science and engineering, and fewer still earning doctoral degrees.

A common challenge for those graduates who then choose academic careers is navigating the landscape of tenure and promotion. Candidates often struggle to defend their intellectual credentials when their research is perceived as advocacy or activism rather than scholarship due to its community focus. Others report the unusual demands of disproportional campus committee service as representing the Native American perspective, higher expectations of mentoring and advising Native Students than their campus colleagues, and ongoing responsibilities as mothers, wives, partners and Indian community members.

In *Indigenizing the Academy*, Choctaw scholar Devon Mihesuah calls institutional perpetrators of this phenomenon "Academic Gatekeepers." Universities would be well served to expand their rigid expectations of paths to leadership. My own career in both academic and administrative leadership positions at Berkeley and Stanford is not a linear one, but is characterized by concurrent appointments, and directorships of Indian Education for the Environmental Protection Agency and the California Indian Museum in San Francisco in the 1990's before returning to academia in American Studies. Rethinking leadership qualifications and the requisite academic trajectory would potentially open new horizons for both campuses and candidates whose paths are less orthodox.

The exception to the invisibility trend seems to be in the tribal colleges where today, according to the American Indian Higher Education Consortium, 14 of the 34 college presidents are women, including the consortium's president, Cheryl Crazy Bull. Tribal colleges are successful for many reasons, including the fact that their curriculum affirms tribalism, and they are located in Indian Country with a specific mission to educate Indians.

In sum, they are relevant; the feast is edible, not unlike the role historically black colleges play in the

African American community. Tribal colleges, however, are typically two year institutions, although according to the *Tribal College Journal of American Higher Education*, some are now four year, and two tribal colleges offer master's degrees. The model provides an important but simple lesson about promoting Native Women leaders: create campus climates which inspire and validate both excellence and identity.

Ultimately, self-determination is a factor. Native Women must act as institutional border crossers and manifest their presence, intellectual vitality and rich legacy of community leadership. Whether coming to the academy as first generation college students or, like myself, a product of generations of mixed blood Cherokee ancestry educators, the presence of Native Women in Higher Education constitutes what Chippewa scholar Gerald Vizenor calls an act of "survivance."

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Perspectives: OWHE National Leadership Forum Forum Participant

Susan Carlson

Interim Vice President for Academic Affairs, Iowa State University

This past May, 2006, Iowa State University President Gregory Geoffroy selected Dr. Susan Carlson to serve as interim vice president for academic affairs and provost, effective June 1, 2006. Dr. Carlson has been



a member of the Iowa State faculty since 1980. She is a Professor of English and has served as Associate Provost for Faculty Advancement and Diversity at ISU since July 2001. She received her Ph.D. and Masters degrees from the University of Oregon and her undergraduate degree from the University of Iowa.

In an interview with Dr. Carlson for the *Network News*, Gloria Thomas asked her what role, if any, the Iowa State Network and the OWHE National Leadership Forum played in helping to prepare her for assuming this major leadership position. Provided below is Dr. Carlson's response.

My first exposure to OWHE was at the Women's Caucus of the AAHE [the former American Association for Higher Education], 2003, where I heard Claire Van Ummersen speak. It was a watershed moment.

Soon after, I was invited to participate in the National Leadership Forum. That event exposed me to issues, strategies, and self-assessments that would have taken me years to accumulate on my own. I've been a feminist and a networker for a very long time, but I realized during the forum that I would have to be more strategic if I wanted to serve my institution at higher levels. The diversity of women at the Leadership Forum—diversity of institution, experience, goals, race, and academic discipline—inspired me (and continues to inspire me).

The Forum convinced me that Iowa needed to strengthen its Network. Initially, I worked Susan Koch and Bettsey Barhorst, but later with others at Iowa State, to revive Iowa's Network. After two state-wide conferences in 2005 and 2006, we now have a website, a Board of Directors, and have dedicated cadre of women leaders—an effort led by the Women's Leadership Consortium at Iowa State University—to sponsor two Iowa Women's Leadership Summits.

Claire Van Ummersen, Donna Burns Phillips, and Gloria Thomas have supported and encouraged me in both large and small ways. The organization backing of OWHE and ACE was instrumental in my gathering support on campus from institutional leaders, both ISU President Gregory Geoffroy (our Iowa network Presidential Sponsor) and then ISU Provost Ben Allen.

I have been able to attend two of the State Coordinators Conferences (2005 and 2006), and both worked as the leadership forum did, to model networking, strategizing, and relationships.

We thank Dr. Carlson for sharing with readers of the *Network News* across the country, how she has benefited from participating in the ACE Women's Network and Leadership Forum, as well as how she gives back by through her contributions to the revival of the Iowa State Network and her service as a leader for the Iowa Network for Women in Higher Education. We will be watching Dr. Carlson's career progression closely and look forward to her continuous involvement and leadership in the national Network as we know she will have much to share from this immensely valuable experience of serving as the interim chief academic officer at ISU.



Perspectives: Central Regional Leadership Forum

Deborah Noble

2004-05 Administrative Fellow, Office of the Sr. Vice President for Academic Affairs, University of Missouri System

As I reflect on my experience during the Central Regional Leadership Forum sponsored by the American Council on Education's Office of Women in Higher Education in Kansas City, Missouri, April 19-21, 2005, I value the network building and the impact of sharing experiences that enable us to become better at what we do. The Central Regional Leadership Forum was a unique opportunity to form close and personal relationships with accomplished women leaders in higher education. The connection with my peers as well as other women in higher levels of administration will be instrumental for my success and others that follow. It is through these leadership forums that we gain access to information, opportunity, and solutions. Sharing experiences among women is particularly important for our growth as there are common challenges that we must overcome. This forum presented an environment for critical dialogues and candid conversations, which are not readily

available in other arenas. The mock interviews and peer mentoring were the most valuable activities at the leadership forum for me. These activities have enhanced my ability to network with colleagues, gain clarity on career opportunities, and assess my strengths and areas for further growth. This has been particularly beneficial as my administrative fellowship draws to a close and I prepare for the next opportunity. My participation in the Central Regional Leadership Forum will have a lasting impact in the years to come as I continue to utilize and support these networks, and apply the lessons learned in my career. I hope past, present, and future participants and the Office for Women in Higher Education will work together to sustain and strengthen our networks and build a nurturing infrastructure for career development through alumni reunions and communications.

ACE/OWHE National and Regional Leadership Forums

ACE National and Regional Leadership Forums are the hallmark programs of the Office of Women in Higher Education (OWHE). ACE/OWHE National Leadership Forums are designed for women administrators whose next logical move is to a presidency, vice presidency, major deanship, or other comparable senior executive position in higher education. ACE/OWHE Regional Leadership Forums are geared toward moving women into associate deanships, deanships, and associate academic officer positions. Twenty women are selected for each seminar. Participants may be nominated by their institutions, state Network programs, or colleagues. They also may apply directly. National Forums are held in June and December, while Regional Forums are held in April and October.

For more information:

Web: <http://www.acenet.edu/AM/Template.cfm?Section=OWHE&Template=/CM/HTMLDisplay.cfm&ContentID=5451>
or email: owhe@ace.nche.edu



Thoughts for the NetworkNews

Teresa A. Gonzalez

*Associate Vice President for Academic Affairs,
James Madison University*

At the beginning of the summer retreat of the Network Executive Board, we spent time becoming reacquainted with each other and welcoming new members by sharing personal and professional stories. My story focused on a special intersection of the personal and professional parts of my life. I'm happy to recount it here.

When my daughter Jamie was a small child, we often read a book titled "Just Us Women" by Jeannette Caines. It was one of our favorites because it told the story of a little girl who made a very special trip with her aunt. On a trip to visit relatives, they drove at a leisurely pace so that they could stop to explore and have fun along the way. We used to plan "just us women adventures" ourselves! Last fall, Jamie began work as an Admissions Counselor at JMU and so we were able to attend the Virginia Network annual state conference together. It felt a bit like our earlier outings. It was a wonderful conference, focusing on women of color and featuring some of our most outstanding Virginia women as keynote speakers and panelists. To be able to attend Jamie's first Virginia Network conference with her was indeed a privilege. The experience was made more powerful for me through what I can best describe as intergenerational connections. She is beginning her professional life and exploring career direction and graduate school opportunities. Having the chance to introduce her to

the women I know and admire so much was amazing! Being part of her experience of these remarkable women who can serve as models and mentors was exciting. As I expected, all were welcoming and genuinely interested in her current and future plans. I was pleased to see several of my former students who were also in attendance at the conference. To my delight, these wonderful women are emerging as leaders at their institutions. As I heard from them about their personal and professional lives, there was so much energy and enthusiasm in their stories. I was thrilled to be able to connect Jamie with professional women who are a stage or two beyond her in experience and they welcomed her with open arms. Women I have mentored were now embracing my daughter and offering to mentor her, to consult with her about career paths, to support her in her choices. As I observed their interactions, I was struck by the power of our networks, both the formal organization and the personal connections, and by the way that our ideals are actualized by such interactions. We empower, encourage and support, sometimes without observing the impact our investment has on others. Our commitment to developing emerging women leaders in higher education was playing out before my eyes. Here was evidence of the transmission of our values and commitment to the future. It was exhilarating, inspiring and humbling.



Editor's Notes

*Cynthia Forrest
Consultant, Higher Education*

As we launch this year's *NetworkNews* I hope you will share your ideas to strengthen the power of this link to all state networks. In this edition we are focusing our thoughts on the empowerment of women in the academy and our commitment to the advancement of women leaders. Each state network is critical in this process. Assisting women within each state to seize the opportunities for making a difference through new avenues of leadership is our collective mantra. The programs, workshops and networking events sponsored by each state promote our mission centered on our **IDEALS** (Identify, Develop, Encourage, Advance, Link and Support). We invite

you to share your Network's upcoming events in *NetworkNews*. In this edition we have featured two forum participants as well as President Lord whose reflections we hope you will find helpful as you promote these and other professional development experiences. We are also seeking from each network your best practices. In particular, we would like to feature effective strategies used by your Network's Institutional Representatives to reach the women on each campus. Thank you in advance for your assistance in forwarding your successes. Please send your ideas to the *NetworkNews* Advisory Board via my email: <mailto:cynthiaforrest@hotmail.com>

SAVE THE DATE

**The Third Summit for Women of Color Administrators in Higher Education
Making Our Mark, Making a Difference
November 6-8, 2006 at Long Beach, CA**

Presented by the American Council on Education's Center for Effective Leadership, Center for Advancement of Racial and Ethnic Equity, and Office of Women in Higher Education. The program, featuring women of color presidents, will provide participants with an opportunity to explore and reflect on the most promising strategies for the advancement of women of color into senior administrative positions in higher education. The opening keynote speaker will be Johnnetta B. Cole, president of Bennett College for Women. Invitations will be sent to senior-level women of color administrators in higher education—provosts, deans, vice presidents/chancellors. Because space is limited, we strongly encourage you to respond to the invitation as soon as you receive it. The summit is made possible with generous support from MetLife Foundation. To express your interest in attending this program, please send us the following information: Your name, title, and institution. Your telephone number. Your e-mail address. Please submit your information to: WOCSummit06@ace.nche.edu.

UPCOMING EVENTS

- | | |
|--------------------------|---|
| September 28, 2006 | New England Networks Workshop at The College of the Holy Cross
Contact: Carol Moore's Office: Darcie.Miles@isc.vsc.edu |
| October 19, 2006 | Massachusetts Network Panel on Negotiation
Contact: Elizabeth True, State Coordinator: eatrue@mountida.edu |
| October 20, 2006 | Nevada Network Conference at University of Nevada, Reno
Contact: Tamara Valentine: tvalenti@unr.edu |
| October 25-27, 2006 | Regional Forum in Portland, Oregon
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |
| November 6-8, 2006 | Third Summit for Women of Color Administrators in Higher Education
Contact: WOCSummit06@ace.nche.edu |
| November 29-Dec. 1, 2006 | National Forum in Washington, DC
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |
| February 10-11, 2007 | State Coordinators' Conference in Washington, DC
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |
| March 6-8, 2007 | Regional Forum in Sea Island, Georgia
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |

REMINDER: ACE OWHE ANNUAL AWARDS NOMINATIONS

Visit ACE OWHE:

http://www.acenet.edu/AM/Template.cfm?Section=Identifying_Leaders&Template=/CM/HTMLDisplay.cfm&ContentID=2138

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NetworkNews is a quarterly publication distributed in February, April, August and October.