How Women Leaders Can Become Game Changers

When Dr. Pamela Trotman Reid became president of the University of Saint Joseph in West Hartford CT in January 2008, she undertook a transformational mission. Her challenge was to change the perception of the school as a small, insignificant Catholic women’s college.

Transformational leaders bring change by motivating and empowering their followers, who join in pursuit of common goals while developing their own leadership capacities. In the closing keynote at the Women’s Leadership Institute at Amelia Island FL in December, Reid reflected on leadership in relation to her experience as president.

“I wanted us to go from good to great in the sciences, education and health care,” she said. Despite coming to Saint Joseph in the financially challenging year of 2008, she has led the school to:

- create a school of pharmacy, its first doctoral program
- triple the size of its graduate program in education by introducing off-site classes throughout the state
- raise funds to dramatically expand its school for children with disabilities
- establish Connecticut’s first master’s degree program in autism and applied behavioral analysis
- refocus its program for adult learners
- gain more recognition for the success of its undergraduate programs, which enroll only women.

Reid has also built strong connections in the state and local community and been honored in the 2013 Global Educator Award from the World Affairs Council of Connecticut and elsewhere. She is a developmental psychologist with a national reputation for scholarship on race and gender.

Changing the game

A Saint Joseph faculty member gasped aloud when she presented her plan to start a school of pharmacy. The board was skeptical when she proposed locating it in downtown Hartford, which they considered to be too dangerous.

But they hired the dean, built the facility, hired faculty and recruited students. Pharmacy students came from Florida, California and all across the country, when previously 95% of its students had come from Connecticut. The first pharmacy class will graduate this spring.

“It was a game changer,” Reid said, a bold act with effects throughout the university. Introducing a doctoral degree and a national constituency changed faculty attitudes about what else Saint Joseph might accomplish.

“Every one of you can be a game changer,” she told the women leaders gathered at Amelia Island. “You have ideas. What do you do with them? Do you implement them or stick them in your back pocket?”

Be out front and take responsibility, she advised. “Grab the controls of the runaway train.” She shared her ideas on what a leader needs to change the game.

People. You can only lead if someone wants to go along with you. According to an African proverb from Malawi, people who think they are leading when nobody is following them are merely taking a walk.

Position. You can lead from where you are; a title is not sufficient or necessary. But stay alert for opportunities to move up. Harvard president Drew Gilpin Faust had been a professor there for many years before the opportunity opened for her to be president; the board needed to appoint the opposite of controversial outgoing president Larry Summers.

Power. Women have the most trouble with this one. Power can come from authority, expertise, admirable qualities or the ability to give out rewards and sanctions.

Politics is in everything, even your family. Try to stay informed and be alert to situations that may turn into problems. Be willing to take calculated risks.

It’s sometimes better to apologize after the fact than to ask permission in advance, which she did when the Archbishop called to complain about her having awarded an honorary degree. “It’s a judgment call,” she said.

Think of position and power in terms of what influences others to go in the direction you want. A lot depends on how they see you and how you see yourself. As a child she formed a two-person club with her best friend, Sheila. As...
the oldest in her family Pamela always got to lead, while Sheila was a youngest and was used to being led. No surprise that Pamela was the leader of their little club.

Sheryl Sandberg, currently the chief operating officer of Facebook, was not saying anything new when she published *Lean In: Women, Work and the Will to Lead* (March 2013). The book examines workplace, societal and internalized personal barriers to women’s leadership and encourages women to pursue their ambitions. Others had said it before, so why did her book get so much attention?

Sandberg was seen as credible because of her business success, which resonates with corporate men, and her famous mentor: Larry Summers, her Harvard senior thesis advisor, for whom she later worked at the World Bank and the U.S. Treasury department. “How we’re seen determines our success,” Reid said.

**Traits women leaders need**

“You no longer have to be tall, cute or male to be a leader,” she said. You don’t need a particular career pathway; some presidents come from faculty, others from student affairs or business. Her administrative career took off when she was appointed to an interim position at the graduate school of City University of New York. People were surprised she did it well, because they did not envision women as leaders.

Leaders do need certain traits, especially women:

- **Vision.** Have a clear sense of what you want to do and how to get there. “It’s critical to have ideas and stand up for them. You have to think it’s possible to do it before you can convince others,” she said.

- **Persistence.** When you hit a brick wall, figure out how to get around it. It may mean adding new people to a committee that opposes you, or moving to a different school or job.

- **Self-confidence.** What you think of yourself and your ideas will affect how others see you. Set aside any habits of putting yourself down. Men regularly overstate their abilities and experience; women do just the opposite.

Kenexa High Performance Institute’s white paper “Women Leaders’ Career Advancement: A Three-Level Framework” addresses three levels of influence on how women move up in their careers. First, the individual level involves career planning, seeking opportunities, networking and self-promotion. You need to do your own PR.

Next comes the immediate work environment. This includes mentors and sponsors, critical job assignments and support from one’s immediate supervisor. Since many men are uncomfortable giving women direct feedback, you may need to ask what you can do to improve.

At the broadest level, organizational context includes policies for flexibility and work/life balance, objective personnel practices and a supportive culture with regard to bias and gender stereotypes.

Consider all levels when you are deciding whether to stay or move on. “You can learn something in every environment if you ask yourself, what am I learning here?” she said.

**10 Tips to grow in leadership**

She offered 10 recommendations for women leaders:

- **Know yourself and your strengths.** You’ll get more return on effort if you build on your strengths rather than focusing on improving areas of weakness.

- **Volunteer and self-nominate.** All the committees tend to have the same members because they are made up of the folks who volunteer. Chairs are made the same way. Once she created a committee of herself and her friends to address an issue.

- **Act like a leader.** Sit at the head of the table and speak up at meetings. People recognize those who do.

- **Adopt mentors and advisors.** “It’s not like marriage. You can have more than one,” she said. Try to get some variety in the voices that guide and support you.

- **Think about priorities.** Take a step back and reevaluate. Your priorities may change from week to week. Does the time you spend with family and friends reflect how important you say they are in your life? “It’s not a priority if you don’t make time for it,” she said.

- **Know the rules and learn the history.** “Know the rules even if you plan to break them,” she advised. You can get a lot of credit for knowing school history and building on it. History will give you the answer when people say what you’re suggesting was tried 15 years ago and didn’t work.

- **Learn how to share the work and the credit.** Women do well at sharing the credit but not as well when it comes to sharing the work through delegation.

- **“Always aim high, work hard and care deeply for what you believe in,”** she quoted Hillary Clinton at the 2008 Democratic convention. “And when you stumble, keep faith.” —SGC
Fewer Students Enroll in Higher Education

For fall 2013, the National Student Clearinghouse Research Center estimates that overall postsecondary enrollments decreased 1.5% overall from last fall.

Enrollment decreased 9.7% at four-year for-profit schools and 3.1% at two-year public schools. It increased .3% at four-year public schools and 1.3% at four-year private non-profits.

Across the board, more women enrolled, 11,345,170 women and 8,540,032 men, but still 1.8% fewer women enrolled. The largest increase in female students came at four-year private non-profits, a 1.3% increase. Four-year for-profits were hardest hit; they saw an 11.8% decrease in enrollment of women.

The increase of four-year private non-profit college enrollment relied on part-time students. They saw a 3% increase in part-time enrollments and 1% increase in full-time enrollments.

In terms of age, four-year private non-profits saw a 2.3% boost in students over the age of 24. However, four-year non-profits enrolled the most students in fall 2013: 5,505,086 students, a 1.4% increase over last year.

- National Student Clearinghouse Research Center on December 11, 2013

Student Debt On the Rise—Again

The Project on Student Debt report found that student debt has risen for the fifth year in a row. About 71% of all 2012 graduates took out student loans, with an average debt of $29,400 and range of $4,450 to $49,450.

Excluding for-profit schools, the numbers are still staggering: 66% of students who graduated with a bachelor’s degree took out loans, for an average of $27,850.

Two-thirds of graduates from public universities borrowed for an average of $25,500. Three-quarters of graduates from private non-profits took out student loans, for an average of $32,300.

At for-profit schools, more three-quarters of graduates borrowed an average of $39,950.

Why? They came to college just as the financial crisis hit in 2008, and resulting tuition hikes compounded their expenses, causing them to borrow more.

- Forbes on December 4, 2013

DePaul’s ‘Test Optional’ Admissions Policy Yields Positive Results, Officials Say

The first class admitted under DePaul University’s “test optional” admissions policy show very little difference in academic success compared with their tested peers.

Critics claim that standardized tests are biased, preventing women and minorities from gaining college admission.

Of the fall 2012 class, 5% entered DePaul without any test scores. Statistically they fared no different in grades than the other 95%. But DePaul had carefully selected the students that they admitted without testing.

Those students who did not take tests had an average GPA of 3.71 for their first year, while their peers earned a 3.54 average. Freshman-to-sophomore retention was almost identical for both groups: 84% for test-optional applicants to 85% for test-takers.

- DePaul University on December 4, 2013

Religious Universities Oppose Adjunct Faculty’s Rights to Form Unions

Adjuncts and their advocates are urging that Catholic universities improve their instructors’ working conditions and allow them to join a union.

Representatives of Catholic universities argue that the decision to let adjuncts unionize should come from the schools themselves and that unionization violates their religious freedom.

Meanwhile, adjuncts are appealing to the teachings that religious universities espouse, including social justice, fighting inequality and caring for others.

The death of 83-year-old long-time Duquesne University PA adjunct Margaret Mary Vojtko earlier this year has been a catalyst for the union movement. She lived in poverty and had just been terminated as an adjunct.

Catholic universities are not the only ones under fire. Pacific Lutheran University WA wants to prevent the ballots from an October union election from being counted because it believes it should be exempt as a religious school.

Some adjuncts have gone so far as writing to the Pope, as Texas adjunct Ana M. Flores Tamayo did. She asked him to speak on behalf of all instructors in contingent positions because it pertains to economic inequality, one of his major concerns.

- The Chronicle of Higher Education on October 11, 2013

Gender Wage Gap Worsens in the Mid 30s

A recent report by the Pew Research Center based on interviews with 2,002 adults indicates that young American women are earning 93 cents on the dollar compared with their male counterparts, but that they suffer in the long term.

When women in their mid-30s reduce their hours or take time off to care for families, the gender wage gap widens considerably.

The near-equal pay is a result of educational gains. More women are completing college; last year, 49% of employed women held at least a bachelor’s degree.

In addition, the report said women negotiate less and have weaker professional networks, which also increases the wage gap. Then come the demands to balance work and family, making women more likely to work part-time and/or take time off for family. The report also mentions:

• 59% of young women say being a parent will make it harder to advance in her career.
• 22% of women quit their jobs for family reasons at some point in their career, compared with only 9% of male respondents.
• 38% of women ages 25-32 now hold bachelor’s degrees, compared with only 31% of men.
• The median hourly wage for women is 84% that of men, $14.90 compared with $17.79 for men.

- Wisconsin State Journal on December 11, 2013
**NIH Grants May Go to People, Not Projects**

National Institutes of Health director Francis S. Collins is considering changing how the agency grants awards, focusing on people instead of projects.

Under this new model, researchers would no longer have to apply for a grant for a specific project.

Dr. Collins admits that the plan would simplify the process and help finance current “superstars” of science. Critics charge that women, minorities and young researchers would receive far fewer grant dollars as a result of the proposed change.

- *The Chronicle of Higher Education* on December 6, 2013

**Universities Fight Provisions of Obamacare**

While several U.S. universities host programs to familiarize students with the Affordable Care Act known as Obamacare, some religious schools are fighting its requirements to include birth control coverage.

- The University of Notre Dame IN sued the U.S. government because the federal mandate would force it to provide birth control through its insurance plans. A similar lawsuit in May 2012 was dismissed.

Notre Dame claims that Obamacare violates its freedom to practice religion without government interference. Contraception is against the teachings of the Catholic church.

- Liberty University VA recently had its lawsuit against Obamacare declined. The U.S. Supreme Court left in place a federal appeals court ruling that dismissed Liberty University’s lawsuit, which challenged the health care mandate’s stipulation to cover insurance for employees.

- *Diverseeducation.com* on December 4 on December 2, 2013

**UMass Amherst to Upgrade Resident Security**

After the reported rape of a UMass Amherst female student in October 2012, the university reviewed its campus security and plans to invest more than $2 million in residence hall security. Business Protection Specialists Inc. recommended upgrades including:

- electronic sign-in systems at its 51 residence halls
- permanent desks for security monitors
- prohibition of alcohol in residence halls where there are students younger than 21

About 13,000 students live on campus at UMass Amherst.

- *Diverseeducation.com* on December 10, 2013

**Report: College Coaches Behaving Badly**

Two universities have fired their coaches, one for allegedly behaving inappropriately toward a female athlete and one for not reporting sexual misconduct by assistants.

- The University of New Hampshire fired its women’s hockey coach, Brian McClosey. He allegedly had inappropriate contact with a player on the bench during a home game on November 30.

McClosey was in his 12th season as coach. Assistant coaches Jamie Wood and Stephanie Jones will lead the team in its last two games of the season.

- At Ohio State University the head coach of the cheerleading team has been fired amid allegations that she did not report the sexual misconduct of two male assistant coaches.

Ohio fired head coach Lenee Buchman after it removed assistant coach Eddie Hollins and Dana Bumbrey from the team based on an investigation into separate accusations.

Hollins allegedly sent cheerleader Cody Ellis sexually explicit text messages. Bumbrey was accused of making sexual jokes and inappropriate comments to female cheerleaders.

- *Seacoast Online* on December 6 and *The Columbus Dispatch* on November 26, 2013

**Fordham U Mishandled Scholarship Program**

Fordham University NY provided 87 scholarships to student athletes who were enrolled in fewer than six credit hours during summer sessions, according to the NCAA’s Division 1 committee on infractions.

The penalties include self reports, such as:

- Public reprimand and censure
- Two years of probation through November 25, 2015
- A fine of $20,000
- Academic advisors, compliance staff and others responsible for administering summer financial aid must attend a 2013 NCAA regional rules seminar.

- *www.ncaa.org* on November 26, 2013

**Grad Students at NYU Vote to Unionize**

In a major victory, graduate student teaching and research assistants at New York University voted overwhelmingly to unionize.

By a vote of 620 to 10, they chose to affiliate with the United Automobile Workers, making them the nation’s only grad assistants’ union to be recognized by a private university.

Union reps say the affiliate will include 1,247 graduate student assistants at NYU and its Polytechnic Institute in Brooklyn.

In 2000, NYU had recognized a grad student assistants’ union as part of the UAW, which increased their stipends about 40% and improved health care coverage.

But in a 2004 case involving graduate students at Brown University RI and the UAW, The National Labor Relations Board ruled that graduate students are not employees and are not entitled to collective bargaining. So in 2005, NYU stopped recognizing the union.

Two weeks ago, after years of protests, the school and the UAW union had struck a deal to allow grad students to vote on whether to be represented by the UAW. Both sides agreed that the agreement would “improve the graduate student experience.”

Graduate student assistants at public universities are unionized because collective bargaining rights are often negotiated at the state level. However, many private universities do not consider grad students to be employees so the schools refuse to recognize their right to unionize.


**Articles By Women Receive Fewer Citations**

Five researchers at universities in Montreal and Bloomington IN report that research papers and peer-reviewed articles written by women are cited less frequently than those written by men.

Although many female scholars may have suspected this and have anecdotal evidence of it, there is now data available from a recent article in the journal *Nature*.

The data for the study covers women in all academic disciplines and in all author positions: as first author, last author, collaborator and single author. The gender disparity was more pronounced in STEM fields.
Women’s share of total authorships was slightly less than 30%. Women’s share of total article authorship was greater than men’s in nine countries.

Some facts on women authorship in the United States:

- States with the widest gender gap in authorship included New Mexico, Mississippi and Wyoming.
- States with the narrowest gender gap were Vermont, Rhode Island and Maine, all in the Northeast.
- The disparity was less pronounced in Eastern European and South American countries.

- The Chronicle of Higher Education on December 11, 2013

Tenured Prof Forced Out Over Class Skit?

At the University of Colorado-Boulder, students are protesting the alleged dismissal of a long-time tenured professor after a skit on prostitution in her 500-student class on “Deviance in U.S. Society.”

Professor Patti Adler told her class that this was the last one she’d ever teach at CU. She said she was being forced to retire because officials felt her class on prostitution was degrading to women, inappropriate and offensive to minorities.

CU officials claim that she remains a tenured faculty member and is expected to continue to teach classes.

The offending class featured a skit in which grad assistants dressed up as prostitutes and sex slaves, and discussed their lifestyles and how they got into the sex trade.

Adler said she offered to cut the skit from the class in the future, but claimed CU officials were taking a hard line with her because of fallout from the recent Penn State sex scandal.

Student Ciera Catalano said that Adler has dressed in a bikini and as a homeless person to make a point about deviance. “Patti is so unorthodox, which is what makes her such an important faculty member,” she said. “It’s what makes students remember her. She was goofy and fun and she made us like her, but she also taught us so much. The only reason she’s being targeted is because she’s so provocative. The university should celebrate that.”

CU previously dismissed Professor Ward Churchill over what officials called inappropriate comments.

- Boulder Daily Camera on December 13, 2013

Ex-Under Secretary of Ed to Teach at NYU

Dr. Martha J. Kanter moves from President Obama’s cabinet to New York University’s school of culture, education and human development.

She plans to stay at NYU for two years as professor and advisor in the school’s program in higher education.

As under secretary, Dr. Kanter oversaw the U.S. government’s efforts to make the country the leader in college completion. She also introduced the controversial gainful employment rule that applies to higher education institutions. She was the first community college leader to be appointed as under secretary of education.

- The Chronicle of Higher Education on December 12, 2013

Nine U.S. Women Are 2014 Rhodes Scholars

The Rhodes Trust announced its 2014 Rhodes Scholars. Among the 80 recipients, 32 are Americans including nine women.

Created in 1902 through the will of Cecil Rhodes, it provides about $50,000 for two or three years of study at Oxford University in England. Awards are based on academic achievement, integrity, unselfishness, respect for others, a potential for leadership and physical prowess.

This year 857 U.S. students applied to be Rhodes scholars. Women have been eligible for the scholarships only since 1976, after which 487 women have won the prestigious award.

- Press release from Rhodes Trust on November 23, 2013

Fraternities On Watch

- The University of Pittsburgh PA’s Interfraternity Council has established a policy to deal with members who earn less-than-stellar grades. Fraternities whose members have a GPA of less than 2.50 will pay a fine of $20 per student for every tenth of a percentage point below that threshold.

The policy should encourage frat members to do well in classes. Zachary Fratton, president of the Council, pointed out the average GPA for students in fraternities at Pitt is 3.0. There is no GPA policy for sorority members.

- University of North Carolina-Chapel Hill has suspended the Alpha-Alpha chapter of Chi Phi from campus due to alleged violations regarding alcohol use and inappropriate activities with new initiates.

The chapter is being investigated for the hazing death of Chi Phi pledge David Shannon. The 18-year-old student fell to his death while climbing on machinery at a concrete plant and had an alcohol level three times that of the legal limit for driving.

- Baruch College NY student Chen “Michael” Deng died after suffering brain trauma during a fraternity hazing incident in the Pennsylvania Poconos, according to investigators.

He was one of four Pi Delta Psi pledges who participated in a hazing event off campus. Deng endured “too many tackles” and became unresponsive after a head injury, according to reports. Members drove him to the emergency room where doctors diagnosed a major brain trauma. He died days later.

- Pittsburgh Post Gazette on December 8, NBCNews.com on December 10, diverseeducation.com on November 27 and Reuters on December 11, 2013

Steinem, Winfrey Earn Medals of Freedom

Among this year’s 16 recipients of the Presidential Medal of Freedom, five were women. President Barack Obama honored Gloria Steinem and Oprah Winfrey with the nation’s highest civilian honor.

Since President John F. Kennedy established the award, 500 U.S. citizens have received the medal.

Gloria Steinem received the honor for her role in the movement for women’s equality over the years, having co-founded Ms. magazine. Oprah Winfrey started as a broadcast journalist and has become a media mogul and philanthropist.

- www.whitehouse.gov on November 20, 2013
Women: Over-Performing, Under-Represented, Underpaid

Where are the women? Outnumbering men in the workforce and on campus, women remain sparse in the top levels of leadership in 14 sectors of the U.S. economy. But where women lead or have an equal share in leadership, the entities they lead are more successful.

That’s the conclusion of Benchmarking Women’s Leadership in the United States, released in October 2013 by Colorado Women’s College at the University of Denver. It’s a follow-up to the work begun by The White House Project in 2009.

Colorado Women’s College President Dr. Lynn Gangone discussed the report at the Women’s Leadership Institute in Amelia Island FL in December.

Women in 2012 averaged 81 cents in earnings for every dollar earned by men. The study analyzed leadership data from the top 10 organizations in each sector, looking at gender distribution and sector-specific measures of individual and organizational performance.

“It’s a labor of love,” Gangone said of the study. “This isn’t just numbers. It’s about a system that is unwelcoming to women and people of color.”

On average, women still hold less than 20% of leadership positions across the 14 sectors. Gender differences in pay and numbers are greatest in the most prestigious institutions within most sectors.

But leadership diversity turns out to improve performance. Increasing women’s presence is not just a question of fairness but also of building the strongest, most effective organizations throughout the American economy.

Higher education is no ivory tower cut off from larger societal trends, as both its critics and its admirers like to believe. Where it differs from other public and not-for-profit organizations, not all the differences are in academia’s favor.

**Across other sectors**

She summarized their findings in 13 other sectors before detailing the results in higher education. A few highlights:

- **Arts and entertainment.** In 2011 women wrote 60% of the top-selling books but received only about a quarter of industry earnings. Top-earning women movie actors earned only about a third as much as top-earning male actors. Just one woman of color and no white women were on Billboard’s 2012 list of 25 most influential musical artists. And television hit a 15-year low in the number of women in any major position except executive producer.

- **Business and commercial banking.** Women hold 51% of jobs, 51% of professional and managerial positions but only 15% of executive positions in Fortune 500 companies and 13% of the seats on Fortune 500 boards of directors. Companies with women on the board achieved higher return on investment. “Where there’s diversity, there’s better performance,” she said. Women manage only 3% of U.S. hedge funds but women-owned funds produce more than 1½ times the returns of male-dominated funds.

- **Entrepreneurship.** Women owned 40% of all privately held U.S. companies in 2008. Women were 20% of the top entrepreneurs in 2011 but received only 11% of the capital investment.

- **Journalism and media.** “What we see is influenced by who is reporting,” she noted. Although women are a majority of journalists, they make up less than a third of hosts and only 13% of guests on the Sunday morning roundtables that shape our views of politics—and who we see as leaders.

- **K-12 education.** Women hold 75% of teaching positions but only 30% of educational leadership roles. More women teach math and science; more men teach physical education and social studies. Women superintendents earn just 81% of what men earn in that job.

- **Law.** In 2012 women were 47% of law school graduates, 15% of law firm equity partners and 5% of managing partners. Women were 60% of law school assistant and associate deans but only 26% of deans. Women of color are 6% of all lawyers but 13% at large firms with more than 700 lawyers. The gender pay gap in private law firms worsened from 2010 to 2011.

- **Medicine.** The number of women physicians has doubled in the last 20 years. At the not-for-profit hospitals with the highest gross revenues, women CEOs earned 57% as much as male CEOs. Among winners of a highly competitive research grant, women earned $360,000 less than men over a 30-year career.

- **Military.** Following a sharp growth in their numbers, women in 2010-11 were 14% of enlisted military and 17% of commissioned officers. Active-duty women are 31% African American and 53% white, more racially diverse than men, who are 16% African American, 71% white. Ahead of its time, the Armed Services has paid women equally for equal work since women began military service in 1901.

- **Nonprofits and philanthropy.** The larger the organization, the bigger the CEO gender gap in both numbers and pay. Women are nearly 75% of the nonprofit workforce, 45% of nonprofit CEOs overall and only 16% of CEOs at nonprofits with budgets more than $50 million. Women CEOs average 80% of male CEO pay overall and only 77% at the largest nonprofits.

- **Politics and government.** Less than a third of federal judges are women, affecting rulings on reproductive rights, abortion rights, child care and sex discrimination. Women hold 18% of seats in the 2013 Congress. “We’ll achieve parity in 2090 at the current rate,” Gangone said. But they’re more productive than the men, cosponsoring about 26 more bills per Congressional session and bringing about 9% more federal spending to their districts.

- **Religion.** In 2009, 10% of U.S. religious organizations had a woman as senior pastor; Episcopalians lead among major denominations at 31%. The larger the church or temple, the smaller the percentage of women leaders becomes.

- **Sports.** Women won 56% of all the U.S. medals at the 2012 Olympics and 64% of the U.S. gold medals.
Division I collegiate sports, coaches of women’s teams earn only 68% of what coaches of men’s teams earn, “one of the largest pay gaps in this study,” the authors wrote. Women’s sports at Division I schools get only 37% of athletics spending and 32% of recruitment dollars, though more than half their students are women.

- **Technology.** Women are better represented in leadership in new fields where the gatekeepers have not yet emerged. But the average CEO salary in the top ten tech companies is 26% lower for women than men.

**Academic sector**

So how does higher education measure up against other sectors? Public universities offer more scope for gender bias than other forms of public employment, which tend to be more closely regulated.

She quoted a woman politician, “I thought I had experienced politics until I entered higher education.” Higher education is one of the most political sectors.

**Students.** Women are outpacing men in professional, PhD, master’s and bachelor’s degrees. Men’s numbers are still growing but women’s are growing faster. “This is the pipeline. This is Title IX. This happens when people make policy,” Gangone said.

The biggest surge in women students is due toLatinas, African Americans and older adults returning to school. Women of color in 2010 made up about 20% of fall enrollments. Older men are much less likely to return to school, and Latino and African American boys drop out in middle school and high school.

**Administration.** As in nonprofits, women college presidents are more apt to lead small schools than large ones. Women presidents have a far larger presence at community colleges than at research universities. One reason there aren’t more women presidents is that the boards who hire presidents are more than 70% men. Women’s presence on boards has decreased steadily since 1997.

Molly Corbett Broad, president of the American Council on Education since 2008, was one of the first women to lead a large national academic organization.

**Faculty.** Women become more scarce as rank goes up:

- Instructors 55% women
- Lecturers 53
- Assistant professors 48
- Associate professors 41
- Full professors 28

Usually only tenured faculty are considered for advancement into administrative leadership, so the concentration of women in entry-level and untenured jobs limits diversity in upper administration.

Women full professors earn 80.9% as much as their male peers, essentially unchanged since 1980. The pay gap is biggest at public doctoral universities. This contrasts unfavorably with other public entities, which pay more equitably because they are regulated and monitored.

**The case for women’s campus leadership**

As in other sectors, campus measures of performance show women in the lead. Women students are more likely to persist to graduation; at 57% of enrollments, women get 59% of degrees. This difference mostly reflects students of color, where minority males are lagging.

Universities with women leaders perform better as measured by grants. Women lead only 22% of doctoral institutions but 33% of the schools with top funding from the National Institutes of Health and 30% of those with top funding from the National Science Foundation.

Faculty women earn major research grants from top national organizations, such as the National Science Foundation and the Social Science Research Council, far out of proportion to their presence at the school receiving the grant. Women received 56% of those prestigious awards, even though they are only 29% of tenured faculty at doctoral universities.

Moving more women and minority scholars into senior positions at research schools goes beyond equity and superior performance. It affects what questions get asked and how the findings are interpreted. Faculty diversity increases the breadth and depth of scholarly ideas.

To address the discrepancy between women’s high performance and their low numbers and pay, the benchmarking study recommends that schools diversify their search committees, tenure and promotion review committees and candidate pools. They should evaluate the lack of tenure-track hires and examine whether adjunct faculty get fair consideration for promotion.

**What women can do**

“As individuals we have a responsibility to engage and be positional leaders, but the system is skewed,” Gangone said. Women will stay at a disadvantage so long as the cultural expectation is that they carry more responsibility than men outside work, such as caring for kids and parents.

But the women in the benchmarking study, which focuses on top leadership, have already made decisions about kids and jobs. They understand the system. They outperform men. She listed three commonalities of women leaders:

- They played organized sports; they love to compete.
- They were Girl Scouts; they learned a lot of skills.
- They attended a women’s college, where every woman gets to be a leader.

“I think in those environments women learn to love each other and work together,” she said. They develop an attitude of abundance, where success for one is success for all.

To lift as you climb, support women and the men who support women. Support women’s colleges; they are still important. “Our students have a more robust sense of self in navigating the system,” she said.

Pursue positional power for the difference you can make in the world. Stand up, volunteer for committees and let people know you are ready to move up. “I see an opportunity and I take it. I take the risk,” Gangone said. “I think higher education is cool and there are all different ways to play in the sandbox.”

Allow yourself to dream, act on your dreams and encourage your students and younger colleagues to do so too. “When you invest in women, you change a village,” she reminded participants.

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SGC
How To Be Outrageous! Women Leaders’ Self-Confidence

by Peg Lonnquist, PhD, director of the Women’s Center at the University of Minnesota

You already are outrageous. You are a woman leader! For many years I’ve been facilitating a workshop entitled “How To Be Outrageous.” Although the workshop has morphed over the years, the goal has always been to help participants understand how we are all outrageous, gain some ideas for increasing one’s own confidence and those of others, and invite action steps toward positive change and outrageousness in your life.

Come on in, we all deserve a standing ovation!

Why be outrageous?

You may be thinking, “Do I even want to be outrageous?” Have you ever seen yourself or a friend held back from trying something due to a lack of confidence? Or not spoken up or not tried something when you really wanted to? Most people answer “yes” to those questions. This workshop teaches some skills to turn that around.

I began exploring the topic of women and self-confidence in the early 1980s, having read that people with higher levels of self-esteem are less fearful and less prejudiced against those who are different from them.

In my work against sexism, racism, heterosexism, ableism and all kinds of prejudice, it seemed that teaching about ways to increase self-esteem was a critical tool that wasn’t yet being used. Later, I read that children with higher levels of self-esteem succeed at a higher rate in school and out, and that young women’s self-confidence falls significantly after age 12, and then again in college!

A few years later, I learned of the “imposter syndrome,” which describes highly competent women (recently expanded to include people of all genders) who, though they are successful, believe they are not good enough and fear they will be discovered as “imposters” at any time.

During women and leadership workshops, I have heard many discussions about how women are afraid of our power. This information motivated me to put together a workshop for leaders on increasing self-confidence in one’s self and others.

Then Sue Fink, a former touring women’s musician and extrovert extraordinaire who is now the artistic director for the Angel City Chorale, visited my campus. As I was telling her about this work, she told me that she was thinking of putting together a workshop on “How To Be Outrageous,” and we decided to do it together.

Although we presented a few workshops together, it was difficult because we lived in different states, so I inherited the title. The workshop has changed quite a bit since then, but I still think of Sue in every workshop and repeat her story of how she increased her personal outrageousness.

More recently, the movie Alice in Wonderland featured the same theme. The Mad Hatter tells Alice, “You’ve lost your muchness . . . in here.” After viewing the video clip, participants talk about how to illuminate their muchness, or courage, to move toward their dreams.

What do you mean by outrageous?

Here’s my definition: “Outrageous is exceeding the bounds of the expected, unconventional, violating accepted standards, boldly courageous and confidently standing up for others.” Many of us know women who went above and beyond, surviving a difficult time or doing something that took amazing courage. That is outrageous.

I believe women being leaders, inside or outside the home, still fits this definition. Getting a bit academic, we present definitions for self-esteem and self-confidence, making the point that everyone questions herself once in a while. At this point, I emphasize that outrageous does not mean egotistical or extroverted. We talk about how being self-confident is different from being egotistical.

I offer examples of amazing leaders whose quieter style has been very effective—living boldly doesn’t mean living loudly—and then read a quote by Mary Anne Radmacher in Living Boldly (Conari Press 2008):

Courage doesn’t always roar. Sometimes courage is the quiet voice at the end of the day saying, “I will try again tomorrow.”

So it is to live boldly. The impact is somewhat counterintuitive. People tell me that they think of living boldly as living loudly. Not so.

Think of the breath a wind instrument player uses. It must be full. Bold. That doesn’t mean it produces a loud sound; it produces a full sound, as the musician intended. Of course, loud is always an option.

What I’ve learned is that many women hold themselves back from making positive changes in their own lives and the world because they are worried about seeming unconventional.

A few of us have discovered how freeing and healthy it is, and we are seeking to become even more outrageous!

Being more outrageous

After receiving and giving standing ovations, participants create and share parts of their bucket list. I find that it helps everyone to dream bigger as they are invited to spend individual, quiet time creating outrageous, powerful, planned goals to make their lives and those of others simply phenomenal.

With their life goals in hand, participants become “New Yorkers,” helping each other to dream bigger and to offer connections and advice. An exercise I always use is adapted from Barbara Sher’s work Wishcraft (Ballantine Books 1979), and I often repeat her wisdom: “Isolation is the
Next steps… and a snowball fight

As in every workshop, I remind participants that what gets in the way of our goals is not taking the small steps needed in that direction. I ask each person to write down one step they will take toward their dream in the next week.

Since they know what their lives are like, it could be as small as reading one chapter, setting up one informational interview or choosing a graduate program or as big as writing a book chapter, setting up a painting studio or finding an internship at the local zoo.

After they write down their step, their name and work phone, I ask them to squash the paper into a snowball.

Next comes friendly indoor snowball fight! A lot of laughter ensues, and after a few minutes, each participant finds a snowball and we read aloud a few of the proposed steps. Then the snowball finder agrees to call that person in one week to ask them how it went and offer additional support.

We end with affirmations of our outrageousness and, of course, a standing ovation!

I love this workshop! Participants leave having clarified their dreams and goals, gained some skills to work toward them, learned that many of us feel like imposters at times, laughed aloud, and committed themselves to a next step, knowing there will be some accountability and support for their progress in one week.

As Nelson Mandela has often quoted from author Marianne Williamson in A Return to Love (Harper Collins 1992):

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be?… Your playing small doesn’t serve the world. There’s nothing enlightened about shrinking so that other people won’t feel insecure around you. We are all meant to shine, as children do….

And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.

Over the years, hundreds of workshop participants have gained the confidence to become downright outrageous. I hope you have too.

Contact Peg Lonnquist at: pegquist@umn.edu or cell 612-598-7459
The University of California invites nominations and applications for the position of Vice President of Laboratory Management.

The University of California manages ten campuses and five medical centers, and educates over 230,000 students across the state. In addition to leading this extensive network of campuses, the organization also has management responsibilities for three major national laboratories.

The University of California teaches for California and researches for the world; and the three national labs it manages are fundamental to the intellectual vitality of the world’s foremost public research university. The University of California Office of the President, UC campuses, and Laboratory Management are responsible for assuring that the University’s values and standards are sustained in the work and performance of Lawrence Berkeley National Laboratory (LBNL), Los Alamos National Security (LANS) LLC, and Lawrence Livermore National Security (LLNS) LLC. The LMO contains two main organizations: (1) Laboratory Programs and (2) Operations and Administration.

Reporting to the University of California President, the Vice President of Laboratory Management is responsible for both the programmatic, science, and technology activities and also the business and operations activities of the three labs. He/she works closely with senior leadership at the three labs, the University of California Office of the President, UC campuses, the Academic Council’s Special Committee on Laboratory Issues, the UC Regents Committee on Oversight of the Department of Energy Laboratories, and DOE’s National Nuclear Security Administration (NNSA) and Office of Science stakeholders in supporting and achieving performance goals. The Vice President should have an outstanding record of accomplishment in a scientific program, engineering, and/or the operations and administration disciplines that underwrite the mission of the three laboratories. He/she should also have knowledge and experience in the operations of, and relationships with, the DOE, NNSA, and Office of Science, and those organizations’ senior leadership and approach to their laboratory system.

http://universityofcalifornia.edu/

Initial screening of applicants will begin immediately and continue until the position is filled. The University of California will be assisted by Randy Jayne and Cate Orman of Heidrick & Struggles, Inc. Confidential nominations and applications should be directed to:

University of California Search Committee
Heidrick & Struggles, Inc.
2001 Pennsylvania Avenue NW, 8th Floor Washington, DC 20006
Email: VP_LAB@heidrick.com

The University of California is an affirmative action/equal opportunity employer.
The Georgia Institute of Technology invites nominations and applications for the position of Senior Vice President for Administration and Finance. The Institute is one of the nation’s top research universities, distinguished by a commitment to improving the human condition through advanced science and technology. A visionary and strategic leader in this role will have a unique opportunity to help achieve our institutional vision of defining the technological research university of the 21st century.

The role reports directly to the executive vice president and as a member of the Institute’s executive management, the senior vice president will collaborate with and engage administrative and academic leaders in fiscal management, reporting, capital planning, and real estate development.

The division of Administration and Finance includes 1,700 employees engaged in institutional financial management, reporting, budgeting, human capital management, affirmative action, procurement, travel administration, facilities planning, design, construction, maintenance, campus security, auxiliary operations, administrative information systems and technology, campus planning, legal services, real estate development, and internal auditing activities. Georgia Tech occupies a 338-acre campus uniquely positioned at the intersection of technology, business, and innovation within the Midtown community of Atlanta, Georgia. Georgia Tech is a member of the Association of American Universities (AAU).

The screening Committee invites letters of nomination, expressions of interest, or applications (letter of interest, full resume, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting Georgia Tech. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to January 17, 2014. Applications received after this date may be considered at the discretion of the Committee and/or hiring authority. For a complete position description, please visit the current opportunities page at www.parkersearch.com.

Laurie C. Wilder, Executive Vice President and Managing Director
Ryan Crawford, Principal
770-307-7031
lwilder@parkersearch.com
rcrawford@parkersearch.com

The University of South Florida is committed to the principle of equal education and employment opportunities without regards to race, color, marital status, sex, religion, national origin, disability, age, sexual orientation, gender identity or expression, genetic information, Vietnam or disabled veterans status as provided by law and in accordance with the University’s respect for personal dignity. These principles are applied in the conduct of University programs and activities and the provision of facilities and services. According to Florida Law, applications and meetings regarding this search are open to the public.
Executive Director, Strategic Consulting

The Georgia Institute of Technology invites nominations and applications for the position of Executive Director for Strategic Consulting. The Institute is one of the nation’s top research universities, distinguished by a commitment to improving the human condition through advanced science and technology. A visionary and strategic leader in this role will have a unique opportunity to help achieve our institutional vision of defining the technological research university of the 21st century. The Office of Strategic Consulting - the Institute’s internal consulting function - reports directly to the executive vice president and serves Institute leadership and administrators at all levels of the organization. This individual will supervise a ten-member team with expertise in business process improvement, change management, organizational design, enterprise portfolio/project management, and initiative advancement. Consultants and program managers lead, manage, and facilitate institutional initiatives and divisional and departmental projects.

The executive director is a critical partner with executive leadership. S/He will possess expert-level knowledge of business management techniques, process design and re-engineering, strategic change management, and organizational design, and will have the opportunity to be innovative in the integration of Institute strategic planning, enterprise program management, and strategic change management into a suite of programs and services that increase institutional effectiveness. This role is uniquely positioned to offer thought leadership to managers at all levels across the Institute as they develop strategies, design and re-design organizations, and implement large-scale initiatives. The executive director will lead change and facilitate continuous improvement through creative, culturally adaptive processes that create collaborative networks and support institutional success.

The division of Administration and Finance includes 1,700 employees engaged in institutional financial management, reporting, budgeting, human capital management, affirmative action, procurement, travel administration, facilities planning, design, construction, maintenance, campus security, auxiliary operations, administrative information systems and technology, campus planning, legal services, real estate development, and internal auditing activities. Georgia Tech occupies a 650-acre campus uniquely positioned at the intersection of technology, business, and innovation within the Midtown community of Atlanta, Georgia. Georgia Tech is a member of the Association of American Universities (AAU). The Office of Strategic Consulting is part of the Technology Development (T&D) Group, a group of 270 employees who work on the mission of technology, business, and innovation within the Midtown community of Atlanta, Georgia.

The Screening Committee invites letters of nomination, expressions of interest, or applications (letter of interest, full resume, and contact information for references) to be submitted to the search firm assisting Georgia Tech. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to January 17, 2014. Applications received after this date may be considered at the discretion of the Screening Committee and/or hiring authority. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com.

Laurie C. Wilder, Executive Vice President and Managing Director
Porscha L. Williams, Vice President
770-804-1996 ext: 109
pwilliams@parkersearch.com || eraines@parkersearch.com

Georgia Tech is committed to affirmative implementation of equal employment opportunity in education and employment. The Institute does not discriminate against individuals on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status in the administration of admissions policies, educational policies, employment policies, or any other Institute-governed programs and activities.

Five Concourse Parkway | Suite 2440 | Atlanta, GA 30328
770.804.1996 | parkersearch.com

R. WILLIAM FUNK & ASSOCIATES

Dean

College of Engineering

Lamar University, a public, Carnegie Doctoral Research University, invites applications and nominations for the position of Dean of the College of Engineering.

Lamar University, a member of the Texas State University System, has experienced tremendous growth over the past decade, with enrollment steadily increasing to more than 15,000. It has been recognized nationally for its general education core curriculum, leadership in online education, being one of the 100 most diverse campuses in the country, and selection as a member of the Honor Roll of the Chronicle of Higher Education’s “Great Colleges to Work For.”

The University is located in Beaumont, Texas, part of a metropolitan area of approximately 400,000, located 30 miles from the Gulf of Mexico and 90 miles from Houston. Beaumont is the center of one of the largest refining and petrochemical complexes in the nation, along with its proximity to the Sabine Pass, gateway to one of the country’s largest shipping ports and pipeline centers. The city serves the region as the focus for government, education, business, health care, entertainment, art, and culture.

The College of Engineering contains five academic departments (Chemical, Civil, Electrical, Industrial and Mechanical Engineering), with 38 full-time faculty, 15 full-time staff, offering Bachelor’s, Master’s and PhD programs to more than 800 undergraduates and 300 graduate students. The College attracts approximately $3.5 million annually in external funding and has several research centers (three for environmental research, Center for Fuel Cell and Energy Systems, Green Composite Research Center, Center of Transportation/Ports and Waterways, Center for Process and Information Technology, Aldredge Air Quality Modeling Center, Material Instrumentation Center, Renewable Energy Center). The College is also a major partner in Lamar University’s Center for Innovation, Commercialization and Entrepreneurship. The Center will have a new facility in 2015.

Highlighting by a recently developed chair for the Dean’s position, the College has been central to the major transformation of the institution over the past decade, and seeks a dynamic and visionary leader with strong interpersonal, communication, and facilitation/collaboration skills (with specific focus on cross disciplinary research and research initiatives) and experienced in the development and nurturing of undergraduate and graduate programs of excellence. The next Dean will also have a history of providing effective support to faculty for the conduct of research and the attraction of funding to support it from a variety of agencies and industries, the creation of entrepreneurial and fundraising activities, and the management of a complex academic unit underpinned by collegiality and inclusiveness. The Dean reports directly to the Provost and Vice President for Academic Affairs, and serves as the chief executive officer, budgetary and programmatic authority, and academic leader of the College.

Further information about the University and the College is available at http://www.lamar.edu. Requests for additional information should be directed to tyler.funk@rwilliamfunk.com. While applications and nominations will be accepted until a new Dean is selected, for optimal consideration, interested parties are encouraged to submit a cover letter and resume by February 15, 2014 to the address below.

Lamar University, a public, Carnegie Doctoral Research University, invites applications and nominations for the position of Dean of the College of Engineering. Lamar University is a Member of the Texas State University System ~
UCLA
Tenure-Track or Tenured Faculty
Global Health Epidemiology of Non-Communicable Diseases
Assistant, Associate, or Full Professor Level

The Department of Epidemiology in the UCLA Fielding School of Public Health invites applications for a tenure-track or tenured faculty position in Global Health Epidemiology of Non-Communicable Diseases at the Assistant, Associate, or Full Professor level. The top-ranked Department is a leader in epidemiologic methods and research applications. Applicants must have a strong record of peer-reviewed publications and demonstrated potential to move the field forward; a strong record of research and teaching; and an earned doctorate in epidemiology. The earliest possible start date for this position is July 1, 2014.

UCLA is an Affirmative Action/Equal Opportunity Employer and has a strong commitment to achievement of excellence and diversity among its faculty and staff. Women, underrepresented minorities, persons with disabilities and covered veterans are encouraged to apply.

Position/application details can be found at:
https://recruit.apo.ucla.edu/apply/JPF00127

RUTGERS
DEAN
RUTGERS SCHOOL OF CRIMINAL JUSTICE

Rutgers, The State University of New Jersey, invites applications and nominations for the position of Dean of its nationally renowned School of Criminal Justice.

Reporting to Chancellor Nancy Cantor, the Dean serves as chief academic officer and chief administrative officer of the School of Criminal Justice, and bears responsibility for academic leadership, fundraising, strategic planning, budgeting, faculty recruitment and development, student/alumni relations, and day-to-day operations. The next Dean will be a visionary leader who is student-centered and who has a deep appreciation for the role of an excellent public urban university in the 21st century. Located minutes from Manhattan, the Rutgers School of Criminal Justice has long enjoyed a reputation for academic excellence and path-breaking applied research. The School offers undergraduate, Master’s, and doctoral degrees. Currently, the School has over 600 undergraduate majors and approximately 120 students in its doctoral and Master’s programs.

Faculty and students alike are driven by a passionate concern about problems of crime, public security, and social justice. Their specific interests are diverse, bringing a wide array of rigorously defined and sharply honed theoretical perspectives to tackle important problems that affect people’s lives. This leads to a deep engagement with people and communities, policy-making, and professional and lay groups, both here and abroad. The overarching aim of the School is to have impact - to change the way people think about crime and justice, as well as the manner by which the work of justice is conducted.

The Dean should be a well-regarded scholar in criminology or criminal justice with academic credentials appropriate for appointment to a senior faculty position and significant administrative experience. The best candidate for this post will have exemplary interpersonal and communications skills and will be a consummate fund-raiser and friend-raiser for the School. Desired characteristics include an appreciation for an excellent faculty, a team-orientation and a consensus-building style of decision-making, and a passion for preparing students for productive and successful lives.

While applications and nominations will be accepted until a new Dean is selected, interested parties are encouraged to submit their materials to our consultant at the address below by February 28 to assure optimal consideration. Candidate materials should include an updated resume and a letter of interest.

All correspondence regarding the search should be sent electronically and addressed to:
Rutgers Newark Dean of Criminal Justice Search
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205
Email: krisha.creal@rwilliamfunk.com
Fax: 214/295-3312
~Rutgers University is an affirmative action/equal opportunity employer~
The Johns Hopkins University Bloomberg School of Public Health, Department of Environmental Health Sciences invites applications for full-time, tenure-track positions at the assistant professor level, in the areas of food sustainability, food production and public health. Successful candidates will have positions in the Center for a Livable Future (CLF), which focuses on the interactions among diet, food production, the environment and public health.

The successful candidate in the area of food sustainability will direct the CLF’s program in “Food System Sustainability and Public Health” and engage in interdisciplinary public health research, policy and practice focused on food system sustainability themes. There is particular interest in identifying candidates with expertise in food waste, food and climate change, the U.S. Farm Bill, and public communications about food system environmental issues. Candidates should have at least five years of direct work experience in policy and practice, including generating and providing evidence to support policy and practice efforts, working with coalitions, public speaking and advocacy. Experience in program management is highly desirable.

The successful candidate in the program area of food systems and public health will lead the CLF’s program “Food Production and Public Health”. This individual will engage in interdisciplinary public health research, policy development, practice, and advocacy focused on food system themes, with a particular focus on the environmental public health and food safety concerns stemming from the industrial production of food. There is particular interest in identifying candidates with expertise in topics including industrial food animal production, the risk of environmental impacts, and the burden on human populations and environmental quality. A demonstrated record of effectively communicating with legislative and regulatory decision-makers, and the public, is preferred.

Candidates should have doctoral degrees in public health or a related academic discipline, and have experience and/or training in a variety of policy and applied environmental risk research methodologies, both qualitative and quantitative. Successful candidates in both program areas will be active contributors to the CLF’s educational and communication missions, and should demonstrate a potential for high-quality teaching, and have experience teaching and mentoring at the graduate level, ideally in a school of public health or public health related field. For more detailed job descriptions go to: http://faculty.jhsph.edu/openings.cfm

The Johns Hopkins University actively encourages interest from women and minorities and is an affirmative action/equal opportunity employer.

Applicants should submit a current CV, a letter of interest and the names of three professional referees. These should be sent electronically, with the subject line CLF Faculty Search to: Ms. Ruth Quinn (rquinn@jhsph.edu)

Application review will begin in December 2013 and continue until the positions are filled.

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Lamar University, a public, Carnegie Doctoral Research University, invites applications and nominations for the position of Dean of the new Honors College.

Lamar University, a member of the Texas State University System, has experienced tremendous growth over the past decade, with enrollment steadily increasing to more than 15,000. It has been recognized nationally for its general education core curriculum, leadership in online education, being one of the 100 most diverse campuses in the country, and selection as a member of the Honor Roll of the Chronicle of Higher Education’s “Great Colleges to Work For.”

The University is located in Beaumont, Texas, part of a region with a population over 400,000, and is located about 30 miles from the Gulf of Mexico, 90 miles from Houston, and 40 miles from the Louisiana border. Beaumont is the center of one of the largest refining and petrochemical complexes in the nation. The city serves the entire region as the focus for government, education, business, health care, entertainment, and culture, and is also the gateway to the Big Thicket National Preserve, a national eco-tourism treasure.

The University Honors Program, which is a member of the National Collegiate Honors Council and the Great Plains Honors College, is celebrating its 50th anniversary this year. Currently, approximately 300 high-ability students from all of Lamar’s colleges are members of the Program. The new Honors College will begin in fall 2014 with a substantial new endowment along with support from existing scholarship endowments.

The Founding Dean must be a person of vision and integrity, with strong communication skills, commitment to excellence, an entrepreneurial spirit, demonstrable success in innovative programming, and an enthusiasm for interdisciplinary curricula, programs, and alliances. The Dean is the chief executive officer, budgetary and programmatic authority, and academic leader of the College, a member of the Academic Council of Deans, and reports directly to the Provost and Vice President for Academic Affairs.

Further information about the University and the College is available at http://www.lamar.edu. Requests for additional information should be directed to tyler.funk@rwilliamfunk.com. While applications and nominations will be accepted until a new Dean is selected, for optimal consideration, interested parties are encouraged to submit a cover letter and resume by February 15, 2014 to the address below.

Lamar Engineering Search
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205
E-mail: tyler.funk@rwilliamfunk.com
Fax: 214/295-3312

~ Lamar University is an Affirmative Action, Equal Opportunity Employer, and Encourages Applications from Women and Other Groups Traditionally Underrepresented in Engineering. Lamar University is a Member of the Texas State University System ~
Women on the Move

• Rev. Karen L. Bloomquist moves to dean and chief administrative officer of Pacific Lutheran Theological Seminary CA next month, part of California Lutheran University, moving from director of the Lutheran World Federation.

• Dr. Nancy Cox moves from associate dean of research at the University of Kentucky to dean of the college of agriculture, food, and environment.

• Allison K. Dykes moves from VP for alumni relations to VP and secretary of Emory University GA.

• Laurie Hamen JD becomes president of Mount Mercy University IA, moving from VP for enrollment management, athletics and student affairs at North Central College IL.

• Dr. Kerr-Ann Hamilton moves from chief communications officer to become assistant VP for university communications and marketing at Howard University DC.

• Fiona Trevelyan Hornblower JD becomes assistant dean for career development and public service at Boston University school of law. She was national director of legal recruiting at Bingham McCutchen LLP in Massachusetts.

• Dr. Karla Hughes moves from provost and VP for academic affairs of Morehead State University KY to provost and executive VP of the University of Louisiana system.

• Jennifer J. Johnson JD moves from professor of law to dean of the law school at Lewis & Clark College OR.

• Dr. Ellen Junn moves from provost and VP for academic affairs at California State University-Dominguez Hills to provost at San Jose State University CA.

• Dr. Stacy Klippenstein becomes president of Miles Community College MT, moving from vice chancellor for student affairs at Montana State University.

• Dr. Pam McIntyre moved from interim to president at St. Louis Community College-Meramec MO.

• Dr. Alison Morrison-Shetlar becomes provost of Western Carolina University NC. She was dean of the college of arts and sciences and professor of biology at Elon University NC.

• Dr. Pat Munzer moves from interim to dean of the school of applied studies at Washburn University KS.

• Dr. Lynne Murray becomes president of Baker University KS. She was VP for development, international and alumni relations at Gallaudet University DC.

• Dr. Betsy Oudenhoven becomes president of the Community College of Aurora CO, where she’d been interim for five months and VP for student affairs for two years.

• Laurie Peters moves from assistant VP for nursing education at Ivy Tech Community College of Indiana-Kokomo to associate VP for nursing education at Ivy Tech Community College system.

• Dr. Elizabeth Preston moves to interim president from VP for student affairs at Westfield State University MA.

• Jennifer Carr Rice moves from interim to VP for development and alumni relations at Wheelock College MA.

• Dr. Sue Smith, corporate executive at Ivy Tech Community College IN, also becomes VP for technology and applied sciences.

• Rosanne Somerson becomes interim president of Rhode Island School of Design, moving from provost.

• Dr. Susan Strehle moves from interim to vice provost and dean of the graduate at SUNY- Binghamton University.

• Robin Supler JD moves from director of compliance to VP for compliance and chief integrity officer at Nova Southeastern University FL.

• Dr. Pamela S. Whitten becomes provost and senior VP for academic affairs at the University of Georgia. She was dean of the college of communication arts and sciences at Michigan State University.

• Dr. Carla Wilson moves from interim to athletics director at the University of Missouri-Kansas City. She is the only female AD in the Western Athletic Conference and the only African-American woman AD in Division I who is not at an HBCU.

• Dr. Kristin Woolever becomes chancellor of Pennsylvania State University-Brandywine, moving from president of Prescott College AZ.

“Life is a daring adventure, or it is nothing.”

—Helen Keller
New Leadership Model Values Women’s Strengths

The definition of insanity is doing the same thing again and again while expecting different results. A new research-based model hopes to eliminate the “Groundhog Day” approach in the training of educational leaders.

(In the movie Groundhog Day, actor Bill Murray wakes up to the same day over and over until he learns the lesson.)

Leading is constantly moving and continuously developing, said Dr. Mary K. Culver, and is best represented by a flowing shape or contour.

“Contour” is also great word to show the feminist side of the approach. In nature, contours are not one shape, but a combination of many shapes over time.

Culver teaches educational leadership at Northern Arizona University (NAU), where she’s associate clinical professor. Over her career, she’s been a program manager, director of satellite schools, assistant principal and principal in an Arizona public school system. She currently supervises principal interns and visits doctoral students in the field.

She discussed research that led to the development of an educational model that results in stellar schools at the 27th annual Women in Educational Leadership Conference held in Lincoln NE in October 2013. In her presentation on the Contours of Leadership, Culver described how the model plays to women’s leadership strengths.

**Turning around failing schools**

Culver’s presentation grew out of 15 years of research on skills and characteristics of university scholars and administrative practitioners, specifically superintendents. Her research, conducted as part of a team, featured interviews at school districts that took students from failing to outstanding.

What happened in those schools that turned the students around? Could it be replicated elsewhere?

As the qualitative analysis person, Culver looked at what all of those districts had in common and uncovered a surprising finding. What the research revealed didn’t match what’s actually being taught in the colleges of education across the nation.

“Educational leadership books today look like those written in the 1800’s,” said Culver. “Research based are the ‘buzz words’ driving school reform, but they don’t know what the research is and how it’s useful.”

Policy makers want a set formula that outlines what outstanding schools do and can be used as a template to fix underperforming ones. So much of the application of “research based knowledge” involves writing down what works and saying “Let’s all do it.” Culver’s research identified a huge problem with that approach.

“It totally erases the context of each school,” she said. “Every school is different and the communities are different. And each school changes every year.”

The typical pattern used to prepare school leaders is to first identify what leaders do in outstanding schools as they currently exist. The second step is to “de-contextualize” and freeze leadership behaviors and make them static.

Step three is to reproduce schools as they currently exist and make everyone follow the leadership behaviors. What’s missing from those recommendations is “context.”

“If you implement all the elements found in currently stellar schools, you still don’t have an effective school,” said Culver. It correlates, but doesn’t predict.

If all schools are the same, then leadership to deal with difference is irrelevant, she said. It just doesn’t matter. But the research shows that it matters very much.

Every school has the seeds of its own rebirth, making a template ineffective.

**A constant process of ‘becoming’**

Leadership is a constant process of “becoming.” It’s a moving target that’s constantly in flux. The art of leadership cannot be prepackaged.

Great leadership isn’t about one hero riding in on a white horse to save the day, Culver pointed out. Great leadership is about doing disciplined work within your community of practice.

According to Culver, great leaders:

- Prioritize teaching and learning
- Build strong connections
- Maintain a disciplined focus
- Manage efficiently
- Choose to be optimistic

What schools need are humble, competent and caring leaders, whether they’re student teachers, faculty or staff, who can build an “achievable reality.”

The leadership training identified as a result of the research “teaches them to understand context and to build solutions from the inside out,” she said.

Knowledge, skills and values are all part of a leader’s identity and should be incorporated as part of a community context. “You can’t cookie cutter reform from one school to another,” said Culver.

Then there are the “accoutrements,” the special characteristics “sewn” into your identity as a leader, she said. “It’s like a quilt that’s never done.”

Just as teachers exhort their students to never stop learning, the same lessons can be applied to the school’s leaders. Because the structure of high expectations looks different from one community to another, NAU’s educational leadership programs teach students to seek out expectations before moving ahead with change.

Teachers need to know the standards. When they do, they can apply it to the curriculum. The curriculum can be tweaked to serve the needs of the community.

Change starts at the top. Only then can you drill down to the district, the school and ultimately, the classroom. Context matters.
Build a team of experts

The model advocates for being flexible, aware and reflective, not reflective. It’s not about applying a black study to a black school. It goes beyond the application of a pre-determined template.

Being reflective involves identifying a goal and taking action based on achieving the goal. Reflective is more holistic.

Reflective leadership asks: “How am I thinking about this?” Am I an insider or an outsider? Am I an accepted outsider or an outsider who is not accepted by the group? What are my biases; my limitations?

Reflective leaders frame the situation before taking action. “Don’t reflect on what you want to do, but take into account your biases, your thinking processes,” said Culver. Above all, avoid the plague of “groupthink.”

Historically, the teacher was the expert. Today, success comes from building a team full of people with expertise in different areas.

Manager or leader?

Whether being a manager or a leader is better is a false dichotomy, according to Culver. “When have you seen leadership take place without effective management?” Good management is necessary for good leadership.

Management produces the smooth operations of the day-to-day structure. Leadership, said Culver, is focused on the future, on the climate and on vision. It’s rarely static and has many layers and faces. It’s interactional and co-constructed with followers.

For example, the high-performing school districts had principals who regularly visited their classrooms, as opposed to districts whose principals remain in their offices.

For the high-performing school districts, improving classroom learning was the priority. They used staff to handle a lot of the technology and management duties.

The community was trained that the principal was in the classroom. So when a student’s mother came to ask about a management issue that was affecting her daughter, she would talk to the staff member empowered to answer the question rather than the principal.

Model plays to women’s strengths

The new leadership model plays to women’s strengths. It requires leaders to talk, communicate and build relationships, and display more female traits such as sharing, curiosity and using teams.

The model also considers context, culture and reflection. Context includes leading adult learners and developing compassion as human agency.

Culture involves acknowledging ignored but intended skills and encouraging intellectual curiosity. Reflection emphasizes understanding the importance of “futurity” and exploring imaginativeness.

Here are the model’s components:

• **Leading the adult learner.** Teacher professional development is based on adult learning principles. Administrators and faculty lead on a need-to-know basis, playing to their preferred ways of learning. The material has to spark their interest.
  • **Human agency.** Care and compassion drive leaders’ actions, as they identify what’s fair and just. An example occurred during the WELC conference. Since 95% of participants were women, leaders turned a men’s restroom into one for women.
  • **Ignored intended skills.** Building a vision requires strong people skills and listening to all sides of an issue, with fairness as a component.
  • **Intellectual curiosity.** This model prepares school leaders to be curious. Leaders are expected to create a culture of asking “why” at their school and suspend their own biases and perceptions. Leaders learn how to use technology to leverage time for more important tasks.
  • **Futurity.** Leaders need exposure to learning frames that go against the grain of current wisdom, with an emphasis on asking, “What does the future bring?” Culver said that “Going against the grain may be the best leader trait we can encourage.” Leaders are encouraged to pay attention to their inner rebel.
  • **Imaginativeness.** Never stop looking for what is not there. Imagine a principal or superintendent who goes into a classroom and models learner-focused teaching.

Why can’t a leader be imaginative, caring and compassionate? Who has deemed those traits to be inappropriate in a leader?

Culver and her colleagues found a high correlation between gender and district performance. The high-performing districts had more women in positions of leadership such as superintendent, principal and building principal in the stellar districts than in other ones.

What leaders need

The new model identified 12 actions by good leaders:

• Refuse to accept the status quo as inevitable.
• Refuse to accept low performance as permanent.
• Commit to social justice and schools as levelers of social change.
• Commit to a participatory process.
• Commit to respecting and understanding students’ families, homes and cultures.
• Commit to understanding who is doing the speaking.
• Accept that some forms of student resistance are healthy signs of protest, not to be erased or have their cultural identities compromised.
• Accept that one’s persona does matter.
• Remain intellectually curious and imaginative.
• Ask the hard questions that guide the teaching craft.
• Encourage teachers to continue learning.
• Sponsor professional development opportunities that lead to culturally responsive pedagogy and curiosity.

What’s the lesson for administrators and teacher training programs? The heart still matters. When you fail, call on your resilience to allow yourself to start again. Understand what isn’t working and be willing to start again.

—MLS

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Changing Your Vantage Point: Perspective is Everything

By Dr. Stephanie Krah, director of retention at the University of Maryland Eastern Shore

“It’s all about perspective, that is how you look at things. Your own thoughts and outlook defines whether an experience, event, situation or whatever is good or bad. And your definition determines your response.” —Stella Patton

In 2008, a movie called Vantage Point centered on the attempted assassination of the President of the United States during a political summit in Spain. Told from the vantage point of eight characters, the movie eventually reveals what really took place at the event but only after each character revealed their perspective.

When thinking about this movie, I dig deeper into the underlying idea: Only after viewing a situation from different vantage points can one have a true picture of it.

After reflecting on the good, bad, and ugly of 2013, I considered my personal and professional experiences.

I celebrated my 30th birthday in April, started a new career in a different state far away from my family and friends in June, and completed a PhD in November.

Looking at these three things, many people would say, “Stephanie, that is wonderful! Great job! Congrats!”

But at one point during the year I couldn’t see them from a happy perspective. I became overwhelmingly focused on the sacrifice, commitment and choices I had to make to achieve them. On many nights I felt an emotional imbalance over my choices.

I finally told myself that it was time to change my vantage point and truly count the blessings given to me. Not many 30-year-olds have these accomplishments.

I consider the many people who have worked tirelessly this year to find a job but have been unsuccessful due to an economic downturn. I think about those I know who want to further their education, but lack financial support.

The idea of changing vantage points is not only connected with comparing one’s life to others, but it’s also about taking a true introspection into all aspects of one’s life and asking critical questions. Answering them allows one to peel back the layers to see what else lies there. It can help to reveal new passions and goals, or it may help to expose some areas in life that need changing.

The contents matter

Altering vantage points doesn’t happen automatically; it has to be intentional. I consider myself to be a critical thinker and very analytical, but still I have not always seen situations from a multidimensional perspective.

Someone recently asked me whether I see the glass as half empty or half full? My response was half full.

It’s not just about the glass being half full, but what are the contents? Thinking about the content causes one to shift perspective and consider whether one truly prefers the glass to be half empty or half full.

A glass that contains dreams, goals and ambitions is great half full, because there is a potential to fill it up. But a glass with fear, doubt and apprehension cannot empty quickly enough. Changing the vantage point of how I see the glass helps me to determine my next move.

Deliberately shifting vantage points may be necessary in both one’s personal and professional lives. As higher education professionals, we make decisions each day that can alter a student’s ability to achieve her goal, or prevent a coworker from accomplishing a task. How we view the situation determines our response.

I recently met with my supervisor to introduce a new program to help increase the retention and graduation of male students. It took a holistic approach to addressing the mental, social, professional and personal aspects of the students’ lives in order to yield more success.

To me the program was a no-brainer that should automatically receive a stamp of approval without changes.

During the meeting my supervisor listened to the program presentation and responded positively to its purpose, intent and irrefutable outcomes. But he soon began firing questions. Without doubting its potential for success, he asked, “How will the program truly alter the young men, not just while they are on campus but the long-term, life-altering effects?”

This idea had never crossed my mind; I was focused on the bottom line of my role, creating programs and initiatives to increase retention. His line of questioning caused me to reflect and realize that it should not be my objective just to achieve our retention goal, but to create programs that will have a lasting impact. To do this, I have to expand my perspective on my programs and become more intentional.

I am not here just to develop retention strategies, but as a higher education professional I am in the business of helping a student’s dreams to become reality. The programs and services we provide may cause students to improve their study habits, decide which major fits their passion, or cause them to get off probation and onto a dean’s list.

The vantage points I select each day with every situation matters to the future of many students.

New Year, new vantage Point

Many of us spend the first day of the New Year making resolutions, promising ourselves that this year will be different. No sooner than the ink dries, we’ve broken them.

Not achieving a goal doesn’t mean one lacks the ability or desire. The question is: Has there been a shift in perspective on how to reach a goal? As the cliché goes, “To get different results, you have to do something different.”

Your perception is your reality. Before making any resolutions for 2014, stop and consider whether your outlook on your environment and situation differs from 2013. If not, 2014 will bring you no difference.

Changing your vantage point can change your life. ✍️

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Chautauqua Offers a Prescription for Personal Development

Conferences, networking, advanced degrees: Higher education is big on professional development.

But what about our own personal development? As women, what are we doing just for ourselves?

Personal development can include enrolling in a class on a new topic, mastering a new software program or anything that allows you to learn something new and/or gain a new perspective. The best personal development opportunities help you to pause your daily routine and try on a new role.

Dr. Marilyn Grady understands the benefits of professional development. As a professor of educational leadership at the University of Nebraska-Lincoln, she has guided hundreds if not thousands of graduate students through the thick of requirements for masters and doctoral degrees.

She founded the University of Nebraska’s annual Women in Educational Leadership Conference (WELC) 27 years ago, to provide a professional development opportunity for the female graduate students at Nebraska. Only in the past three years has she taken time for her own personal growth and development.

Grady and her daughter Elizabeth attended the annual Chautauqua Institution located in Chautauqua, New York. The experience so moved Grady that they talked about their experiences and lessons learned there at WELC held in Lincoln NE in October 2013.

What do you do for you?

Taking time for ourselves is not always the easy. Something always holds us back. Grady was no different. “It’s taken me three years to move from ‘I have to go’ to ‘I want to go,’” she said.

She was introduced to Chautauqua through a woman who has donated scholarship funds to enable students to attend WELC. The donor, who has attended Chautauqua for the past 17 years, encouraged Grady to experience the event firsthand.

So for the past three summers, Grady and Elizabeth, now a freshman at Southeast Community College IA, have made the 1,000-mile trek from Lincoln to southwestern New York State.

Chautauqua Institution

The Chautauqua Institution was created in 1874 as a Methodist camp for Sunday school teachers. Situated on a gorgeous lake in upstate New York, this gated community is accessible only on foot and with a gate pass. Cars are not allowed on the grounds.

Participants purchase a gate pass good for one week that allows them to take advantage of almost all the Institution’s opportunities. The programs and activities are arranged around four pillars: arts, education, religion and recreation. There are a few more opportunities that come with an additional cost.

Imagine seeing comedian Steve Martin or the boy-band One Direction for free, while attending a lecture on string theory taught by the leading expert in the field.

The best personal development opportunities help you to pause your daily routine and try on a new role.

If you prefer physical activity, try kayaking the lake or taking a Zumba class. The experience may seem a bit utopian for some, but it’s nirvana for others.

Perhaps as a nod to its formation, there’s a house for every faith on the grounds. The Institution “opens the doors of each other’s faith,” said Grady. “Wars have been started over this,” she noted, but there are no religious divisions at Chautauqua.

Each morning begins with a faith service followed by the first major speaker. Whether religious or not, the preaching is “so good you want to go,” said Grady.

Between the morning and afternoon lectures there are nature walks, horticultural and bird clubs and the Chautauqua Symphony Orchestra, which has been in existence for more 100 years. A theater program features a well-known production like Cat on a Hot Tin Roof as well as experimental shows and plays. There’s also a farmer’s market on the grounds.

The Institution hosts 100,000 people over a nine-week season from June through August. Each week has a different theme.

In 2013 those themes included diplomacy, America in 1863, health care reform and innovation. In 2014, the Institution invites participants to learn about the ethics of privacy, how to feed a hungry planet and meet the filmmaker Ken Burns.

This year, Grady and her daughter attended the week around the theme of “Our Elegant Universe.” They heard from Franklin Story Musgrave, an astronaut who logged more than 25 million miles in orbit but never graduated from college before joining NASA.

Suspend the day-to-day

Because of its bucolic setting, the Institution forces participants to jettison day-to-day demands. There are no shopping malls or department stores; instead activities focus on the mind and body.

“You have to engage with other people,” said Grady. All of the rental units have porches to build community. The Athenaeum Hotel built in 1881 is the only hotel that the Institution operates.

While a family vacation offers a chance to get away, women often end up without time for themselves. The Institution offers the time coupled with the lifelong learning that makes it unique. Families are welcome. The audience is multi-generational.

“I feel I have learned things I didn’t think I needed to know,” said Grady.

Whether it’s taking a painting class, learning how to make wine or starting a novel, take time for yourself. Suspend all the other stuff in your life for a while and discover what is truly meaningful and fills your soul.

—MLS

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Is This The Last Laugh?

After several false starts, I’ve finally allowed myself to enter the next stage of my life. I’VE RETIRED!

John Wiley and Sons Inc. is now the official publisher of Women in Higher Education. We worked with the folks at Jossey-Bass, an imprint of Wiley. We’re creating this last January “transition” issue for Wiley.

Starting January 6, 2014, we’ll be dismantling the International Headquarters on Farmco Drive in Madison, Wisconsin, saving mementos and recycling much of the furniture, equipment and paper.

I’ll miss WIHE, of course. But we elect a U.S. President every four years, so WIHE will survive.

Editor Liana Silva-Ford is just as full of piss and vinegar as I was at her age. She has great writing skills and politics, and a PhD in English.

Her two-part orientation here at the International Headquarters of WIHE included the nuts-and-bolts duties of being editor as well as the philosophy behind it. We also attended a conference together where she learned some tricks of the trade.

You’ll like her a lot.

In the beginning

I started working on WIHE in the summer of 1991. Having been fired from three professional communications jobs at The University of Wisconsin, Magna Publications and the Credit Union National Association, I was happily working as an independent carpenter.

Realizing that my daughter Liz, then 13, would soon need serious money for college, I listed the desired attributes of my next career on the back of an envelope. They included opportunities for travel, being known as an expert, financial security, flexibility and being my own boss.

Next I listed 11 possible opportunities to reach those goals; starting the WIHE newsletter was #9. (I had suggested it while working at Magna but the owner, Bill, felt that women had no special issues in academia.)

Coincidentally, I had just received a $32,000 inheritance through my mother, originally from the estate of my great Aunt Mae. Her real name was Mary Walters, an independent milliner in the 1930s who divorced Uncle Jay because he was a “dandy.”

Independent financing in hand, I started on my plan.

First I studied the resources then serving women on campus, speaking with several then-current leaders. One told me, “I wish you wouldn’t” and hung up on me, while others encouraged me to “Go for it” and offered to help me in any way they could.

From them and others, I assembled an invisible “advisory committee.” Chief among them were Linda Hartsock and Marti Burns, two East Coast academic leaders who devoted many Happy Hour conversations to answering my questions.

Another great supporter was the late Carolyn Desjardins, then head of the National Institute for Leadership Development and my birthday sister, and other women leaders.

Next, a test mailing taught me that administrators had both the budget and interest in such an animal, so the newsletter is geared toward women leaders. Recruiters are eager to reach this group with ads soliciting job candidates, so the match was symbiotic.

Our first issue was January 1992.

Over 22 years, we’ve attended hundreds of great conferences at beautiful places, met thousands of outstanding women there and at speaking engagements, and published an estimated four million words in support of women on campus.

We’ve sent our words to thousands of women using print, digital and social media. It’s been great to hear from grateful subscribers about how our words have made a difference in their careers and lives.

Over 264 issues, we have remained true to our mission to “enlighten, encourage, empower and enrage women on campus.”

My legacy

In considering whom to entrust with my baby of 22 years, I relied on the word of the folks at Jossey-Bass, who promised me to keep the mission in mind, and to spread “the Work” globally.

I never thought I’d have created a voice so strong and unique that it was sought by Wiley, a respected academic publisher listed on the New York stock exchange.

The sale itself went fairly smoothly—it included my receiving a case of Baileys Irish Cream liqueur—thanks to the persistent efforts of my team: broker, attorney, tax preparer and colleague Mary Helen Conroy.

I chuckled when amid the 34 pages of legalese in four contracts were the words “in perpetuity,” which covered words published “in all forms and media whether presently in existence or subsequently devised.” Our words will outlast us!

What’s next?

When I announce my official retirement date as January 6, 2014, I receive one of two reactions. People who are still working immediately ask, “What are you going to do next?” assuming that I know. Those who are already retired just smile and assure me, “You’ll love it.”

In truth, I’m planning to give myself at least six month to rest and recuperate from birthing an issue a month for 22 years. We’ll hibernate until taking our annual trek to Maui in February, returning home in spring.

At my last and best ever conference last month thanks to Lynn G.—the Women’s Leadership Institute on Amelia Island FL in December—keynoter Marisa Rivera summed up my feelings about the last 22 years:

“Cry not that it’s over. Laugh that it happened at all.”

Mahalo for all the fun!

Aloha,

PS: BTW, this isn’t really the last Last Laugh. I’ll share my outrageous opinions for six more months.