



Spring 2010

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## Message from the Executive Board Chair

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

Greetings!

Since 1973, OWHE has remained unwavering in its commitment to the founding principles—to *identify, develop, encourage, advance, link* and *support* women in their careers in higher education. These principles are put to practice through our state networks and our national and regional forums, which build a ready pipeline of prospective women leaders. The “pipeline” is a wellspring from which the next generation of women leaders and the generations behind them will emerge. As women succeed in assuming increasingly senior and executive ranks, the commitment to replenish the pipeline continues. I believe it is the most important work we do. Strategies for strengthening and advancing the pipeline are a focus of this issue of *Network News* and of the State Coordinators’ Conference in March.

As we begin this new decade, I extend heartfelt thanks on behalf of the members of the Executive Board for your commitment to OWHE and its network of states. Without your spirit of volunteerism and countless hours of service as mentors and champions of women in the leadership pipeline who seek your wisdom and counsel, OWHE could not fulfill its mission or realize its vision.

Without your good work, our goals would simply be too lofty and out of reach.

On a personal note, it has been my privilege to serve as your chair these past nearly three years. I look forward to working with my friend and colleague, Marie Foster Gnage, our incoming chair, and the members of the Executive Board and staff of OWHE in the years to come. These talented women, those currently serving and those with whom I served in the past, continue to enlighten me.

It was great seeing many of you in Phoenix at the Coordinators’ Conference this March.

All the best,

A handwritten signature in cursive script that reads "Madlyn L. Hanes".

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



**ACE OWHE NEWS  
Silo Crossings**

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

Really powerful networks are multi-dimensional, having depth as well as breadth and reaching out in time as well as place.

Maximizing the talents and experiences of one woman need not impinge on another’s quest for personal and professional fulfillment: this is not a zero sum enterprise. In this issue of *NetworkNews*, we focus on the power of collaboration and cooperation, models to help women succeed through connection and creativity, not competition.

I expect most—perhaps all--of you are already mindful of this and you know that this philosophy is one of the underpinnings of ACE’s Office of Women. We—the Networks and OWHE—already deliberately reach out to women of different races and ethnicities, of different academic institutional sizes and types, and of different stages in advancement. When we report that between 8 and 10 thousand women participate annually in Network events, we rightly expect and deserve a “Wow” reaction. But according to *The American College President*, there are 62,000 women administrators and 120,000 full-time women faculty nationally--each of whom professionally and personally could benefit from and contribute to the Networks. How do we reach the remaining 172,000 women academics?

I would like to offer one suggestion: discipline-based groups. Too often, those who work in the professional areas, for example, tend to remain in their disciplinary silo, with their needs for both networking and general advancement encouragement and leadership training overlooked by those outside.

In December a Forum participant from the humanities and performing arts introduced me via e-mail to friends who lead the American Association of Colleges of Pharmacy. We met, talked about common needs and goals, and discussed means of collaboration. It will be a fruitful partnership. I was delighted to meet Dr. Elizabeth Travis, PhD., who was our keynote speaker at the Women’s Leadership Dinner: I know that there are ways we could benefit women who are moving up the administrative ladder in all of the health professions.

It’s just one arena, but some of those missing 172,000 women reside therein. If we bring our collective creativity and experience to bear on locating and reaching out to these women, I believe we can significantly magnify our effect.

**ACE OWHE STATE NETWORKS**  
**Reach 10,000 Women Leaders in Higher Education Annually**  
**172,000 More Women Administrators and Faculty to Engage**

## New Jersey ACE Network 2009 Fall Conference on Social Networking



### Dr. Barbara Gaba

*Provost, Elizabeth City Campus  
 & Associate Vice President for Academic Affairs  
 Union County College*

The New Jersey ACE Network Fall Conference was held on November 20, 2009, at Middlesex County College in Edison, NJ. The theme of the conference was **“Everything You Wanted to Know About Social Media Networking...But Were Afraid to Ask.”** The conference was jointly sponsored by the New Jersey Chapter of ACENET and the New Jersey Chapter of the College and University Professional Association for Human Resources (CUPA-HR). Every fall, both organizations collaborate to present a topic of interest to women and human resource professionals. Over 100 attended this informative conference.

Under the leadership of NJ ACE Network board member, Dr. Kathleen Reddick (she is also President, NJ CUPA-HR), the conference offered three speakers, hands-on exercises, and networking opportunities. Jeanne M. Sullivan, General Partner of StarVest Partners, L.P., gave an introduction to online social networking with her presentation: **“How to be ‘Hip’ in the New World Order of Social Media.”** Jonathan A. Segal, partner in the law firm Duane Morris LLP, spoke on the potential legal issues associated with each of the social networking venues through his presentation, **“When the Dean and a Student Share MySpace.”** Janine Swenson led the group through an interactive session using their laptops to investigate and create accounts for LinkedIn, Twitter, and Facebook.

Some social networking tips/lessons learned from the conference:

- Social media networking is here to stay and colleges / universities, as well as individuals, should research and develop best practices before adopting.
- Social networking can be used as a customer service to get feedback from students
- There are differences among Facebook, MySpace, Twitter, and LinkedIn and users need to be aware of the potential advantages and pitfalls of using each for social networking.

- Students need to be educated about the risks of using social media sites, such as Facebook, MySpace, Twitter, etc.
- Facebook is for people whom you know and Twitter is for people you do not know.
- You can create community (alumni, admissions, job opportunities, development / fund raising, etc.) using Facebook.
- Facebook is a strong vehicle for communicating with students.
- Social media sites can be used for personal development, networking, and job searches.
- Personal information on “Google” needs to be verified before making hiring decisions.
- iGoogle.com creates links to individuals/groups you want to follow.
- It is important for institutions to establish blogging policies for employees

The conference evaluation/feedback was very positive. One attendee wrote: “Keep offering this type of workshop!” Evaluations revealed attendees would like: 1) more opportunities to learn about and practice online social networking skills including the legal aspects; 2) to network with each other, 3) be aware of open positions, and 4) to learn about mentoring.



**Janine Swenson of StarVest Partners, L.P.**  
 Presented a session titled “How to be ‘Hip’ in the New World Order of Social Media”



## Career and Leadership Development through Academic Coaching

**Dr. Diana Bilimoria**

*Professor of Organizational Behavior  
Weatherland School of Management  
Case Western Reserve University*

How can a university systematically enhance the career trajectories and leadership development of its faculty members, especially women and underrepresented minority (URM) faculty, in order to engender institutional transformation? An innovative *academic coaching* program at Case Western Reserve University (CWRU) catalyzed by a National Science Foundation ADVANCE Institutional Transformation award (called Academic Careers in Science and Engineering or ACES) and implemented first in science and engineering (S&E) departments over the past six years, is showing promising results.

Academic coaching is an adaptation of the increasingly popular *executive coaching* of senior and high-potential managers conducted in business organizations as a developmental intervention to bring about individual performance enhancement and organization-wide culture transformation. Academic coaching helps faculty develop the knowledge, frames, skills, networks and resources to be more effective academic performers throughout their careers and to foster desired positive change in their departments and university.

CWRU's academic coaching program, utilized by 20-25 tenure track and non-tenure track women and URM faculty across 32 science and engineering departments during each of the five NSF award years and subsequently institutionalized across the university through a Presidential initiative, integrates elements of career development, mentoring, networking, leadership development, and organizational change management. Through executive coaching, participants are guided to identify their career and leadership vision, goals, plans, strategies, and actions. The coach, usually a

professional with extensive experience in the academic environment, gives advice, resources, and feedback on how best to accomplish career goals, generate and optimize opportunities, and improve or resolve performance-based problems and issues. The duration of academic coaching at CWRU has varied, ranging from one month (through the pioneering *hotline coaching* program that provides just-in-time professional inputs to faculty to assist in addressing an urgent opportunity, issue or problem) to one year of executive coaching, with the number of coaching sessions of approximately 90 minutes each ranging from one to seven. A detailed guide of the content of the executive coaching inputs provided is available at <http://www.case.edu/admin/aces/coaching.htm>.

During 2003-08, 90 women and URM faculty in S&E departments systematically received executive coaching and 24 women faculty across the university were provided hotline coaching on request. Coaching has received extremely high ratings from participants; 54 women faculty rated their coaching as 4.45 on average out of a five-point scale of overall effectiveness. More importantly, the impact of the ACES academic coaching program, together with the successful implementation of other gender equity related institutional changes during 2003-08 (see <http://www.case.edu/admin/aces>) has become palpable across the university as the number of women department chairs in S&E fields increased from two to six; the number of women S&E faculty holding endowed chairs increased from eight to 15; and the numbers of tenure stream women faculty and women faculty at the professor rank in S&E increased despite overall declines in faculty



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numbers. Subsequent to the five-year ACES award period, an additional 15 women (generally new faculty appointees) received or are currently receiving executive or hotline academic coaching.

In conclusion, CWRU's innovative, multi-level, integrated academic coaching experience

demonstrates that the systematic engagement and empowerment of women and URM faculty can proactively shape their academic progress and effectiveness within their university and disciplines, increase their numbers at higher academic levels, and engender desired transformation in the culture of the institution.

## NEW STUDY

### **FEMALES ON ACADEMIC BOARDS OF TRUSTEES: SLOW BUT STEADY PROGRESS**

*“Under the auspices of the Association of Governing Boards of Universities and Colleges (AGB), the Cornell Survey Research Institute (SRI) conducted a survey for the Cornell Higher Education Research Institute (CHERI) of 4-year colleges and universities to obtain annual information for the 1981 to 2007 period on the gender of voting members and of chairs of boards of trustees our other findings.”*

Researchers: Ronald G. Ehrenberg and Joyce B. Main

SOURCE: Cornell Higher Education Research Institute Retrieved February 28, 2010 from <http://www.ilr.cornell.edu/cheri/surveys/2008surveyResults.html>



## ON A MISSION: HERS and the ACE Office of Women in Higher Education



**Dr. Judith S. White**  
*President and Executive Director  
Higher Education Resource Services  
(HERS)*



**Dr. Josefina Baltodano**  
*Senior Advisor to the President, External Relations  
California State University, East Bay  
HERS Board Member  
ACE State Network Executive Board Member*

HERS (Higher Education Resource Services) shares the mission of the ACE Office of Women in Higher Education. Both organizations exist to advance women leaders in higher education. HERS Institutes accomplish this goal through a 12 Day curriculum focused on leadership and management development intended to help each participant meet the following goals: to be more effective in her current position; to have more impact across her institution; to consider new possibilities for leadership; and to contribute to shaping the future for higher education. Additional opportunities for building on the HERS experience include the ACE OWHE sponsored National and Regional Forums that are designed for women leaders who are actively searching for career advancement.

**HERS Institutes** offer a shared 12-day curriculum in different formats at our three different campus sites, including Wellesley College (MA), University of Denver (CO). The HERS Bryn Mawr Summer Institute—previously a month-long program—now offers the 12-day curriculum in a TWO-WEEK format. The 2010-2011 themes include: Understanding the Higher Education Environment;

Planning and Leading Change in the Academy; Managing and Investing Strategic Resources plus Mapping Your Leadership Development.

Several members from the ACE Network Board and the Commission of the Office of Women also serve on the HERS Board. This ensures an on-going coordination between both organizations. In addition, women leaders serving on either board also serve as faculty presenters at HERS Institutes as well as at the **ACE Forums**.

Women presidents and executive officers have successfully attended both types of training from HERS and ACE with high praise for the importance of participating in both. 2010 is filled with exciting opportunities and we encourage you to carefully plan ahead for your professional training and development. If you have had the benefit of attending either or both, we encourage you to tell others about the merits of the experience. We are always available to answer any additional questions that you may have!



## BOOK REVIEW

### Susan Madsen's *On Becoming a Women Leader: Learning from the Experiences of University Presidents*

**Dr. Melinda Rhodes**

*Assistant Professor of Journalism  
Ohio Wesleyan University*

In 2005, Susan Madsen, associate professor of management at Utah Valley University, received funding for and began research into the life histories of 10 U.S. women university presidents. The culmination of her qualitative investigations is a highly useful and insightful book, *On Becoming a Woman Leader: Learning from the Experiences of University Presidents* (Jossey-Bass, 2008).

Madsen's work is particularly valuable to members of the Network and readers of this newsletter as it focuses on skills gained from opportunities at every stage in life and challenges women leaders to look beyond "plotting career paths in much the same way that CEO's of large businesses do." Put simply, the path to leadership assumed most effective may not be the leadership we - collectively speaking as women aspiring to leadership roles and women concerned with emphasizing the most positive outcomes of higher education -- hope for in the future.

The book is arranged chronologically, so we are introduced to the university presidents as children and in their families. Moreover, we follow them through adolescence and into their college years. We learn about the composition of their households, their views of both their mothers and fathers and childhood personalities. And at the end of each chapter, Madsen provides "final thoughts" and "takeaways," with emerging themes from childhood following the 10 presidents into their college years.

The "takeaways" amount to easily digestible recommendations for any of us involved in the lives of children and adolescents. For example: "An essential competency to develop during childhood is the ability to recognize one's mistakes, failures, and deficiencies ..."; "engaging conversation at the family dinner table can provide powerful developmental experiences for children and adolescents if they are allowed to voice

their own identify and confidence ..."; "learning that comes in the moment can be the most powerful kind there is"; and "different paths can lead to the same ultimate desires and goals."

A clear break midway through the book signals the narrative shift into adulthood and careers, and the second half of the text resembles the type of research we expect in a study of university presidents. The references to literature on the subject of women's leadership in general and in higher education specifically increase. Madsen's work shows clear synthesis of the most important studies on the topic.

Regarding career paths and barriers, her major finding further emphasizes the "value of informal or nonlinear career paths for women" with none of the leader participants "express(ing) regret that they took this indirect path." Moreover, when these women presidents discussed barriers, they didn't "dwell on them" and often discussed individual instances of discrimination or difficulty with a sense of humor, making the retelling an entertaining story.

In a chapter titled "Influential Individuals," Madsen's women leaders indicated that "the qualities and preparedness of individuals being influenced was a powerful indicator of success." Moreover, qualities and types of mentoring we value in the Network emerge as themes. These include the effectiveness of interactions "between people who trust each other"; the need for self-reflection; and self-exploration in evaluating opportunities. Additionally, the value of being "prepared, observant, and reflective" during developmental interactions is emphasized. Also, mentoring relationships plus leadership knowledge and skills are critical.

*-Continued on page 8*

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In a chapter on "Developmental Activities," the Network (in its earlier and current form) is mentioned as a significant leadership program, as well as HERS and other professional leadership organizations. "Nine of the ten women presidents specifically mentioned the American Council on Education (ACE) programs as being influential in their leadership training and preparation," Madsen notes. "Four presidents mentioned the ACE/NIP or ACE Network, which was established in the late 1970s to identify women in higher education and help them prepare for promotions." The Network helped some of these leaders "find their voices."

The final section of Madsen's book covers "Other Life Roles," leadership styles, and "Presidential Advice and Perspectives." Like the first section, many of the recommendations in the final chapter are offered up; n bulleted form for readability and are highly practical: "Be clear with yourself about the skills needed to be successful ..."; "have a positive attitude ..

"be aware of the language you choose ..."; "always be ethical and honest."

The fact that the themes, recommendation, advice, and observations from the women leaders in Madsen's study can be clipped and placed on our refrigerators does not reflect the cliché or the trite expression. Instead, the language challenges us to recognize what is essential to leading others: understanding, intelligence, compassion, caring, humor, growth, appreciation and honesty.

The research is transparent and solid (neatly packaged in an appendix so as not to interfere with the readability of the text) and the message refreshing plus the narratives engaging. Madsen's book shows us the true value of qualitative work in the area of women's leadership. It belongs on all of our shelves.

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

Show your support by logging on and donating today:

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

**DONATE TODAY!!**



## Seizing Opportunities Along the Way

### Natalie "Nikki" Krawitz

*Vice President, Finance and Administration  
University of Missouri System*

How and why does someone with an undergraduate degree in elementary education and a master's degree in special education end up 40 years later as the chief finance and administrative officer of a large public university system responsible for a \$2.5 billion budget, and \$5.0 billion investment portfolio? After ten years working with children with learning and language problems, I completed a master's in accountancy through a two year program designed for people with no background in business or accounting. My son was in preschool at the time, my husband was in a new position as an engineering professor, and it seemed like the perfect time to make a career change.

While my goal originally was to enter public accounting, I had an opportunity to marry my love for teaching with my newly acquired knowledge of accounting and finance and was hired into a tenure track faculty position in the Department of Business at Stephens College. This was the beginning of what is now a 26 year journey working in higher education. I gradually moved from the status of tenured faculty member to associate dean of faculty to chief finance and administrative officer at Stephens College, a small private women's college, to controller, and then the chief finance and administrative officer of a large public land grant research university system, the University of Missouri. This transformation and transition was done with the encouragement and support of amazing mentors including President Patsy Sampson and Dean Mary Kitterman at Stephens College and Dr. Jim McGill at the University.

When I left Stephens after fourteen years, the college had an enrollment of 800 students and a \$16 million budget. Today, at the University of Missouri, we have an enrollment of 65,000 students and I have responsibility for a \$2.5 billion budget. The finance issues at both institutions are amazingly similar – the order of magnitude of the dollars clearly different. My experiences at the small private college proved to be a valuable training ground for the challenges I have faced at the large public university. All higher education institutions have the need for the same basic administrative functions such as accounting, treasury management, payroll, planning and budgeting, financial aid, student billing, accounts receivable, procurement,

benefits, institutional research, auxiliary operations and grants management. At large public universities, many highly specialized employees have responsibility for each of these operations. At small private colleges with limited resources, a very small number of employees wear many hats. Learning how higher education functions as a whole is there for those who seize the opportunities.

While at Stephens, I served in a variety of roles, often simultaneously, allowing me to acquire an understanding of academic issues such as curriculum development, non-traditional academic program delivery, and interdisciplinary studies; student life issues such as admissions, financial aid, student billing, and housing; human resource issues such as benefits and grievances; as well as the functions one would normally associate with a chief finance and administrative officer. By the time I arrived at the university, I had acquired a broad understanding of higher education from both faculty and administrative perspectives. While I may have lacked some of the deep technical expertise some of my colleagues at the university had whose whole careers had been in one silo or another, I made up for it by understanding the interconnections among the various parts. As a result, I feel that my experience was greater than the simple sum of the individual pieces.

Some have said that my background as a teacher of children with learning problems prepared me to communicate complicated financial issues to diverse constituencies. That may or may not be true, but I do know that what attracted me to special education was the problem solving, the challenge of figuring out what teaching approach would enable each child to have a successful learning experience. What I have liked about higher education finance and administration is also the problem solving, including projecting resource needs to support the university's educational mission and finding ways to meet those needs.

As I reflect on my career, I realize that my motivation along the way was always the excitement of learning something new and integrating it into existing schema. These two forces prompted me to embrace every opportunity as a challenge and guided my path.

## LEADERSHIP DEVELOPMENT OPPORTUNITIES

### ACE OWHE National and Regional Leadership Forums

- ∞ Regional Leadership Forum:  
April 28–30, 2010, in Ypsilanti, MI
- ∞ Regional Leadership Forum:  
June 2–4, 2010, in Anchorage, AK
- ∞ 75th National Leadership Forum:  
June 23-25, 2010, in Washington, DC
- ∞ 76th National Leadership Forum:  
December 1-3, 2010, in Washington, DC

For information, call Siobhan DeLoatch, OWHE Program Coordinator  
at (202) 939-9350 or email [siobhan\\_deloatch@ace.nche.edu](mailto:siobhan_deloatch@ace.nche.edu)

#### NOTICE TO ALL ACE/OWHE NETWORK STATE COORDINATORS:

The link for accessing the 2009-10 End of Year Survey instrument will be emailed to state coordinators on April 27, 2010. The deadline for completing the online End of Year survey will be May 28, 2010. If you have questions about the End of Year Survey, please contact Debra Louallen-Cole at (202) 939-9323 or email [debra\\_louallen-cole@ace.nche.edu](mailto:debra_louallen-cole@ace.nche.edu).

## Interview with Irma Garcia Director of Athletics, St. Francis College, NY



### Jeanne Miller

*Director, Information Services and Publications Center for the  
Education of Women  
University of Michigan*

When Irma Garcia was named the Director of Athletics (AD) at St. Francis College in 2007, she was the first Hispanic female to lead a Division I program. Garcia began her affiliation with St. Francis as a student-athlete, playing basketball; in 1988 she returned to her alma mater as the women's basketball coach. Her 11 years included coaching post-season conference teams as well as coaching women who went on to play professional basketball. As a result, she was recognized as the Northeast Conference Coach of the Year award for the 1997-98 season.

Garcia began her college basketball career before the passage of Title IX. Asked about Title IX, she responds, "I am very thankful for Title IX. It has given me and other women the opportunity to grow in athletics as a student-athlete, coach, and administrator. It continues to be instrumental to women."

As she reflects on her career, Garcia notes that when she was first coaching, "I was perceived as too young and a woman; therefore, I could not be the head coach of the women's basketball program. In fact, opposing coaches would respectfully approach my assistant (male coach) and engage in conversation. I always got a kick out of it, especially since my assistant always had to embarrass them by introducing me as the head coach." Noting that as she moved into administration she struggled to be heard, she credits a mentor with encouraging her to speak up and to be creative, "...my predecessor, Ed Aquilone, encouraged me to become involved in committees and meetings where I could openly express my opinions and share my experience and expertise. I see more and more mentors like Ed who understand the worth of women moving up in higher education."

Asked if her career path as student-athlete, then coach, then administrator—is typical, Garcia responded, "Definitely...As the AD, I can relate to student athlete's welfare and understand and empathize with the challenges that coaches face as well. As a result, I am

more understanding of each individual's needs." She also notes that this gives her credibility and respect with each party as she makes decisions.

As she sees more women moving into higher education administration, whether as ADs, provosts or even presidents, Garcia offers some thoughts on what she herself learned along the way. "The first is the art of listening. When I truly listen, I find that it helps me to understand the situation in that moment and not to judge. I have solved many challenges by listening carefully. The second significant thing is to always be prepared for the unexpected. In athletics, because there are many teams and we also work within a community, things do go wrong and challenges occur. Being prepared and staying composed is so important. I recognize that at times problems must be solved outside of the box. This has helped me to acknowledge and realize that there is always a solution as long as I remain open to all possible avenues."

When asked how she identifies potential leaders, she replied, "You must be a visionary. You must be a good listener. You must work hard. You must be compassionate. You must be willing to adapt with change. You must have passion and believe in what you do. I don't believe leadership skills should be different for women and men. As a coach and now as an administrator, I identify a leader as someone who can adapt to and make the most of a situation. Also I am looking for someone who is positive and willing to help other people or their programs to be better."

Asked about who inspired her, Garcia identifies her family: "I am one of eight and we are very different in many ways but we have one thing in common which is that we understand family. We share ideas and support each other through good times and bad. I learned from them how to appreciate all that is given to us and to share that with others."

## Editor's Notes

**Dr. Cynthia Smith Forrest**

*Vice President for Student Affairs and Dean of Students  
University of New England*



In this edition we are highlighting some powerful strategies for nurturing the leadership pipeline. We are examining ways to intensify our efforts to advance women leaders within our local and state higher education communities. We are considering the challenge posed by Donna Phillips for tackling the gap between those women in higher education whom we have reached through our state networks and those we have yet to engage. Also we are exploring the power of social networks to connect and link women to the state organizations and each other as shared by the New Jersey Network through State Coordinator Barbara Gaba's highlights of the fall conference.

We appreciate the insights to address the leadership pipeline issues provided by our other featured writers. First, our leader, Madlyn Hanes as she completes her term of service has been steadfast in her visionary leadership to advance the IDEALS of the National Network. She is a true champion! We are intrigued to learn about another dynamic leader, Diana Bilimoria, as she describes the academic coaching provided to the women at Case Western Reserve. This excellent program and its results suggest that this model has great potential as generating and supporting a growing talent pool within the ranks of their women faculty.

As three dedicated leaders to the cause of advancing women in higher education, Judith White and Josie Baltodano collaborated with Donna Phillips to feature the shared visions of HERS and the ACE OWHE to build the capacity of our faculty and administrators. Continued attention to the cause of and goals for advancing women to senior leadership positions within our colleges and universities remains central to both organizations. Both the HERS Institutes and ACE OWHE National and Regional Forums provide powerful professional development opportunities that include not only a focus on senior level skills

development, but also on professional networking links.

In keeping with goals of highlighting the many avenues for higher education leadership for women, we are thrilled to learn from two extraordinary leaders--Nikki Krawitz and Irma Garcia. Nikki's journey in the world of college and university administration and finance offers some concrete steps to guide others who are contemplating this path of administration. Her openness for all things new and challenging offers an exciting perspective for how to approach new possibilities. Plus her deliberate goal for gaining additional credentials and competencies signals some important steps for women who want to make a shift in their career trajectories. Like Nikki, Irma Garcia journeyed into an area of administration where women have not been widely represented. Jeanne Miller, through her interview, captures Irma's passion and focus as she leads the Athletic Department at St. Francis College. Her dedication and engagement as a student athlete and a coach ensured that she had the track record to propel her forward to her current leadership position. We salute these two outstanding women whose stories offer us wisdom and courage to focus on our goals for our collective and individual futures.

Finally, we want to thank Melinda Rhodes for her compelling review of Susan Madsen's research focused on 10 women college presidents. I do not know about you, but I am ready to purchase ***On Becoming a Women Leader: Learning from the Experiences of University Presidents*** to learn first-hand from those who have shared their stories.

In closing we celebrate you who want to share your story as well as your network's happenings. We want to feature the women in your states whose leadership is making a difference. Please send us the updates and pictures so we can honor and learn from the many achievements and great work of our networks!

## UPCOMING EVENTS

- April 6, 2010 ACE DE State Network Spring Networking Event, *Career Choices: Creating a Plan to Achieve Your Goals* • Springfield College • Wilmington, DE • Contact Deborah McCreery by email at [dmmccreery@widener.edu](mailto:dmmccreery@widener.edu) or call (302) 477-2172.
- April 8-9, 2010 ACE TX State Network, Women in Higher Education Annual Conference, *Higher Education in the 21st Century: Leading with a Feminine Twist* • Park Cities Hilton Hotel, Dallas, TX • Contact Jennifer Martin by email at [jmartin@twu.edu](mailto:jmartin@twu.edu) or call (940) 898-3406.
- April 9, 2010 ACE NH State Network, Women in Higher Education Spring Conference, *Leadership and Networking in a Technological World: The Impact of Social Media and New Technologies on Communication, Collaboration, and Career Development* • Franklin Pierce University • Rindge, NH • Cost \$60 per person, register at: [https://www.events.unh.edu/RegistrationForm.pm?event\\_id=6816](https://www.events.unh.edu/RegistrationForm.pm?event_id=6816) • For more information, contact Heidi Pettigrew by email [hpettigrew@plymouth.edu](mailto:hpettigrew@plymouth.edu) or call (603) 535-3151.
- April 15, 2010 ACE Southern California State Network Webinar • *From the Inside Out... Meeting Today's Leadership Challenges* • Presenter: Dr. Soraya Coley, Provost and Vice President for Academic Affairs, CSU Bakersfield • Register online at <http://lynx.csusm.edu/cascade/forms/owhe.asp>.
- April 16, 2010 ACE NJ State Network, Statewide Spring Conference • Middlesex County College • Edison, NJ • Contact Melanie McDonald by email at [mmcdonald@njcu.edu](mailto:mmcdonald@njcu.edu) or call (201) 200-3322.
- April 28-30, 2010 ACE/OWHE Regional Forum, Ypsilanti, MI. For more information go to the OWHE website by clicking on [ACE OWHE Leadership Forums](#)
- April 30, 2010 ACE PA State Network Breakfast Meeting • Community College of Philadelphia, Philadelphia, PA • Contact Pamela Gallimore by email at [pgallimore@ccp.edu](mailto:pgallimore@ccp.edu) or call (215) 751-8216.
- June 2, 2010 ACE/OWHE Regional Forum, Anchorage, AK • For more information go to the OWHE website by clicking on [ACE OWHE Leadership Forums](#)
- June 4, 2010 ACE VA State Network Conference • Hotel Roanoke, Roanoke, VA • Contact Patty O'Toole at [potoole@hollins.edu](mailto:potoole@hollins.edu) or call (540) 362-6018.
- June 23–25, 2010 ACE/OWHE 75th National Leadership Forum • Washington, DC • For more information go to the OWHE website by clicking on [ACE OWHE Leadership Forums](#)

### OUR NETWORKS' MISSION

- **IDENTIFY** women leaders.
- **DEVELOP** their leadership abilities.
- **ENCOURAGE** the use of those abilities.
- **ADVANCE** women's careers.
- **LINK** them to other women and mentors.
- **SUPPORT** women in mid- and executive-level positions throughout their careers.

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