

Perspectives

Community College Leadership for the 21st Century

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"Badly Behaved" Women in Higher Education

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When Lady Mary Crawley of the much watched PBS series, *Downton Abbey*, was asked by her male cousin if her life was proving satisfactory she responded, "Women like me don't have a life. We choose clothes, take calls, and do the season...but really, we're stuck in a waiting room until we marry." He says, "I'm sorry I've made you angry." And she replies, "My life makes me angry. Not you."

In the early twentieth century, many if not most women felt that way. Today we take for granted women's right to an education, a career, voting, owning property and now, running for President of the United States. We're definitely not stuck in a waiting room waiting to get married. Our choices, primarily due to our higher education opportunities, are enormous. But how often do we stop and think about what it took to get us to this point?

Well, a great deal of credit for our choices goes to the women who were fortunate enough to receive an education in the nineteenth and twentieth centuries. Those women were the pioneers in civic activism and they paved the way for those of us today. Women like Sarah Joseph Hale (author of *Mary Had a Little Lamb*), who as editor of *Godey's Lady's Book*, an extremely popular women's magazine with a circulation of 150,000, had very progressive ideas about women and higher education. She championed not only women's higher education at a time when the concept was not acceptable to the public, but also as an outcome of this education, women's entry into the workforce. Hale helped found Vassar College in 1861, the first college where women received the same education as men, and she also persuaded the college to hire female teachers instead of all men.

Unfortunately though, there were no scholarships offered at Vassar because the school felt that poor women could not live up to their standards. So only wealthy women were accepted, although it did take more than just money to get in as the entrance exams were very rigorous.

One of my favorite stories about a woman making higher education available to women is Mary Elizabeth Garrett, who gave a gift to complete Johns Hopkins Medical School in the late 1800's only if the school admitted females on the same terms as men and to study the same courses as their male colleagues. Twenty percent of the first graduating class were women and they did study the same courses as their male counterparts. Mary Elizabeth and several other philanthropic women used their money to advance women's causes in much the same way as their fathers built their empires; through leveraging their money.

All this sounds impossible now with women's enrollment in higher education surpassing men's, but it was only in 1975 that Harvard admitted women to programs other than a few graduate schools, even though Harvard was founded over 300 years earlier. And why weren't women admitted to all

higher education institutions? In the 1800's, the president of Harvard, Charles William Eliot, said that he had doubts about, "the natural mental capabilities of the female sex."

Well, maybe things haven't changed that much. Remember Harvard's president, Lawrence Summers in 2005 saying that the under-representation of female scientists at elite universities may stem in part from "innate" differences between men and women? And by 2005, Harvard's enrollment was over fifty percent women. This along with the fact that only four out of thirty-two tenure offers made in Harvard's Faculty of Arts and Sciences the year before went to women, resulted in Mr. Summer's resignation. Or was it dismissal? For sure he didn't last much longer at the job after those comments, but the attitude of "intellectual gender differences" unfortunately does linger on three hundred years later and even much beyond Harvard.

There is a saying that well-behaved women seldom make history.

African-American women experience not only racial inequality in higher education but gender as well. There were even differences within the race about whether women should study the same courses and curriculum as were taught at white schools or be practical and train women to do the jobs that were available to them. Jobs like how to do laundry and clean houses. But there was one school founded by Mary McLeod Bethune, daughter of slaves and a close friend of Eleanor Roosevelt, that started out as the Industrial School for Negro girls in 1904 and over time was expanded until 1923 when it became a college renamed Bethune-Cookman College that still exists today. However, it took Brown v Board of Education in 1954 to really open up higher education opportunities to all African-Americans. But desegregation was a long process and African-American women were faced with not only the stigma of perceived intellectual gender differences, but race as well.

While studies show that white women have increased their representation as college presidents from 26 percent in 2011, up from 23 percent in 2007, the proportion of presidents who are racial and ethnic minorities declined slightly, from 14 percent in 2006 to 13 percent in 2011. However, when minority-serving institutions are excluded, only 9 percent of presidents belong to racial/ethnic minority groups, unchanged from 2006. An old saying, "You can't be what you can't see" is surely the case here despite some remarkable exceptions like Dr. Ruth Simmons, former president of Smith College and Brown University and Dr. Shirley Jackson, the 18th president of Rensselaer Polytechnic Institute.

There is a saying that well-behaved women seldom make history. And nothing proves this more than the effort that went into passing Title IX, an amendment to the Higher Education Act of 1965 and as of 2002 called the Patsy Mink Equal Opportunity in Education Act. The history is fascinating and the act is undoubtedly the most important piece of (continued on page 4)

The data show that women are not ascending to leadership roles, given that they hold a greater share of the entry-level, service, and teaching-only positions than their male counterparts.

- Heather L. Johnson

Women's underrepresentation among senior faculty and as deans may contribute to continuing disparities at the executive levels of academic leadership.

- Michelle Behr and Jennifer Schneider

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EMERGING LEADERS' PERSPECTIVES

Leadership is a central and essential tool for effecting major organizational change, especially in the realm of equity, where special attention must be paid to disparities across racial, ethnic, socioeconomic, and gender lines. When exploring the overarching topic of equity in higher education leadership, research on gender equity reveals that various intangible and systemic barriers long have served to prevent women from obtaining senior-level positions in colleges and universities. We posed the following question to emerging and national leaders. Their answers appear below.

Shelley Barkley, MS

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Sauk Valley Community College
Dixon, Illinois

Research on gender equity in higher education reveals that a great disparity still remains between men and women in most leadership roles. Alice Eagly, a prominent researcher on gender equity in leadership, uses the metaphor labyrinth to describe the complex maze of intangible and systemic barriers that prevent women from obtaining leadership opportunities in higher education. Eagly (2007) argues that while it is possible for women to obtain high ranking leadership positions within higher education, the reality is that women who do break through the proverbial 'glass ceiling' of rank and promotion, often face lower wages and less favorable perceptions compared to their male counterparts.

As turnover occurs, primarily due to the significant number of retirements of leaders in higher education, gaps will continue to exist for new leaders in both faculty and administrative roles. The irony is that women have persistently occupied the larger percentage of college graduates with advanced degrees, while men continue to hold a greater number of higher ranking college leadership positions (Alex-Assensoh, 2012).

Initiatives that support pipelines for women to access leadership opportunities are essential to closing the equity gap that exists between the sexes. Moving forward, institutions need to make conscious efforts to value the role of women in leadership roles. To do this, the negative perceptions of women as leaders must be combatted.

The vilification of women in positions of authority continues to plague the advancement of women, and ultimately averts their leadership progression. Males are viewed as strong, assertive, and agentic, while women are viewed as communal, weak, and overly emotional. This equates to men dominating positions of high decision-making power and greater control. Whereas women continue to occupy support roles that ultimately demand less power, prestige, and pay.

Leaders need to value, rather than disparage, females who are decisive and who take initiative. Succession plans need to be created to ensure women are provided equal opportunities to advance into roles that lead to agency, advocacy, and change. The reinforcement of women to assert their value and needs is key to moving the needle forward toward equity. Institutions must embrace women who are strong-willed and competent by rewarding their contributions to their college's overall mission. Women who demand excellence should be sought after and compensated accordingly. Colleges who prescribe to initiatives such as "HERS" (Higher Education Resource Services) and "Moving the Needle" will open doors to the promotion and advancement of women in higher education.

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QUESTION OF THE MONTH:

What initiatives can community college leaders advance to help open leadership doors for women?

Brenda Sipe, MFA

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Kendall College of Art and Design of
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Women have been making gains into top positions in higher education over the past several decades, but progress has slowed. They have earned more than half the bachelor's degrees in the United States since 1981, more than half the master's degrees since

1991, and more than half the doctoral degrees since 2006, but only 27% of current college and university presidents are women. This number is even lower at public doctoral degree-granting universities, where the percentage of women serving as chief academic officer has actually declined since 2008 (Johnson, 2016). Many factors contribute to this, including a widespread public belief that women have already achieved equality in the workplace.

Internal and external barriers make the path to top positions more difficult for women to navigate. These barriers include conflicts with stereotyped gender and role expectations, unconscious workplace biases, lack of supportive mentors and networking opportunities, expectations from society about women's role in the family, and being seen as an effective middle-manager, rather than a leader. Paradoxically, the performance of women leaders is judged more harshly by both other women and men. These and other factors limit the desire and the ability of some women to achieve and succeed in top positions.

One way that colleges and universities can even the playing field is to develop and support leadership training programs that serve everyone. Gender-specific leadership training can help women assess their goals and give them the knowledge, skills, and confidence necessary to assume positions of leadership. Leadership development should include teaching women about leadership styles, and nurturing their most comfortable and effective styles. While some women struggle with assuming a typically male or authoritarian style of leadership, others naturally use a more transformative style. Transformational leaders inspire and empower their followers to become leaders themselves, and a large body of evidence supports the effectiveness of this type of leadership in today's workplace (Bass & Riggio, 2006).

As colleges and universities recognize that there are still limitations facing women and encourage them to participate in leadership development, networks, and work-life support, women will make gains into top positions in academia and beyond. Understanding the individual, interpersonal, organizational, and societal factors that keep women from reaching their full potential is key to making changes. Leadership training for women benefits the workforce and institutions by positioning the most talented individuals in leadership roles, regardless of gender, since the best talent should be used and rewarded.

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NATIONAL LEADER PERSPECTIVE

Leadership is a central and essential tool for effecting major organizational change, especially in the realm of equity, where special attention must be paid to disparities across racial, ethnic, socioeconomic, and gender lines. When exploring the overarching topic of equity in higher education leadership, research on gender equity reveals that various intangible and systemic barriers long have served to prevent women from obtaining senior-level positions in colleges and universities. We posed the following question to emerging and national leaders. Their answers appear below.

Community College Leaders Opening the Doors for Women

Kim Bobby, EdD

Director, Inclusive Excellence Group (IEG)
American Council on Education (ACE)

Community college leaders have to navigate a terrain of competing interests, demands for change, and creative tensions that engage stakeholders like no other postsecondary sector. This includes managing legislative mandates, geographically complex board and governance structures, and community-based initiatives, each offering their unique benefits and outcomes.

Highly adaptive transformational leadership skills are required of any campus leader, but especially community college leaders. To a large degree, women's leadership styles—marked by high levels of confidence, understanding, decisiveness, empathy, and the ability to multitask—are well-suited to successfully meet the needs of community colleges.

However, women remain underrepresented in the college presidency across the board, including at community colleges. ACE's The American College President 2012 reported the representation of women presidents at 26 percent across all sectors, the highest at 33 percent in associate degree-granting institutions. And while more women of color serve as presidents of community colleges than in other sectors, they remain underrepresented across all sectors of higher education.

The reality is that these numbers have not significantly changed in over a decade. After several years of examining the numbers, ACE and the ACE Women's Network Executive Council brought together a group of institutional and association leaders committed to changing the outcomes for women leaders. The Moving the Needle: Advancing Women Leaders in Higher Education (MTN) initiative is the result. MTN's mission is to:

create parity for women holding, and aspiring to hold, leadership positions in the academy through partnerships with higher education institutions, their presidents and governing boards, and other organizations, profit and non-profit, with mutual goals of advancing women to senior level decision- and policy-making leadership positions.

So, in answer to the question, "What initiatives can community college leaders advance to help open the leadership doors for women?" they can join the commitment to Moving the Needle. To date, 387 presidents and chancellors, women and men across all higher education sectors, have answered the call to action:

As a president, I recognize my ability to effect change, inform perception, and elevate priorities. As a president, I have a pivotal role in shaping the next generation of presidents who will succeed me. As a president, I promote the advancement of women to the presidency as a national imperative and seek ways to support the advancement of all women by:

- ▲ Nominating qualified women to the highest positions of leadership in higher education wherever and whenever possible
- ▲ Providing opportunities for emerging women leaders to gain access to the skills and experiences necessary to advance
- ▲ Educating others, including boards, on the benefits of a gender-diversified leadership
- ▲ Empowering leadership teams in my own institution to sponsor women leaders

The signers share MTN's vision to achieve gender parity: At least 50 percent of chief executives of our nation's higher education institutions will be

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women by 2030.

With the pending wave of presidential retirements in the community college sector, community college leaders are uniquely poised to deliver on the MTN commitment. A recent story in Inside Higher Ed noted that last year, 269 of the nation's 1,132 community college presidencies turned over, which means nearly one in four institutions experienced some type of transition.

Women are answering the call to lead in community colleges; this is evidenced by the numbers of

women who attend ACE's national and regional women's leadership forums and leadership programs. Community college leaders would do well to take stock of the women in their span of influence, and I am certain they will find candidates ready to advance into senior leadership roles.

[W]omen remain underrepresented in the college presidency across the board, including at community colleges.

Women are already transforming community colleges and higher education in general by working collaboratively to develop inclusive pedagogical practices, innovative community partnerships, international ventures, and collaborations with business and industry. Women should also be proactive in their own advancement and support their colleagues by:

- ▲ Encouraging more women to seek advancement;
- ▲ Encouraging qualified women to aspire to the presidency;
- ▲ Nominating women for presidencies and higher positions;
- ▲ Talking to men about the benefits of a more diversified leadership team;
- ▲ Seeking participation on search committees; and
- ▲ Speaking up on search committees to insist on a full and fair search and interview process.

As today's higher education leaders begin to retire, we face a significant challenge. The higher education community must cultivate a diverse and robust pool of leaders to fill these positions and help lead our colleges and universities in the years ahead.

For more information about the American Council on Education Leadership Division's programs and initiatives, see the **ACE website**.

Kim Bobby, EdD, serves as the director of the Inclusive Excellence Group (IEG) at the American Council on Education (ACE). The goals of IEG include advancing women and people of color into senior leadership roles in higher education and ultimately the college presidency. Dr. Bobby also provides leadership and oversight for the ACE Women's Network, a consortium of 57 higher education institutions across the United States devoted to advancing women leaders, and the Moving the Needle: Advancing Women Leaders in Higher Education Leadership initiative, a multi-association collaboration that seeks to increase the number of women in senior leadership positions in higher education through programs, research, and partnerships. Previously, Dr. Bobby served in higher education and K-12 leadership roles promoting access and equity in education, including positions such as the first chief diversity officer at the University of Puget Sound (WA), a senior-level cabinet post for the New York City Public Schools, and consultant to the College Board, the Bill & Melinda Gates Foundation, and the College Success Foundation. She received her master's in educational administration from California State University, Sacramento and her doctorate from the University of Washington in Seattle.



QUICK TAKES
Highlights
from the Field

Benchmarking Women's Leadership in the United States

by University of Denver – Colorado Women's College

Data reveals that women, although comprising over half of college graduates, continue to be underrepresented at the highest levels of leadership. In 2009, "The White House Project: Benchmarking Women's Leadership," offered a comprehensive review of women's leadership across ten sectors of society. This report, created by the Colorado Women's College, continues that research and seeks to capture positional leadership and industry performance data to ensure that gender bias, however subtle, is eliminated. Access this work here:

<http://bit.ly/2bdoIMG>

Gender Equity in Higher Education: Calling for Equitable, Integrative, and Intergenerational Leadership

by Susan Albertine

This article looks toward the decades ahead for women in higher education and examines a new kind of leadership by women and for gender equity that reflects the complexities of our times. The author presents three approaches to women's leadership, each requiring team activity and collective action. These three approaches pursue leadership that is equitable, integrative, and intergenerational and all build upon the critical lesson learned of the value of teamwork. Access this work here:

<http://bit.ly/2bdpaui>



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"Badly Behaved" Women in Higher Education (continued from page 1)

legislation impacting women in higher education that has ever been passed. Sad to say it is hard to imagine anything even remotely similar to Title IX could pass Congress today.

In 1967, the National Organization for Women (NOW) persuaded President Johnson to include women in his executive orders that made clarifications to the Civil Rights Act of 1964. The Civil Rights Act did not include any prohibition on gender discrimination in public education and federally assisted programs. Out of NOW's action with the President, came Executive Order 11375 requiring all entities receiving federal contracts to end discrimination on the basis of sex in hiring and employment. I'm fairly certain President Johnson had no clue what the outcome would be as a result of his order. But some shrewd and intelligent women saw to it that this action could be much broader (pardon the pun) than just a clarification.

Perhaps the most important person who helped bring about the new law was Bernice Sandler from the University of Maryland. Bernice claimed that female employment at the university had plummeted as qualified women were being replaced by men, and she began filing complaints to the Department of Labor. The complaints were about pay, rank, and admissions, some of which unfortunately we are still addressing today.

Sandler was joined by NOW and the Women's Equity Action League (WEAL) and together, 269 complaints were filed against colleges and universities, using the executive order as the basis. Sandler then became a member of Representative Edith Green's Subcommittee on Higher Education and sat in on the congressional hearings where women's rights were discussed. Title IX was first proposed by Sandler and Green in that committee. And an early draft was authored by Representative Patsy Mink with the assistance of Representative Green. Although most people think of Title IX as being about athletics, there was very little mention of athletics in the amendment. The focus was on the hiring and employment practices of federally financed institutions. Even when President Nixon ultimately signed the bill, he spoke mostly about its impact on desegregating busing and didn't even mention the expansion of educational access to women in legislation he had just signed.

Senator Birch Bayh from Indiana was the first person to introduce Title IX in Congress and he was at that time, working on passing the Equal Rights Amendment through Congress. Perhaps Senator Bayh said it best. "We are all familiar with the stereotype of women as pretty things who go to college to find a husband, go on to graduate school because they want a more interesting husband, and finally marry, have children, and never work again. The desire of many schools not to waste a 'man's place' on a woman stems from such stereotyped notions..."

"While the impact of this amendment would be far-reaching, it is not a panacea. It is however, an important first step in the effort to provide for the women of America something that is rightfully theirs—an equal chance to attend the schools of their choice, to develop the skills they want, and to apply those skills with the knowledge that they will have a fair chance to secure the jobs of their choice with equal pay for equal work."

In 1972 Title IX was enacted into law and later in that decade, I wrote the guidelines to put Title IX into effect in our intermediate school district, thinking like most people that the law was about women and athletics, never realizing the scope of Title IX nor the enormous impact it would make for all women everywhere. Not only in higher education but in local education as well. Of course I knew I wasn't hired to do this because the board and superintendent were enamored

with the act, but they knew federal funding would be lost if Title IX was not complied with. It was still a new concept and many feared the outcome. My read then and now is that athletic directors and coaches (mainly men of course) were sure it was going to eliminate male athletics (read their jobs) and bankrupt their programs because female athletic programs would have to be equal to male programs.

Women do have the special abilities that are needed in all areas of decision-making and leadership.

What began as an amendment (the Higher Education Amendments of 1972) to an already existing Act (The Civil Rights Act of 1964), ultimately became an Act itself (the Patsy Mink Equal Opportunity in Education Act in 2002) and with its passage, women's enrollment into college soared and the bankruptcy of institutions did not occur. Men's athletics even prospered, as did women's. But none of it would have happened without "badly behaved" women who advocated, influence, leveraged, and fought for equality for women.

Over the last several generations, women have brought about dramatic social and legal changes that have had an enormous impact on women and higher education. But a great many women who have benefitted from these changes do not yet understand or appreciate what it took to make all this happen. It's hard for younger women to believe that what they take for granted today was not always available to them. And I am always amazed when I think about how deliberate and effective these changes were, using women's special abilities that resulted in petition drives, lobbying, public speaking, marches, and other non-violent methods.

Women do have the special abilities that are needed in all areas of decision-making and leadership. Understanding these qualities is important not only to increase the numbers of women in leadership positions, but perhaps even more importantly, to help our institutions make better choices and decisions. I believe it is our opportunity and responsibility to educate young women of today, regardless of our gender, about the role of women in history that provide them with the educational opportunities they now have – to create not only a sense of awareness in young women but a sense of pride in what has preceded them, and to generate an interest and desire to be "badly behaved," and address the inequities that still exist.

For References, go to: <http://bit.ly/2aVuBvS>



Sondra Shaw Hardy, JD, has held positions in the education field ranging from a private K-12 school to major universities. In 1991 she co-founded the National Network on Women as Philanthropists at University of Wisconsin, now the Women's Philanthropy Institute, a part of Indiana University's Lilly Family School of Philanthropy, where she served as adjunct faculty. Her work in teaching and researching women's philanthropy has been recognized internationally and she has written, co-edited, or co-authored six books on the subject. From 1993 to 1996, Shaw Hardy was Assistant Director for External Affairs at Western Michigan University and served on the planning committee to establish WMU's non-profit management degree program. She also co-founded the non-profit certification program at Northwestern Michigan College. Shaw Hardy has a law degree from Thomas Cooley law school and as a nationally-recognized speaker and consultant, she has aided over twenty universities to raise capital for their institutions by establishing women's philanthropy programs.