

November 7, 2018

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Women in Leadership Exchange Program Proposal

Issue

Regents are considering today a change in Regents policy R805. The policy change is an update, which provides for a data set that will reveal the diversity within the Utah System of Higher Education (USHE) workforce and how representative it is relative to Utah's population as a whole. Strategies for addressing diversity in general will likely evolve from that data set. While not all elements of underrepresentation in the workforce are available, there is sufficient data from past system efforts and research to show that women are underrepresented in leadership positions in USHE institutions. One idea for addressing women in leadership positions is the Women in Leadership Exchange Program.

Background

This proposal grew out of informal conversations with mid-level women administrators from USHE institutions who were eager to have more formal support for enhancing their higher education leadership skills. Some faculty and staff at USHE institutions have an opportunity to participate in leadership development through programs sponsored by institutions. This proposal would extend that opportunity to women in all USHE institutions, growing the number of women with higher education administration skills, which they might use to advantage in their current roles, or which might assist them in steadily advancing in leadership positions. The end result of implementing this program would be a pool of well-qualified women in higher education leadership for USHE institutions.

Commissioner's Recommendation

The Commissioner recommends that the Board consider this proposal and provide input and direction for next steps.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachments

USHE Regent's Women in Leadership Exchange Program Proposal

Drafted by:

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Mission: The Utah System of Higher Education (USHE) Regent's Women in Leadership Exchange Program pairs mid-career women with a high potential to emerge as leaders with women or men already in leadership positions within USHE to provide opportunities for professional mentorship and leadership development. The Exchange will afford participants the opportunity to have insights into: their own leadership capacity; different institutional cultures; the value of mentorship and leadership development; constraints and opportunities within higher education in Utah; diverse perspectives on leadership roles; and the value of networking and professional connections.

Target Participants: The program is for women who are mid-career (five or more years full-time employment at a USHE institution) and who are either currently in staff leadership positions at middle, senior, or executive levels within Student or Academic Affairs or faculty members who are in line to be department chairs, deans, or vice presidents within Academic Affairs.

A Leadership Exchange provides protégés with the opportunity to:

- identify and develop personal leadership skill capacity;
- provide time and space to reflect on personal leadership style;
- form a network of support within aspiring and established USHE leaders;
- gain insight into different institutional cultures, constraints, and opportunities within higher education;
- enhance awareness and understanding of other USHE institutions, including unique challenges and governance structures;
- form stronger links between USHE institutions and individuals, discovering areas of synergy and opportunities for mutual benefit;
- build knowledge and skills in effective mentorship and leadership development;
- provide a safe 'sounding board' to challenge ideas and explore innovative ways of working and leading;
- create a forum in which to share best practices in leadership and governance; and
- explore diverse perspectives on leadership styles.

A Leadership Exchange provides mentors with the opportunity to:

- all items listed above;
- develop knowledge and skills in mentorship;
- build a cohort of colleagues with diverse perspectives on leadership;
- expand their professional connections at other USHE institutions; and
- increase their awareness of current trends affecting USHE institutions.

Sustained Time: One year for each participant, including:

- Two one-day retreats with Women Regents at BOR Offices: August and May.

- The August retreat will be designed to orient the cohort of protégés to the Exchange program, explore what it means to be a leader in higher education, identify personal leadership values and strengths, identify a mentor, and foster a sense of group identity among the cohort members. Leadership project or study will be introduced.
- The May retreat will allow cohort members to reflect on their experiences, report on their leadership project outcomes, assess their developmental trajectory, and make further plans for career development.
- Two one-day mentorship meetings with Women Regents and mentors present at BOR Offices or host institution in September and January
 - September: Sessions and workshops led or arranged by the Women Regents and program advisory board on effective mentorship and current issues facing USHE related to leadership. Project or study topics will be explored.
 - January: Sessions and workshops led or arranged by the advisory board and mentors of USHE institutions as outlined below:
 - Snow and SLCC on leadership opportunities and challenges for community colleges.
 - DSU, SUU, Weber State, and UVU on leadership opportunities and challenges for dual-mission teaching institutions.
 - U of U and USU on leadership opportunities and challenges for research institutions.
- Two three-day protégé exchanges each year: one between October-December and one between February-April.
 - The exchanges should be planned in the following way. Based on an initial consultation at the August retreat and September mentorship meeting, the protégé will provide the mentor with a proposed schedule of activities that will occur during the exchange. The mentor must provide feedback and assist the protégé in refining the exchange activities prior to the exchange. Activities should be specific and measurable. The schedule of activities should be finalized no later than two weeks prior to the exchange.
 - The Oct-Dec exchange should allow the protégé time to shadow her mentor or other designated members of leadership during that individual's regular duties as well as provide time to plan a leadership project or study.
 - The Feb-Apr exchange should allow time for the protégé to report on her leadership project progress and have knowledge and skill-building experiences supervised by the mentor or a designee.
- Monthly hour-long protégé meetings with mentor. These meetings can occur in person or virtually (e.g., Skype). They will give protégés and mentors an opportunity to discuss leadership and career development, project or study, topics of mutual interest, progress on leadership skill development, general career advice, etc.

Number of Participants: 16 (two from each institution)

Number of Mentors: 16 (two from each institution)

Budget: \$28,600

This would cover the costs for the four meetings (2 retreats and 2 workshops) at the Board of Regents Offices: food (\$5,000) for four days, travel (\$5,000), and hotel (\$5,000) for those needing one (DSU, SUU, Snow, USU), materials (\$1,600), which includes the DecisionWise 360 Survey \$80 and *Strength Finders* book \$20 for each participant. A \$300 stipend and recognition gift/plaque will be given to each mentor and a program completion plaque given to participants (\$8,000). Additional funding (\$4,000) used as needed or for underserved participants. Snow and SLCC may not have adequate PD funds available.

USHE presidents would need to assure full support of participation for time commitments and devote other funding that may be required for their protégés and mentors. The time commitment is 10 days away from campus for protégés and eight days (two away from campus and six on campus) for mentors. All days will count as paid and will not count against sick or vacation time. Funding may be needed for some leadership projects. If so, the institution/s benefited will determine, approve and provide funding.

Things we want to include:

- A project or study that will lead to a concrete outcome to develop knowledge or skills documented on the CV/resume. Could be at home or host institution.
- Financial backing from home institution for travel, time off for meetings, etc.
- Investment of time from mentors
- Strengths Finder 2.0
 - Book: <https://www.gallup.com/press/176429/strengthsfinder.aspx>
 - Test: <https://www.gallupstrengthscenter.com/home/en-us/strengthsfinder>
- DecisionWise 360 Leadership Evaluation
 - <https://www.decision-wise.com/360-degree-feedback/>
- Advisory board or steering committee to help Regent Women with project
- Focus on women who are mid-career and in line to be Chairs, Deans, Directors, VPs, and CAOs (see table below for justification)

Utah Trends: Highest Academic Positions in Higher Education

	2014*	2017*	2018
	% Female	% Female	% Female
Board of Regents	31.6	31.6	35.3
Presidents	12.5	25.0	44.4
Board of Trustees	29.8	38.3	32.5
Chief Academic Officers	25.0	25.0	25.0
Other Vice Presidents	22.9	18.4	23.4
President's Cabinets	23.0	27.4	26.3
Deans	30.8	22.9	24.3

*Madsen et al., 2014, 2017, Table 1. The Status of Women Leaders in Higher Education Reports

Justification:

The USHE Regent's Women in Leadership Exchange program is a promising way to create a catalyst for leadership development for women in higher education across the state. It will also illustrate the value and importance of mentoring in developing women leaders in USHE. As illustrated in the table above, Utah is not equitable in the status of women leaders in higher education. There are especially low numbers in the pipeline from mid-level to senior leadership positions. This gives women currently in USHE a great disadvantage in advancing within the system. Many studies have shown that families or couples are more likely to move for a man's job than for a woman's job. One US study found that many more men than women had relocated for a job -- 60.5% versus 31.2% (Allied, 2018). The lack of equity currently in the state combined with the lack of mobility for women compounds the need for leadership development and opportunities within the system. Therefore, providing leadership development and opportunities for women within USHE will greatly benefit women who call Utah their home.

<https://www.allied.com/infographic/job-relocation-survey>