

Higher Education Administration (HIED)

Spring 2011 Newsletter



Dr. Nancy “Rusty” Barceló, President of Northern New Mexico College, will be the keynote speaker for the 2011 Summer Leadership Institute

see page 3

Emerging College and University Professionals (ECUP) Student Organization

Do you want to:

- network with current professionals?
- network with fellow students?
- gain the skills and knowledge necessary to succeed in higher education?
- plan trips/events, attend conferences, and tour area/regional campuses?

Consider joining ECUP, the student organization for both undergraduate and graduate students. Our mission is to extend knowledge of current higher education issues, further extra-curricular growth, serve as a resource, and create an inclusive environment for all participants interested in a career in higher education.

Spring Meeting Dates: Every Friday at 3 p.m. in the Granite Room (starting February 18)

For additional information contact:

Jordan Appicelli

M.S. student in CCSD

apjo1001@stcloudstate.edu

Paul Decock

M.S. student in HIED

pcdecock@stcloudstate.edu

Inside this issue:

Four Pillars

SCSU is constructing a new academic identity built upon four pillars that support and strategically enhance the educational experiences offered. Read how the Higher Education Administration programs contribute to the university's goals of community engagement, active learning, sustainability, and globalization.

see page 6

Institutional Agreement

St. Cloud State University and the University of Macerata, Italy, have signed an institutional agreement. Read about the educational exchange initiatives that are taking place this spring.

see page 7

Practicum Experiences

Where are the HIED students making an impact? Check out the testimonies of some of the master's students who are doing their practicums this semester.

see page 8

Research Briefs

Learn from the research of HIED students in International Education Research Briefs about the experiences and participation of women in higher education in Albania, Sierra Leone, and Vietnam.

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Editors

Dr. Gabriela J. Silvestre
Assistant Professor of HIED

Alvaro J. Marmolejo Davis
Ed.D. Student and HIED G.A.

SCSU Reorganization

For over a year, the faculty and staff of SCSU have been engaged in program review and administrative consolidation. While these activities continue, some decisions have been made and the impact on the higher education administration programs is becoming clearer.

The College of Education will be renamed the School of Education. The current home department of the higher education programs, the CEHEEP Department, will be re-structured and the counseling programs that were part of that department will become part of the new School of Health and Human Services. The higher education programs will join with the K-12 administration programs in a new department within the School of Education.

The name of the new department has not been determined yet. We will let you know the new department's name. All these changes are at the administrative level, but the doctoral and masters programs are operating much as they have in the past, so we hope that the student experience will be largely unaffected.

Dr. Michael R. Mills

Ed.D. Director

With the start of the new, spring term Michael Mills has reassumed the Program Director duties for the doctoral program. The change is to insure that the faculty member with the most time to devote to the program takes on the coordinator role. Christine Imbra deserves the appreciation of all of us for the job she has done as coordinator during this past fall term.

Dr. Michael R. Mills

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Summer Leadership Institute (SLI)



Attendees listening to Dr. Pamela Eddy's keynote during the 2010 Summer Leadership Institute. Dr. Eddy is an Associate Professor of Higher Education at The College of William and Mary.

Save the date!

Third Annual
Summer Leadership Institute
for Women in Higher Education

**"Female Leaders Embracing
Diversity in Higher Education"**

June 22, 2011

8:30 a.m. - 4:30 p.m.

St. Cloud State University

More information coming soon:

<http://www.stcloudstate.edu/hied/summerinstitute.asp>

SLI Schedule

8:30 - 9:00 a.m. **Registration**
Continental Breakfast

9:00-10:15 a.m. **Opening Welcome**
Keynote Address

10:30-11:45 a.m. **Break Out Sessions**

- The Status of Diversity in Higher Education
- Internationalization of Higher Education

12:00-12:30 p.m. **Lunch**

12:30-1:15 p.m. **Speed Networking**

1:30-2:45 p.m. **Breakout Sessions:**

- Social Justice on Campus
- Creating a Supportive and Welcoming
Campus Environment for Under-represented
Women

3:00-4:30 p.m. **Dessert Reception**
Panel:

- Generational Diversity Amongst Female
Administrators



Keynote Speaker

Nancy "Rusty" Barceló

President, Northern New Mexico College

Dr. Barceló is a pioneer for multiculturalism with over 30 years of experience in higher education. Prior to the presidency, Dr. Barceló held several executive positions in higher education, including Vice President and Vice Provost for Equity and Diversity at the University of Minnesota and Vice President for Minority Affairs and Diversity at the University of Washington.

Dr. Barceló is credited as the moving force behind the National Initiative for Women in Higher Education (NIWHE). In 2004, she received the Ohtli award, a special recognition presented by the Mexican government to Mexicans or Latinos whose work has benefited Mexicans living abroad.

Dr. Barceló holds a B.A. in Social Work from Chico State University, a M.A. in Recreational Education from the University of Iowa, and a Ph.D. in Higher Education Administration from the University of Iowa, from which she was the first Mexican-American to earn a doctoral degree.

HIED Updates

Jill Andel - M.S. Student

Jill attended the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Transfer Conference, held January 30-February 1, in New Orleans, LA, to learn about Transfer Recruitment Trends. Great commitment, Jill!

Eglantina Cenolli - M.S. Student

Eglantina presented on the panel "Women in Higher Education From a Global Perspective", held on November 15, 2010 during International Education Week at the College of Education. Her presentation focused on women in higher education in Albania. Great job, Eglantina!

Paul DeCock - M.S. Student

Paul was promoted to Interim Hall Director of W.W. Holes Hall, at St. Cloud State University. Congrats, Paul!

Kevin Hammond - M.S. Student

Kevin accepted a graduate assistantship in the MBA office at the Herberger College of Business, SCSU. Kevin will work on projects related to communication, recruiting, operating procedures, and MBA advising practices. Congrats, Kevin!

Karen Kedrowski - M.S. Alumna

Karen will join the Northeast Higher Education District as vice president of finance and administration, effective March 2. She will be responsible for district-level long-range financial and facilities planning, providing research and data analysis of revenue/expense patterns, and implementation of a shared services model that facilitates the sharing of resources among the five colleges of the District. Fantastic work, Karen!

Katya Leek - M.S. Alumna

Katya accepted a post-graduate internship position at the International Programs Office at the University of Wisconsin Stevens Point. The focus of the internship is strategic planning in international education. Congratulations, Katya!

Patricia McAuley - Ed.D. Student

Patricia recently accepted a position at South Central College in North Mankato, Minnesota as Financial Aid Outreach Coordinator. She has also completed her dissertation research and is preparing to defend Spring Semester. The title of her dissertation is "Effect of Institutional Image and Person-Environment Fit on College Choice." Great work, Pat!

Julia McBride-Bibby - M.S. Student

Julia recently accepted a position as an Outreach Coordinator for Hennepin Technical College, Brooklyn Park Campus. She will be providing outreach within the greater Minneapolis/St. Paul communities. Congratulations, Julia!

Kimberly Roan - Ed.D. Student

Kimberly was selected to participate in the Anoka Technical College and Anoka Ramsey Community College President Search. She will also be presenting "Don't get Zapped by

SAP, Practical Ways of Minimizing Probation and avoiding Suspension" at Anoka Technical College Student Success Day on March 8, 2011. Congrats, Kimberly!

Evan Schaefer - M.S. Alumnus

Evan was selected to serve a two year term as the Block Booking Coordinator for the West Region of NACA. He will be responsible for facilitating the process of helping schools find deals and price breaks when booking talent to perform at their respective institutions. Evan was also selected to mentor a new staff member for the Programming and Activities Board (PAB) at Arizona State University. Bravo, Evan!

Holly Schuck - M.S. Student

In November 2010, Holly Schuck co-organized the first PSEO Coordinator Conference for MnSCU officials, bringing together PSEO program staff from two and four year campuses throughout the system. Attendees worked towards creating best practices within the field and increased networking opportunities. This will now become a yearly activity based on the success of the first program. Well done, Holly!

Patrick Smith - M.S. Student

Patrick recently accepted a position as a Work Based Learning Coordinator with Minneapolis Community and Technical College. Congratulations, Patrick!

Gina Sobania - M.S. Alumna

Gina was promoted to Military Education Director at the MnSCU Office of the Chancellor. Congratulations Gina!

Mary Tosch - Ed.D. Student

Mary served on the NASPA IV-East Conference Committee as the Publications Chair for the conference held last year in Minneapolis. In January, Mary was selected to attend the NASPA Aspiring SSAO Institute in Ft. Lauderdale, FL. Excellent work, Mary!

Tracey Wyman - Ed.D. Student

Tracey presented at the Student Affairs and Diversity and Multiculturalism Conference, held February 24-25, 2011 in Minneapolis. The title of her presentation was "Diversity Training That Really Works." Great job, Tracey!

Ryan Yunkers - Ed.D. Student

The student leadership program that Ryan developed in partnership with the Honors program and the Mankato Chamber of Commerce titled "Leaders of Tomorrow" was selected for the 2011 Silver Honoree award as an innovative program in the Student Union, Student Activities, Greek Life, Leadership, and Related category of the NASPA Awards. In addition, this program will be recognized through the NASPA Forum and showcased on the NASPA Excellence Awards web resource center. Fantastic work, Ryan!

Faculty Updates

Dr. Gabriela J. Silvestre

- Dr. Silvestre will be the discussant of two paper sessions entitled, "Faculty Issues and Practices in Postsecondary Education" and "International Approaches to Higher Education Policy and Finance" at the AERA 2011 Annual Meeting, held April 8-12, 2011, in New Orleans, LA.
- Xingcai Liu and Dr. Silvestre will present the paper "The Internationalization of the MnSCU Universities: The Perspective of International Student Mobility", at the CIES Conference, held May 1-4, 2011, in Montréal, Canada.
- Dr. Silvestre and her colleague Dr. Judith Touré will be presenting a paper entitled "The Enactment of Whiteness in Higher Education" at the AAUP Conference on the State of Higher Education, held June 8-12, 2011, in Washington D.C.

Dr. Michael R. Mills

- Dr. Mills had his 2005 article "Experiences of academic unit reorganization: Organizational identity and identification in organizational change" (Review of Higher Education) reprinted in the 5th edition of the ASHE Reader on Organization and Governance in Higher Education, which came out late last year.
- Dr. Mills is working on a new research project on communities of practice in higher education institutions.

Dr. Christine M. Imbra

- Dr. Imbra lead the presentation "Challenges of Women in Higher Education from a Global Perspective", during January Workshops (2011), at SCSU.
- Dr. Imbra will be co-presenting at the Conference "Honoring the Past, Connecting the Present, Shaping the Future: Women's and Gender Studies", held March 17-18, 2011, at Inver Hills Community College, Inver Grove Hts., MN.
- Dr. Imbra will direct the first Education Abroad experience to Italy, this summer 2011.

Education Abroad Scholarships

Ten scholarships were awarded to students participating in the 2011 Italy Education Abroad trip this May by the HIED program. Scholarships are funded by proceeds from the annual Summer Leadership Institute for Women in Higher Education. Scholarship recipients will be honored at this year's College of Education Dessert Fest in April and the Summer Leadership Institute in June:

- Four Ed. D. students in Higher Education Administration each received a \$1,000.00 scholarship - Lynn Conteh, Jodi Kuznia, Rita Miller, and Mary Tosch.
 - Five M.S. students in Higher Education Administration each received a \$600.00 scholarship - Michele Braun, Melissa Huybrecht, Julia McBride-Bibby, Misty Pulcine, and Valerie Zahorski Schmidt.
 - One M.S. student from the University of Nevada Reno received a \$300.00 scholarship - Chelsae Currie
- HIED faculty members are committed to awarding these scholarships each year, to assist our students in their quest to become global citizens. In addition, HIED students receiving these scholarships commit to volunteering at the annual Summer Leadership Institute.

Announcements

Upcoming conferences

- ACE Annual Meeting**
March 5-8, 2011
Washington, D.C.
<http://www.aceannualmeeting.org/>
- NASPA Annual Conference**
March 12-16, 2011
Philadelphia, PA
<http://www.naspa.org/conf/>
- ACPA Annual Conference**
March 26-30, 2011
Baltimore, MD
<http://convention.myacpa.org/>
- NACA Northern Plains Regional Conference**
March 31-April 3, 2011
St. Paul, MN
<http://www.naca.org/nplportal.aspx>
- AERA Annual Conference**
April 8-12, 2011
New Orleans, LA
<http://www.era.net/Default.aspx?id=10412>

Conference Proposal Meeting

Date: 03/04/2011
Time: 2:00 p.m. to 4:00 p.m.
Location: EB-A230

Practicum Poster Session Meeting

Date: 03/04/2011
Time: 4:00 p.m. to 5:00 p.m.
Location: EB-A122

CEHEEP Spring Showcase

Date: 04/15/2011
Time: 5:00 p.m. - 8:00 p.m.
Location: Radisson Hotel, St. Cloud



Join us on Facebook and support the HIED program:

<http://www.facebook.com/SCSUHIED>

HIED's Contributions to SCSU's Four Pillars

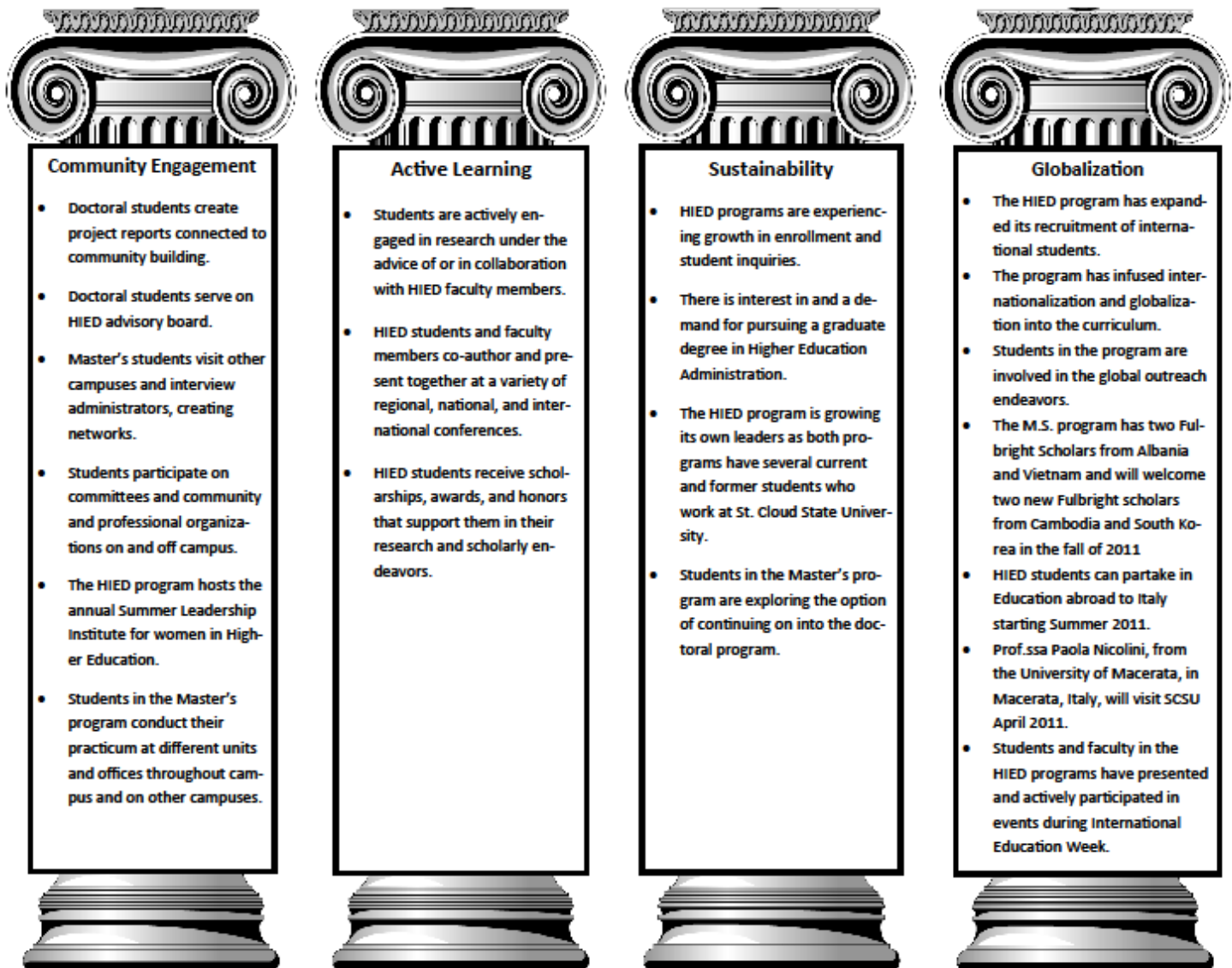
This past year, reorganization has been the catalyst for change at St. Cloud State University. As the University sets its new course for the future, four pillars have been identified by the president as a way to achieve the mission and values of the University and prepare students for "work and life in the 21st century." The four pillars represent strategic goals and set-up institutional priorities for the future of SCSU.

The four pillars are:

- Community Engagement – we must be what we teach in order to provide our students role models and real-life in action examples of what they are learning in the classroom.
- Active Learning – we must provide opportunities to put classroom learning into action in order to provide our students with practical experience and reinforcement of their learning.
- Sustainability in its broadest sense – we must tend to our community as well as the physical environment so that our students can have real opportunities to succeed.
- Globalization – we must be attentive to a changing world and agile in our adaptation to new developments in order to ensure that our students are prepared for a world in which nothing is static and knowledge rapidly becomes obsolete.

Source: <http://www.stcloudstate.edu/scsureorg/>

The Higher Education Administration (HIED) Program, in the context of the College of Education, is committed to enacting and contributing to enhance these four institutional pillars. The following are examples illustrating how faculty members and students in the program are promoting and contributing to the four pillars through a variety of curricular and co-curricular activities.



St. Cloud State University and University of Macerata Agreement

Prof.ssa Paola Nicolini Visits SCSU

Prof.ssa Paola Nicolini, from the University of Macerata (UNIMC), in Macerata, Italy, will be at St. Cloud State University (SCSU) April 18 – 22, 2011. Her visit is a direct result of the partnership developed between SCSU and UNIMC, which started when I traveled to UNIMC last spring. During her visit Prof.ssa Nicolini will be giving a public lecture; meeting with SCSU administrators, faculty members, and students; helping me organize the trip to Italy in May, when she will host twelve HIED students and me for two weeks at UNIMC (see “Education Abroad Trip to Italy” article in this newsletter for more information); meeting with the students going to Italy, for an orientation; and learning about the U.S. system of higher education.

Traveling with Prof.ssa Nicolini in April will be Dott.ssa Luisa Cherubini, a doctoral student at UNIMC. She is researching adolescent identity for her dissertation and will be spending much time in our library and with our HIED doctoral students.

While in Minnesota, Prof.ssa Nicolini and Dott.ssa Cherubini will also visit the University of Minnesota, the College of St. Benedict/St. John’s University, and the University of St. Thomas. Neither woman has ever been to the United States, so I am pleased that their first stop will be with us! Following their time here, they will travel to New York and then Penn State University. We are planning a wonderful visit for them, with a variety of events and activities of interest to everyone - please watch the HIED website for more information in the coming weeks www.stcloudstate.edu/hied

The photo below was taken in Macerata, Italy during my sabbatical at UNIMC, when I joined Prof.ssa Nicolini and three of her graduate students at a local restaurant after a lecture. Prof. ssa Nicolini is on the right.

Christine M. Imbra



Education Abroad Trip to Italy

I’m absolutely thrilled to report that twelve students will be joining me for the Education Abroad trip to Italy this summer! We depart on Monday, May 16, 2011 and return Monday, May 30, 2011. Students participating this year include:

Heather Biedermann (M.S. student)
 Michele Braun (M.S. student)
 Lynn Conteh (Ed.D. student)
 Chelsae Currie (M.S. student)
 Melissa Huybrecht (M.S. student)
 Jodi Kuznia (Ed.D. student)
 Julia McBride-Bibby (M.S. student)
 Rita Miller (Ed.D. student)
 Misty Pulcine (M.S. student)
 Mary Tosch (Ed.D. student)
 Russell Waisanen (M.S. student)
 Valerie Zahorski-Schmidt (M.S. student)

We will be visiting six Italian cities and seven Italian universities:

Macerata (our home base)

University of Macerata (established in 1290)

Perugia

University of Perugia (established in 1308)

Urbino

University of Urbino (established in 1506)

Bologna

University of Bologna (the oldest degree-granting university in Europe, established in 1088)

Florence

Italian Institute of Human Science (established in 1322)

Rome

University of Rome (established in 1981)

Sapienza University of Rome (established in 1303)

Students will blog during the trip to help keep colleagues, friends, and family involved in the adventure. I encourage you to follow along as they embark on this journey, preparing for and traveling to Italy. The Blog address will soon be posted on the HIED website.

Finally, if you were not able to participate in the trip this year, consider applying next year – Higher Education Administration faculty members hope to offer this opportunity to our graduate students annually.

Christine M. Imbra

Higher Education Practicum Experiences

Melissa Huybrecht

As part of my M.S. Practicum I am working on education abroad projects and assisting in internationalizing the curriculum in the Higher Education Administration program. My experience in a higher education setting has led to a keen interest in academic and student affairs including admission practices and transfer student policies. I chose to contribute to the Education Abroad program because I am also interested in the internationalization of higher education and I wanted to learn more about program development, assessment and evaluation, and administration from a faculty perspective. A few of the tasks and projects I've been working on to meet these goals include developing assignments for M.S. and Ed.D. students, researching criteria used at peer institutions for choosing education abroad participants, and designing an evaluation tool to be used after the trip. I have really enjoyed doing my practicum with the program and look forward to more opportunities as the spring semester unfolds.

Patrick Smith

During the fall of 2010, I completed my practicum experience at the Center for Student Organizations and Leadership Development (CSOLD) at St. Cloud State. During my time working in the CSOLD Office I was able to complete three different tasks. The first task was to work directly with Matthew Trombley on explaining the services that the CSOLD office provides for the reorganization occurring at St. Cloud State. Second, I worked with graduating members of the Fraternity/Sorority community at St. Cloud State on resumes and other career questions they had. And, finally, I completed a Fraternity/Sorority experience survey that will be getting a snapshot of the experiences that members and chapters provide on the St. Cloud State campus. I am extremely grateful for the experience that this practicum gave me.

Jessica Gadach and Su Hoon Tan

By Loren Boone

University Communications on campus is completing valuable projects thanks to two higher education administration graduate students who are each completing a practicum in that office. Su Hoon Tan and Jessica Gadach are completing projects that otherwise may have been unfinished. Both are putting their higher education administration class work into practice and, at the same time, seeing how another aspect of higher education operates.

Su Hoon is working on developing policies and procedures for the new St. Cloud State Welcome Center and assisting with a Request for Proposal seeking a marketing partner(s) for St. Cloud State. She is also identifying subjects and developing copies for subjects of a St. Cloud PROUD billboard and print ad campaign.

Jessica, meanwhile, is working on a total revision of the St. Cloud State Experts Directory, a resource used by the media when they need authoritative comment on particular topics. In addition, she is working to sync the new Experts Directory with Wayfinding equipment in the new Welcome Center making the resource available to the public. And, she is developing a single student information release form that can be used campus wide and replace multiple versions currently in use.

Both Jessica and Su Hoon are working with Loren Boone, assistant vice president for marketing and communication, and the staff at University Communications. Su Hoon is also working with the staff at the Welcome Center and using her background work in Atwood Center as a guide.

Julia McBride-Bibby

When I was asked to reflect on my practicum experience, I was excited to share my story. However, after the eagerness was over and the reality set in, it occurred to me that my practicum was full of challenge, engagement, and acceptance. My objective here is to share descriptive words that will paint a picture of this extensive experience. I did my practicum experience at the Office of the Chancellor, Minnesota State Colleges and Universities, Diversity and Multiculturalism Division.

- Challenge – The ability to analyze and understand “what affirmative action is”, how it is defined and what can we develop that will be inclusive of the MnSCU, Office of the Chancellor, Diversity and Multiculturalism Division policies and procedures. My goal was to include all needed information without prejudices. I achieved that goal with the WebEx voice-over of “Affirmative Action for Search Committees”
- Engagement – I had the good fortune to be part of a team of professional experts in the areas of affirmative action laws, social justice issues and system wide exposure to best practices in the implementation of policies. I learned the hard way to be inclusive of all stakeholders and be confident that each voice was understood and appreciated during each part of the process. It taught me to be patient and gain a comprehensive understanding of all elements related to policy development. This part of the process was gratifying and involved sheer determination to get the project completed.
- Acceptance – I was a professional who had the same responsibilities as other members of the team. I have profuse gratitude for the support and encouragement I received.

Thesis

The Impact of the College Environment on the Gay Identity Development of Male Undergraduate Students at St. Cloud State University

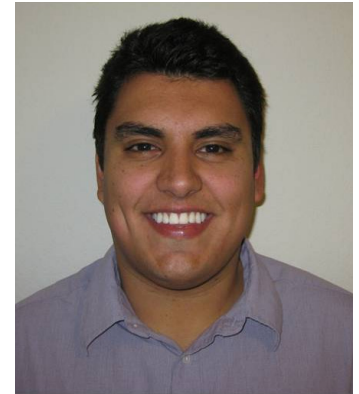
Álvaro Marmolejo Davis, Ed.D. student

Colleges and universities are not prepared to offer gay, lesbian, and bisexual (LGB) students a welcoming environment that facilitates their sexual identity development. Many researchers, such as Chickering and Reisser (1993), Sanlo (1998), and Rankin (2004, 2005), have documented how lesbian, gay, and bisexual students on college campuses in the United States face discrimination and harassment regularly.

This study used a qualitative research design to understand the ways in which the college environment impacts the gay identity development of male undergraduate students at St. Cloud State University. The study also explored how the students perceived the positive and negative impact of the college environment to influence the development of their gay identities. Data were collected in spring 2010 using interviews with semi-structured questions. The researcher utilized the testimonies of seven men to develop an interpretive study of experiences of gay males in college.

The study found that all the participants agreed that the college environment had an impact on the development of their gay identities, and that there were positive and negative elements that influence how they develop their gay identities personally and socially. The elements mentioned to have a positive impact were the university's mission and resources, and the support of close friends. The elements mentioned to have a negative impact were the attitudes of other male students that attended the university and the social environment that those attitudes created. The participants of the study believed that the social interactions with other male students had the largest impact on their gay identities. Therefore, the overall college environment was perceived to have a negative impact in their gay identity development.

To improve the campus climate for gay students at St. Cloud State University, the administration needs to develop more programming and social opportunities specific to gay men, which will help them strengthen and diversify their network of support. The creation of a leadership position for a gay male would be ideal to provide mentoring and leadership for gay students on campus. Furthermore, additional educational initiatives and programming need to be developed to allow straight male students to learn about gay men, and to establish connections between both groups that will favor a safer and more understanding environment.



Álvaro graduated from the M.S. in Higher Education Administration and now is a student in the Ed.D. program

References

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- Sanlo, R. L. (Ed.). (1998). *Working with lesbian, gay, bisexual, and transgender college students: A handbook for faculty and administrators*. Westport, CT: Greenwood Press.
- Rankin, S. R. (2004). Campus climate for lesbian, gay, bisexual, and transgender people. *The Diversity Factor*, 12(1), 18-23.
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Dr. Gabriela Silvestre - Chair of Thesis Committee

Álvaro defended his M.S. thesis in the Summer 2010. The thesis topic, research methodology, and data collected and analyzed make this thesis an original contribution to the field of higher education in general, and to the sub-field of student affairs in particular.

Álvaro explored the issues of identity construction that gay students face during their undergraduate studies at SCSU, and the role institutional climate (s) play in this process. Alvaro reviewed the limited literature in the field, and constructed an original and relevant theoretical framework for the analysis of student gay identity construction in higher education institutions. The literature review he presented is comprehensive and his critique of it is extremely insightful.

Álvaro conducted a qualitative study and collected data using interviews with students at different stages of their undergraduate programs. The topic of his study could be deemed as controversial in the current environments of higher education. Alvaro tackled issues of access to his participants and protection of their role in the study in an extremely professional fashion. His awareness and responsibility to the participants and the data he collected are of an unusual research proficiency and professionalism. The findings from his study have been shared with campus administrators and leaders at different forums.

Research Briefs

Women in Higher Education: A Perspective of the Vietnamese Society

Nguyen Pham, M.S. student

Growing up with a patriarchal culture for over four thousand years, Vietnam found itself challenged to promote women further in their careers. On one hand, the government struck to dismiss the old-fashioned traditions in treating women unequally but still maintained the values of education. On the other hand, the patriarchal culture keeps determining the legal framework that regulates behaviors and practices in the work place. Paradoxically, according to the Asian Development Bank, “education has always been a core value in Vietnamese society ... Educational spending in Vietnam is rather high relative to the country’s income, with 16.7 percent spent in 2004 and 18 percent in 2005” (ADB, 2006).

Equality laws and educational policies have had significant effects on women’s education (ADB, 2006). There is an effort to support women getting into the pipeline to achieve leadership positions in higher education. According to the statistics by the Ministry of Education and Training (MoET), the percentage of female students at the undergraduate level nationwide was 49.03% in 2007-2008 and 49.25% in 2008-2009 (MoET, 2009). Another study by the World Bank indicated that female students make up more than 50% of the total nationwide student population (WB, 2008). In addition, the National Committee for the Advancement of Women reported: “Vietnam has also exceeded the target of 30 percent of postgraduate qualifications going to women” (MPI NCFW, 2006, p. 25). This is a rather nuanced phenomenon in a country where patriarchal culture resided and endured for thousands of years.

Women representation in leadership positions in HIED is still limited. In a study on twelve public universities in the North and South of Vietnam, the ratio between female and male board members was 6/56, which represents only 9.68% (Pham, 2010). None of these female board members hold the position of the president. Female leaders in positions of dean, head of departments, and directors of six universities make up only 19.25% of the total female population. Examining the statistics by classifications such as majors and institutional policies, the big gaps in the contexts of President Board and Dean Board can be explained as follows. At universities where most of the majors are of natural sciences, very few women are involved in their labor force. This is due to gender segregation in their major fields of study (WB, 2008). The World Bank’s study also shows that female students in higher education institutions double the amount of male students in the fields of business and education (WB, 2008).

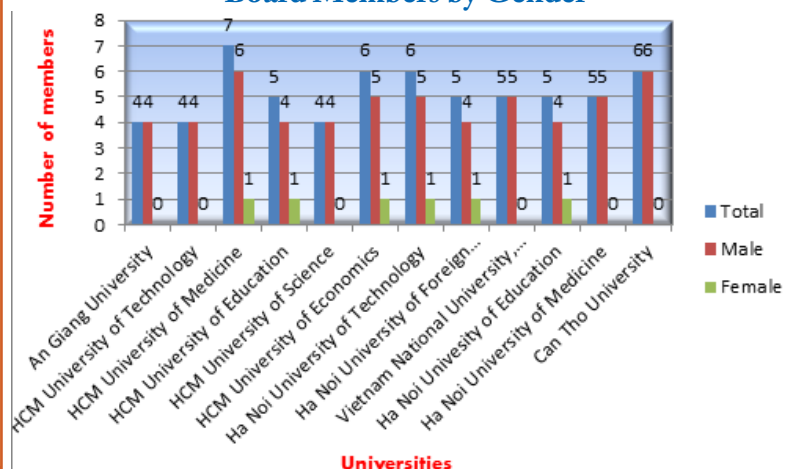
Policies within each institution also influence the representation of women. The statistics of An Giang University (AGU) compared to other five universities showed that the total number of females holding the positions of dean, head of departments and director of offices or centers is up to 35.97%. The female dean board member only at AGU is 28.21% which is the top one among the six universities. Another factor of the lack of female representation in leadership positions, which is not revealed in the data, is the cultural factor. Women who hold leadership positions usually do so at marriage or family age. Because the culture values women devoting to their families, women are less motivated to go into professional careers or choose the family as the purpose of their lives.

Research shows that women basically are equal to men in relation to access to higher education, and even in graduation rates, but they are still underrepresented in leadership positions at many universities across the country. However, institutional policies should be supportive to women to become leaders in higher education. Though complex, the policies should hinge around balancing work time and household responsibilities, in order to constitute real support to women to get into the leadership and administrative higher education pipeline.

References

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Board Members by Gender



Research Briefs

A Review of Women in Higher Education in Sierra Leone

Lynn Conteh, Ed.D. student

In 1814, Sierra Leone became the first West African British colony to have a Christian Institute that later became a Teacher's College: Fourah Bay College, founded by the Church Missionary Society of Britain in 1827. In 1876, this institute became affiliated with Durham University in London. The first degree was awarded in 1879. Sierra Leone became known as the "Athens of West Africa." Higher education in Sierra Leone consists of two state owned universities.

Statistics on female leaders, at both the University of Sierra Leone and Njala University, seem far from encouraging when it comes to female representation. The situation has remained unchanged since 1999. There has been no woman presidents in any of the institutions of higher learning, neither there has been a woman as Provost or Vicepresident from the inceptions. The question, "are there policies in favor of women in higher education?", still remains unanswered. Over the past years, the government has been engaged in promoting the rights of women and children in line with the millennium goals. Several women rights bills have been tabled and passed in Parliament, but culture and practices in higher education appear as barriers for increasing the number of female leaders in higher education institutions.

At the University of Sierra Leone's Fourah Bay College, out of twenty-three departments, there is only one headed by a woman with a master's degree: Mrs. Bernadette Cole, who is the Dean of the Faculty of Arts. The Institute of Public Administration has the most numerous female representation, with seven leadership positions being held by women. At Njala University, there is only one female head of a department, in the Food Science School, who holds a master's degree and a position as a senior teaching fellow.

The few statistics about the number of female faculty and students describe a situation of low representation compared to males. The lack of data about women in higher education ratifies the phenomenon observed in the dearth of females in leadership positions. The staggering gap between women and men representation in higher education is seen in every area in the Sierra Leonean society. Higher Education leadership and administration are not exceptions in this bleak picture. In order to support the representation of female leaders in higher education institutions as well as to increase the number of female faculty and students, there is more to be done than just creating policies. This situation appears as a contradiction to the inceptions of the country as being the "Athens of West Africa."

Student Enrollment at the University of Sierra Leone 1999-2000

Institution	Female	Total
Fourah Bay College	299	1058
Njala University College	98	820
College of Medicine and Allied Sciences	42	169
Institute of Public Administration and Management	124	446
Total	563	3,003

Staff Members at the University of Sierra Leone by Institution and Gender 1999-2000

Institutes/Colleges	Female	Total
Fourah Bay College	135	713
Njala University College	96	532
College of Medicine and Allied Sciences	40	161
Institute of Public Administration and Management	-	80
Institute of Education	8	38
Secretariat	-	60
Total	279	1,584

Source: Ministry of Education (June 2000)

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Women in Albanian Higher Education

Eglantina Cenolli, M.S. student

Women in Albania were a great support in reconstructing the ruined country from World War II. In the mid-20th Century, they were actively involved in all levels of Albanian society except for leading positions. That level was, and it still is, dominated by men. Even though women comprise 70% of the student body in higher education, and they are also more likely to graduate than men, the government promulgates policies to offer trainings only for women, to establish employment opportunities for women where employers are women as well. The government has also promulgated affirmative action incentives and "neutral gender quotas" up to 30%, to increase the participation of women as candidates for the General Parliamentary Elections.

Currently, women comprise 70% of the student body. Female Faculty members comprise 43.6% compared to 56.4% of males. Meanwhile, for the year 2008, none of the 11 presidents were women. Of the Vice-presidents, only 3 out of 11 vice presidents were women. Only 11 out of 41 deans were women, or 27% of the total number in public universities. A slight difference in women representation is noticed at the University of Korcha. Women are involved in higher rates at this university compared to the two other public universities. The University of Korcha is located in the southeast region of the country. This region is recognized for a

high appreciation of the role that women play in the family and in the society. This region has valued education since the ancient times, and the root of Albanian education started in Korcha in 1887. Hence, women in this region have had more opportunities to attain education and degrees compared to other regions.

The fact that the oldest university in Albania, the State University of Tirana, even though it is located in the capital, has had no female presidents in 53 years remains a shocking fact. There are female leaders in a few departments such as foreign languages, nursing, teacher licensing programs, and natural sciences. At the University of Shkodra, located in the north region, women are leaders of those departments where females comprise the majority of the faculty. In this region it has been difficult for women to attain education, which makes it difficult for them to obtain a promotion. Comparing public to private universities the situation seems to be nearly the same. The factors influencing women's representation in leadership and administration in higher education institutions could be summarized as the result of the regional culture and geographical position of the institutions. Women are seen as leaders of lower academic and administrative levels. The challenge for the future is to increase female representation in senior leadership and administrative positions in higher education.

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Participation of HIED Students and Faculty at SCSU's Scholarly Events – Dr. Gabriela J. Silvestre

During the fall and spring semesters (2010-2011) students from both the M.S. and Ed.D. in Higher Education Administration participated in and contributed to several academic programs held at SCSU. The Center for Excellence in Teaching and Learning, and Dr. Kathryn E. Johnson (co-chair of the Global Education Committee at the College of Education) write about the relevance of HIED's contributions to International Education Week (November 2010) and to Convocation Workshops (January 2011).

The research endeavors of the HIED program are expressed in student and faculty participation in SCSU's scholarly events. Thus, it is important to also note that eight M.S. and Ed.D. Students from HIED will be presenting at the Student Research Colloquium this April 2011 at SCSU.

International Education Week Presentation – Dr. Kathryn E. Johnson

During International Education Week in November of 2010, four students from the Higher Education Administration Program, along with faculty member Dr. Christine M. Imbra, presented a lecture on "Women in Higher Education: A Comparative Analysis from a Global Perspective." The panel consisted of the following: 1) Ms. Eglantina Cenolli, M.S. student in HIED, who presented on Albania; 2) Ms. Lynn Conteh, Ed.D student in HIED, who presented on Sierra Leone; 3) Mr. Xingcai Liu, Ed.D. candidate in HIED, who presented on China; 4) Ms. Nguyen Pham, M.S. student in HIED, who presented on Vietnam; and, 5) Dr. Christine M. Imbra, professor of HIED, who presented on the U.S. The panel was facilitated and moderated by Dr. Gabriela J. Silvestre, Assistant Professor of HIED.

Each presenter shared information on the status of women in higher education in their respective country. The challenges, the opportunities, and hopes for the future of women in leadership roles in higher education were discussed. Through this panel presentation, it became evident that there is an immense need for women to "fill the gap" in leadership roles predominantly held by males in higher education. The need for this on a global scale was highlighted, as a common theme emerged from the presentations. Through this presentation, the College of Education sought to provide an opportunity to learn from international students who are in our HIED program. These students bring a global perspective and knowledge from areas in the world in which we have much to learn. Dr. Silvestre and Dr. Imbra provided an opportunity for faculty, students, and staff in the College of Education to learn from and gain an understanding of women in higher education on a global scale.

Spring Convocation 2011 – Cam N. Le

The Center for Excellence in Teaching and Learning hosts many different events and initiatives, especially during the Fall and Spring Convocations. This year we were pleased to welcome faculty members and students from the Higher Education Administration program to join our group of workshop facilitators for Spring Convocation 2011. Their session, titled, "The Challenges of Women in Higher Education from a Global Perspective," was a great addition to our event. With their thorough knowledge and professional experience in the field, the team (including Dr. Christine M. Imbra, Dr. Gabriela J. Silvestre, Ms. Eglantina Cenolli, Ms. Lynn Conteh, and Mr. Xingcai Liu) helped participants explore how the status of women in higher education systems around the world has been affected by globalization and internationalization. While the panel described the various challenges among higher education systems, it also pointed out the unique difficulties that women face in different countries. The panel focused on the situation of women as students, administrators, and faculty mainly in Albania, Argentina, China, Sierra Leone, and the U.S. The faculty who attended felt that the Higher Education Administration team did an excellent job of providing everyone with valuable information and creating an inspiring conversation.