

Advancing Women's Leadership Development in the CCCU: What Have We Learned?

CCCU International Forum

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Council for Christian
Colleges & Universities®

Looking Back and Looking Ahead

Lots of Progress – Lots More Needed

Much has changed in terms of “gendered realities” since colleges and universities opened their doors to women in 1855.

By 1980, more women were attending higher education than men.

Organizational Cultures Can be “Gendered”

From *Harvard Business Review*

“It’s not the ceiling that’s holding women back; it’s the whole structure of the organizations in which we work: the foundation, the beams, the walls, the very air.”

(Myerson & Fletcher, 2000)

Distinctive “Ceilings” in Evangelical Higher Education?

“This vision of a hierarchically ordered universe has been drawn on with great success historically and continues as the orienting gender story among the majority of conservative Protestants today.”

(Gallagher, 2004)

The Chronicle of Higher Education (Mock, 2005)

- *“...at conservative religious institutions, women face a stained-glass ceiling, with the Bible and church tradition routinely used to justify gender discrimination.”*

Survey Data - 1,900 CCCU Faculty (Joeckel & Chesnes, 2009)

When asked to respond to the statement
“Female faculty at my college/university are
treated equally to male faculty.”

Strongly Agree:

24% of the female respondents

47% of the male respondents

Survey Data - 1,900 CCCU Faculty

Survey responses reflect an “unfortunate pattern of gender polarization, a pattern that reveals more acutely the level of gender inequities on CCCU campuses.”

Pathways to the Presidency (ACE, 2008)

- As of 2007, women held 23% of the college and university presidencies
- Women held 38% of the chief academic officer positions

Within the CCCU Fall 2009

- 5% of the 108 presidents are women
- 17% of CAOs are women; three report to a male provost

Career Patterns of Presidents (CIC, 2009)

- Some high-visibility presidencies are held by women (Harvard, MIT, Princeton, U. Michigan)
- But... only 14% of public doctoral universities and 7% of private doctoral universities are led by women

Career Patterns of Presidents (CIC, 2009)

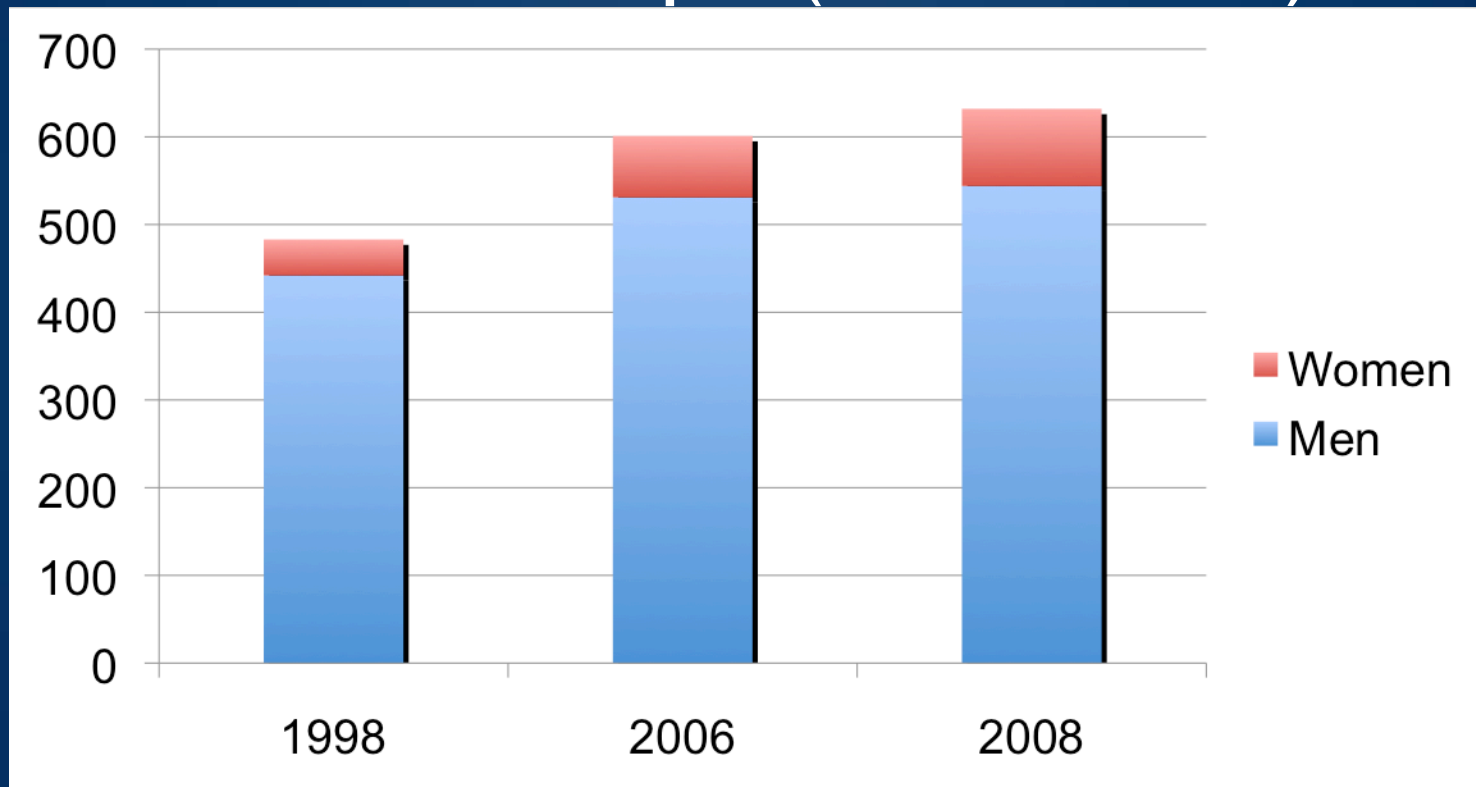
- The average age of first-time CIC presidents is 59
- Only $\frac{1}{4}$ of CAOs at CIC institutions indicated an interest in pursuing a presidency
- The graying of the academy

Within the CCCU 1998-2008

The gender balance of those holding
senior administrative positions:

- President
- VPAA/Provost
- Chief Financial Officer
- Chief Advancement Officer
- Chief Student Development Officer
- Chief Enrollment Officer
- Other Vice President or higher
(e.g., Senior Vice President)

Gender Balance in CCCU Senior Leadership (1998-2008)



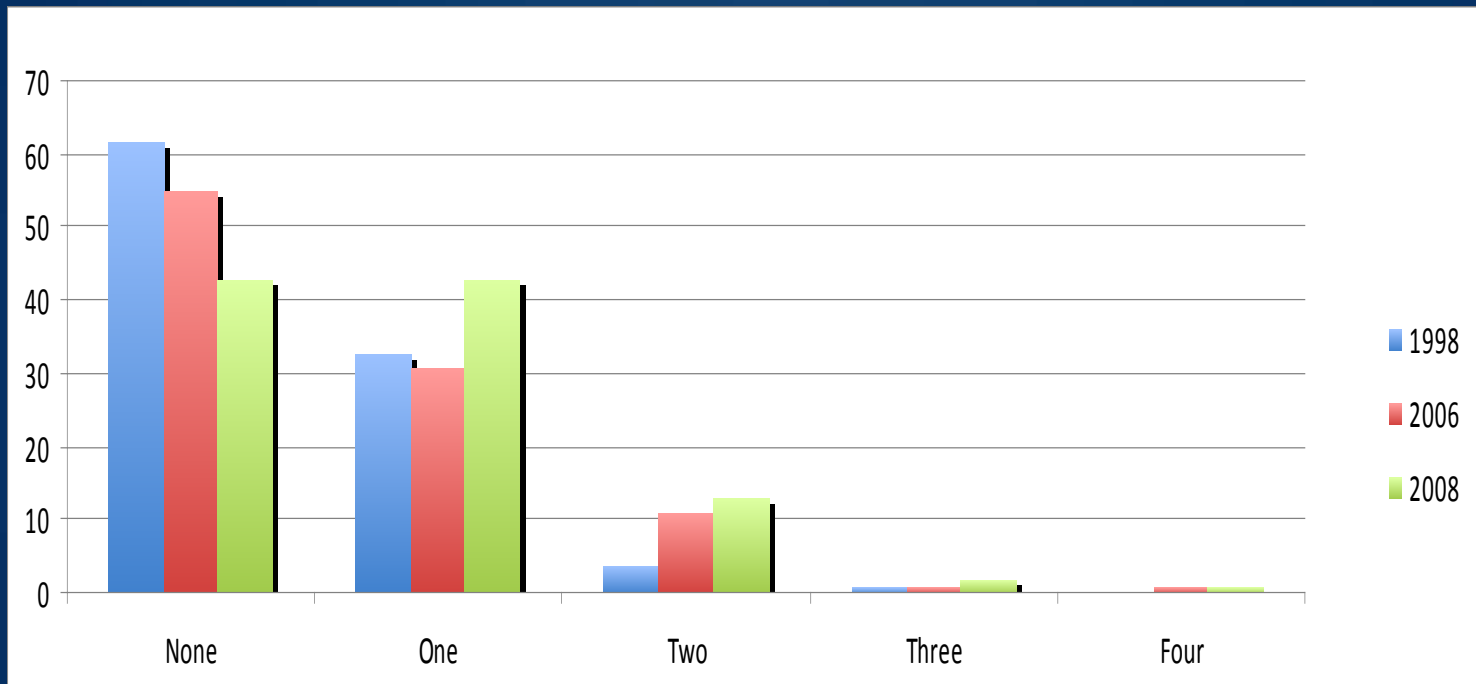
483 Total

632 Total

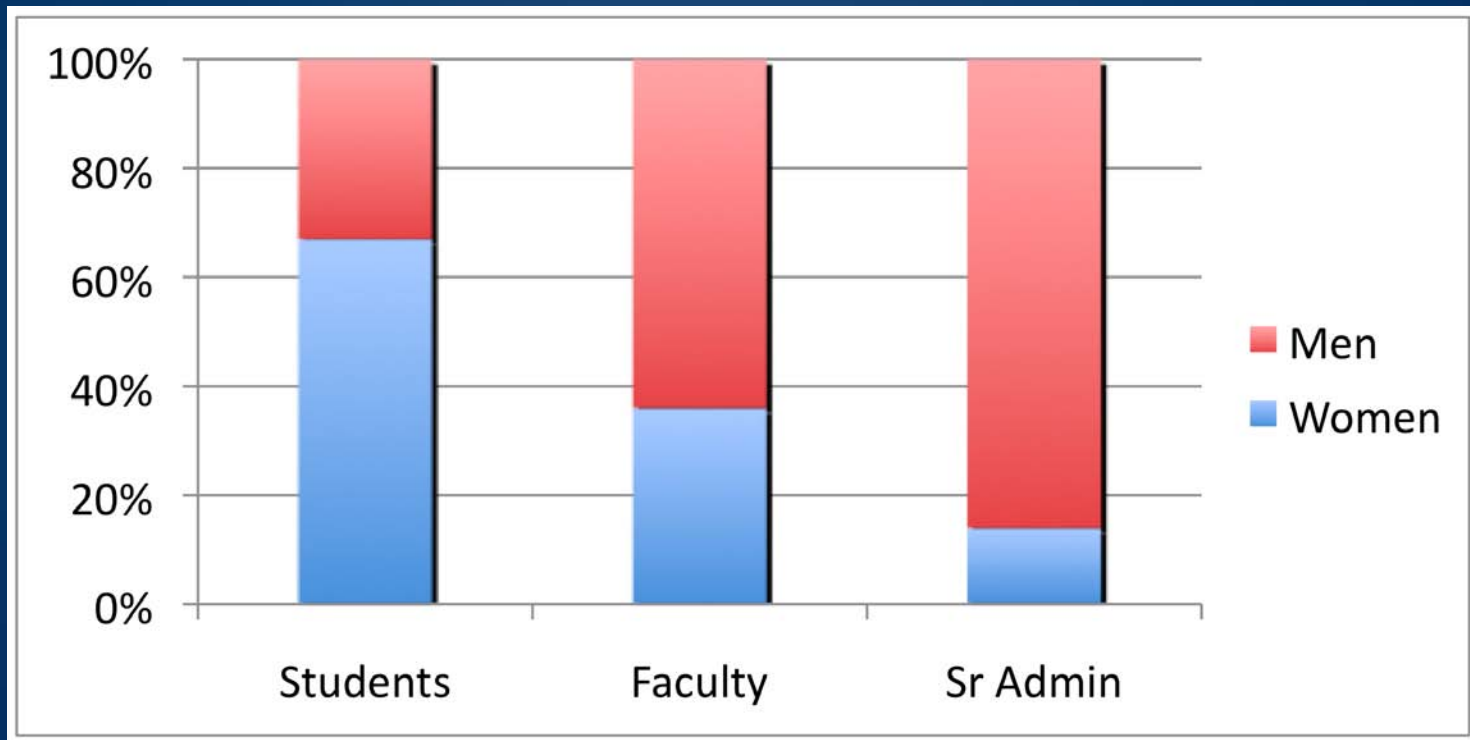


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Percent of Women in Senior Administrative Roles



Gender Balance in the CCCU 2008



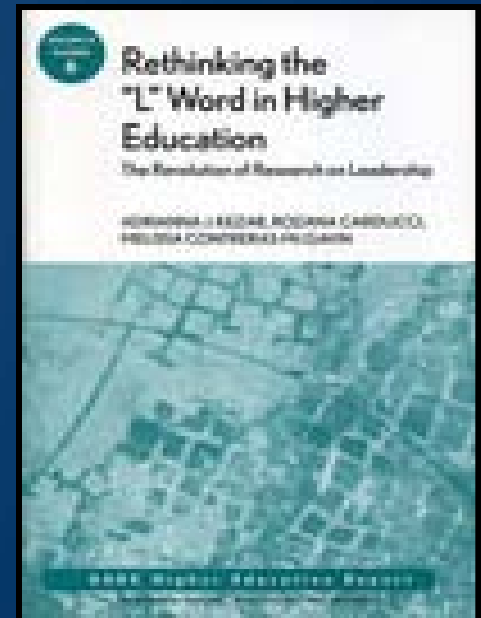
These “Gendered Realities” Exist in the Midst of Generational Shifts

Kezar et al., 2006

From Transactional Leadership:
= Social Exchange Theory

The “Veteran Generation” (born
between 1922 and 1943) has
typically preferred:

- Directive Leadership
- Well-defined Hierarchy
- Loyalty to the Organization



Generation “X” and the “Next Generation”

- To Transformational Leadership:
= Emphasis on
 - Strong relational skills
 - Empowerment
 - Consensus-building
 - Collaboration

Transformational Leadership

A meta-analysis of 160 leadership studies revealed that women more commonly use a participative or democratic style of leadership. (Eagly & Johnson, 1990)

Transformational leadership enhances both organizational culture and its effectiveness. (Eagly, 2007; Judge & Piccolo, 2004)

CCCU Leadership Initiatives Over 350 Participants To Date

- Launched in 1996
- Executive Leadership Development Institute

Presidents' Institutes

CAOs' Institutes

Leadership Development Institutes

(160 women; 31 people of color)

1998 – 2008 Women's Leadership Development Institutes



The WLDI/LDI Year

- A four-day Institute at Cedar Springs
- Provision of leadership articles and books
- Design of a year-long PDP
- Networking with Resource Team
- A two or three-day shadowing experience
on another campus
- Optional follow-up Advanced
Leadership Institute

160 Female Participants in the LDIs and WLDIs

2005 & 2010 Surveys - Over 50% had advanced professionally



2 Presidents
10 Provosts
16 Vice Presidents
22 Deans
12 Directors

Open-Ended: The most Important Dimension?

- “The connection with other women who understand leadership as a calling.”
- “The ability to dig deeper with other women leaders and also continue those mentoring opportunities. It has literally changed my life.”
- “Strong confirmation and affirmation of my gifts and calling as an academic leader.”

Open-Ended: The most Important Dimension?

- “Meeting and seeing other women lead in major administrative roles. It serves as a role model for me.”
- “The shadowing experience gave me the opportunity to investigate, reflect, and dialogue about my potential in leadership.
- “Concrete equipping – in both materials and in relationships – to understand what’s needed to succeed as a leader.”

What Can We Learn?

- The Power of Recent Trends in the Leadership Research and Literature
 - *Women and the Vision Thing*
 - “Speaking Potential” and Defining Moments
 - Psychological Capital

(Avolio and Luthans, 2006)

What Can We Learn?

- Key Components:
 - The Use of Leadership Assessment Tools
 - The Importance of Mentoring and Coaching
 - The Value of Establishing Professional Networking
 - The Power of Women-Only Leadership Training

Women's Leadership Development: Strategic Practices for Women and Organizations (Hopkins et al., 2008)

What Can We Learn?

- Understanding Calling and Career Motivators
 - Men typically have viewed career success as higher salaries, moving up professionally, and achieving status.
 - Women typically think in terms of intrinsically rewarding roles, self-development, and work-life balance.

(Sturges, 1999)

What Can We Learn?

- The Importance of Board Composition:

“Put simply,... the more women board directors a company has in the past, the more women corporate officers it will have in the future.”

(Catalyst, 2008)

Final Thought

“It properly falls to the academy, given its values of equity, excellence, and innovation, to redefine leadership for this new era and to demonstrate new pathways for identifying, preparing, and supporting women and people of color for the presidency of postsecondary institutions.”

(Bornstein, 2008)

Thanks to Session Contributors and Panel Participants

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