

Leadership Development Does Make a Difference

Women hold significantly fewer top administrative positions in higher education today, limiting individuals and institutions from achieving their greatest potential.

Leadership development that is gender-specific impacts women in both reaching and succeeding in higher education leadership roles. It shapes more robust institutions by ensuring the best talent is used and rewarded.

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Leading Leadership Development

Is gender-specific training necessary?

Brenda Sipe
Director of Continuing Studies
Kendall College of Art and Design
Ferris State University

Student, Doctorate of
Community College Leadership
Ferris State University



Today's College Leadership

Although women 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 of doctoral degrees since 2006, only 27% of college and university presidents are women. The percentage of women serving as chief academic officer has even declined from 2008 to 2013 in public doctoral degree-granting institutions.

Barriers Women Face

Women face unique barriers that make the path to the presidency, or to other top level positions in academia more difficult to navigate.

- Identity conflict between gender and role
- Lack of supportive mentors
- Lack of networking opportunities
- Difficulties integrating work and family
- Seen as manager rather than leader

These and other factors impact whether women choose to reach top positions, as well how much support they receive when they do pursue these opportunities.

Maryland Case Study

The state of Maryland has been aggressive in recruiting women into leadership development programs, and as a result 56% of its community college presidents are women. Once women reached 40% of leadership, a tipping point was reached, and other women more easily found mentors or job-shadowing opportunities. A supportive environment had been created.

Moving the Needle: Advancing Women Leaders in Higher Education

Led by the American Council on Education's Women's Network Executive Council, this initiative will increase national awareness about the lack of women in the highest ranks of academia:

"This collaborative, multi-association initiative seeks to increase the number of women in senior leadership positions in higher education through programs, research, and resources."



Components of Leadership Development for Women

Leadership programs designed to cultivate women leaders must include the following:

- Career planning
- Life balance coaching
- Awareness of academic politics relating to gender
- Instruction in financial management
- Guidance in external relations
- Knowledge of leadership styles

Leadership Development Matters

Currently 53% of sitting presidents are 61 or older and 80% of chief academic officers are over 50. There has never been a better time for developing new leaders.

AACC Competencies for Leaders

AACC recommends training future leaders to enhance their competencies in these key areas: organizational strategy, institutional finance, research, fundraising, resource management, communication, collaboration, and community college advocacy.

Join the commitment to:

Moving the Needle

<http://www.acenet.edu/leadership/programs/Pages/Moving-the-Needle.aspx>