

# Great potential. Great achievements. Center for the Education of Women

## A Conversation with CEW's Counseling and Programs Staff

*As we approach the end of the Michigan Difference Campaign in December, we focus our attention on the Center's counseling and program services, areas that remain underfunded.*

*CEW researcher Jean Waltman met recently with members of the Center's counseling and programs team to talk about the unique and important services they offer to University and Ann Arbor-area community members.*

*Present for the conversation were Kirsten Elling, CEW Managing Director and Associate Director for Counseling, Programs and Services; Valerie Eaglin, Senior Counselor; Doreen Murasky, Senior Counselor; Carolyn Lewis-Stone, Senior Counselor; Jacquie Bowman, the Center's new Community College Transfer Student Program Coordinator and Counselor (pictured right); and Janice Reuben, CEW Program Coordinator (pictured left).*

**Jean:** *What aspects of CEW's counseling and program services do you want our readers to know about?*

**Val:** We are proud that we have been able to maintain all our counseling and many of our programs as free services, to allow people to come to CEW and plan for whatever it is they want to do with their lives.

**Kirsten:** Val's point is really key. One of the things that's hard to put a value on is the fact that the Center offers high quality services to a population that needs to find work, needs more education, needs to get better jobs than they have. And they're often the least able to afford expensive job search firms.

**Jacquie:** It is important to emphasize that counseling is a core



service CEW provides to the community. Many people say to me, "Oh, I didn't know you served the community."

**Val:** Absolutely! Some people assume that, by supporting CEW's Counseling and Programs Fund for example, they're giving money to the University of Michigan for student services that ought to be covered by tuition.

I want to stress that over fifty percent of the population we see at CEW is non-University of Michigan, so they're also supporting the community.

**Kirsten:** And there's very much a feeling in the public that big public universities like Michigan have a responsibility to give back to the state, to support the economy, help

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## Two Years Later: Assessing the Impact of Proposal 2

*In November 2006, Michigan voters approved Proposal 2, a constitutional amendment banning certain forms of affirmative action on the basis of race, gender, ethnicity, color, or national origin in public education, public employment and government contracting. It is important to note that programs or services may still be targeted to women or underrepresented minorities, so long as no one is excluded on the basis of race, gender, color, ethnicity or national origin. The law also permits affirmative action efforts that are required in order to achieve or maintain eligibility for federal programs and funds. Proposal 2 took effect in late December of 2006.*

*Before the vote, CEW was very active in educating Michigan residents about the potential impact of the Proposal on women, individuals and communities of color, and on the economic development of the state. Less than two years after implementation, what can we say about the responses to and consequences of Prop 2?*

### FOR THE CENTER FOR THE EDUCATION OF WOMEN

CEW has taken a number of steps in the wake of Proposal 2:

- Speaking out about the impact of anti-affirmative action initiatives
- Creating our Community College Transfer Student Program, working in concert with a larger UM initiative to increase transfers by community college students to the University of Michigan
- Creating our Crossing Boundaries Project, which promotes University and Detroit-area community collaborations and focuses on the intersection of race and gender
- Expanding our scholarship program to meet gender-neutral requirements, while focusing on a targeted outreach
- Developing new capacity for staff mentoring and leadership development through the Women of Color Task Force
- Continuing to provide support and advocacy for women of color faculty through our Women of Color in the Academy Project

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### Michigan Difference Campaign Finale

We will be celebrating the end of the Michigan Difference Campaign and thanking those who have been part of its success. Look for information about campaign finale events and celebrations taking place Thursday, November 13 through Sunday, November 16.

## CEW STAFF

Kirsten Elling, *Managing Director,  
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While serving as Managing Director is a challenging task, it is made much easier by the professionalism, expertise, and enthusiasm of CEW staff members. CEW remains productive, innovative and vital.

I've met many of CEW's friends, but for those of you who don't know me, I've been serving as Managing Director of the Center since January of this year. As Carol Hollenshead began planning for her retirement this past June, I took on the day-to-day management of CEW's activities and worked closely with Carol to assure a smooth transition period. The search for a new Director of CEW is ongoing and will continue into the Fall semester. It is clear that the search committee, Senior Vice Provost Monts, and Provost Sullivan are all committed to finding the best candidate to lead CEW into the next decade. I know that I speak on behalf of the staff when I say how delighted I am that the future of the Center is so important to others in the University.

While serving as Managing Director is a challenging task, it is made much easier by the professionalism, expertise, and enthusiasm of CEW staff members. CEW remains productive, innovative and vital. It is truly amazing to consider how much is accomplished each year by our dedicated staff! In the past year, for example, our counselors provided nearly 1,000 appointments, we offered 76 programs, we awarded over 40 scholarships, and outcomes of our research were reported through presentations, several reports, and through the popular media. Our new website segment "CEW in Action" is being utilized by numerous individuals seeking to make a difference through advocacy and action.

We have a busy Fall semester ahead, with new initiatives, a strong slate of program offerings, enhancements of existing efforts, and a celebration of the completion of the Michigan Difference capital campaign. In this newsletter we bring you a discussion of our counseling efforts, giving you an inside glimpse into the work of our professional counselors and the concerns that participants bring to CEW. An examination of Michigan and CEW endeavors in the post-Proposal 2 environment and a review of research results that are garnering national attention update you on our continuing research and advocacy efforts. You will also discover how the CEW Library is becoming accessible to a wider audience through a new web presence.

This Fall, we hope to see you at one of CEW's many programs, whether on presentation skills, financial fitness, work-family balance, career change, success strategies for graduate students, or any of our other topics. Join us in February for a lecture by Radhika Coomaraswamy, UN Under-Secretary-General, Special

Representative for Children and Armed Conflict, funded by the Christobel Kotelawala Weerasinghe Fund. Encourage a student who has had an interrupted educational path to apply for one of CEW's scholarships. And gear up for the Winter semester when CEW will welcome Malika Dutt of the international human rights organization Breakthrough as our next Twink Frey Visiting Social Activist. Mark your calendar for the 2009 Career Conference, presented by the Women of Color Task Force and scheduled for February 27.

As always, we invite you to take advantage of our counselors' expertise as you consider life transitions, and to keep up to date with all our activities through the CEW website [www.cew.umich.edu](http://www.cew.umich.edu). Our research papers are available online, and the National Clearinghouse on Academic Worklife ([www.academicworklife.org](http://www.academicworklife.org)) provides access to reports, articles and policies regarding academic work. We're looking forward to yet another productive and stimulating year, and we thank you for your ongoing support of and engagement with CEW.

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Kirsten Elling  
CEW Managing Director

## FOR THE UNIVERSITY OF MICHIGAN

**Undergraduate Admissions** The University of Michigan admitted 7% fewer underrepresented minority undergraduate students in Fall 2007 than in 2006. For both the 2007 and 2008 admissions cycles, the University used software that identifies schools and neighborhoods in Michigan and across the nation that send relatively few students to UM, so they can be targeted for more intensive recruiting. Those include not only urban but also rural and lower-income communities. In addition, President Mary Sue Coleman and other senior leaders made many appearances and phone calls across the state encouraging students, particularly in communities of color, to apply to and attend UM. As a result of those efforts, in 2008 there was a decrease of only 2% in underrepresented minority undergraduate students who paid enrollment deposits. In total, from 2006 to 2008, underrepresented minorities fell from 12% to 11% of admitted students.

As the 2008-2009 academic year begins, the University is launching a new Center for Educational Outreach and Academic Success that will create, coordinate and support efforts by many academic units across the campus to work with school systems, students, parents, teachers, religious congregations and community-based organizations to keep diverse students moving successfully through the educational pipeline so they can be prepared to attend UM and other colleges and universities. In addition, UM is tightening connections to tribal colleges and to community colleges. The University also offers outreach programs through its Detroit Center.

The University of Michigan has created two new scholarships to replace others that took race into account. Michigan Tradition Awards are for students from underrepresented schools and neighborhoods. Michigan Experience Awards are for students who have participated in state or federal early-awareness or college-readiness programs typically based on socioeconomic status, like Upward Bound, Talent Search and Gear-Up. In addition, the University has significantly stepped up efforts to raise funds for need-based scholarships in order to free low- and moderate-income students from loans. The University of Michigan is committed to meeting the full demonstrated financial need of all in-state students.

**Graduate Admissions** From 2006 to 2007, there was a 4% decrease in the percentage of self-identified underrepresented minority students entering graduate and professional programs, with a significant increase in students choosing not to select a racial designation.

**Faculty Hiring and Promotion** The University, along with all other large federal contractors, continues to have federal affirmative action obligations related to employment, including taking affirmative steps to diversify applicant pools in job categories that are underrepresented by race or gender. Nonetheless, in recent years the University of Michigan has made no progress in increasing the percentage of women assistant and associate professors. Women still make up less than one-third of the faculty—and only one-fifth of full professors. From 2000 to 2006 there were no gains in the representation of women of color among female assistant professors; in fact, the percentage of all new female tenure-track faculty who are women of color dropped sharply in 2005 and 2006. While these problems pre-date Prop. 2, it may well exacerbate them, as potential faculty recruits perceive the state to be unwelcoming.

A May 2008 report released by the UM Committee for a Multicultural University looked at faculty hiring, by race, since 1994 and found that blacks currently represent only 5% of full-time, tenure-track teaching faculty and Hispanics, 3%. Furthermore, since 1994, there has been no significant change in the hiring rates for blacks and Hispanics. In addition, the committee found that the trend in the participation levels of black and Hispanic assistant professors has exhibited negative tendencies, and black faculty tend to leave the University at a higher rate than all other faculty groups. Again, while these historic and contemporary problems cannot be attributed to the passage of Prop. 2, it may exacerbate them by contributing to a worsening racial climate and fostering the perception outside Michigan that the state is

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Now anyone, whether they are on the UM campus or in Cambodia, can learn which books are in the CEW library, and read a brief abstract of the contents,” says Jeanne Miller, CEW’s Director of Information Services. This summer, Jeanne and her staff of library student workers have been converting the existing online catalog to a new web-based product accessible via the CEW website.

### Expanding CEW’s Reach

“Our resources are now available to a much broader audience,” Jeanne notes. “The change to this new system expands CEW’s reach

services and programs, these activists can use the website to develop book collections specific to their needs.

Users can access the library catalog from a link on the resources section of the CEW website ([www.cew.umich.edu/resources](http://www.cew.umich.edu/resources)). Books can be found through author, title, subject or keyword searches and saved to a “clipboard” list for printing. Each book record indicates whether the book circulates or is on reference, gives the number of copies, and shows whether the book is available. Most records also have a summary description of the book’s contents.



## CEW’s library expands its reach thanks to the campaign library fund

in significant ways. First, it means that women and men who are unable to come into the office can still find resources to address their immediate needs. For example, a woman staying in a domestic abuse shelter could easily access our resources.”

Many of the books in CEW’s library are also available for use in public libraries. “We are simply a more focused collection, meaning that a search in our catalog is likely to result in more appropriate references and fewer extraneous titles.”

Jeanne also points out that we already know that CEW’s website is used internationally, often by women’s groups in developing countries who are establishing agencies for women. Now, in addition to learning about CEW’s

### Activating the System

Work continues on bar coding the over four thousand books in the CEW library in order to activate the circulation portion of the system this Fall. Future plans include incorporating vertical file materials—reports, papers, training manuals, and other materials that need to be kept in files rather than on shelves. “This system, with its increased integration of resources, its circulation module, and its ability to take CEW resources out of the office and into communities, is an important step in making CEW a 24/7 resource in Ann Arbor and across the globe,” explains Jeanne, “and we are grateful to donors who contributed to CEW’s library fund during the Michigan Difference Campaign for making this step possible.”



turn the economy around. The Center for the Education of Women is a unit that really

helps UM fulfill that mission. We are helping people return to school, switch careers; when they're laid off, to retool their skills and find other jobs—which is ultimately helping to create a more productive, fully employed workforce in the state.

**Doreen:** I want to stress that our ultimate goal with all the people we see is to enhance the quality of their lives, whether that involves their work, education, relocation, retirement, financial planning, or any other issues they're facing.

**Janice:** And they can learn about resources too, access to resources in the community and at the University. People in the community may not have the connection to the University that we have.

**Jean:** *How would you describe the people who come to CEW for counseling?*

**Kirsten:** Well, of course we obviously do help UM students. They have access to the University's Career Services office as well, but I think some students find that we add a complementary perspective, depending on their life circumstances and especially if they're non-traditional students.

We serve the whole spectrum. We financially assist some UM students who, for example, can't make their rent and are about to be evicted, or who need winter coats for their kids. We also work with the Salvation Army, the Women's Center of Southeast Michigan and other organizations to find help for the students and others who come to see us.

**Doreen:** Lots of the people we see are at transition points in their lives. A professional woman, for example, who's come to Ann Arbor as part of a dual-career couple and needs someone to help her think through her options.

**Carolyn:** I see lots of people who initially come to CEW wanting job-search skills. We talk about filling out the application, presenting yourself well in the interview. We also talk through some of the issues related to how you're feeling about your current work and how to begin to explore other possibilities. If it turns out you need more psychological counseling, we can refer you for that too. If you want some interest or abilities testing, we can refer you for that. CEW is the umbrella place where people can begin to lay it all out and talk about it.

**Val:** Of course, we might also talk to you about whether you have ever considered doing other things with your life. But, for me, that type of discussion happens only when I sense it would be appropriate under the circumstances.

**Kirsten:** The key is to see the potential that everyone has. So if someone comes to me because she's trying to find a retail sales job and she hasn't gotten her GED, I'm happy to help her with the application process. But I'm also going to ask, "Gosh, have you thought about finishing your GED? What are the obstacles there?" I want to help troubleshoot and problem solve. To be really frank and say, "You know, if you had that high school diploma, or an associate's degree, you could get a different job." I think a lot of participants experience those questions as a belief in their potential.

I remember working with a woman who had a bachelor's degree and was working in a fairly low-level job at the UM. She was really good at what she did, but really sick of it and not making much money. She was applying for other jobs but not having success in getting inter-

views. Looking at how she had her resume set up, I saw that she'd described her educational background at the very bottom. "You have a bachelor's degree," I told her. "I'd really like to see you highlight that." She was seeing herself as not very qualified, with not a lot to offer. We reworked her resume, and she got a better job. And part of her success was just seeing herself in a different light.



**Jean:** *In other words, it sounds like your goal is to meet people where they are and where their needs are, but at the same time to help them recognize a potential that they may not see in themselves. And, if they are interested and willing, to help lead them in directions where they hadn't considered being able to go.*

**Kirsten:** I think people certainly find it helpful to have a sounding board, breaking things down into manageable stages and thinking through it with someone. Then I say, "When do you want to come back?" I might see a person three times over the course of three to six months, and they tell me, "If we hadn't scheduled that next appointment, I might have just left feeling that these were some great ideas, but I might not have taken action. The fact that I knew I had to come back and tell what I'd found and where I wanted to go from here was really helpful." They were accountable to someone.

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That's a theme that I often hear, that someone is taking them seriously. Often people will say, "Well this might be silly, but I've just always wanted to open my own business," or "I've always wanted to go to grad school," or "I've always wanted to get a bachelor's degree even though no one in my family ever has." And people really internalize the fact that a CEW counselor believes it's a possibility and takes it seriously. I'm amazed at how powerful that can be just in a couple of sessions. Because, I think some of these folks don't necessarily have that in other parts of their life. There's not validation for their ambitions.

**Doreen:** We take a very holistic approach. So CEW is a great place to start when you know you want to make a change in your life. We'll help you figure out the details and develop a plan of action.

**Val:** Someone once described CEW as a place that sees the "whole person." Maybe a participant has self esteem issues, or maybe she doesn't know how to dream. We often see

# Part of CEW's Conversation with Counselors

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**Val:** And I think it's important to point out all the collaborations CEW has with other local colleges. We work with Eastern, Cleary, WCC, Concordia, everybody around here. Representatives from those schools sit on our panels for conferences, they do workshops with us, we go to their campuses by invitation. We might advise someone to transfer to Concordia, for example, if it seemed to fit their needs more closely.

women who, when you ask them what they'd like, they just look at you with a blank stare. They've never had the option in life to even think about what they want.

**Carolyn:** We don't have an agenda with the people who walk in the door, whereas family members and significant others may have an agenda or an investment in their making a certain decision. So we're open, we're not judgmental and we're honest. We may say, "That doesn't sound like a good idea but, if it's something you want to do, let's talk about how you might pursue it." Or "That sounds like it's going to be very difficult. How might you do that?"

*If you would like to make an appointment with a CEW counselor, please call 734.764.6005.*

*If you would like more information about CEW's programs and services, please see our website at [www.cew.umich.edu](http://www.cew.umich.edu)*

**Jacque:** Likewise, CEW has been working with community college students and transfer students since the very beginning. Our new Community College Transfer Student Program puts those efforts front and center, allowing us to support that population in a more comprehensive way. CEW will be able to provide a welcoming environment for potential transfer students to discuss whatever their concerns might be, to learn how to navigate the UM systems, and to hear about the steps for moving from a community college to the University of Michigan.

**Kirsten:** It's all about the fit for a person's goals. CEW is also unique in working with people across the lifespan. We do see college students trying either to come to college, transfer, go to grad school, or find a job after college. But we also work with people who have just started a family, or who are going through a divorce, or who are moving into retirement. We're equipped and experienced in working with

people from age 18 to 70 and all the complex life transitions that happen at different stages. That definitely keeps us on our toes and makes for really rich work.

**Janice:** It also is the basis for the programs CEW offers to the public. The program topics are not just pulled out of the air. We talk with the counselors about issues that they're seeing and then create a workshop schedule that addresses those needs. It's one thing for the counselors to suggest options to their participants. But then they can say, "We have a program coming up next month that deals with that issue. Maybe you could sit in on that." People come out of programs excited about possibilities, not just in their own lives but in the community. I've witnessed people crying in the corner because they're so filled with passion for what they might do.

**Val:** It's also important to mention that, as we gather up all these issues that people bring to us, we forward them to CEW's advocacy team, as a way to promote change in the University and in the community. We've been known to call different departments and say, "We've had a steady stream of your students coming over here and needing support. Perhaps you need to address that issue," and they have. After all, the whole reason CEW was first established over 40 years ago was to help the University be more user friendly to the community, faculty and staff.

**Carolyn:** I think about how many participants we see by virtue of word of mouth from people who have been here before. We often work with men, for example, because their mothers or wives have said, "Oh yeah, CEW sees men. You've got to go!"

One last thing I'd like to add: I think I can speak for all of us when I say that we enjoy our work enormously.

**Kirsten:** Not to toot our own horn too much, but I'm proud of the quality of service that CEW provides—especially given our breadth of service, the integration of counseling and other services, the fact that we work with people from all walks of life. It can be very complicated. Our counselors are so experienced and dedicated and talented. We have a phenomenal staff.

*Please help us fully fund these important services. If you are interested in learning more about contributing to the Counseling and Programs Fund, please contact Betsy Wilson at 734.764.7291 or email her at [ecwilson@umich.edu](mailto:ecwilson@umich.edu)*

*(Pictured far left): Jacque Bowman, the Center's new Community College Program Coordinator*

*(Center photo from left): Doreen Murasky, Senior Counselor; Jean Waltman, Senior Researcher and Writer; Carolyn Lewis-Stone, part-time Senior Counselor; and Kirsten Elling, CEW Managing Director and Associate Director for Counseling, Programs and Services*

*(Pictured below, from left): Kirsten Elling; Janice Reuben, CEW Program Coordinator; and Valerie Eaglin, Senior Counselor*

*Photos by Lin Jones, Photo Services*



“It’s wonderful to know that a place like the Center for the Education of Women exists on our Michigan campus. When it comes to CEW, my enthusiasm knows no bounds! It’s easy to see why Molly Dobson is one of the Center’s most beloved friends. And why we especially honor her now, as she steps down after 18 years as a member of the Center’s Leadership Council.

Molly has been with us from the beginning. As president of Michigan’s Lucile B. Conger Alumnae Group in the mid-1960s, Molly was among the Center’s first supporters. Since then, she has continued to be one of our best and most persuasive ambassadors, carrying CEW’s story to her friends and fellow Ann Arbor citizens.

In the early 1990s, Molly became more actively involved in the Center, first reading scholarship applications and then joining the newly formed CEW Leadership Council. Molly has been on the Council since then, a role she relinquishes this Fall. In the early ‘90s, Molly also endowed the Molly Dobson Scholarship at CEW. This scholarship has been awarded for 16 consecutive years to a total of 22 University graduate and undergraduate students in fields as diverse as nursing, education, engineering, the arts, science and the ministry.

Sitting in her living room, Molly points to a bonsai plant on a nearby table, a gift



*“Counseling is the life blood of the Center. It drives the research agenda, informs the advocacy program, and touches so many lives. Why? Because when you help an individual advance through education and employment, you not only impact a life. You impact a family. A community. A state. A country. A world.”*

## Thank you, Molly.

from one of her scholars. I very quickly got absorbed with my CEW scholars, she explains, because of their infinite promise and their obvious need for financial assistance to complete their educations. Donors who support these talented and socially committed students make a difference in today’s divided world by better preparing the scholars to meet and resolve the challenges we face.

As appealing as the scholarship program is, Molly believes that the other services CEW provides are equally valuable. She has therefore earmarked her recent campaign gift to the Counseling and Programs Fund, an area in need of further support. Counseling is the life blood of the Center. It drives the research agenda, informs the advocacy program, and touches so many lives.

Why? Because when you help an individual advance through education and employment, you not only impact a life. You impact a family. A community. A state. A country. A world.

Molly Dobson and her family are well known, well loved members of the community. Molly and her late husband Bill Dobson, alums and longtime supporters of the University of Michigan, raised their family in Ann Arbor, where Bill—and later their son Steve—was president of the Dobson-McOmber Insurance Agency.

Over the years, Molly has been active in a number of local foundations and non-profit groups. Because of her outstanding commitment to various UM units, Molly received the 2006 University of Michigan Hermelin Award for Fundraising Volunteer Leadership. Today, in addition

to CEW, Molly devotes herself to The Neutral Zone, a downtown gathering place for teens. It’s important, she tells us, for teens to have a home away from home, a place where they can spread their wings, hone their skills, have a voice, and get to know young people from other schools.

Molly’s devotion to the people CEW serves is strong, and she has always been an ardent and compelling spokesperson, telling stories of lives changed by CEW’s efforts and encouraging her fellow citizens to join her in supporting the Center. Because Molly inspires respect, generosity and action, she leads many others to donate their time and resources to CEW. It’s easy, she says, to believe in an organization with such a vital mission.

Molly realizes that she leaves the Leadership Council at a time when CEW is at a crossroads. I salute Carol Hollenshead for all she’s done to sustain and help CEW flourish over the past 20 years. At the same time, I know that CEW will continue to grow and to aggressively tackle new issues.

Although I’m leaving the Council, I’ll certainly maintain my association with CEW, says Molly. My heart will always be there. To Molly Dobson we say, Thank you, dear friend, for all you have done to enhance the Center for the Education of Women.

## THE IMPACT OF PROPOSAL 2 *Continued from page 3*

hostile to people of color. Because hiring of female and underrepresented minority faculty declined rapidly in California following passage of that state’s anti-affirmative action amendment, these trends warrant close attention.

### FOR THE STATE OF MICHIGAN

**Governor’s Executive Order** After passage of Proposal 2, Gov. Jennifer Granholm issued Executive Order 2006-7, Promoting Diversity in Michigan, affirming that the continued promotion of diversity in Michigan is a vital component in the state’s educational efforts and an important aspect of Michigan’s economic development efforts.

**K-12 Education** According to the Michigan Women’s Commission, following passage of Proposal 2, some school districts have stopped allowing the American Association of University Women (AAUW) and other groups to host technology camps for girls in the public schools, even though the Michigan Civil Rights Commission has defined educational programs affected by the amendment as only those that matriculate to a degree.

**Financial Aid** Nothing in Proposal 2 bars private entities from awarding designated scholarships. Following passage, the University of Michigan Alumni Association, an independent non-profit organization, began raising private funds to create new diversity scholarships for admitted University of Michigan students. In addition, a new non-profit organization, The Imagine Fund, is dedicated to advancing diversity in higher education. It works with donors who are interested in creating scholarships to

keep the doors of opportunity open for those whose race, color, sex, ethnicity or national origin may otherwise limit their path, or who share other characteristics, including sexual orientation, disabilities or religious affiliation that enable them to bring diversity to Michigan public or private colleges and universities.

**Contracting** A survey by the Grand Rapids Equal Opportunity Director of the city’s 2007 construction contracts found that, compared with 2006, spending increased by 41%. However, the value of contracts with minority-owned companies fell by 44% and with women-owned businesses by 47%. According to the director, the declines can be attributed to Proposal 2. During the same period, the value of contracts with firms owned by white men shot up by 405%. Grand Rapids Public Schools also reported a drop in minority subcontracting. Other Michigan cities have not publicly reported data showing impact on women or minority contractors.

### Continuing our Efforts

Proposal 2 poses a serious social and economic challenge to Michigan. Efforts to help women and underrepresented minorities succeed in the educational and career pipeline must be a top priority, for the good of individuals, families, and specific communities as well as for the collective well-being of the State.

*Look for more information about the impact of Proposal 2 on our website under CEW in Action. Director of Advocacy Sue Kaufmann is developing a full report on this topic to be posted in the next few months. [www.cew.umich.edu](http://www.cew.umich.edu)*

The Center for the Education of Women is honored to announce a generous gift from Lee Gorman and her husband Mark Ritz. Taking advantage of the University's Michigan Endowment Return Strategy (MERS), Lee and Mark recently donated \$260,000 to CEW as part of the Michigan Difference Campaign.

Born in Massachusetts, Lee Gorman grew up and lives in Ann Arbor. She holds a bachelor's and a master's degree in business administration from the University of Michigan's Ross School of Business, as well as a bachelor's degree in mechanical engineering from Lawrence Technological University.

When Lee talks about her life and career, it's clear that she has experienced some of the gender-based challenges about which CEW is concerned. Not that those challenges thwarted her. "The best way to ensure that I'll accomplish something is to tell me that I can't do it." With her "stubborn nature," her love of learning and her intense work ethic, Lee has had a distinguished career in the automotive industry, beginning as a financial analyst at

## A most generous gift

*"I can see that, through its counseling and other services, the Center works to remove barriers, to improve access, and to empower women to help themselves."*

Lee Gorman, CEW Supporter



Ford Motor Company and including a number of high level marketing and management positions. Mark, who earned an engineering degree from UM-Dearborn, also has an automotive background and is currently a Vice President at Lear Corporation.

Both Mark and Lee have long supported the University of Michigan. In combination with their current CEW gift, they are contributing to radio station WUOM and the Erb Institute for Global Sustainable Enterprise.

Lee tells us that she and Mark value education and the power it has to change lives. They also honor hard work, individual initiative, and self-reliance. At the same time, Lee knows "the importance of young people, especially young women, having others who believe in them and who offer support and encouragement to help them understand and seek their goals."

Once the couple had decided to make a Michigan Difference contribution, Lee did a great deal of research, looking for units at the University that reflected those values and interests. She found CEW to be a close match. "I can see that, through its counseling and other services, the Center works to remove barriers, to improve access, and to empower women to help themselves."

Lee was struck by lines from an Apollinaire poem, recited by CEW friend Irma Wyman at Carol Hollenshead's recent retirement party: "Come to the edge, he said. They said: We are afraid. Come to the edge, he said. They came. He pushed them and they flew."

"This poem," says Lee, "exemplifies the role I see CEW so ably playing in the lives of men and women—offering encouragement and support for their dreams."

We thank Lee Gorman and Mark Ritz for their confidence in the Center's mission and work.

## WOCAP: Working collectively for progressive institutional change

Issues related to the recruitment, retention and promotion of women of color faculty gave rise to the development of the Women of Color in the Academy Project (WOCAP) in June 1994. After a series of discussions with women of color from various schools and colleges, the Center for the Education of Women and the Women's Studies Program jointly submitted to the Office of Academic and Multicultural Affairs a proposal for a series of activities to be undertaken over the course of three years on behalf of women of color faculty and students at the Ann Arbor campus of the University of Michigan. The project has been ongoing since that time and has been jointly funded by the Office of Academic and Multicultural Affairs and the Office of the Vice President for Research.

WOCAP was created with the initial charges of highlighting the work of women of color faculty and creating a support network among these scholars. Over the past 14 years, WOCAP has sponsored a range of activities for local, regional, and national audiences. These activities call attention to the specific experiences, contributions, and needs of women of color faculty, graduate students and staff, and in turn provide WOCAP with local and national recognition for its efforts. For example, the *Through My Lens* video project in 1998 achieved national recognition for its portrayal of the unique and complex experiences of women of color faculty as they actively negotiated issues of institutional climate, life balance, and professional development.

### Issues in the Post-Proposal 2 Era

Despite WOCAP's notable efforts over the past 14 years, the numbers of tenured and tenure-track women of color faculty remain relatively stagnant, and widespread awareness about the structural constraints impeding their recruitment, retention, and promotion is limited. These issues have great urgency in the post-Proposal 2 era, when many affirmative action policies in the state of Michigan

have been outlawed. To this end, WOCAP has revised its mission to reflect a greater interest in advocacy, visibility, and collective action as viable structural interventions.

The mission of WOCAP is now four-fold: 1) to highlight the contributions that women of color make to the university community and to society at

## WOCAP

large, both academically and culturally; 2) to build a network of women of color faculty that serves as a support system for their research, academic career development, and enhanced career satisfaction, thus supporting their retention; 3) to advocate on behalf of women of color faculty and graduate students by working collectively for progressive institutional change with the goal of creating healthy and equitable environments in which to engage in scholarly activity; and 4) to serve as a model for future recruitment and retention programs for women of color faculty at the national and international level.

### WOCAP Programs and Events

WOCAP offers programs and activities to support the recruitment, retention, and well-being of women of color faculty, graduate students and staff at the University of Michigan. Programs are designed to disseminate and showcase the research of women of color scholars, create opportunities for feedback on works in progress, cultivate mentoring relationships, build a sense of community, foster professional development, call attention to structural barriers, dialogue about potential solutions, and facilitate coalition-building with like-minded organizations at peer institutions. WOCAP extends an invitation to women of color faculty (both junior and senior faculty), graduate students and staff, as well as allies, to participate in relevant programming and work together to address the structural constraints faced by women of color in academia.

*Carmela Alcantara is the Program Coordinator of the Women of Color in the Academy Project at CEW. Contact her at [calcan@umich.edu](mailto:calcan@umich.edu)*

# CEW Research on Family-Friendly Policies Garner National Attention

Over the past several years, CEW has conducted research on family-friendly policies in higher education and on the work lives of faculty. In addition, CEW created and maintains the National Clearinghouse on Academic Worklife ([www.academicworklife.org](http://www.academicworklife.org)), which provides a database of both policies and articles/reports regarding academic work. Researchers and campus administrators across the country look to CEW for information and recommendations regarding these issues.

The CEW research brief *Family Friendly Policies in Higher Education: A Five Year Report* ([www.cew.umich.edu/research/highered.htm](http://www.cew.umich.edu/research/highered.htm)) examines the status of family-friendly policies in higher education, and assesses change and progress in the provision of such policies to faculty. It summarizes and compares the findings from the Center's 2002 study "Faculty Work/Family Policy Study" and our 2007 study "Assessing Progress in Faculty Work-Family Policies and Career Flexibility at American Institutions of Higher Education," both funded by the Alfred P. Sloan Foundation.

## Findings

Overall, the average number of family-friendly policies per institution has increased in the past five years—from an average per institution of 1.5 policies to 1.9, out of a possible 7 policies. Yet, institutions still do not offer a range of flexible work policies.

The following are among the frequently offered policies:

- **Tenure clock extension**  
Allowing tenure-track faculty a period of time, typically one year, that will not be counted as part of their tenure-probationary period—offered by 65%

of responding institutions on a formal, institution-wide basis

- **Phased retirement**

Allowing flexible retirement options and incentives for faculty to move gradually away from full-time work and facilitate the transition into retirement—47%

- **Unpaid leave** beyond the 12 weeks mandated by the Family Medical Leave Act (FMLA): Allowing faculty extended unpaid leaves in order to care for children or other family members or to receive personal health care—44%

The most frequently offered benefit is Paid Time Off for Pregnancy/Childbirth. Although 78% of respondents offered this benefit, nearly one in ten of the respondents—from all types of schools—reported no policy or accepted practice at their institution regarding time off for pregnancy/childbirth for biological mothers. These institutions could be at risk for being out of compliance with the Pregnancy Discrimination Act of 1978 if they offer paid leave to faculty members for any other medical disability.

Our research distinguished between policies that were formal, written

and institution-wide versus policies with less than universal coverage, such as written policies in only some schools/departments, unwritten but common practices, or benefits offered on an individualized basis. While these lesser policies apply to some individuals in some circumstances, their lack of codification and institution-wide application likely leads to spotty coverage and the potential for discriminatory practices.

As competition for top faculty, including women, has increased, so have policies that, while usually available regardless of gender, are more often used by women. The trend upwards demonstrates the incremental change that has been occurring on campuses across the country as institutions of higher education seek to recruit and retain the best faculty.

Assessing the research data, the Center predicts there will be continued emphasis by institutions on policies such as phased retirement, tenure clock extensions, and unpaid leaves after the period covered by the FMLA, all providing flexibility to faculty with little institutional cost.

Based on CEW's national reputation for research on family-friendly policies in academia, this research brief was a primary focus of a July article in the *Chronicle of Higher Education*. In addition, because the Center is seen as a valuable resource for the higher education community, Jeanne Miller, Director of Information Services and Publications for CEW, will be discussing CEW's research at an Invitational Presidential session for the November conference of the Association for the Study of Higher Education.

CEW Programs and Events Information on-line  
September 10. Register early. [www.cew.umich.edu](http://www.cew.umich.edu)

## WOMEN OF COLOR TASK FORCE CONFERENCE 2009

The UM Women of Color Task Force, a staff volunteer group dedicated to providing programs and training opportunities that support the professional and personal development of UM employees, will host its 27th Annual Career Conference on Friday, February 27, 2009, in the Michigan League. This year, workshops will be expanded from 90 minutes to two hours. A total of 40 sessions will cover topics in the following five main categories: Leadership Development; Project Management; Work-Life Balance; Health Education; and Personal Finances. Conference registration information will be available on the WCTF page of the CEW website in October at [www.cew.umich.edu](http://www.cew.umich.edu)

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