ABSTRACT
        A practical guide and checklists for planning a
conference concerning strategies for the advancement of women in
higher education administration are presented. The guide is based on
the planning of two conferences in Kentucky. Checklists are provided
for each of the following 15 planning/implementation steps: determine
the size and characteristics of your audience, select the conference
site, select a conference date, determine the needs of the audience,
develop objectives, develop specific program topics, select
conference speakers and make arrangements for audiovisual
presentations, develop the budget, invite women administrators as
participants, invite upper-level men administrators as participants,
select small-group discussion leaders, make conference arrangements
concrete, set the program in motion, evaluate the conference, and
complete the conference circle. Additional materials include: a
summary of questionnaire results concerning problems of Kentucky
women administrators, a summary of a personal career path conference
session, sample critical incidents involving women administrators,
conference evaluation forms, sample materials for role players,
sample vita, invitational letters, guidelines for small-group
facilitators, conference programs, a guide for secretarial staff
making conference arrangements, and a press release. (SW)

WOMEN IN HIGHER EDUCATION ADMINISTRATION

A Brief Guide for Conference Planners

Project Director

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U.S. DEPARTMENT OF EDUCATION
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Preface

This handbook was developed as a practical guide and checklist for people given the responsibility of coordinating a conference. The handbook reflects the process used to create two conferences for women in higher education administration in Kentucky. Both conferences--separated by a six-month period so participants could try the ideas suggested in the first conference--dealt with strategies for the advancement of women in higher education administration. The conferences were developed by the Kentucky State Planning Committee of the National Identification Program for the Advancement of Women in Higher Education Administration. The program is part of the Office of Women in Higher Education of the American Council on Education. While the handbook is based on the process used to develop these two conferences for women in higher education administration in Kentucky, the materials can also serve as a guide for any group planning a conference for women administrators; a conference for women; or, by omitting the words men and women, a conference for people.

In recording the process used to develop the two conferences, we have described every step of the way. However, other conference planners may not need to follow all these steps. Review the fifteen steps listed in the table of contents to determine which ones are appropriate for your group. For example, if your conference is for an existing organization, the conference planner probably does not need to determine the size and characteristics of the audience; she may not even need to determine the needs of the audience, as that information may be stated in the organizational charter of the group. Conference planners should select from this handbook the materials they find appropriate for their group.

The handbook is designed to give practical assistance to conference planners in two ways. First, a checklist is provided under each section so that planners can mark off the tasks as they accomplish them. Second, the handbook was set up as a loose-leaf binder so that planners could add to the appropriate sections of the handbook any additional materials they might develop in planning their conference.

One practical feature had to be omitted from the handbook, and that is a flow chart. If the steps in planning a conference followed sequentially, a flow chart would be an appropriate and feasible addition to the handbook. But because so many of the steps in the conference planning occur concurrently and do not confine themselves to specific time periods (for example, the conference planner may be making telephone calls to select the conference site at the same as she is conferring with the state planning committee to select a date for the conference), a flow chart seemed an impossible and inappropriate creation. The handbook is organized sequentially, with first things first. However, if the conference planner waits until she has accomplished all the tasks in the first section before moving on to the second section, she may never complete the conference-planning process.

Although in this handbook most of the responsibilities for the conference rest with the conference planner, we realize that one person may not have the time to take on all these tasks. Parts of the conference can obviously be delegated to other members of the state planning committee. For example, Section XII, Make Conference Arrangements Concrete, can be delegated to a person or committee familiar with making local arrangements. Or you can delegate someone to be responsible for Section VI, Develop Specific Program Topics, and Section VII, Select Conference Speakers and Make Arrangements for Audiovisual Presentations. One person should, however, oversee the entire conference process and receive reports from chairpersons assigned to handle specific parts of the conference.

The last point to remember in planning a conference is that although it involves many hours of hard work, you will be rewarded by seeing the difference your conference can make to your audience. As a result of our two Kentucky conferences, we accomplished the following:

1. According to our conference evaluation, the number of professional activities successfully completed by Kentucky women administrators significantly increased.

2. Several conference participants worked up the career ladder in higher education administration.

3. A strong and supportive network of women administrators was created.

4. Plans were made for networking on each campus in the state.

5. The women administrators expanded their network to include women trustees in the state.

6. In accordance with the wishes of conference participants this past year, an annual conference for women administrators in the state is being established to promote professional growth and mutual support.

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Acknowledgments

To create the Strategies for the Advancement of Women in Higher Education Administration conferences and to develop this handbook describing the conference-planning process, ideas and energy were contributed by many people. Dr. Emily Taylor, Director of the Office of Women in Higher Education, American Council on Education, created the National Identification Program for the Advancement of Women in Higher Education Administration; from that program, the conferences for women administrators in Kentucky evolved.

To plan and carry out the two conferences, the Kentucky State Planning Committee provided essential advice, ideas, effort, and knowledge regarding Kentucky campuses. Its members served as small-group discussion leaders at the conferences, presented conference programs, introduced guest speakers, acted as hostesses, and spent innumerable hours making plans for the conferences in meetings and on the phone. They were most dedicated. Members of the committee are Dr. Wanda Durrett Bigham, Director of Instructional Systems for Individual Differences, Morehead State University; Dr. Vivian Bowling Blevins, Assistant Director for Instruction, Southeast Community College; Billie Brandon, Affirmative Action Coordinator, Northern Kentucky University; E. L. (Angie) Hebbeler, Deputy Executive Director for Health Affairs, Council on Higher Education; Dr. Brenda J. Helton; Mary Pat Nolan, Director of Admissions, Spalding College; Dr. A. Faye Robinson, Associate Vice-President for Academic Affairs, Western Kentucky University; Dr. M. A. Seibert, O.S.U., President, Ursuline Sisters of Louisville; and Dr. Marjorie Stewart, Dean, College of Home Economics, University of Kentucky.

Suggestions for the conferences and contributions to them were made by members of the Kentucky State Panel, which is composed of state educational leaders who advise the Kentucky State Planning Committee. Members of the panel are Dr. A. D. Albright, President, Northern Kentucky University; Joy Bale Boone, Council on Higher Education; the Honorable John Y. Brown, Jr., Governor of Kentucky; Martha Layne Collins, Lieutenant Governor of Kentucky; Sr. Eileen M. Egan, President, Spalding College; John W. Frazer, Executive Director, Council of Independent Kentucky Colleges and Universities; Dr. William W. Kelly, President, Transylvania University; Sr. Catharine Mahady, President, St. Catharine College; Dr. Morris Norfleet, President, Morehead State University; Dr. J. C. Powell, President, Eastern Kentucky University; Dr. Otis A. Singletary, President, University of Kentucky; Harry M. Snyder, Executive Director, Council on Higher Education; Dr. Thomas A. Spragens, President, Centre College; and Dr. Stanley Wall, Vice-President, Community College System, University of Kentucky.

Preparations for the first conference and on-site arrangements were skillfully handled by Sandy Bruggeman, secretary to the conference planner. Donna Gosney prepared materials for the second conference, coordinated

on-site arrangements, and wrote the secretary's guide included herein.
From finding just the right typeface for conference name tags to developing an appropriate conference registration form, she added both practical ideas and long hours of hard work to create a successful conference and to produce this handbook. Additional secretarial support was provided by Dorothy Warren, who on numerous occasions volunteered her time and typing skills to deal with the correspondence, the material for the program packets, and the rough draft of the handbook. We were fortunate to have her help when everything needed to be done at once. Secretarial support was also provided by Joyce Maegly, who expertly assisted us in preparing the handbook.

Evaluation of the handbook and suggestions for improving it were made by Denise Hough, Assistant Director of Research and Grants, Northern Kentucky University; Dr. Seraphia D. Leyda, Assistant to the Chancellor, University of New Orleans; and Dr. Marjorie Stewart, Dean, College of Home Economics, University of Kentucky. Their ideas will contribute to the successful efforts of future conference planners.

Institutional support for both the conferences and the handbook was provided by Northern Kentucky University. The university granted time for the conference planner to participate in the project; provided secretarial help and materials; and offered additional assistance whenever it was required, be it a word of advice from the president or the loan of a secretary from another department. Three university administrators were especially supportive of the program: Dr. Janet Travis, former Northern Kentucky University Provost, now President of Mansfield College; Dr. Gene Scholes, Vice-President; and Dr. A. D. Albright, President.

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If anything can go wrong, it will!

<div align="right">Murphy's Law</div>

When anything goes wrong, <u>you</u> are capable
of finding a different but satisfactory
way to accomplish your objective.

<div align="right">Rehnke's Law</div>

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I
Determine The Size
and Characteristics
Of Your Audience

A. FORM A STATE PLANNING COMMITTEE OF WOMEN ADMINISTRATORS

_____ 1. Consult educational leaders throughout the state on an informal basis--in person or by telephone--requesting the names of energetic, high-ranking women administrators who are interested in professional developı ent.

_____ 2. Attempt to have on the committee one woman administrator from each geographic region in the state and from each type of institution--public, private, community, research, and coordinating. We found that having a representative from the state coordinating council for higher education proved very helpful, as she was familiar with the entire state, rather than just one region.

_____ 3. Telephone the women administrators you have selected, requesting their membership on the state planning committee. After they accept, send them a letter confirming the appointment.

_____ 4. Schedule an initial meeting of the state planning committee to share the tasks outlined in this handbook. Hold the meeting at a central location.

_____ 5. Have committee stationery printed using the letterhead of your organization; include the names, work addresses, and telephone numbers of the state planning committee members. The people with whom you correspond will appreciate the accessibility of your state planning committee, and the committee members will become more visible.

B. CONTACT THE PRESIDENT OF EACH INSTITUTION, OR THE WOMAN HOLDING THE HIGHEST RANK IN THE INSTITUTION, TO REQUEST THE NAMES AND WORK ADDRESSES OF THE WOMEN ADMINISTRATORS EMPLOYED THERE

_____ 1. Determine the names and addresses of the presidents of institutions in your state by contacting the state coordinating council for higher education. The council frequently has a directory containing this information.

_____ 2. As you make your plans to contact colleges for the names and addresses of women administrators, remember that most institutions appoint their administrators effective July 1 for the coming year. A request made in May or June might exclude people hired for the coming year.

_____ 3. Send an initial letter to the president or chief woman administrator indicating the purpose of your program, its history, and the need for the names and work addresses of women administrators at that institution. In your letter, inform the person that you will be telephoning her or him in approximately a week to answer any questions about your program. Personal contact ensures a better response rate.

_____ 4. Define the term administrator when you are requesting the names of women administrators. At some institutions, the administrative assistant to the dean is considered an administrator, even though she or he may also type the dean's letters. Two criteria we have used are (a) an administrator has the authority to make decisions regarding policy; and (b) an administrator holds, as a minimum, a master's degree.

_____ 5. Telephone administrative officials early in the working day, shortly before lunch, shortly after lunch, or at the close of the day. Placing telephone calls at 10:00 a.m. or 3:00 p.m. usually proves fruitless, because administrators are often in committee meetings or conferences at those times.

_____ 6. Allow two months to acquire the list of women administrators. It takes time to send letters, make telephone calls, follow up on unanswered calls, and then find that you have been calling the wrong person. In Kentucky, it took us two months to contact 28 institutions to obtain information about 41 colleges and universities in the state (the community college system, involving 13 colleges, had a central office that supplied the information for the entire system).

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C. CONTACT EACH WOMAN ADMINISTRATOR IN THE STATE

_____ 1. Send a letter to every woman administrator whose name has been submitted through the process described in Section I-B. Explain the purpose of your program and request that each woman complete an information form if she is interested in the program. (See page 5 for the information form.)

_____ 2. Request the following information from the women administrators to help plan for their needs:

a. Their current position, the title of the person to whom they report, and a brief description of their responsibilities. These data indicate the administrative level at which each woman works.

b. Their educational background. This information helps to separate excellent secretaries from administrators.

c. The positions they have previously held. This information lets you know the skills the women will be bringing to your group.

d. The next position they would seek. This question helps you screen participants for appropriateness. If, for example, a woman indicates that she wants to return to faculty status or to retire, you would probably not invite her to a conference on Strategies for the Advancement of Women in Higher Education Administration.

e. The major problems of women in higher education administration, on the basis of their experience. This question is probably the most important one for conference planning; it indicates the needs of the audience and helps build a conference program based on those needs.

D. SELECT A WOMAN INSTITUTIONAL REPRESENTATIVE AT EACH COLLEGE AND UNIVERSITY WHOM YOU CAN CONTACT ABOUT CONFERENCE PLANNING

_____ 1. Select institutional representatives by looking at the information forms from women administrators at each college and university. It would be appropriate to pick the highest ranking woman or one of the highest ranking women at each institution, as she probably has the most influence with the other women administrators there. It would also be appropriate to check with other men and women administrators around the state to gain their impressions of the most influential woman (or women) on each campus.

_____ 2. Contact a woman on each campus by mail and follow up with a
          telephone call to request that she act as the institutional
          representative for your program. When your list of women
          administrators needs to be updated, when new women adminis-
          trators arrive on the scene, when there is room to invite one
          more woman administrator to a conference, or when you need a
          resource from that campus, this institutional representative
          will prove most useful.

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INFORMATION FORM

1. Name _____

   Current position _____ Date appointed _____

   Institution _____

   Address _____

   _____

   Office phone _____ Home phone _____

   Title of person to whom you report _____

   Briefly describe your responsibilities _____

   _____

   _____

2. Education:

   Bachelor's degree _____ Year _____ Institution _____

   Master's degree _____ Year _____ Institution _____

   Terminal degree _____ Year _____ Institution _____

   Majo· .ield of graduate study _____

   Other educational experience _____

   _____

3. Positions previously held (list first the most recently held position):

   Position _____ Institution _____ Years _____

   Position _____ Institution _____ Years _____

   Position _____ Institution _____ Years _____

4. If you were to change positions, what position(s) would you seek?

   _____

   _____

   _____

5. What do you see as the major problems of women in higher education administration, on the basis of your experience? (Please use the back of this sheet for your response.)

II
Select The
Conference Site

A. CONSIDER THE FOLLOWING POINTS IN CHOOSING A CONFERENCE SITE

_____ 1. Choose a site that is centrally located within the region served so that it is equally accessible for all participants.

_____ 2. Compare the costs of food, lodging, and meeting rooms at possible sites. At most colleges and universities, travel funds for personnel are limited. An inexpensive conference may draw more participants than a conference at a site with rates of $60 per night. State parks and the conference facilities of organizations are often appropriate and inexpensive sites.

_____ 3. Look for an isolated conference site. Our conferences were held at a site located 30 minutes from any major city. Conference participants were thus unable to go shopping, attend theatre performances, or visit friends in the city during breaks in the conferences. Instead, participants talked with one another about conference activities.

_____ 4. Be sure that a possible site has appropriate lodging. Will there be sufficient rooms for the number of conference participants you are expecting? Will there be enough single and double rooms to accommodate conference participants as they wish? If possible, talk with someone who has stayed in rooms at the proposed site to determine if the rooms are comfortable, adequately heated, adequately cooled, etc.

_____ 5. Determine the quality of food at proposed sites. Will it be possible to have meals served according to the schedule you desire? Again, speak with someone who has eaten there.

_____ 6. Request information about the meeting rooms available at the conference site. Will the meeting rooms be large enough to accommodate your group? Will there be smaller meeting rooms available for group discussion sections? Will microphones, media facilities, chalkboards, and podiums be available? Is there an extra charge for the meeting rooms?

B. CONTACT THE SITE WITH THE BEST LOCATION, COST, FOOD, LODGING, AND MEETING ROOMS

_____ 1. Write down the name of the conference site director to ensure continuity of contact.

_____ 2. Request that the conference site director provide you with a policy on cancellations. Will it be possible for you to cancel room or meal reservations shortly before the conference begins? Will you be able to cancel reservations at some point during the conference if a participant has to leave?

_____ 3. Inquire about the assistance that site staff can provide during the conference program. Will they have people available to set up registration tables? Will they be able to arrange social hours? Will they be able to arrange rooms to seat 100 people or to place 20 people around tables?

_____ 4. Ask if other groups will be meeting concurrently with your conference. What associations do these other groups represent? Will these groups be compatible with your group?

_____ 5. Request from the conference site director a written statement regarding the costs of the conference, the meal arrangements, and the meeting room arrangements.

_____ 6. Put in writing any verbal arrangements you make with the conference site director.

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III

Select A Date

For

The Conference

A. PLAN THE CONFERENCE AT LEAST SIX MONTHS IN ADVANCE

_____ 1. Select a six-week time period during which you will hold the conference. If you live in a state where winter driving may be difficult, avoid holding your conference in the winter months.

_____ 2. Avoid holding your conference during the spring break (which varies from campus to campus) or other holidays.

_____ 3. Consult with the conference site director to determine which days the facilities will be available. Even though you are making arrangements si.. months in advance, some dates may already be booked.

B. DISCUSS PROSPECTIVE DATES WITH YOUR STATE PLANNING COMMITTEE

_____ 1. Identify other groups in which conference participants might hold membership, and find out when those groups will be having their meetings. Women administrators frequently belong to such groups as the American Association for Collegiate Registrars and Admissions Officers; the National Association of Student Personnel Administrators; the National Association for Women Deans, Administrators, and Counselors; and state associations of these national groups.

_____ 2. Make sure that you have not scheduled the conference for a time when your own planning committee members will be unable to attend; after all, they will probably be leading many of the conference activities.

_____ 3. Find out when the presidents of colleges and universities within your state will be having meetings that could conflict with your conference. For example, if the state coordinating council for higher education has a standard meeting date, you would want to avoid that time, because all the college presidents would be attending the council's meeting.

_____ 4. Avoid scheduling your conference to coincide with any major social function. For example, if a college is celebrating its bicentennial, you would not want to have a conference during its festivities, which would draw university officials from throughout the state.

_____ 5. Schedule the conference for a working day. Women frequently assume that professional development is something they must do outside normal office hours and therefore plan professional meetings for weekends. Other professional groups schedule their co   ences during working time; women should do the same.

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IV
Determine
The Needs
Of Your Audience

A. USE THE INFORMATION FORM DESCRIBED IN SECTION I-C (SEE PAGE 5) TO DETERMINE THE NEEDS OF WOMEN ADMINISTRATORS

_____ 1. Analyze the responses to the final question on the information form, "What do you see as the major problems of women in higher education administration, on the basis of your experience?"

_____ 2. Organize the responses by category. (For the categorized responses of the Kentucky women administrators who completed our form, see p. 13.)

B. INTERVIEW WOMEN ADMINISTRATORS REGARDING THEIR NEEDS

_____ 1. Talk with small groups of women administrators, if time permits. Before we held the Strategies for the Advancement of Women in Higher Education conferences, we met with upper-level women administrators--that is, women who reported to presidents or vice-presidents--from throughout the state. By talking with them about their needs and by attempting to develop programs to meet those needs, we were able to design programs to help women administrators on all levels.

_____ 2. Consult experts on women in higher education administration. A most valuable resource regarding women in higher education administration is the Office of Women in Higher Education of the American Council on Education. Its staff has broad experience with women administrators and personally knows many of the people who can serve as consultants or guest speakers. Also talk individually with upper-level women administrators on selected campuses in the state, asking them to suggest areas of concern based on their experience in the field.

_____ 3. Review the literature on women in higher education administration. The Educational Resources Information Center (ERIC) serves as a good resource on this subject.

_____ 4. Discuss the needs of your audience with the state planning committee. By using the analysis of data obtained from the information form, the comments gleaned from other women administrators at prior meetings, the ideas provided by experts, and the suggestions gained through a literature search, the state planning committee can determine which needs are the most pressing and how those needs can best be served.

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PROBLEMS OF WOMEN ADMINISTRATORS: SUMMARY OF QUESTIONNAIRES MAILED TO
WOMEN ADMINISTRATORS IN KENTUCKY HIGHER EDUCATION

1. Problems in acquiring the first administrative position

    a. Becoming qualified for the job
    b. Convincing the search committee that a woman can hold the position
    c. Exhibiting leadership qualities to the search committee

2. Problems at work

    a. Fighting the double standard
    b. Dealing with the stereotype that men are always superiors and women
        inferiors
    c. Making decisions
    d. Needing professional development
    e. Finding role models
    f. Educating men to women's problems

3. Problems with the reward system

    a. Earning equal pay for equal work
    b. Confronting the attitude that a woman does not need the job or the
        money
    c. Acquiring the privileges appropriate to the rank
    d. Being given a title that is not commensurate with the task

4. Problems in personal life created by work

    a. Surmounting conflicts between work and family obligations
    b. Lacking time for everything
    c. Husband and wife being viewed as a package when both work at the
        same institution
    d. Needing to separate personal from professional life
    e. Needing to integrate personal and professional life

5. Problems of advancement

    a. Acquiring the skills necessary for top-management positions
    b. Seeing top management as "for men only"
    c. Lacking mobility

6. No problems

V
Develop
General
Objectives

A. ALLOW THE NEEDS AND NATURE OF THE GROUP TO DETERMINE THE PROGRAM OBJECTIVES

_____ 1. Review the data gathered through the process described in Section IV--the information form, group meetings, etc.--with the state planning committee.

_____ 2. Determine which needs have the highest priority.

_____ 3. Decide which needs can be met through a conference format.

B. ESTABLISH CONCRETE OBJECTIVES AND PUT THEM IN WRITING

_____ 1. Circulate the written objectives among the members of the state planning committee so they can refer to them when they are planning the conference program.

_____ 2. In the letter inviting conference participants, refer to the general objectives of the conference so participants will be aware of the purposes of the program.

_____ 3. Print the objectives in the conference program to remind participants of the purposes of the program. (See page 16 for the objectives we developed for our two-conference sequence.)

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CONFERENCE OBJECTIVES

1. Identify the problems of women administrators in higher education.

2. Identify those strategies that would help solve the problems encountered by women administrators and would help them advance.

3. Create an awareness among male administrators who have hiring responsibilities that there is a wealth of untapped talent in the resource of potential women administrators in higher education.

4. Provide a forum for obtaining feedback from top-level male administrators who can address the problems of and possible solutions for women seeking career success in higher education administration.

5. Develop and enrich a strong supportive network of women in higher education administration.

6. Address the need for and creation of a role model/mentor system among women in higher education administration.

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VI
Develop
Specific
Program Topics

A. REVIEW THE OBJECTIVES OF YOUR CONFERENCE AND DISCUSS WITH THE STATE
PLANNING COMMITTEE HOW BEST TO MEET THOSE OBJECTIVES

The specific topics we covered in our two-conference sequence, the
objectives they met, and a brief evaluation of each topic follow.

1. Introductions. Conference participants followed the alpha-
   betized list of their names--an item we included in their
   program packets--as each participant rose in alphabetical
   order. The participant briefly stated one project on which
   she or he was currently working that might be of interest
   to the group. For example, several people stated that they
   were working on a program for displaced homemakers. This
   method of introduction allowed participants with similar in-
   terests and responsibilities to be readily identifiable to
   one another and helped fulfill the conference objective of
   establishing networks. The method worked effectively, even
   though we had slightly more than 100 people participating.
   Participants gave the introductory session a rating of 4 on
   an evaluation scale ranging from a low of 1 to a high of 5.

2. Personal career paths. In small-group discussion sections
   of no more than 12 people each, participants were asked to
   discuss briefly their career paths, that is, how each person
   achieved her or his present position. This session addressed
   all of the conference objectives:

   a. Identifying problems of women administrators in
      higher education.

   b. Identifying strategies for advancement and success.

   c. Creating an awareness among male administrators with
      hiring responsibilities of the potential of women
      administrators (each small group included at least
      one upper-level male administrator).

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d. Providing a forum for obtaining feedback from top-
      level male administrators who can address the prob-
      lems of and possible solutions for women seeking
      success in higher education administration.

   e. Developing and enriching a strong supportive net-
      work of women administrators.

   f. Addressing the need for a role model/mentor system
      among women in higher education.

We were also able to gather information about the career paths
of women administrators (see pages 24-25). On the evaluation
form, conference participants gave this session a rating of 4.

3. Problems of women administrators. To review the problems of
   women administrators, we used the filmstrip presentation
   The Tale of "O": Being Different, by Rosabeth Moss Kanter.*
   To discuss the problems of women administrators (one of the
   conference objectives), we formed small discussion groups,
   reviewed the slide-tape presentation, and covered the prob-
   lems of women administrators as summarized from the survey
   sent to all Kentucky women administrators. Conference par-
   ticipants gave this session, on average, a rating of 4. Par-
   ticipants were so impressed by the slide-tape that three
   universities subsequently purchased it. (For a summary of
   The Tale of "O," see page 65.)

4. Role-playing interview situation. Because the main goal of
   the conference was strategies for advancement and because
   succeeding in interview situations is crucial to getting the
   next job, we gave conference participants an opportunity to
   observe a mock interview situation for themselves. The dis-
   cussion following the role-playing situation gave both the
   presenters and the audience an opportunity to discuss the
   effective and ineffective aspects of the interview. The
   role-playing situation was most effective when the person
   who was being interviewed for the position was well quali-
   fied for the job. Role playing can also be effective when
   all the "wrong" questions--that is, inappropriate or illegal
   questions--are asked during the interview, thus giving the
   interviewee and the audience an opportunity to think of ap-
   propriate responses to such questions. This session received
   a rating of 4 on the conference evaluation form.

5. Vita preparation. One of the problems identified by the sur-
   vey of women administrators was creating a good vita. (Tips
   for vita preparation, summarized from the presentation, are
   on pages 26-27. A sample vita is on pages 40-42.) Partici-
   pants gave a rating of 3 to this session.

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*Obtainable from Good Measure, Inc., 6 Channing Place, Cambridge, MA 02138.

6. Using the computer. Our discussions with women administrators had revealed that for many, knowledge of computers was necessary to do their present jobs and to advance professionally (one of the conference objectives). A session giving an overview of computer utilization in higher education was therefore included in our conference. This session received a rating of 3.

7. Understanding budgets. Knowledge about budgets was seen as crucial for advancement by women administrators, especially since they had to deal with the stereotype that women administrators cannot handle budgets. We included a session that defined general terms connected with the budgetary process and that covered useful materials on budgeting. This session received a rating of 3.

8. Problem-solving strategies. To analyze problems unique to women administrators, we formed small discussion groups and reviewed two critical incidents that women administrators had faced (see page 28). Although the critical incidents we selected proved common enough so that conference participants had little trouble dealing with them, the incidents did serve as a springboard for further discussion. This session received a rating of 3.

9. Networking. Using a panel of women administrators, we discussed various methods of networking, which was one of our conference objectives. This session served as a catalyst to encourage us to plan a subsequent conference on the development of networks for each campus in the state. Participants gave the session a rating of 4.

10. Question-and-answer period. Conference participants were invited to submit a written question the day before this session to one of the two college presidents serving as guest speakers at the first conference. The presidents then reviewed the questions, grouped them, and selected appropriate ones to answer. Two conference objectives were met: (a) the presidents served as role models, and (b) many strategies for advancement emerged in the answers. This session was by far the most popular of the conference, allowing for both individual questions and expert advice based on the experience of women who had been successful in university administration. The session received a rating of 5.

11. Strategies for advancement. At both the fall and the spring conferences, guest speakers led concurrent sessions on strategies for the advancement of women administrators in specific occupational academic affairs, student affairs, and

external affairs. When women administrators were <u>assigned</u> to one of these occupational groups, they gave the session a rating of 3; when they were free to select the occupational group they wished to learn about, they gave the session a rating of 4.

12. <u>Management techniques</u>. At the spring conference, a panel of three women vice-presidents shared their expertise regarding specific areas of management: delegation, conflict resolution, and time management. This discussion had been suggested by participants at the fall conference because they believed that developing skills in these areas was essential for advancement. The session on management techniques received a rating of 4.

13. <u>Setting personal goals</u>. At the conclusion of the fall conference, each participant was asked to select three strategies to work on and to report, at the spring conference, on the success of those strategies--a task that again reinforced the major goal of the conference. The technique seems to have worked very well. On the spring conference evaluation form (see forms for both conferences on pages 29-35), we asked those who had attended the fall conference to indicate what professional development activities they had attempted in the interim. On the average, those who attended both conferences had completed 5.2 projects for professional development. A small number of people had been unable to attend the fall conference, but did attend the spring conference; for them, the average number of projects completed was 3.6. The discussion at the fall conference of strategies for advancement, the selection by each participant of three strategies to pursue during the coming year, the selection of a partner to share these three strategies with, and a letter the group leader sent in January reminding participants to work on their strategies (see page 36)--all appear to have assisted those who attended the fall conference to carry out their professional development activities. Both the fall conference session on setting personal goals and the spring conference session on reviewing progress toward those goals received a rating of 4.

B. INCLUDE TIME FOR NETWORKING

_____ 1. To create networks, the use of name tags is necessary. Make sure that the name tag each participant wears has her or his name, title, and institution written in large enough letters so that the participant can be easily identified by people meeting her or him for the first time. Name tags encased in clear plastic are preferable to the paper stick-on ones if your conference will run for more than a day.

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_____ 2. Prepare a list of conference participants, including the name, title, office address, and office telephone number of each person so that participants can contact one another following the conference.

_____ 3. Introduce participants at the opening session so that those with similar interests can meet during the conference. The technique we used is described in Section VII-A-1.

_____ 4. Schedule several social or unstructured, informal hours. Social hours at this kind of conference are not merely a time to have a cup of coffee or a glass of wine; they are an opportunity for people to meet one another, to exchange ideas, and to make contacts for future job searches or consultations. People unaccustomed to attending conferences often assume that the main work of a conference occurs during the sessions, but they need to realize that social hours are not merely friendly occasions. Make it clear to participants that one of the objectives of the conference is to provide them with time during the social hours to meet new people and exchange ideas.

_____ 5. Encourage the exchange of ideas during meal hours. Announce at the opening session that meal hours are opportunities to exchange information. We recommend that you request upper-level administrators not to sit together; instead, request that at each table one upper-level administrator (usually a man) be available for comments and questions from the other administrators. Avoid having all the college presidents sit at one table talking shop, as that would deny the other administrators an opportunity to learn from them.

_____ 6. Consider using double rooms as lodging for conference participants. Conference facilities were limited at our site, and participants of necessity had to share rooms. In retrospect, this was a good idea, as it gave them an opportunity to meet one other person, either from their own institution or from another institution.

C. CONTACT THE REMAINING PEOPLE WHO WILL BE NECESSARY TO PRESENT YOUR PROGRAM

_____ 1. Discuss with the state planning committee members and with other educational leaders in the state who the most knowledgeable speakers or resource persons are for the topics you have selected (budgeting, using computers, and preparing a vita, for instance).

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_____ 2. Be careful to avoid the trap of assuming that women require special help on an issue. For example, use of the computer in administration is a topic that can benefit both men and women.

_____ 3. Write to the people you have selected as speakers or resource persons for your topics and indicate that they have been recommended by a specific person to serve as conference speakers. Describe the role you expect them to play and tell them that you will telephone them in approximately a week to review the program and answer any questions they have. Make clear in your letter whether or not you are offering an honorarium. Guest speakers often receive travel allowances from their home institutions; if not, you might allocate part of your income from the conference registration fees to cover their food and lodging expenses and/or to offer an honorarium (see Section VIII, Develop the Budget).

_____ 4. Contact prospective conference participants and other educational leaders to take part in the role-playing interview situation. Make sure that the people you select to play the various roles have some background in these areas. For example, if a woman is going to play the role of an interviewee for a deanship, she should have experience as a chairperson or an associate dean.

D. DEVELOP THE MATERIALS NECESSARY FOR PRESENTING THE PROGRAM

These materials do not need to be finished before you proceed to the next step in planning the conference; they can be created while you work on other aspects of the program.

_____ 1. Duplicate materials for the people involved in the role-playing interview situation. These materials should include a description of the job for which the person will be interviewed (a job description for the role-playing situation can be taken from a vacancy notice in the Chronicle of Higher Education) and a description of the college at which the job is open (this can be obtained from Barron's Profile of American Colleges). In addition, a vita should be obtained from the person being interviewed for the job, and the interviewee might also acquire a copy of the college catalog. (See pages 37-42 for sample materials.)

_____ 2. Develop critical incidents--descriptions of actual situations involving women administrators--for use in the session on problem-solving strategies. Perhaps a faculty member who teaches management courses can provide appropriate case studies. (See page 28 for sample critical incidents.)

3u

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_____ 3. Contact people making presentations at the conference to see if they would like materials duplicated for distribution to participants.

SUMMARY OF PERSONAL CAREER PATH SESSION

Strategies for the Advancement of Women in Higher Education Administration Conference

1. Women administrators cited the advantages each had gained from negative experiences.

2. Many women administrators were working in areas outside their original educational field.

3. These women had found many different paths to the same administrative position.

4. They felt that one's personality plays a significant role in obtaining a position.

5. Although some women administrators expressed the belief that they had just happened to be in the right place at the right time, others pointed out that it was also essential to have had the right qualifications for a position as well.

6. Many women administrators had begun their careers with no specific career goals in mind. However, in analyzing their career paths, they found that a pattern did emerge.

7. No pattern in family background or educational background was apparent among the women administrators. For example, attending or not attending a women's college was apparently of no special significance in producing a woman administrator.

8. Many thought that having the proper educational background, that is, having a terminal degree, is necessary to advance in administration.

9. Having an influential person providing support for the woman administrator was seen as an important part of many career paths.

10. Winding career paths were evident in the experience of several women administrators.

11. Uncertainty about their career goals was apparent in the work history provided by some of the women administrators.

12. They felt there had been a price to pay in their personal lives by moving up the career ladder.

13. Many of the women had begun administrative careers later in life.

14. Continuing career education was cited as a need of women administrators.

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15. The women viewed moving from institution to institution or from one job to another as a form of continuing education for administrators.

16. The women cited a variety of motives for having acquired their first administrative positions.

17. They felt that a mentor relationship was important as a source of information, for both the mentor and for the person being assisted.

18. They believed that women administrators need to set short- and long-range goals.

19. A willingness to take risks had assisted their administrative advancement.

20. They felt that preparing for a degree in educational administration had proved valuable to them as administrators by providing them with a knowledge of institutions.

21. Role models were seen as significant for the person being the model as well as for the new administrator.

22. They noted that women moving up the administrative ladder need to adjust to the change from navigating to driving.

23. Previous experience either as a student or as an administrator at a women's college was seen as helpful for the woman administrator.

24. The lack of a job description was a problem cited by women in some administrative positions.

25. Juggling the demands of career and family was cited as a problem of women administrators.

26. An area of concern was the geographic limitations placed on women administrators because of their families or dual careers.

27. The women felt that having a supportive family or having a support group contributes to the success of women in administration.

28. The indirect rewards of administration, such as the opportunity for travel and the recognition given for a successful project, were described as perks by the women administrators.

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CHECKLIST: EVERYTHING YOU NEED TO KNOW ABOUT PREPARING A VITA

Does your vita: Yes   No

   1. Include the latest information first?   ____   ____

   2. Contain only vital or relevant information?
       Vital information should be listed first;
       peripheral information, later.   ____   ____

   3. Include information written for a specific pur-
       pose (a job at "Tim Buck Two," promotion,
       speeches, or introductory information)?   ____   ____

   4. Include information related to the specific pur-
       pose or emphasis (to impress others with publica-
       tions or relevant experience)?   ____   ____

   5. Indicate what it is? Note the basic differences
       in:

       ● A vita (or Curriculum Vitae or C.V.) is a brief
         autobiographical sketch. It includes publica-
         tions, academic credentials, and perhaps courses
         taught.

       ● A résumé is a short account of qualifications,
         prepared specifically for a position by an
         applicant. For each application, a résumé is
         prepared stressing a person's qualifications for
         that particular position.

       ● Biographical data (or bio data) summarize only
         the most pertinent information about a person;
         a biographical data sheet is an abstract of
         the vita.   ____   ____

   6. Indicate a typed original (or a very clean
       photocopy)? Don't use Ditto or a similar
       process.   ____   ____

   7. Include your current address and telephone
       number?   ____   ____

   8. Include updated information? Your vita should
       be updated at least every three years for your
       files.   ____   ____

   9. Make it easy to spot pertinent information?
       Is it brief and neat?   ____   ____

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10. Include only professional data? It is not neces-
sary to include personal information unless it
is pertinent to your background. ___ ___

11. Make one aware of your strengths and weaknesses--
have a focus? ___ ___

12. Emphasize state, national, or international
responsibilities, rather than purely local
responsibilities (unless your local ones are
vital and widely recognized)? ___ ___

13. Indicate a variety of experiences to show
breadth, but only a sampling? Never include
everything. A vita should not be long; a good
length is three pages. ___ ___

14. Have a current date? Also, are pertinent items
dated? ___ ___

15. Make itself readily available? The information
should not be highly confidential. A secretary
should be able to pull a vita for various pur-
poses. ___ ___

SAMPLE CRITICAL INCIDENTS INVOLVING WOMEN ADMINISTRATORS

1. You have recently become Dean of Arts and Sciences at a notable coedu-
cational institution of higher learning. You are the first woman to
hold the post in the college's 140-year history. You are about to
address the faculty at the first meeting of the academic year, but
have just learned that there is considerable apprehension, particularly
among some of the male faculty members, about having a woman as their
academic leader. They wonder if you can really measure up to the de-
mands, and indeed provide the "inspired leadership," that the insti-
tution needs at this point. What do you say to them at this initial
meeting to allay their doubts? What advice do your male colleagues
have for you?

2. As the brand-new president of a small church-related school, you learn
that one of the longtime trustees has become increasingly involved in
the work of the Student Affairs Committee of the Board and that he is
paying more frequent attention to your female Dean of Students. She
tells you that his calls "for information" and for meetings with her
are increasing, and that recently, after presenting her with a box of
candy, he virtually propositioned her. She is upset and on the verge
of making a statement before the next meeting of the Executive Committee
of the Board. None of the Board members is currently aware of the sit-
uation, except for the Chairman, who is recuperating from a heart attack
suffered a year ago and who must still avoid stress. As a newcomer,
you have not had time to establish a substantial relationship with any
of the Board members. Nonetheless, you realize the seriousness and
potential embarrassment of the situation, and you feel that something
should be done about it. But how will you proceed? Should a female
president proceed in a manner different from that which would be ap-
propriate for a male president?

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CONFERENCE EVALUATION FORMS

FALL CONFERENCE

Please respond to the following by rating each item from 1 to 5. A 5 in-
dicates the objective was accomplished exceptionally well; a 1 means the
objective was not accomplished at all. Return the questionnaire to Mary
Ann Rehnke before you leave the conference.

The following are the objectives of our conference. Please rate how well
you think each objective was met.

This conference succeeded in:

1. Identifying the problems of women administrators in
   higher education   _____

2. Identifying strategies for use in solving the prob-
   lems that women administrators face and helping them
   advance   _____

3. Creating an awareness among male administrators of
   the untapped resources that potential women admin-
   istrators represent   _____

4. Providing a forum for obtaining feedback from male
   administrators   _____

5. Establishing a network of women administrators   _____

6. Addressing the need for and creation of a role model/
   mentor system among women administrators in higher
   education   _____

Using a scale of 1 to 5, please rate the following conference activities
for their value in accomplishing one or more of the above objectives.

1. Dr. Emily Taylor's explanation of the National Iden-
   tification Program   _____

2. Dr. Mary Ann Rehnke's explanation of the Kentucky
   program and the Women's Educational Equity Act grant   _____

3. Small-group sessions on personal career paths   _____

4. Filmstrip presentation of The Tale of "O": On
   Being Different   _____

5. Small-group discussion of the filmstrip and of the
   problems of women administrators   _____

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6. Session on strategies for advancement _____

7. Concurrent sessions:

   a. Dr. J. C. Powell: "Demystifying the Budget" _____

   b. Dr. Marjorie Stewart: "Merchandising Yourself" _____

   c. Mr. Arthur Cromer: "Demystifying the Computer" _____

   d. Role-playing interview for the position of Dean _____

8. Discussion of critical incidents involving women
   administrators _ _____

9. Question-and-answer session with Dr. Martha Church
   and Dr. Virginia Radley _____

10. Small-group discussion of strategies to be worked on
    for the spring conference _____

Please make written comments on the following.

1. What specifically did you find most valuable about the conference?

2. What specifically did you find least valuable about the conference?

3. What are some of the topics you would like to see addressed at
   the spring conference? Be specific (if you need additional space,
   please use the back of this page).

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SPRING CONFERENCE

Using the scale below, indicate how well each objective of the conference was met for you personally, how helpful each session was, and how appropriate the conference facilities were.

Scale for evaluation   Low   1   2   3 · 4   5   High

OBJECTIVES

1. Identifying the problems of women administrators in higher
    education   _____

2. Identifying strategies for solving the problems encountered
    by women administrators and for helping them advance   _____

3. Creating an awareness among male administrators who have
    hiring responsibilities that there is a wealth of untapped
    talent in the resource of potential women administrators in
    higher education   _____

4. Providing a forum for obtaining feedback from top-level
    male administrators who can address the problems of and
    possible solutions for women seeking career success in
    higher education administration   _____

5. Developing and enriching a strong supportive network of
    women in higher education administration   _____

6. Addressing the need for and creation of a role model/mentor
    system among women in higher education administration   _____

SESSIONS

1. Renewing acquaintances   _____

2. Opening session   _____

3. Review of strategies for success   _____

4. Hospitality hour   _____

5. Dinner   _____

6. Management techniques   _____

7. Social hour   _____

8. Breakfast   _____

9. Rate only the session you attended of these three:

    a. Strategies for advancement: Academic affairs   _____

    b. Strategies for advancement: External affairs   _____

    c. Strategies for advancement: Student affairs   _____

10. Strategies for advancement: Small discussion groups   _____

11. Lunch   _____

12. Networking and mentors   _____

13. Planning for the future   _____

CONFERENCE FACILITIES

1. Lodging   _____

2. Meeting rooms   _____

3. Shakertown location   _____

PLANNING FOR THE FUTURE

Please circle the appropriate response to the first two questions.

1. Would you participate in future meetings for Kentucky women
   administrators?   Yes   No

   If you answered no, please skip the remaining questions in
   this section and proceed to the PERSONAL ADVANCEMENT section.

2. How often should future meetings be held?   Once a year   Twice a year

3. As we do not have a grant for the costs of next year's meetings,
   please indicate from the options below your first and second
   choices for meetings.

   a. A daylong meeting at a central location in the state en-
   tailing only luncheon expenses. Members of the Kentucky
   network would provide the program. Total cost $7 plus
   travel.   _____

   b. A daylong meeting at a central location in the state en-
   tailing luncheon expenses plus a fee to cover one speaker.
   College president/vice-president or consultant would pro-
   vide the program, with the assistance of the Kentucky
   network. Total cost $32-$40 plus travel.   _____

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c. An overnight conference (similar to this conference) with the program provided by a speaker, college president/vice-president or consultant, with the assistance of the Kentucky network. Total cost $75-$85 plus travel. _____

d. An overnight conference (similar to this conference) with the program provided by guest speakers, college presidents/vice-presidents or consultants, with the assistance of the Kentucky network. Total cost $105-$115 plus travel. _____

e. An overnight conference of two days' duration (similar to the fall conference) with the program provided by a guest speaker, college president/vice-president or consultant, with the assistance of the Kentucky network. Total cost $120-$130 plus travel. _____

f. An overnight conference of two days' duration (similar to the fall conference) with the program provided by guest speakers, college presidents/vice-presidents or consultants, with the assistance of the Kentucky network. Total cost $145-$155 plus travel. _____

4. Indicate from the options below your first and second choices for a program topic.

   a. Leadership skills _____

   b. Power _____

   c. Assertiveness _____

   d. Androgyny _____

   e. Values clarification to integrate professional and personal goals _____

   f. Conflict resolution _____

   g. Delegation of responsibility _____

   h. Networking on home and regional campuses _____

   i. Conducting meetings _____

   j. Woman dean, vice-president, or president on strategies for success in administration _____

   k. Time management _____

   l. Sexual harassment _____

   m. Decision making _____

PERSONAL ADVANCEMENT

1. If you attended our fall conference at Shakertown, indicate whether or not you advanced since then in one of the following ways.

   a. Was promoted at my home institution

   b. Gained a new position at a new institution _____

   c. Was elected to or ran for office in a state professional _____
      organization

   d. Was elected to or ran for office in a national profes- _____
      sional organization

   e. Was interviewed for a new position _____

   f. Applied for a grant _____

   g. Was awarded a grant _____

   h. Delivered a paper at a state professional meeting _____

   i. Delivered a paper at a national professional meeting _____

   j. Had a paper published _____

   k. Joined a professional association _____

   l. Attended a conference related to my profession _____

   m. Attended a course for professional improvement _____

   n. Contacted a person or persons who attended the fall
      conference:
                                    1 contact _____
                            2 to 5 contacts _____
                       more than 5 contacts _____

   o. Started or continued to read the Chronicle of Higher
      Education
                                             _____

   p. Other _____

      _____

      _____

2. If you did not answer the above question because this is your first National Identification Program conference, please indicate whether or not you have advanced since October 22, 1979, in one of the following ways.

   a. Was promoted at my home institution

   b. Gained a new position at a new institution _____

   c. Was elected to or ran for office in a state professional _____
      organization

   d. Was elected to or ran for office in a national profes- _____
      sional organization

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e.   Was interviewed for a new position _____

f.   Applied for a grant _____

g.   Was awarded a grant _____

h.   Delivered a paper at a state professional meeting _____

i.   Delivered a paper at a national professional meeting _____

j.   Had a paper published _____

k.   Joined a professional association _____

l.   Attended a conference related to my profession _____

m.   Attended a course for professional improvement _____

n.   Contacted a person or persons who attended the fall
     conference:

                                  1 contact   _____
                           2 to 5 contacts   _____
                      more than 5 contacts   _____

o.   Started or continued to read the Chronicle of Higher
     Education _____

p.   Other _____

     _____

     _____

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REMINDER LETTER FROM GROUP LEADER TO PARTICIPANTS OF SMALL-GROUP
DISCUSSION SECTIONS

Western Kentucky University
Bowling Green, Kentucky 42101
January 21, 1980

Dear _____ :

     Mary Ann Rehnke will be contacting you in late February regarding
the spring conference, April 1st and 2nd, on Strategies for the Advance-
ment of Women in Higher Education Administration. I look forward to our
group's getting together again and to hearing each member of the group re-
port on the success she has had in implementing her strategies for advance-
ment. I do hope that you have achieved your own goals and have had a
rewarding and successful three months.

     Although I have not been in contact with many of the conference
participants, I believe that most of us did grow professionally as a
result of the experience and that the effect has spread to other women on
our campuses.

     I plan to review my own goals and strategies before April and hope
that you will do the same. Anticipating the spring conference will give
us added incentives for action.

     Enclosed is a copy of my vita--I believe we did agree to exchange
them. Perhaps one of our goals should be to recommend a member of our
group when a consultant is to be selected, if the needed area of expertise
is available among us.

     I hope to see you in April.

Sincerely,

(signed)

Faye Robinson
Associate Dean for Instruction

Enclosure

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SAMPLE MATERIALS FOR ROLE PLAYERS

Job Description

DEAN OF ARTS AND SCIENCES

UNIVERSITY OF WISCONSIN-PLATTEVILLE

Applications are now being accepted for the position of Dean of the College of Arts and Sciences, the largest college in the university, consisting of 19 departments and approximately 125 faculty members. The Dean, who reports to the Vice Chancellor for Academic Affairs, will be expected to exercise leadership in curriculum, budget and personnel matters. Applicants should possess a doctoral degree in one of the areas of arts and sciences, should have demonstrated scholarly achievement and have had appropriate administrative experience in an academic area.

It is hoped that the successful applicant will be able to fill the position by the beginning of the spring semester, 1980. Nominations and applications (with current resumes and letters of recommendation) should be received no later than October 19, 1979, and should be sent to:

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INSTITUTIONAL PROFILE*

The University of Wisconsin/Platteville
Platteville, Wisconsin 52818 .

The University of Wisconsin at Platteville is located approximately 72 miles
southwest of Madison and 25 miles east of Dubuque, Iowa.

The university was established in 1866, and was the first State Teachers
College. It was later integrated into the University of Wisconsin system,
and is composed of six colleges (Agriculture, Arts and Sciences, Busi-
ness and Economics, Education, Engineering, and Industry) offering both
bachelor of arts and bachelor of science degrees. There is also a grad-
uate school. Accredited by the North Central Association, the univer-
sity includes a 360-acre campus as well as a 400-acre experimental farm.

The undergraduate enrollment is composed of a full-time student population
of 2,478 men and 1,082 women; in addition, 179 men and 239 women are en-
rolled at the university on a part-time basis. The graduate school enroll-
ment consists of 142 men and 164 women. An overwhelming proportion of the
students are drawn from the state of Wisconsin, with most of the nonresi-
dent students coming from other North Central states.

The student-faculty ratio is 18 to 1, and faculty salaries are above the
national average. The unviersity operates on a two-semester system, and
also offers an eight-week summer session. .

All students are required to take a distribution of general education courses.
Included among the more than 50 majors offered are Agricultural Business,
Agriculture, Art, Business Administration, Criminal Justice, Economics,
Education, Engineering, English, French, Geography, Geology, History, In-
dustrial Education, Industrial Engineering, International Studies, Life
Sciences, Mathematics, Medical Technology, Music, Philosophy, Physical
Education, Physical Science, Physics, Political Science, Psychology, Soci-
ology, and Speech. .

The attrition rate for first-year students is approximately 15 percent, with
about 35 percent of each first-year class graduating eventually. More than
one-half of the student body lives on campus. An active campus life exists,
and includes sororities, fraternities, clubs, sports programs, and reli-
gious organizations.

Tuition and fees for residents of Wisconsin are approximately $700 per year;
those for nonresidents are approximately $2,100. Room and board are about
$1,250. Approximately 45 percent of the student body receives some sort
of financial aid package through the university's financial aid office.

_____

*Information is based on facts contained in Barron's Profile of American
 Colleges, Vol. I, 11th edition, 1978.

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The application deadline for fall enrollment is August 1. Neither the SAT nor the ACT is required, although it is recommended that applicants submit at least one of these scores, with the ACT being preferred. Applications for financial aid must be submitted by March 1.

Approximately 88 percent of all undergraduate applicants to the university are accepted and approximately 67 percent of those admitted enroll.

A "C" average is required of transfer students, although "D" grades do transfer for credit. Transfer students must fulfill a one-year residency requirement. Deadlines for transfer applications are August 1 for the fall semester and January 1 for the spring semester.

PERSONAL DATA

Name:	Alma Faye Robinson
Address:	1262 Chestnut Street
	Bowling Green, KY 42101
Telephone:	(502) 843-6697

EDUCATION

Secondary: Graduated as valedictorian, Loudon High School, Loudon, Tennessee, May 1945

Undergraduate: A.B. Graduated with highest honors (top liberal arts graduate), University of Tennessee, Knoxville, December 1968
Major: Psychology   Minor: History

Graduate: M.S. University of Tennessee, Knoxville, March 1971
Major: Educational Psychology
Minor: Psychology

Ed.D. University of Tennessee, Knoxville, August 1972
Major: Educational Psychology and Guidance

Additional: Numerous workshops, administrative seminars, etc., plus nine semester hours of formal coursework

FELLOWSHIPS

National Defense Education Act Fellowship, 1969-70
Nonservice University of Tennessee Fellowship, 1970-71

PROFESSIONAL EXPERIENCE

August 1978 to present: Associate Dean for Instruction and Director, University Honors Program, Office of the Vice-President for Academic Affairs; Associate Professor of Education, Department of Educational Leadership, Western Kentucky University, Bowling Green, Kentucky

August 1974 to August 1978: Assistant Dean, Graduate College, and Associate Professor of Education, Department of Educational Leadership, Western Kentucky University, Bowling Green, Kentucky

August 1972 to August 1974: Assistant Professor of Education, Department of Counselor Education, Western Kentucky University

    Courses taught: Introduction to Guidance; Practicum; Organization and Administration of Student Personnel Services in Higher Education;

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Counseling Theory and Practice; Individual and Group Analysis; Seminar in Student Personnel Services

Additional professional activities: Individual and marital counseling, research, and consulting

August 1971 to June 1972: Instructor of Psychology and Counselor, Roane State Community College, Harriman, Tennessee

Courses taught: Introduction to Psychology (I and II); Personal Adjustment; Abnormal Psychology; Counseling: Individual (personal, educational and vocational) and Marital

March 1968 to August 1969: Registrar, Office of Admissions and Records, University of Tennessee, Nashville

June 1966 to March 1968: Transcript evaluator and admissions counselor, University of Tennessee, Nashville

PUBLICATIONS AND PRESENTATIONS

Dissertation:
"Development and Evaluation of a Brief Problem Checklist for Use in College Counseling Centers"

Videotapes (with Dr. Stephen B. Schnacke):
Non-verbal Communication
Overcoming Barriers to Effective Group Action

Multimedia presentation (with Dr. Schnacke):
Individual Needs and Their Behavioral Expression

Articles:
"Behavior Modification in the Classroom: An Introduction" (for course handout)
"Learner Characteristics: Effect on Learning" (article and slide presentation for leadership training course)
"Career Equality for Women: Report and Action Plan" (under revision for American Personnel and Guidance Journal)
"Initial Development and Validation of a Brief Problem Checklist for Use in College Counseling Centers" (submitted for publication to the Journal of Counseling Psychology)

Convention programs presented:
American Personnel and Guidance Association National Conventions:
April 1974: Career Development, Counselors, and Occupational Sex-Role Stereotyping
March 1975: Techniques in Behavioral Self-Control
April 1976: Older Adults: A Challenge for Counselors and Educators
Southern Association of Counselor Educators and Supervisors Regional Convention:
October 1974: Nonsexist Career Development: An In-service Model
Kentucky Association of Communication Arts State Conference:
September 24, 1977: Factors Influencing Interpersonal Communication between Parent and Child

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PROFESSIONAL MEMBERSHIPS

American and Kentucky Psychological Associations
American and Kentucky Personnel and Guidance Associations
Southern and Kentucky Associations of Counselor Educators and Supervisors
American Educational Research Association
American College Personnel Association
National Collegiate Honors Council

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VII
Select Conference Speakers
And Make Arrangements
For Audiovisual Presentation

A. DETERMINE YOUR EXPECTATIONS FOR CONFERENCE SPEAKERS

_____ 1. Set criteria for guest speakers. We wanted guest speakers who could do the following:

a. Provide information on a specific topic.

b. Serve as role models. Because we wanted people who could serve as role models, we selected only women presidents and vice-presidents at colleges and universities to be our guest speakers.

c. Meet the needs and interests of the audience. For example, if none of the women administrators who will be invited to your conference are working in the business area of the university, it would be inappropriate to invite a vice-president for business affairs as the major speaker and role model.

_____ 2. Be sure to set your sights high in selecting conference speakers. Although your conference participants may be directors, deans, and chairpersons, our experience is that having a high-level woman administrator such as a president for the conference speaker and role model worked very well. While not every woman administrator who serves as a coordinator or director aspires to be a president, each values the advice of a woman who has made that grade.

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B.   CONSULT WITH THE STATE PLANNING COMMITTEE MEMBERS AND WITH WOMEN WHO
     ARE IN TOUCH WITH NATIONALLY KNOWN WOMEN ADMINISTRATORS TO DETERMINE
     WHO SHOULD BE INVITED AS GUEST SPEAKERS

_____   1. Determine the expertise of potential speakers to address the
            topics you have chosen.

_____   2. Inquire about their speaking abilities.

_____   3. Ask about their willingness to interact with an audience of
            women administrators. For our conferences, we wanted as a
            guest speaker a woman administrator who would not only deliver
            a good speech, but also talk informally with conference parti-
            cipants during social hours, at dinner, and between sessions.
            To determine if a potential guest speaker is well informed,
            is a good speaker, and is congenial, you will need to spend
            some time on the telephone.

C.   CONTACT PROSPECTIVE GUEST SPEAKERS FOR THE CONFERENCE

_____   1. Send prospective speakers a letter formally requesting their
            participation in the conference and explaining in some detail
            what you would expect of them.

_____   2. Add that you will be contacting them within a week to discuss
            the conference plans in more detail.

_____   3. Following your phone call, send a formal letter to the guest
            speaker indicating all the details you have agreed upon (see
            pages 46-47). Is she expected to lead a small-group discus-
            sion section? If so, what instructions do you have for her?
            Put in writing what honorarium (if any) will be paid and whether
            or not you will provide funds for travel, food, and lodging
            (see Section VI-C-3).

_____   4. Make travel arrangements for guest speakers as soon as possible
            and notify them by mail. It is advantageous to have guest
            speakers arrive the night before the conference so that they
            will be rested for the conference and so that you can review
            conference plans with them.

_____   5. Determine what you will do if one of your guest speakers becomes
            ill and has to cancel at the last minute. Will you use other
            leaders in the state? Or will you rely more fully on your
            other speakers?

D. ARRANGE TO HAVE AUDIOVISUAL MATERIALS ARRIVE SEVERAL DAYS PRIOR TO
THE CONFERENCE

_____ 1. Make sure that someone has previewed any audiovisual materials
you plan to present and can vouch for their quality. (For a
summary of The Tale of "O": On Being Different, the filmstrip
we used, see page 65.)

_____ 2. Determine what equipment is needed for the presentation and
make logistical arrangements well before the conference date.
Be sure to coordinate arrangements with the conference site
director.

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LETTER SENT TO GUEST SPEAKERS TO CONFIRM AGREEMENTS

February 1, 1980

Dr. Pamela G. Menke
Dean, Academic Affairs
St. Mary's Dominican College
7214 St. Charles Avenue
New Orleans, Louisiana 70118

Dear Dr. Menke:

Thank you for agreeing to participate in the National Identification Program's conference at Shakertown, Kentucky, April 1-2, 1980, on Strategies for the Advancement of Women in Higher Education Administration. We would like you to participate in two panel discussions and to lead a session for women in your area of expertise.

The first panel discussion, on management techniques, will be conducted Tuesday evening from 7:30 to 9:00 p.m. Other participants will be Dr. Kathryn T. Schoen, Vice-President for Educational Services, Ohio State University, and Dr. Dorothy A. Truex, Vice-Chancellor for Student Affairs, University of Arkansas. Dr. Ramona Rush, Professor of Communications, University of Kentucky, will be the panel moderator. By the first of March, she will provide you with a list of questions to be discussed.

From 9:30 to 10:30 a.m. on April 2, you will lead a session on strategies for the advancement of women in your area of expertise, academic affairs. Dr. Ramona Rush will again provide you with topics to be covered. Following this session, we ask that you lead one of the eight small-group discussions, which will cover the strategies suggested, not only in the group to which you spoke, but also in the groups led by the other two vice-presidents.

At 1:30 p.m., the final panel discussion, on networking and mentors, will be held. Dr. Emily Taylor, the moderator for this session, feels that spontaneous response on your part will lead to the most effective session. Consequently, she will not provide you with questions ahead of time.

In the next month you should be receiving from the Northern Kentucky University Office of Grants and Contracts a contract covering your personal services at this conference. You will be paid a $300 honorarium and expenses to and from the conference, assuming regular coach air fare. Please keep all receipts for air fare and for any overnight accomodations that may be necessary.

Would you please send me a brief vita that we could use to introduce you in our opening session.

Please notify me when and where you will be arriving so that I can make
overnight accommodations for March 31 if they are necessary. The State
Planning Committee and I appreciate your willingness to assist our program,
and we look forward to meeting you and learning from your experience.

                              Sincerely,

                              (signed)

                              Mary Ann Rehnke, State Coordinator
                              Kentucky National Identification
                                  Program for the Advancement
                                  of Women in Higher Education
                                  Administration

VIII
Develop
The Budget

A. ESTIMATE THE COST OF THE ENTIRE CONFERENCE, AND THEN DETERMINE THE CHARGE FOR EACH CONFERENCE PARTICIPANT

____ 1. Estimate your total costs on an item-by-item basis. You will need to cover the costs of the following items:

a. Lodging and meals, including taxes, for participants. $_____

b. Social hours. $_____

c. Meeting rooms. $_____

d. Honoraria (if any) for guest speakers. $_____

e. Travel expenses (if agreed upon) for guest speakers. $_____

f. Lodging and meals (if agreed upon) for guest speakers preceding or following the conference. $_____

g. Additional secretarial assistance. $_____

h. Postage. $_____

i. Stationery. $_____

j. Long-distance telephone calls. $_____

k. Printing of the program. $_____

l. ie tags and packets. $_____

m. Publishing the proceedings. $_____

n. Inflation. $_____

o. Miscellaneous. $_____

                              Total Costs: · $_____

____ 2. Having determined your total costs, estimate the number of par-
        ticipants who will attend the conference and divide the total
        costs by that figure. The result is the amount of the registra-
        tion fee you will need to charge each participnat. If you at-
        tract more conference participants than you expect, the income
        generated by the additional fees can be used to fund subsequent
        conferences.

B. EXERCISE CAUTION IN MONETARY AFFAIRS

____ 1. Make sure that the conference site management has committed
        itself in writing regarding the cost of lodging and meals, in-
        cluding taxes, for the conference. Because of inflation, this
        figure will go up over a six-month period unless there is a
        written commitment.

____ 2. Require that participants prepay registration fees well before
        the conference. When participants indicate that they wish to
        attend the conference, they should forward their checks to
        cover conference expenses. Indicate clearly in the invitational
        letter the policy on refunding registration fees. For example,
        if a participant cancels in sufficient time to notify the con-
        ference site staff, you might reasonably return that portion of
        the registration fee which covers lodging and meal expenses,
        but retain that portion which covers honoraria for guest speak-
        ers, social hours, printing, etc.

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IX
Invite
Women Administrators
As Participants

A. CONSULT WITH THE STATE PLANNING COMMITTEE TO DETERMINE CRITERIA FOR
INVITING WOMEN ADMINISTRATORS

_____ 1. Analyze the woman administrator's ability to advance. Will she
be able to benefit from this type of conference? One way of
determining whether or not she can advance is to find out if
she holds a terminal degree in her field. In college and uni-
versity administration, it is very difficult to advance without
the Ph.D., J.D., Ed.D., or another terminal degree.

_____ 2. Select women administrators from all types of higher education
institutions--private, public, community college, university
research center, and seminary. Be sure to include representa-
tives from higher education agencies, such as state councils of
higher education, consortia, and independent college councils.

_____ 3. Attempt to have representation from every institution in the
state. Categorize by institution your list of people invited
to the conference to make sure that representation will be bal-
anced, i.e., that you haven't invited ten people from one state
regional university but only two from another. If personnel
from one college cannot attend, contact the institutional rep-
resentative you've designated at that college and request that
she supply the name of one or more appropriate women to invite.

B. DEVELOP A PROCEDURE FOR SENDING INVITATIONS, FOLLOWING THEM UP, AND
RECEIVING RESPONSES

_____ 1. Invite twice as many women administrators as you want to attend
the conference. Do this for two reasons. First, if the confer-
ence is being held for women administrators in general, rather
than for an established organization of women administrators

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(such as the National Association for Women Deans, Administrators, and Counselors), some women may be hesitant about attending a conference sponsored by an unknown group. Second, even though the conference dates have been chosen carefully to avoid conflicts with other meetings, some women administrators will have other commitments for those dates and will be unable to attend. (On pages 53-55 are the invitational letter we used and a sample reply form for room reservations and roommate preferences.)

_____ 2. Send the invitations three months in advance. Doing so will allow those women administrators who are unfamiliar with the group sponsoring the conference to receive ample notification. For a fall conference, it is especially important to invite participants early, because different schools begin on different dates, people take summer vacations at various times, and new personnel are being added to the institutions. Therefore, an invitation received on August 1, or even September 1, may not be answered promptly. Moreover, sending invitations early will help you generate income from prepayment of fees to ensure that you stay within your budget.

_____ 3. Telephone those women administrators who have not responded to the invitation by the date you designated in your initial letter. Schedule sufficient time to do this (approximately one-fourth of the women initially invited to our first conference needed to be recontacted by telephone to determine whether or not they would attend). Letters get lost in the mail, invitations get put in a stack of other papers, and people simply procrastinate. Don't think that silence from a prospective conference participant means that she intends to miss the conference.

_____ 4. Invite additional conference participants. If you have allowed three months' lead time and the initial response is disappointing, there is still time to invite a few more prospective conference participants. By contacting the institutional representative at each college that is underrepresented, you can get the names of additional women to invite.

_____ 5. Send letters to those women who indicate they will be attending the conference to confirm their reservations and to supply them with further information. For example, directions to the conference site or a diagram of the layout of the conference site might be an appropriate addition. Be sure to include instructions for registering upon arrival. With our letters of confirmation we enclosed a brochure published by the conference site that described its facilities, as well as a diagram showing the layout of the site. (See page 56 for the letter of confirmation we sent to participants.)

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INVITATIONAL LETTER SENT TO WOMEN ADMINISTRATORS

August 15, 1979

Dear _____:

The Office of Women in Higher Education of the American Council on Education
has established a National Identification Program for the Advancement of
Women in Higher Education Administration. A description of the program,
which is operating in 45 states, is enclosed. As a part of this program,
Kentucky's State Planning Committee has already held two conferences.

As a result of receiving a federal grant from the Women's Educational Equity
Act Program, the Kentucky State Planning Committee will hold a fall confer-
ence, October 22-24, 1979, and a spring conference, April 1-2, 1980, for
selected Kentucky women administrators. We invite you to attend these con-
ferences. The grant will cover half of the room, board, and registration
costs at the fall conference, and all of these costs at the spring con-
ference. The grant stipulates that the same people attend both meetings.

The program for the fall conference will include large- and small-group
discussions, demonstrations, and presentations. A number of men and women
college presidents will assist in the program. They include the following
out-of-state administrators: Dr. Virginia Radley, President, State Uni-
versity College, Oswego, New York; Dr. Martha Church, President, Hood College;
Dr. Emily Taylor, Director, Office of Women in Higher Education, American
Council on Education; and Ms. Sara Englehart, Secretary, Carnegie Corpora-
tion of New York. Topics for discussion will include Personal Career Paths,
The Individual and the Group, Effective Responses to Problems, Enrichment
of Present Positions, Dead-End Positions, Networking, Demystifying Budgets,
Merchandising Oneself, Demystifying Computers, and Interviewing and Being
Interviewed.   .

If you would like to participate, please return the enclosed reservation
form with two checks, one for $36 payable to Shakertown, and the other for
$3 payable to Mary Ann Rehnke, to cover the costs of social hours. The
grant will cover all other on-site costs; participants are expected to
provide their own transportation.

Reservation forms should be returned by September 14 to Dr. Mary Ann Rehnke,
Director of Summer Sessions, Nunn 304, Northern Kentucky University, High-
land Heights KY 41076. If you cannot attend both meetings, we would
appreciate early notification so that another woman administrator can be
invited.   space is limited.

One of the goals of the program is to help women administrators increase their skills in problem solving. Toward this end, we ask you to identify three problems faced by women administrators that you would like to have discussed in a small group or personally, and to bring the written problems to the meeting.

As there is limited housing at Shakertown, participants will be sharing double rooms. Please use the enclosed reservation form to indicate whether you have a roommate preference.

Participants in the 1978-79 conferences sponsored by the Kentucky State Planning Committee found the meetings beneficial. We are looking forward to enlarging the group of women administrators served by the National Identification Program.

Sincerely,

(signed)

Mary Ann Rehnke, State Coordinator
Kentucky National Identification
    Program for the Advancement
    of Women in Higher Education
    Administration

Enclosures

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SAMPLE REPLY FORM FOR PARTICIPANTS

__(Title, Date, and Location of Conference)__

Reservation/Roommate Reply Form

Name _____ Title _____

Office address   Home address

_____   _____

_____   _____

_____   _____

Office phone ( ) _____   Home phone ( ) _____

Tn case of emergency, contact: Name _____

                                  Phone _____

I have no roommate preference _____

I would prefer to share a room with:

    Name _____ Title _____

    Office address   Home address

    _____   _____

    _____   _____

    _____   _____

    Office phone ( ) _____   Home phone ( ) _____

Please check one: I am a smoker _____   Nonsmoker _____

Return this form by ____(Date)____ To _____(Name)_____

(Address) _____

If you cannot attend the conference, please share your reasons with us by replying on the back of this sheet and returning the form to the address above.

FOR OFFICE USE ONLY: Reservation/Roommate Reply Form returned:_____
                          Check enclosed:_____
                          Reminder letter mailed:_____
                          Thank-you letter mailed:_____

LETTER OF CONFIRMATION SENT TO PARTICIPANTS

Dear _____:

We have received your registration for the National Identification Program's conference on Strategies for the Advancement of Women in Higher Education Administration, to be held at Shakertown, Kentucky, on October 22-24.

The conference will begin on October 22 with a social hour at 2:30 p.m. and will conclude on October 24 with a noon luncheon. When you arrive at Shakertown, please proceed to the Trustee's Office to pick up your room key. Registration and the social hour will be held in the West Family House Sitting Room. A map of Shakertown and a brochure indicating access roads are enclosed for your convenience.

At the conference, a bulletin board will be provided to list position openings within participants' institutions. If you have such an opening at your institution, please bring a description of it with you.

Conference participants will be representing a wide variety of schools and positions in every area of university administration. We think the mixture of participants and outside speakers will provide a most worth-while experience for us all.

                                        Sincerely,

                                        (signed)

                                        Mary Ann Rehnke, State Coordinator
                                        Kentucky National Identification
                                            Program for the Advancement
                                            of Women in Higher Education
                                            Administration

Enclosures

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X
Invite
Upper-Level Men
Administrators As Participants

A. DETERMINE YOUR CRITERIA FOR SELECTING MALE ADMINISTRATORS TO INVITE

_____ 1. Select upper-level male administrators who have hiring respon-
sibilities or who are influential at their institutions. By
interacting with each other at the conference, both men and
women administrators can benefit from the association when
administrative positions need to be filled.

_____ 2. Choose male administrators from a variety of institutions.
Again, as with the women administrators, the men administrators
should represent all types of higher education institutions in
the state--community colleges, public institutions, private
institutions, and research institutions. It would also be
appropriate to select the male administrators of statewide coun-
cils. And since in some states political leaders play a very
influential role in higher education, it might be appropriate
to invite them also to your conference.

_____ 3. Invite male administrators who have a great deal of experience
in higher education. If they are going to participate in dis-
cussion groups and offer advice to women administrators, they
should have a wide variety of experience in higher education
administration as the basis of their advice.

_____ 4. Invite a few men administrators who are not sympathetic to
sharing higher education administration with women. The con-
ference will prove beneficial to them and to those women ad-
ministrators who on occasion find themselves interacting with
such men at work.

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B. SEND INVITATIONAL LETTERS TO THE MALE ADMINISTRATORS WHO MEET THE
    ESTABLISHED CRITERIA AND DEVELOP PROCEDURES FOR FOLLOWING UP AND CON-
    FIRMING ATTENDANCE

_____ 1. Determine which male administrators meet the established cri-
           teria by talking with the state planning committee, with
           administrators on your own campus, and, where appropriate,
           with institutional representatives.

_____ 2. Send invitational letters to the male administrators (see pages
           59-60). The letter should explain the purpose of your confer-
           ence and indicate what part they are expected to play in the
           program. It should also state that you will telephone in
           approximately a week to explain the conference in more detail
           and to answer any questions they have. We found that although
           it was easy for male administrators to say no to a letter, we
           were able to get a much better response by following up with a
           telephone call. If one or more women administrators are ac-
           tively involved in your program at a particular campus, you
           might mention that fact in your letter inviting men administra-
           tors from that campus.

_____ 3. Prepare a form letter to send to all male administrators who
           indicate they will attend the conference. Your letter of con-
           firmation should state that the reservations have been received,
           give directions to the conference site, and include instruc-
           tions for registering upon arrival at the site.

C. INVOLVE UPPER-LEVEL MALE ADMINISTRATORS IN CONFERENCE ACTIVITIES

_____ 1. Prior to the conference, notify the state planning committee of
           the names of upper-level male administrators who will partici-
           pate in the conference. The state planning committee members
           should be encouraged to welcome the male administrators and in-
           volve them in conference activities. The male administrators
           will be a minority at the conference, and every attempt should
           be made to make them feel comfortable in that situation.

_____ 2. Make male administrators feel comfortable at the conference
           also by accommodating individual preferences. College presi-
           dents, for instance, frequently cannot attend an entire three-
           day conference; allow them some flexibility in conference
           participation. We also found that male administrators seemed
           more comfortable in single rather than double rooms and you
           might wish to consider that preference when you are planning
           your conference.

August 6, 1979

Dear _____:

The Kentucky State Planning Committee of the National Identification Pro-
gram for the Advancement of Women in Higher Education Administration would
appreciate your participation in two aspects of our program this year. As
a result of receiving a federal grant from the Women's Educational Equity
Act Program, the Kentucky State Planning Committee will hold a fall con-
ference on October 22-24, 1979, and a spring conference on April 1-2, 1980,
at Shakertown, Kentucky, for ninety Kentucky women administrators and ten
upper-level Kentucky men administrators. The subject of the conferences
will be Strategies for the Advancement of Women in Higher Education Admin-
istration. We cordially invite you to attend these conferences. The grant
will cover half of the room, board, and registration costs at the fall con-
ference and all of these costs at the spring conference. The grant stipu-
lates that the same people attend both meetings.

The program for the fall conference will include large- and small-group
discussions, demonstrations, and presentations. A number of men and women
college presidents will assist in the program. They include the following
out-of-state administrators: Dr. Virginia Radley, President, State Uni-
versity College, Oswego, New York; Dr. Martha Church, President, Hood
College; Dr. Emily Taylor, Director, Office of Women in Higher Education,
American Council on Education; and Ms. Sara Englehart, Secretary, Carnegie
Corporation of New York.

Regarding your part in the conferences, we ask that you actively partici-
pate in the small-group discussions indicated by an asterisk on the en-
closed program. Your experience as an administrator on the presidential
level and your perspective as a male administrator will broaden our dis-
cussions of issues facing women in higher education administration.

If you would like to participate, please return the enclosed reservation
form with a check for $36 payable to Shakertown. The grant will cover
all other on-site costs; participants are expected to provide their own
transportation. Reservation forms should be returned by August 31 to
Mary Ann Rehnke, Director of Summer Sessions, Nunn 304, Northern Kentucky
University, Highland Heights, KY 41076. In approximately a week, I shall
contact you by telephone to discuss any questions you have about the pro-
gram. I have also enclosed a summary of the National Identification Pro-
gram as a reminder of our national objectives.

Participants in the 1978-79 conferences sponsored by the Kentucky State
Planning Committee found the meetings beneficial. We are looking forward
to enlarging the group of male and female administrators served by the
National Identification Program, and welcome your assistance.

Sincerely,

(signed)

Mary Ann Rehnke, State Coordinator
Kentucky National Identification
    Program for the Advancement
    of Women in Higher Education
    Administration

Enclosures

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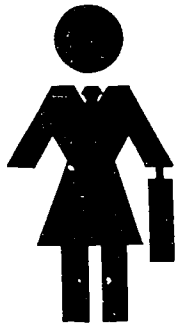
XI
Select
Small-Group
Discussion Leaders

A. DETERMINE THE CRITERIA FOR THE LEADERS OF SMALL-GROUP DISCUSSIONS

_____ 1. Skill in leading small groups.

_____ 2. Verbal skills.

_____ 3. Ability to serve as role models.

_____ 4. Knowledge of the organization sponsoring the conference.

B. INVITE WOMEN ADMINISTRATORS TO SERVE AS SMALL-GROUP DISCUSSION LEADERS

_____ 1. Telephone each prospective woman discussion leader and ask her
to participate in the program. Because we were dealing with
only eight to ten women, we found that the individual approach
worked well.

_____ 2. Send group leaders written instructions that explain their
duties, outline the topics they are to cover, and give the
times they are to lead their small-group discussions. Include
as well a sheet of tips for small-group discussion leaders.
(For the letter we sent, a summary of the filmstrip we pre-
sented, and guidelines for facilitators, see pages 63-66.)

_____ 3. Meet with the small-group discussion leaders prior to the open-
ing of the conference. If, for example, the conference will
begin in the afternoon, you could schedule a morning meeting
to review the duties of discussion leaders and to answer any
questions they have.

C. INVITE CONFERENCE RECORDERS, IF YOU PLAN TO PUBLISH CONFERENCE PRO-
    CEEDINGS (WE DID NOT DO THIS)

_____ 1. Use the same procedures as described in Sections XI-B-1 through
          XI-B-3.

_____ 2. Send the recorders a form on which to summarize their session.
          The form should include the title of the session, the date,
          the time, and the speaker.

_____ 3. Request from your guest speaker, prior to the conference, a
          draft of the keynote address.

_____ 4. Select an editor to supervise publication of the conference
          proceedings.

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LETTER SENT TO LEADERS OF SMALL-GROUP DISCUSSIONS

October 12, 1979

Dear _____:

Thank you for agreeing to serve as a leader of small-group discussions at
the National Identification Program's conference on Strategies for the
Advancement of Women in Higher Education Administration, to be held at
Shakertown on October 22-24. You are invited to attend a luncheon for the
State Planning Committee and group discussion leaders on Monday noon at
the Trustee's House. Following the luncheon, we will meet in the second-
floor seminar room of the West Family Wash House to review the conference
program.

As a leader of the small-group discussion sessions, your first group meet-
ing will be Monday, October 22, from 7:30 to 9:30 p.m., when you will cover
the topic Personal Career Paths. You should ask each group member to dis-
cuss his or her career path in educational administration: How did she
or he arrive at the current position? Was it his or her educational back-
ground, a mentor, or chance that led to the current position? Are women
in their twenties and thirties finding career advancement in ways different
from those of their older female colleagues?

Please appoint a group recorder to make a two- or three-minute summary of
your findings, to be presented at the beginning of our Tuesday session at
9:15 a.m. At the conclusion of your Monday evening session, ask each
participant to write a question she or he would like to ask Dr. Virginia
Radley, representing the public sector, or Dr. Martha Church, representing
the private sector. File cards for this purpose are in each participant's
program packet. Please return the file cards to me after the evening
session so that the presidents can review the questions prior to their
Wednesday morning presentation.

On Tuesday morning we will see the filmstrip The Tale of "O": On Being
Different; a short description is enclosed. Using the filmstrip and the
enclosed outline "Problems of Women Administrators," based on a survey of
Kentucky women administrators, you will lead a discussion of problems
faced by women administrators. Each conference participant is to have
prepared three problems that she perceives women administrators have.
These could be used to generate discussions. Please have the group select
one problem as the major one. Have the recorder write it on a 3" x 5"
card and return it to me so the presidents can use it in their Wednesday
morning presentation.

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On Tuesday evening from 8:00 to 9:30 p.m., you will lead your small group in a discussion of two critical incidents (see enclosure) faced by women administrators. What strategies would help the women handle these situations effectively? What should be avoided?

Your final responsibility at the conference will be to convene your small group at 11:00 a.m. on Wednesday and ask each participant to select a partner. The partners should indicate to each other which three strategies they intend to use between October 24 and our next conference, April 1, to advance in their profession. The partners should make some arrangement to keep in touch between the two conferences to help each other progress.

At the conclusion of the conference, please write a brief evaluation of your small-group discussions, indicating which sessions went well or not so well, and why.

Throughout all the discussion sessions, the small-group participants will remain the same, and you should work to promote networking.

If you have questions about the program, please contact me at (606) 292-5417.

Thank you again for accepting this responsibility for our conference program. With 88 women administrators and 12 men administrators planning to attend our conference at this point in time, I think we will have an excellent two days at Shakertown.

Sincerely,

(signed)

Mary Ann Rehnke, State Coordinator
Kentucky National Identification
    Program for the Advancement
    of Women in Higher Education
    Administration

Enclosures

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SUMMARY OF <u>THE TALE OF "O": ON BEING DIFFERENT</u>*

<u>The Tale of "O": On Being Different</u> is a filmstrip created by Dr. Rosa-beth Moss Kanter, Professor of Sociology and of Organization and Management at Yale University and cofounder of Goodmeasure, and is based on research for her award-winning book <u>Men and Women of the Corporation</u>.

In <u>The Tale of "O"</u> there are two kinds of characters: the people found in very large numbers (the X's) and the few people who are "different" (the O's). If you've ever felt different from the people around you for any reason (sex, race, job or technical specialty, age, size), you've nO-ticed the situation.

What pressures do O's feel? The O has to live up to two standards, demon-strating the same X-pertise as the X's, yet still fitting the X's ideal image of a "good O."

Why are the X's uncomfortable? The O makes the X's a group. The X's never knew they had so much in common until an O walked into the room. They didn't have to think much about being X's before, but now they're X-tra self-conscious.

What are the traps for O's? Stereotypes. The O who rejects the old familiar labels risks being called a militant.

<u>The Tale of "O"</u> can:

- Calm down equal employment opportunity fears, while still getting the message across

- Teach managers essential skills for managing group diversity

- Help both X's and O's cope more productively with their situations

- Generate constructive new options for organizations

- Show people what they have in common and create a positive climate in the organization

- Encourage dialogue between old hands and newcomers in the organization

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*Summarized from promotional material for <u>The Tale of "O."</u>

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GUIDELINES FOR FACILITATORS OF SMALL-GROUP DISCUSSIONS

1. Make sure all persons have the opportunity to introduce themselves and to talk briefly about the topic for that session.

2. Encourage all to participate, but do not insist if one or two decline. It's all right to be shy or silent if one chooses to.

3. Don't let one person dominate the conversation. Cut that person off politely but firmly: "Let's find out how others feel," or "Let's give all a chance," or "Good point, but there are other opinions--who has a different view?"

4. Do not engage in a dialogue just between you and one participa. The object is to get all people into a conversation with a meaniing. il direction instead of into a stalemate. As facilitator, you should talk less than the others.

5. Dismiss the group at the appointed time. If people want to stay on to talk, be sure any participant who wishes to leave feels free to do so.

6. Ask for feedback from the group. Are people getting what they need or expect from the group? Are there changes the majority would like?

7. Be on time to begin the discussions, and have topics or objectives in mind. Learn people's names and some pertinent information about all participants. Check such nitty-gritty items as the arrangement of chairs (in a circle if the group is small), ventilation, and noise factors. Be conscious of hearing levels, and ask people to speak up if necessary. Being at eye level puts people at ease, so sit among the participants if possible. Ask for a recorder or timekeeper. Help the group relax--stand up and stretch, or take a break if the session is lengthy.

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XII
Make Conference
Arrangements Concrete

A. DEVELOP THE PRINTED PROGRAM FOR THE CONFERENCE

_____ 1. Have the university publications staff or a talented art stu-
dent create a cover design for the program. If your funds are
limited, a design class might be willing to create the program
cover as a class project; the best design could then be selected
for the cover.

_____ 2. If possible, print the program. Printing makes the final prod-
uct look more professional, but also requires several weeks of
lead time. Since we did not have adequate lead time, we made
photocopies of the program, a method that allowed us to have
the program typed at a late date to incorporate last-minute
changes.

_____ 3. Include in the pri   d program the times and locations o   h
session. Remember to give credit to speakers by listing the
names, titles, and institutions.

_____ 4. Send the rough draft of the conference program to your state
planning committee members for their suggestions and for any
corrections they may note.

_____ 5. Make extra copies of the program. They will be needed by par-
ticipants who lose their programs and by your organization for
planning future conferences. (See pages 71-80 for our confer-
ence programs.)

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B. DEVELOP CONFERENCE MATERIALS*

_____ 1. Meet some of the needs of conference participants by distributing printed materials to them. For example, a selected bibliography of books on management, a list of professional organizations for women, and a list of funding sources were requested by the women administrators attending our conferences. These were all developed prior to the conference and distributed in program packets.

_____ 2. Prepare the list of participants. This list should include the names, titles, work addresses, and phone numbers of all program participants. It will enable conference attendees to contact one another following the conference.

_____ 3. Request from the conference site director materials about the site that will be helpful to participants and include these materials either in program packets or in the letter confirming participants' registration. Such materials could include directions to the conference site, a diagram of the layout of the conference site, and a brochure about the conference site.

_____ 4. Design useful name tags. Since one of our objectives was networking, it was very important that participants be readily able to identify one another during the conference. Thus, name tags should include not only the participant's name, but also his or her title and college. This information should be written in large letters so that people can easily read the name tags. The tags should also be made of a sturdy material to last for the duration of the conference.

_____ 5. Arrange to have a table for displays. Participants may wish to share helpful materials such as announcements of position openings at their institutions or resources for women administrators.

C. DESIGN AN EVALUATION INSTRUMENT THAT ADDRESSES YOUR OBJECTIVES, THE SESSIONS (CONTENT), AND PARTICIPANTS' COMMENTS AND SUGGESTIONS

_____ 1. List each of the conference objectives on the evaluation form and ask participants to rate how well the objectives were met. We used a rating scale of 1 (low) to 5 (high).

_____

*See the secretarial staff guide on pages 81-85 to help create these materials.

_____ 2. List each of the sessions on the evaluation form and ask participants to rate them. Note: Avoid associating names with sessions; naming a person makes it appear that the individual, rather than the activity involved, is being evaluated.

_____ 3. Incorporate in the conference evaluation form a request for participants' suggestions or future sessions. The conference evaluation form can be used as a planning tool for future activities by your group.

_____ 4. Design your evaluation form to be open-ended. Leave room for participants to add comments about the conference; their remarks are the most helpful part of an evaluation. (For the evaluation forms used at our fall and spring conferences, see pages 29-35.)

D. PUBLICIZE THE CONFERENCE

_____ 1. Develop a press release to send to the public relations office of each institution having administrators participating in the conference. The press release should indicate the names and titles of people from that institution who will be attending the conference and should briefly describe the conference activities (see page 86). The press release serves two purposes: (a) it publicizes the activities of the organization, and (b) it gives credit to the administrators participating in the conference.

_____ 2. Invite media representatives to the conference. For example, you might invite the education editors of major newspapers in your state to cover the conference, or if one of your guest speakers has national stature, you might request television coverage. Media coverage will promote the work of your group and may attract future participants.

E. MAKE ARRANGEMENTS WITH THE CONFERENCE SITE

_____ 1. Arrange to have adequate meeting rooms for each session. Make sure that the rooms will be set up for the appropriate number of people for each session.

_____ 2. Request from the conference site director any supplementary materials or equipment you will need for sessions--for exar , audiovisual equipment, chalkboards, or flip charts.

_____ 3. Send the conference site director the room assignments for lodging.

_____ 4. Request any special lodging arrangements. For example, handi-
ⁿped nᵉᵒᵒᵖle or elderly people may need first-floor accommoda-
ⁱons.

_____ 5. Select the menu. Because many appealing meals were available
at our conference site, this was one area in which the confer-
ence planner could not make an incorrect choice.

_____ 6. Make arrangements for the coffee hours and social hours. Indi-
cate when and where you want coffee, tea, etc., and the number
of people to be served. Since in our experience university
administrators preferred white wine to red, we recommend that
you order twice as much white as red wine. Beer, too, was a
popular beverage. Consult your liquor store or the conference
site, depending on the source of your supplier for social hours,
regarding the quantities needed to serve your group. A rule of
thumb might be two glasses of wine or beer per person per social
hour.

F. FREE THE CONFERENCE PLANNER FROM SCHEDULED TASKS AND ASSIGNMENTS DURING
THE CONFERENCE

Because plans will change at the last minute, and because people will
have to be contacted about these changes, the conference planner should
be free of scheduled tasks and assignments such as moderating the con-
ference or leading a small-group discussion. She will be busy enough
replacing the small-group discussion leader who had to cancel at the
last minute or making meal arrangements for the participant who has
twisted her ankle and cannot leave her room.

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FALL CONFERENCE

Strategies for the Advancement

of Women in Higher Education Administration

State Conference Funded by
Women's Educational Equity Act Program
Shakertown, Kentucky
October 22-24, 1979

National Identification Program
Office of Women in Higher Education
American Council on Education

October 22

2:30 p.m.   REGISTRATION AND SOCIAL HOUR
                             West Family House Sitting Room

4:00 p.m.   INTRODUCTION TO CONFERENCE
                             Dr. Ramona Rush
                             Communications Department
                             University of Kentucky

                             INTRODUCTION OF T_. NATIONAL IDENTIFICATION
                             PROGRAM
                             Dr. Emily Taylor, Director
                             Office of Wom ` in Higher Education
                             American Co   1 on Education

                             INTRODUCTION OF THE KENTUCKY PROGRAM AND THE
                             WOMEN'S EDUCATIONAL EQUITY ACT GRANT
                             Dr. Mary Ann Rehnke
                             Director of Summer Sessions
                             Northern Kentucky University

                             INTRODUCTION OF CONFERENCE PARTICIPANTS
                             Dr. Wanda Durrett Bigham
                             Director of Development Studies
                             Morehead State University

                             Dr. Vivian Bowling Blevins
                             Assistant Director for Instruction
                             Southeast Community College

                             Dr. Brenda J. Helton
                             Coordinator of Planning
                             Council on Higher Education

                             Ms. Mary Pat Nolan
                             Director of Admissions
                             Spalding College

                             Ms. Billie Say
                             Affirmative Action Coordinator
                             Northern Kentucky University

                             Dean Marjorie Stewart
                             College of Home Economics
                             University of Kentucky

                             Dr. Mary Ann Rehnke
                             Kentucky State Coordinator
                             Northern Kentucky University

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Dr. Emily Taylor, ex officio
American Council on Education

CONFERENCE ARRANGEMENTS
Dr. Mary Ann Rehnke
Director of Summer Sessions
Northern Kentucky University

6:00 p.m.   DINNER
                 Trustee's House

7:30 p.m.   PERSONAL CAREER PATHS
                 Small-group discussion session

                 Group 1:   West Family Wash House, large upstairs
                            room

                 Group 2:   West Family Wash House, small upstairs
                            room

                 Group 3:   West Family Wash House, first floor stage

                 Group 4:   West Family Wash House, west end, first
                            floor

                 Group 5:   West Family House, first floor sitting
                            room

                 Group 6:   West Family House, second floor sit-
                            ting room

                 Group 7:   West Family House, cellar

                 Group 8:   East Family House, first floor sitting
                            room

                 Group 9:   East Family House, north room of
                            basement

                 Group 10: East Family House, south room of
                            basement

9:30 p.m.   SOCIAL HOUR
                 West Family Wash House

October 23

8:00 a.m.   BREAKFAST
                 Trustee's House

9:00 a.m.   REPORTS ON PERSONAL CAREER PATHS
                         Small-group recorders
                         West Family Wash House

9:30 a.m.   The Tale of "O": On Being Different, filmstrip
                         by Dr. Rosabeth Moss Kanter
                         Dr. Emily Taylor, Director
                         Office of Women in Higher Education
                         American Council on Education
                         West Family Wash House

10:00 a.m.   COFFEE BREAK
                         West Family Wash House, second floor

10:30 a.m.   PROBLEMS OF WOMEN ADMINISTRATORS
                         Small-group discussion session, meeting places
                         as Monday at 7:30 p.m.

12:00 noon   LUNCH
                         Trustee's House

1:45 p.m.   STRATEGIES FOR ADVANCEMENT

                         Red Group: Dr. Virginia Radley, President
                                         State University College
                                         Oswego, New York
                                         West Family Wash House

                         Blue Group: Dr. Martha Church, President
                                         Hood College
                                         East Family House, basement

                         Yellow Group: Dr. Emily Taylor, Director
                                         Office of Women in Higher Education
                                         American Council on Education
                                         West Family House, first floor
                                         sitting room

                         Green Group: Dr. Eileen Egan, President
                                         Spalding College
                                         West Family House, cellar

3:15 p.m.   COFFEE BREAK
                         West Family Wash House and East Family House,
                         basement

3:30 - 4:30 p.m.   CONCURRENT SESSIONS

                         "Demystifying the Budget"
                         Dr. J. C. Powell, President
                         Eastern Kentucky University
                         East Family House, basement

"Merchandising Yourself"
Dr. Marjorie Stewart, Dean
College of Home Economics
University of Kentucky
West Family House, first floor sitting room

"Demystifying the Computer"
Mr. Arthur Cromer
Instructional Research Coordinator
University of Louisville
West Family Wash House

SEARCH COMMITTEE: Candidate for Deanship
East Family House, first floor sitting room

FIRST CANDIDATE
Dr. Mary Janice Murphy
Chairperson, Humanities Department
Spalding College

SECOND CANDIDATE
Dr. Alma Faye Robinson
Associate Dean for Instruction
Western Kentucky University

SEARCH COMMITTEE

Chairperson: Dr. Sue Lail, Chairperson
              Division of Human Development
              Pikeville College

Faculty Member: Dr. William Kelly, President
                 Transylvania University

Student: Dr. Wanda Durrett Bigham, Director
          Developmental Studies
          Morehead State University

Vice-President: Dr. Donald Clapp
                 Vice-President for Administration
                 University of Kentucky

4:45 - 5:45 p.m.	CONCURRENT SESSIONS REPEATED Same locations
6:00 p.m.	DINNER Trustee's House
8:00 p.m.	CRITICAL INCIDENTS Small-group discussion session, meeting places as Monday at 7:30 p.m.
9:15 p.m.	SOCIAL HOUR West Family Wash House

October 24

8:00 a.m.   BREAKFAST
                             Trustee's House

9:30 a.m.   QUESTION-AND-ANSWER SESSION
                             West Family Wash House

                             Dr. Virginia Radley, President
                             State University College
                             Oswego, New York

                             Dr. Martha Church, President
                             Hood College

10:30 a.m.   COFFEE BREAK
                             West Family Wash House

11:00 a.m.   SELECTION OF PERSONAL STRATEGIES
                             Small-group discussion session, meeting places
                             as Monday at 7:30 p.m.

12:00 noon   LUNCH
                             Trustee's House

CONFERENCE OBJECTIVES

1. Identify the problems of women administrators in higher education.

2. Identify those strategies which would help solve the problems encoun-
   tered by women administrators and which would help them advance.

3. Create an awareness among male administrators who have hiring respon-
   sibilities that there is a wealth of untapped talent in the resource
   of potential women administrators in higher education.

4. Provide a forum for obtaining feedback from top-level male administra-
   tors who can address the problems of and possible solutions for women
   seeking career success in higher education administration.

5. Develop and enrich a strong supportive network of women in higher edu-
   cation administration.

6. Address the need for and creation of a role model/mentor system among
   women in higher education administration.

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April 1, 1980

1:00 p.m.   REGISTRATION AND SOCIAL HOUR
                             West Family House

2:00 p.m.   RENEWING ACQUAINTANCE
                             West Family House

3:00 p.m.   OPENING SESSIONS
                             West Family Wash House

                             Moderator: Dr. Ramona Rush, Professor
                                         Department of Communications
                                         University of Kentucky

                             INTRODUCTION OF THE NATIONAL IDENTIFICATION PROGRAM
                             Dr. Emily Taylor, Director
                             Office of Women in Higher Education
                             American Council on Education

                             INTRODUCTION OF THE KENTUCKY PROGRAM AND THE
                             WOMEN'S EDUCATIONAL EQUITY ACT GRANT
                             Dr. Mary Ann Rehnke, State Coordinator
                             Director of Summer Sessions
                             Northern Kentucky University

                             INTRODUCTION OF GUEST SPEAKERS

                             Dr. Dorothy A. Truex
                             Vice-Chancellor for Student Affairs
                             University of Arkansas

                             Dr. Kathryn T. Schoen
                             Vice-President for Educational Services
                             Ohio State University

                             Dr. Pamela G. Menke
                             Academic Dean
                             St. Mary's Dominican College

4:15 p.m.   REVIEW OF STRATEGIES FOR SUCCESS
                             Small-group discussion sessions

                             Group 1: West Family Wash House, large upstairs
                                       room

                             Group 2: West Family Wash House, small upstairs
                                       room

	Group 3: West Family Wash House, first floor stage
	Group 4: West Family Wash House, west end first floor
	Group 5: West Family House, first floor sitting room
	Group 6: West Family House, second floor sitting room
	Group 7: West Family House, north end of cellar
	Group 8: West Family House, south end of cellar
	Group 9: West Family House, first floor hallway
	Group 10: West Family House, second floor hallway

5:15 p.m.   HOSPITALITY HOUR
                 West Family Wash House, second floor

6:00 p.m.   DINNER
                 Trustee's House

7:30 p.m.   MANAGEMENT TECHNIQUES
                 West Family Wash House

                 Dr. Dorothy A. Truex
                 Vice-Chancellor for Student Affairs
                 University of Arkansas

                 Dr. Kathryn T. Schoen
                 Vice-President for Educational Services
                 Ohio State University

                 Dr. Pamela G. Menke
                 Academic Dean
                 St. Mary's Dominican College

9:00 p.m.   SOCIAL HOUR
                 West Family Wash House

April 2, 1980

8:00 a.m.   BREAKFAST
                 Trustee's House

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9:30 a.m.   STRATEGIES FOR ADVANCEMENT

                         Academic Affairs
                         Dr. Pamela G. Menke
                         Academic Dean
                         St. Mary's Dominican College
                         West Family Wash House

                         External Affairs
                         Dr. Kathryn T. Schoen
                         Vice-President for Educational Services
                         Ohio State University
                         West Family House, first floor sitting room

                         Student Affairs
                         Dr. Dorothy A. Truex
                         Vice-Chancellor for Student Affairs
                         University of Arkansas
                         West Family House, cellar

10:30 a.m.   COFFEE BREAK

10:45 a.m.   STRATEGIES FOR ADVANCEMENT
                         New small discussion groups

                         Group A: West Family Wash House, large upstairs
                                   room

                         Group B: West Family Wash House, first floor stage

                         Group C: West Family Wash House, west end first
                                   floor

                         Group D: West Family House, first floor sitting
                                   room

                         Group E: West Family House, second floor sitting
                                   room

                         Group F: West Family House, north end of cellar

                         Group G: West Family House, south end of cellar

                         Group H: West Family House, first floor hall

Noon   LUNCH
                         Trustee's House

1:30 p.m.   NETWORKING AND MENTORS
                            West Family Wash House

                            Moderator: Dr. Emily Taylor, Director
                                        Office of Women in Higher Education
                                        American Council on Education

                            Dr. Dorothy A. Truex
                            Vice-Chancellor for Student Affairs
                            University of Arkansas

                            Dr. Kathryn T. Schoen
                            Vice-President for Educational Services
                            Ohio State University

                            Dr. Pamela G. Menke
                            Academic Dean
                            St. Mary's Dominican College

2:30 p.m.   PLANNING FOR THE FUTURE
                            West Family Wash House

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GUIDE AND CHECKLIST FOR SECRETARIAL STAFF

A. ORGANIZE THE FILING SYSTEM

Start by making a file for each section of the conference, as follows:

_____ 1. Participants invited. Include five files in this section: women administrators who have attended previous conferences and those who will be attending their first conference; male administrators who have attended previous conferences and those who will be attending their first conference; and guest speakers.

_____ 2. Correspondence. Make three files: correspondence in, correspondence out, and state planning committee correspondence.

_____ 3. Mailing lists. Compile three lists: all participants invited; all speakers; and all institutions represented (compile this list by categorizing participants by institution).

_____ 4. Press releases. Include in this file a list of all institutions and copies of the releases mailed (see page 86).

_____ 5. Extra copies. Keep several copies of all forms and extra copies of all correspondence mailed. Take these with you to the conference; someone will need something.

_____ 6. Time log. Keep a log of your time. This information is needed when your conference is funded by a grant.

_____ 7. Small-group discussion sections. Place in this file the names and institutions of participants in each small discussion group. For this file, you will need the list of all institutions represented (that is, the list of participants categorized by institution). Then, when you assign the participants to small groups, the list will enable you to avoid having more than one person from any one institution in a group. Thus participants will have the opportunity to meet many different people and will be able to speak more freely in the group.

B. DEVELOP FORMS AND STANDARD LETTERS FOR RESPONSES

_____ 1. Invitation to conference participants (see pages 53-54 and 59-60). Your invitation should include all pertinent information regarding the conference, such as reply date; enclosures about the conference site, including maps and brochures; and reservation reply forms (see page 55).

_____ 2. <u>Letter of confirmation</u> (see page 56). Send a letter of confirmation to participants after they return the reply form, to let them know that their reservation and check have been received. If a participant forgets to enclose a check, send an individual reminder letter. Follow these procedures daily so that all correspondence is kept up-to-date.

_____ 3. <u>Reply form</u> (see page 55). Reply forms are best filed alphabetically, in two categories: those attending and those not attending. From these replies, assign roommates and notify the conference site of the number of reservations. Check with the conference site to determine how far in advance they need reservations. Keep the conference site informed, by phone, of any changes, so that your and their reservation lists correspond when the conference begins. Changes will more than likely occur on registration day, because of last-minute cancellations and additions.

_____ 4. <u>Press release</u> (see page 86). The press release resembles a form letter in that it is printed with part of the opening paragraph left blank for people's names to be added. Press releases should be sent to the public relations office of each institution having participants attending your conference. Send press releases no later than three weeks prior to the conference. The lead time will allow the public relations office to use the information for program publicity.

_____ 5. <u>Conference evaluation form</u> (see pages 29-35). The evaluation form should be filled out and signed by all conference participants. Place the form in the program packet given to each participant. At the close of the conference, collect the forms and use them for planning future conferences.

C. PROVIDE REGISTRATION MATERIALS FOR THE PARTICIPANTS

_____ 1. Compile registration materials consisting of (a) information for use during the conference and (b) information for future use. Arrange the materials into stacks as items are received and stuff program packets only once; this will save wear and tear on the materials as well as time. Since materials will come from many sources, it is necessary to know how many participants are expected so that the correct amount of materials can be ordered. Include the following materials in the program packet:

   a. <u>Participant list</u>. List <u>all</u> conference participants in alphabetical order by last name, and include first name, title, address, institution, and telephone number. Compiling this list involves quite a bit of time. Do not prepare the final version until a week before the conference, to allow time for changes.

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_____ b. Institutional representative list. List the name,
address, and telephone number of the institutional
representatives your group has designated for the
colleges and universities in your state. Compile
the list in alphabetical order, by institution, and
update it from year to year.

_____ c. Plain paper and a pencil. Include these supplies for
the participants' convenience.

_____ d. Conference program (see pages 71-80). Be sure the
conference program clearly indicates the times and
locations of all sessions.

_____ e. List of state panel members. List the names and ad-
dresses of the state educational leaders who advise
and help your state planning committee.

_____ f. Conference evaluation form (see pages 29-35). Your
evaluation form is one of the most important enclo-
sures, as future conferences will be planned from
the data it elicits. Stress at some point that the
form should be returned at a specific time to a
specific person at the conference so that all forms
will be collected.

_____ 2. Arrange the materials in the packet so that the conference pro-
gram is the first item the participant sees. Materials used
during the conference are best placed on the right-hand side;
materials for future use, on the left-hand side.

_____ 3. Type name tags. Name tags should be prepared in the last few
days before the conference so you will not need to make numerous
changes. Use a typing element with letters large enough for
easy reading. Use name tags that are encased in clear plastic,
as they will stay intact for the entire conference.

D. PACK FOR THE CONFERENCE USING THE FOLLOWING CHECKLIST

_____ 1. Have on hand some medium-size, heavy boxes to transport materials
to and from the conference. Remember not to pack the boxes too
full; you may have to carry them.

_____ 2. Count your program packets as you load the boxes, double-checking
to make sure you have the required number and a few extra.

_____ 3. Keep separate those program packets and name tags which are for your guests, the state planning committee members, and the director. Since these people will arrive first, their being able to pick up the materials immediately will free them for the business of the day, and will leave you ready to register the participants as they arrive.

_____ 4. Pack the materials you yourself will need in a box separate from everything else so that you can find what you need quickly. Take extra pencils, pens, clips, paper, and files.

_____ 5. Mark each box as it is packed to eliminate the need to guess what's where when you are unloading.

_____ 6. Load the materials into the car(s) on the day before the con-ference to eliminate last-minute delays at departure time. Doing this will help you to arrive at the conference fresh and able to smile.

E. SET UP FOR THE CONFERENCE USING THE FOLLOWING CHECKLIST AS A GUIDE

_____ 1. Arrive early for unloading.

_____ 2. Go to the main building to let conference site staff know you have arrived, and ask if they have anyone to help you unload your materials.

_____ 3. Have the registration table set up near a telephone; as changes occur, you will have a direct line to the main desk of the con-ference site.

_____ 4. Arrange the program packets and name tags so that participants can easily find them.

_____ 5. Plan to stay at the registration table after the program begins to greet late arrivals. At our conferences, some participants who arrived late went directly to the opening session, and thus did not receive their registration materials until after the session. Others arrived late in the evening or during the next morning. It is therefore a good idea to watch for those who have no program packet or name tag.

_____ 6. Double-check with the main desk, after a reasonable length of time, to see that each participant has been assigned a room. Give the main desk the count of participants so that the con-ference site staff can prepare an adequate number of evening

9 1

meals. Inform the dining room prior to each meal of the number of people who will be dining. If you inform the dining room of the correct head count, you will help ensure being charged accordingly.

_____ 7. Proceed to wherever the social hour is to be held, and help set out whatever snacks have been brought. Social hours are usually held immediately after the opening session and after the final evening session. Double-check on the soft drink supply; in warm weather, the group is apt to consume more soft drinks than you ordered.

_____ 8. Be available to the participants during the conference, as they will have questions that you can answer when they cannot reach the director.

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PRESS RELEASE SENT TO PUBLIC RELATIONS OFFICE OF INSTITUTIONS

March 7, 1980

FOR IMMEDIATE RELEASE

_____

_____

will be attending the state conference on Strategies for the Advancement
of Women in Higher Education Administration, to be held at Shakertown,
Kentucky, on April 1 and 2, 1980. The conference is under the auspices
of the Office of Women in Higher Education of the American Council on
Education and is sponsored by a grant from the Women's Educational Equity
Act Program of the U.S. Department of Health, Education and Welfare.

Guest speakers at the conference will include Dr. Dorothy A. Truex, Vice-
Chancellor for Student Affairs, University of Arkansas, Little Rock, Ar-
kansas; Dr. Kathryn T. Schoen, Vice-President for Educational Services,
Ohio State University, Columbus, Ohio; and Dr. Pamela G. Menke, Dean,
Academic Affairs, St. Mary's Dominican College, New Orleans, Louisiana.

This conference is one of a series offered through the American Council
on Education's National Identification Program for the Advancement of Women
in Higher Education Administration. Conference arrangements were made by
Kentucky State Planning Committee members Dr. Wanda Durrett Bigham, Direc-
tor, Developmental Studies, Morehead State University; Dr. Vivian Bowling
Blevins, Assistant Director for Instruction, Southeast Community College;
Dr. Brenda J. Helton, Coordinator of Planning, Council on Higher Education;
Ms. Mary Pat Nolan, Director of Admissions, Spalding College; Ms. Billie
Brandon, Affirmative Action Coordinator, Northern Kentucky University;
Dr. Angelice Seibert, Health, Education and Welfare Fellow, Washington,
D.C.; Dr. Marjorie Stewart, Dean, College of Home Economics, University of
Kentucky; and Dr. Mary Ann Rehnke, Director of Summer Sessions and State
Coordinator, Northern Kentucky University.

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XIII
Set
The Program
In Motion

A. MEET WITH CONFERENCE LEADERS TO GIVE FINAL PROGRAM INSTRUCTIONS

_____ 1. Meet with all people having program responsibilities (such as
         guest speakers and small-group discussion leaders) on the open-
         ing day of the conference, prior to the registration hour. Use
         this time to review the entire conference program, making sure
         that people understand their responsibilities. Allow time for
         questions to be raised by the conference leaders.

_____ 2. Have on hand all the materials needed by the conference leaders--
         their program packets, name tags, explanatory materials, etc.

_____ 3. Prepare for the meeting by making a written agenda of the points
         you wish to cover. Because this meeting will probably be full
         of small details, such as reminding the group leaders where the
         meeting rooms are and sharing information about special guests
         who have been invited, it is best to have all the items written
         down.

B. PREPARE YOUR REMARKS FOR THE OPENING SESSION

    It is appropriate that you, as conference planner, participate in the
    opening session. Your remarks might include the following.

_____ 1. A welcome to the conference participants, with whom you have
         been corresponding for some months now.

_____ 2. The objectives of the program. It is helpful to remind par-
         ticipants of the objectives you hope to accomplish during their
         stay. It is also a good idea to print your objectives in the
         conference program.

_____ 3. An introduction of the members of the state planning committee. Thank them and your office staff for the work they have done in preparing the program.

_____ 4. A review of the materials in the program packet. Participants might not open the program packet unless they are told that there are indeed valuable materials in it. Briefly describe each item and its intended use.

_____ 5. Any instructions that will help participants move smoothly through the conference. For example, let them know when they must check out of their rooms.

C. ENJOY THE CONFERENCE

For months you have been working to create, arrange, and begin this conference. Now that it has begun, relax and enjoy meeting the people with whom you have been corresponding.

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XIV
Evaluate
The Conference

A. ALLOW TIME FOR PARTICIPANTS TO COMPLETE THE EVALUATION FORM AT THE END OF THE CONFERENCE

____ 1. Schedule a part of a session or allow free time so that participants can complete the conference evaluation form.

____ 2. State clearly, during the opening session and on the evaluation form, to whom the completed evaluation form should be submitted. If you provide a name and address on the form, participants can mail the evaluation if they forget to return the form during the conference.

B. LEARN FROM THE CONFERENCE EVALUATION FORMS

From our conference, we learned the following dos and don'ts:

1. Arranging the conference

a. Schedule a two-day rather than a three-day conference. A three-day conference began to wear us out, and some of the upper-level administrators were unable to be absent from campus for that long.

b. Avoid long walks for conference participants in moving from session to session. Although we had a young and able-bodied group, we received complaints from participants about having to walk more than a block from one session to the next--it took too much time.

2. Inviting participants

   a. Increase the number of male participants involved in the conference. We invited one upper-level male administrator for every nine women, but because men administrators may sometimes not be able to make the same time commitment to the conference as women administrators, you might want to invite more men to ensure a ratio of one to nine. Moreover, the women administrators at our conferences indicated that they would have liked even more upper-level male administrators participating in each conference.

   b. If possible, invite women administrators who are at similar levels of development. The women participating in our conferences ranged from an assistant admissions officer to a college president. Obviously, they were seeking and were in need of different levels of information. Since it is difficult to prepare a conference program that meets such a range of needs, we recommend holding one conference for upper-level women administrators (women who report to vice-presidents, deans, and presidents) and a separate conference for middle- and lower-level women administrators.

3. Scheduling sessions

   a. Make sure that small-group discussion leaders are aware of techniques they can use to prevent one person from dominating a group discussion (see page 66).

   b. Whenever possible, allow conference participants to select the session(s) they wish to attend. At our fall conference, we had multiple, concurrent sessions on strategies for advancement. One session was designed for administrators in the academic affairs area, another was designed for administrators in the student affairs area, and a third was designed for administrators in the external affairs area. Although we assigned conference participants to each session, several thought they had been inappropriately assigned, and indeed they probably had been. For the spring conference, then, we had the same sessions but allowed the participants to select which session they thought was the most appropriate for their needs. The result was a more positive response from participants.

   c. Give participants enough free time during social hours, at meals, and between sessions to think about what is happening and to confer with other conference participants. Networking was one of our conference objectives, and we found that it was best accomplished informally between sessions.
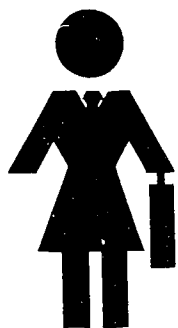
XV

Complete

The

Conference Circle

A. WRAP UP THE CONFERENCE AND BEGIN PLANNING FOR THE NEXT ONE BY SENDING
LETTERS OF APPRECIATION TO THE FOLLOWING PEOPLE

_____ 1. Those who served as small-group discussion leaders.

_____ 2. The guest speakers. Request from them any information you need
to ensure that their honoraria will be paid promptly.

_____ 3. The upper-level male administrators who attended. They made an
important contribution to the conference but may not see it as
benefiting them directly.

_____ 4. The state planning committee members.

_____ 5. The conference moderator.

_____ 6. The conference site director.

_____ 7. The president of each university that had personnel who assisted
at the conference. Indicate the contributions these people made
to the conference and the support the institution gave your pro-
gram through its personnel. Send a carbon copy of your letter
to the persons named in it. When someone does a good job, the
president of her or his institution should be informed of it.

B. TABULATE THE DATA FROM THE CONFERENCE EVALUATION FORMS AND DISSEMINATE
THAT INFORMATION

_____ 1. Having tabulated the data from conference evaluation forms, analyze them and share the results with your state planning committee.

_____ 2. Schedule a meeting of the state planning committee to review the evaluation results and to initiate plans for a future conference.

_____ 3. Send a letter to conference participants indicating the results of their evaluations and any plans the committee has made for the coming year.

_____ 4. Send follow-up letters to conference participants after the fall conference (see page 36). Between our fall and spring conferences, the leaders of small-group discussions sent all group members a letter reminding them of the strategies they were to be working on between the conferences. Since six months passed between the two conferences, some means of renewing the goals and objectives of the conference seemed necessary.

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