

# M Great potential. Great achievements. *CEW* Center for the Education of Women

## Building Strong Women Leaders for Michigan's Future

What makes someone a good leader? One answer is that authentic leaders are people who know their values and connect those values to a leadership vision. Thus, many leadership development programs include helping people become more self-aware. In the process, leaders also come to understand the importance of such competencies as building trust, forging teams, dealing with ambiguity and change, being flexible, delegating and sharing credit, and communicating well.

With these concepts in mind, CEW has set a number of goals for the unfolding initiative:

- Keep the program affordable
- Reach a diverse group of women in a wide range of enterprises in both for- and not-for-profit organizations
- Make the program portable and deliver it annually to women in different communities throughout the State
- Create a curriculum that teaches self-awareness, skills, and knowledge of organizational culture; in a format that combines work shops, one-on-one and group coaching, and social media.

The time is right for such an endeavor. Women, who currently make up close to 50% of Michigan's workforce, will play an important role in revitalizing our economy and building a diverse and productive workforce for our State's future. They will do so from corporate offices, not-for-profit enterprises, and their own businesses.

In some of these arenas, few women currently reach the top echelons of leadership. Among the top 100 companies in Michigan, for example, only 10.5% of senior positions are held by women. Certainly not every woman aspires to be CEO or president of an organization, but—if we are to keep talented young women in Michigan and fill the leadership gaps being created by retiring baby boomers—we must inspire women to recognize and develop their leadership abilities and succeed within their chosen spheres of influence.

**The Center for the Education of Women is embarking on an exciting new project: A leadership initiative for our State's emerging leaders. Our goal is to help a new generation of women realize their potential and to give them the skills and knowledge they need to survive and prosper in their organizations.**

A team of CEW staff members has been working for nearly a year on the planning for this initiative, building upon the success of CEW's long-standing Advanced Leadership Series for University of Michigan administrators. We are collaborating with women leaders in various areas of the state, beginning in Grand Rapids and Detroit. We are also engaging the services of consultants to help design the most relevant curriculum and delivery methods.

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### JEAN CAMPBELL, CEW FOUNDING DIRECTOR, RECEIVES UM HONORARY DEGREE

Everyone is so proud of Jean Campbell, our founding director, who received an honorary degree at the University of Michigan's Spring Commencement. Jean's Doctor of Laws degree recognizes her work at UM and nationally. She joined commencement speaker President Barack Obama, Ornette Coleman, Stanford Ovshinsky, Susan Stamberg, and Charles Vest in receiving her degree.

Jean Campbell was one of a group of women who in the 1960s developed a plan for a center to assist women whose educations had been interrupted and who wished to return to school. The University of Michigan put this proposal into place as the Center for the Continuing Education of Women



*Jean Campbell, CEW founder, left, with Michigan Governor Jennifer Granholm, and President Barack Obama, at the 2010 UM Commencement ceremonies.*

(later CEW) in 1964. In her role as Director (1964-1985) Jean worked on the University campus to establish evening courses, provide schol-

arships for women whose educations had been interrupted, encourage the development of a Women's Studies program, and expand enroll-

ment by targeting returning women students.

According to current CEW Director Gloria Thomas, "One of Jean's legacies is the strong programs of the Center for the Education of Women nearly 50 years after its founding. This honorary degree honors Jean's

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## from THE DIRECTOR

Having completed a full year as director of the Center for the Education of Women, I am increasingly aware of how important it is for professional and career-oriented women to have access to affordable, ongoing leadership development opportunities. I say this based upon my own experiences as a leader and upon the experiences that other women have shared with me—both in and outside the University of Michigan.

Some leadership issues are ever challenging, no matter how much experience we have: handling personnel matters and budget reductions, gaining and maintaining the confidence of constituencies, and the list goes on. Whatever the challenges, well designed and well delivered programs prepare leaders to meet them. The benefits of high quality leadership development are abundant, including, but not limited to, the following:

- Giving women a chance to reflect on who they are as leaders, what their core values are, and how their values translate into effectiveness
- Helping women develop a mission and vision for themselves and their organizations and providing strategies to stay mission-centered
- Raising awareness of the importance of being consistently transparent about decision making
- Emphasizing the importance of human capital and the value of the team to get the job done and produce results
- Identifying reward structures for team members who perform well
- Reminding leaders that their goal is not self-aggrandizement but serving others and doing so in a manner that upholds the privilege and honor that comes with their positions.

**“Studies show that women lead differently. We are more collaborative, more emotionally intelligent, and more willing to prioritize the needs of others over our own. These characteristics and more are the makings of great leaders.”**

Leading isn't easy. It can sometimes feel like a thankless job. However, whenever a group comes together to reflect on the reasons they choose to be leaders, the energy and enthusiasm in the room are invigorating. Such gatherings serve as the professional boost every leader needs and deserves in order to stay the course and become better at what she does. It is far too easy for leaders, particularly women who have many other demands on their plates, to pass on leadership roles. Many simply say, “Why bother?” “What's in it for me?” “It's not worth the headaches!” The truth is that we need more women leaders, and we need them to persist and advance into higher echelons of leadership.

Studies show that women lead differently. We are more collaborative, more emotionally intelligent, and more willing to prioritize the needs of others over our own. These characteristics and more are the makings of great leaders.

As this newsletter's lead story explains, the Center for the Education of Women is in the process of designing and implementing a leadership development initiative for emerging women leaders across the state. We will continue to keep you informed as we increase our commitment to quality leadership development for women as a part of our core mission and program offerings. We hope to engage you in the process along the way.

Gloria D. Thomas  
gthomas@umich.edu

### Meet CEW in Grand Rapids

CEW will be in Grand Rapids this May 25th as part of a University-sponsored reception to showcase Grand Rapids-University of Michigan partnerships. This event is our opportunity to introduce the Center for the Education of Women's Leadership Initiatives for Emerging Women's Leaders, the exciting and ambitious new project we are launching in 2010-2011.

This leadership development program can be an important step in your own career—or that of your students, colleagues, family members, and fellow citizens. We invite you to come to Grand Rapids and talk with CEW about our emerging leaders program, and to help spread the word.

The road to Michigan's economic recovery requires that we focus on the future, developing and retaining talented women leaders for all sectors of our communities. The emerging women leaders we are targeting for this Initiative live in Grand Rapids and other urban areas. They are poised to help reinvent their cities, whether they choose to work in the non-profit arena (where the need for the next generation of leaders is critical), in higher education, in corporate settings, or in their own small businesses. They are also the women, working at the grassroots, who are likely to stay and use their new leadership skills in their home state. It's important that they have access to the kind of low-cost, high-quality program we are creating.

Please join us at the Gerald R. Ford Museum from 5:00 to 6:30, Tuesday, May 25, to speak informally with CEW staff members about the pilot programs for the emerging women leaders initiative in Grand Rapids in the fall; or to explore other possible collaborations and connections.

To register, contact Janice Reuben at [reubenjs@umich.edu](mailto:reubenjs@umich.edu)



Jean Campbell receiving her honorary degree at the commencement ceremony.

contributions not just to CEW or the University of Michigan, but to gender equity in education and the workforce nationally.”

Jean Campbell's contributions to the knowledge base on women in education and on continuing education are widely known. She helped found the National Center for

Research on Women and the National Coalition for Research on Women's Education and Development. She served on a panel for alternative approaches to graduate education at the Council for Graduate School and Graduate Record Examination Board, participated in the first international inter-

disciplinary conference on women, and initiated a London conference on Research on Women. Her 1973 article “Women Drop Back In” is included in the 2008 Smith & Bender volume *American Higher Education Transformed* as one of the seminal documents in the developments of higher education in the U.S.

Jean has been inducted into the Michigan Women's Hall of Fame, and has received the Washtenaw Community College Foundation's Award of Merit—the highest single honor given by the college.

“Thanks to Jean's work, women have accessed all departments and schools at the University and have managed to find a way to earn degrees, to finish dissertations, to combine work with parenthood, and to expect equal opportunities on campus,” says Thomas. “Her legacy of promoting gender equity in education can be found not only at CEW, but in women's centers across the country. Congratulations for this latest honor, Jean!”

## Emerging Women Leaders Program

*Continued from Page 1*

The next year will be exciting, as CEW first pilots and then conducts the first session of this ambitious leadership development program for emerging women leaders. Stay tuned for more reports as we proceed. If you're interested in hearing more about CEW's Leadership Initiative for Emerging Women Leaders, or if you're interested in learning how you can participate or contribute, please contact Betsy Wilson at [ecwilson@umich.edu](mailto:ecwilson@umich.edu) or 734.764.7291.

Look for a new slate of CEW programs in the Fall. You can find the programs listing on our web site at [www.cew.umich.edu](http://www.cew.umich.edu)

## CEW Scholarships: *The Selection Process*

*As CEW moves once again into scholarship season, we share with you some details about the complex, behind-the-scenes process for selecting our scholarship recipients.*

This marks the 40th year that CEW has awarded scholarships to students who have had a gap in their educational progress. Created to commemorate the 100th Anniversary of the decision in 1870 to admit women to the University, the first scholarships were not monetary awards, only public recognition of recipients' promise. Today CEW awards about 40 scholarships annually, with an average award of \$5,800.

Many people know the basics of CEW scholarships. They were created for women who have experienced a minimum 48-month break in their educational progress beyond high school and are returning to complete a degree at any of the three UM campuses. Few are

aware, however, of the entire process that goes into choosing a CEW Scholar. The three-step process is based entirely on merit and involves both CEW staff and dedicated volunteers. We asked Kathy Cavanagh, who has served as a volunteer reader for the past few years, to add her perspectives.

### Step One: Reader Committees

The process begins with three separate reader committees. On each committee are three friends of CEW and a CEW staff member-facilitator. They all spend many weeks pouring over and evaluating a set of applications, each of which includes a personal statement, academic transcripts and three professional reference letters. At a half-day meeting, the members of each committee share their evaluations, deliberate over differences of opinion, and select their semi-finalists. The three groups send a total of approximately 65 applications forward for further consideration.

“The team process is great because it gives me other perspectives on candidates,” Kathy notes. Readers weigh academic excellence, likelihood of success in the applicant's chosen field of endeavor, community contributions, and life circumstances. Asked about her reaction to the scholarship applicants, Kathy searched for the right description. “They impress me, humble me, make me want to meet each of them, even those who don't receive a scholarship that year.”

### Step Two: Selection Committees

In the next step in the process, two selection committees review the applications forwarded by the initial readers. Each committee consists of three UM faculty members and a CEW staff facilitator. One committee considers all applications from undergraduates, while the second evaluates graduate students. “All of these applicants are doing remarkable things with their lives,” points out Kathy. “The process is not about judging but

about making a selection, which is very different.” Based on the number of scholarships available in a given year, the selection committee chooses between 40 and 45 scholars.

### Step Three: Awarding Scholarships

The scholarship winners have now been identified, based solely on their academic merit. However, individual scholarships have not yet been awarded. Each scholar was required to include a budget as a part of the application, and it is only at this point in the process that an individual's financial need is assessed. Working closely with the Office of Financial Aid on each campus, CEW staff customize the final list of scholars' merit-based awards. It is not unusual that scholars of equal merit receive different award amounts that reflect their specific financial situations.

Again and again, scholars tell CEW how important their awards were,

*Continued on page 8*

# Thank you

The Center remains thankful for all the many individuals, families and foundations that choose to support our clients, with their financial gifts. Without such gifts, many lives would go untouched by the power of the Center's programs, services and support. The Center staff, CEW Leadership Council and clients offer our heartfelt thanks.

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## What Causes Women's Poverty?

Both men and women experience poverty for some of the same reasons: unemployment, lack of education, lack of assets, poor mental or physical health, substance abuse, residential segregation and racism.

However, women face additional barriers to economic self-sufficiency. They include educational and labor market gender segregation that drives many women into poorly paid and unstable service jobs; lack of access to family-friendly workplace policies, such as sick leave; the gender wage gap; divorce; single motherhood and the abandonment of children by some divorced or unmarried fathers; and domestic and sexual violence.

## Why Should We Reform Welfare Now?

Many poor families turn to the welfare system for assistance. In order to keep the welfare system operating, Congress must reauthorize the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) by September 30, 2010.

Passed in 1996, PRWORA—popularly known as welfare reform—did away with Aid to Families with Dependent Children and created Temporary Assistance to Needy Families (TANF). TANF provides block grants to the states for cash assistance to very low-income families. It also provides work supports, including childcare and transportation assistance. Under TANF, states are required to adopt a “work first” approach that stresses immediate employment for welfare recipients, with limited opportunities for their education and training.

This year's reauthorization creates the opportunity to improve the current law to make it more responsive to the needs of the poor, particularly in a difficult economy.

## Welfare reform has moved people off the welfare rolls but not reduced poverty, which has been increasing since 2000.

Since the creation of TANF, the number of parents receiving cash assistance, 90% of whom are single mothers, has plummeted, even as use of unemployment benefits and food assistance (formerly known as food stamps) has soared since 2000. In 1995, 62% of poor children received cash benefits; in 2008, only 22% did so. While 84% of eligible families received benefits under AFDC in 1995, by 2005 the federal government estimated that only 40% of eligible families were being helped. A number of states reduced their welfare rolls by 90%. Many factors contribute to these sharp drops in aid, including access barriers, time limits, tough sanctions for infractions, and restrictions on aid for legal immigrants.

Most recipients (40% of whom lack a high school diploma) who succeed in finding work move into minimum wage, female-dominated and often unstable jobs without benefits or paid leave time and remain poor.

## What About Michigan?

Over 25% of all Michigan residents receive some form of welfare assistance—cash, food, medical, disability or child care. The average family receiving welfare benefits consists of a mother with two children and receives aid for less than two years.

As long-term unemployed workers lose their jobless benefits, Michigan is expected to face a surge of welfare applicants. However, Michigan has some of the strictest eligibility requirements in the country. It also has a tough sanctioning policy, with limited “good cause” exceptions. Lifetime eligibility in Michigan is four years, with limited opportunities for one-year extensions. According to Michigan Department of Human Services data, between February 2000 and February 2010 food assistance increased by 221%, medical assistance grew by 126%, but cash assistance grew by only 10%.

In Michigan, monthly TANF payments (\$492 in July 2009 for a family of three) have barely risen in 20 years, at the same time the cost of living has increased by over 70%. While a maximum cash assistance grant for a Michigan family of three in 1980 was 23% below the poverty line, it was 66% below by 2008.

# Reforming Welfare Reform: What *We* Can Do

**This is the time to communicate with legislators, including the U. S. House Ways and Means Committee about reforming welfare reform in order to put impoverished families on the path to self-sufficiency.**

## What Can We Do?

This is the time to communicate with legislators, including the U. S. House Ways and Means Committee (Michigan Rep. Sandy Levin, acting chairman, <http://www.house.gov/levin/> or 586.498.7122), about reforming welfare reform in order to put impoverished families on the path to self-sufficiency.

## Here is what experts recommend as provisions for the reauthorized PRWORA:

### Invest in Education

End restrictions on education and training. Support recipients in completing literacy training, GED preparation and testing, high school, ESL courses, vocational training, associate's degrees and bachelor's degrees. Maine, Kentucky and California offer college options to welfare recipients and can provide models for national policy. Create mechanisms that encourage and enable women to train for higher-paying professions, including non-traditional employment. Education provides a proven pathway out of poverty for women and their children.

### Protect Children

Eliminate full family sanctions that remove benefits from children when parents are out of compliance with requirements.

Take labor markets into account. Suspend welfare time limits and stop enforcing workforce participation rates during periods of high unemployment or in states with above-average unemployment. Create a permanent TANF emergency fund for states with high unemployment.

### Increase Funding

Index block grant payments to inflation. States need increased funding so that they can continue, in times of high unemployment, to provide both a cash safety net and work supports for low-income working families.

### Increase Protections for Domestic and Sexual Violence Survivors

Make the TANF Family Violence Option mandatory, requiring states to screen all applicants for domestic and sexual abuse. Refer those experiencing violence to counseling and services. And waive TANF requirements that endanger women and children who are living with or fleeing violence.

### Redefine Success

Instead of evaluating states only by workforce participation rates, add other measures of family well being, like sustained employment, sustainable income, participation in education and training, screening for domestic and sexual violence, and whether recipients receive all benefits for which they are eligible. Reward states for meeting needs, not reducing rolls.

### Why Are These Reforms Important?

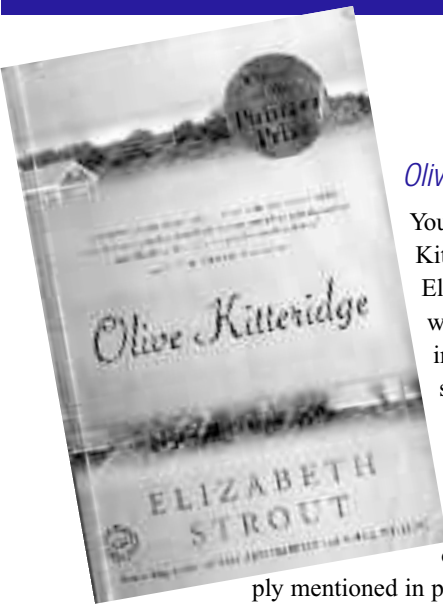
30-40% of single mothers lack a high school degree. The poverty rate is now about 50% for single mothers who lack high school degrees, compared with about 30% for single mothers with high school degrees, about 20% for single mothers with associate's degrees, and about 10% for single mothers with bachelor's degrees.

One-fifth of all families with children are headed by single mothers. One of every eight single mothers is unemployed, and single mother-headed families have a high poverty rate of over 30%. Women are 35 percent more likely than men to be poor.

The majority of welfare recipients are survivors of domestic or sexual violence; about 20-30% are currently being abused. Half of all survivors turn to TANF in order to escape their unsafe homes.

For more information, read the complete report, **Reforming Welfare Reform—What *We* Can Do** on the Center's website at <http://www.cew.umich.edu> You may also keep informed through the Legal Momentum website [www.legalmomentum.org](http://www.legalmomentum.org).

In each newsletter issue CEW staff members review books that we have found interesting, thought-provoking or useful. Our next newsletter will include a review of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* by Nicholas Kristof and Sheryl WuDunn. Pick up a copy and read along with us.



## *Olive Kitteridge* by Elizabeth Strout

You may find it hard to like Olive Kitteridge, the recurring character in Elizabeth Strout's 2009 Pulitzer Prize winning book *Olive Kitteridge*. But in the end you're likely to love this series of short stories about the citizens of Crosby, a small town in Maine. It's Olive who links the stories together. She's the main character in many of them, but in others she's a minor character, simply mentioned in passing.

Or she's the diner in the corner booth, of whom we catch only a glimpse. In *Olive*, Strout has created a funny, incredibly complex main character. Olive can be stubborn, opinionated, and cruel, but for all her faults, she is also wise and empathic, moving through the pages making a positive difference in the lives of people around her.

Two pages into *Olive Kitteridge*, I said to myself "If only I could write like this!" And by the time I'd finished reading the first story, about Olive's long-suffering husband Henry, I was hooked. These are not feel-good stories. They're populated by lonely people, desperate lives, infidelities, frustrated parents and troubled children, disappointed spouses, crime and—for the lucky ones—self-awareness and redemption. At the same time, though, Strout's light, humorous touch makes the stories addictive.

One strength of this book is the way Strout masterfully captures the people and mood of a small New England town. But Olive is what you'll remember. Just when you're appalled by her crassness, Olive's "heart unfolds" and she does or says something that shows she's also wise and compassionate. *Olive Kitteridge* is about the complexity of human character and, in the end, it left me smiling.

—Jean Waltman

## *Nine Parts of Desire: The Hidden World of Islamic Women* by Geraldine Brooks

How do women fare in the Muslim world? What impact does Islam have on their lives? Why do some Muslim women cover only their heads while others are covered head-to-toe? If you've asked yourself these questions, one perspective on the answers can be found in Geraldine Brooks' *Nine Parts of Desire*. Brooks wrote this book in the mid-1990s, before becoming a successful novelist (*March, Year of Wonders*). While *Nine Parts of Desire* is a bit dated, it is accessible and focuses on the lives of women Brooks met in the Middle East during her time as a foreign correspondent. Brooks talked with, and at times lived with, Muslim women in Iran, Lebanon, Saudi Arabia and Gaza.

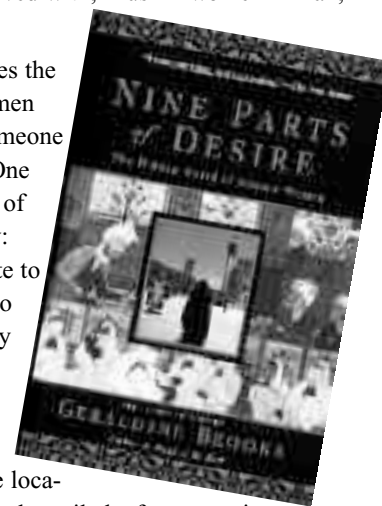
*Nine Parts of Desire* clearly demonstrates the great diversity of Islam's impact on women and may be a good starting point for someone interested in learning about this topic. One important lesson is that the experiences of women in Muslim societies vary widely: from one country to another, from Shi'ite to Sunni, from the mid-twentieth century to the twenty-first century, from one family to another.

Brooks focuses on women's clothing as one example of the ways in which Islamic society affects women. In some locations the women she knew had chosen to be veiled, often reversing a trend towards Western dress in previous decades. In the late 1980s, wearing a head covering, or hijab, was as much an anti-Western political statement as a statement of faith. In other countries, society or the legal system dictated women's attire. The "modest dress" required by Islam was interpreted as a scarf in one country, a covered face in another, covered hands in a third.

Brooks acknowledges her own discomfort with women's roles in these countries as well as her inability to fully understand the nuances of what both women and men believed about women. She brings passages of the Koran, stories about Muhammad and his life, early Islamic history, and sectarian differences into her writing in order to assist the reader in understanding where some customs originate. Brooks also points out inconsistencies, disagreements and different philosophical tenets about the place of women that she heard as she spoke to women and men in different countries.

While *Nine Parts of Desire* provides answers to some common questions, it also provokes yet more questions: What forms of power are available to women in the Islamic world? How does a non-Muslim gain a fuller understanding of the many strands of Islam? How do women revolutionaries in Islamic countries reconcile their activism with their religion? *Nine Parts of Desire* can be a jumping off point for thinking about women and Islam, but it clearly has a Western viewpoint. It leaves the reader wanting more from different, including Islamic, perspectives.

—Jeanne Miller



## Women of Color Task Force Conference 2010



Admissions officers and career counselors from area colleges and universities participated on the "Thinking About Returning to School?" panel at the 2010 Women of Color Task Force Career Conference. For more photos from the conference, go to [www.cew.umich.edu/faculty-staff/wctf.htm](http://www.cew.umich.edu/faculty-staff/wctf.htm)

[www.cew.umich.edu](http://www.cew.umich.edu) If you would prefer to receive your copy electronically, please let us know at [contactcew@umich.edu](mailto:contactcew@umich.edu)

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and Twitter: **CEWatUM**

## *Gil Seinfeld Brings a Gender Equity Commitment to CEW's Leadership Council*

*Since 1990, the Center for the Education of Women has benefited from the guidance of our Leadership Council, a group of people who advise the Director and staff and also act as ambassadors for CEW within the community. The Council meets throughout the year to discuss issues facing the Center and to help us carry out our mission. Members of the Leadership Council commit their time, knowledge, passion and wisdom to us, and we are grateful to all of them for their gifts. In this issue of the newsletter, we introduce you to Gil Seinfeld, the newest member of CEW's Leadership Council.*

CEW Leadership Council member Gil Seinfeld grew up in the New York City area and lived on the East Coast until he moved to Ann Arbor in 2005 to become a faculty member at the University of Michigan Law School. "I'd spent my entire life on the East Coast," Gil says, "so when I first arrived, it took some adjusting. But now I love Ann Arbor and teaching at the University."

Gil's wife, Debra Chopp, is a native of Southfield, Michigan, and earned her undergraduate degree at the University. Her parents still live nearby, and one of the attractions of settling in Ann Arbor is that Gil and Debra's three sons—Jonah, aged 6; Ilan, aged 3; and Gabriel, aged 6 months—are close to their grandparents.

Between graduating from Harvard Law School in 2000 and coming to Michigan in 2005, Gil held a number of positions. In addition to clerking for both a Court of Appeals judge and a Supreme Court justice, he completed a fellowship in Law and Public Affairs at Princeton and practiced law at a large New York firm. "But," Gil says, "I knew all along that I wanted to be in academia." His specialty is federal jurisdiction, how cases are allocated

between state and federal courts. "A highly technical area that only legal dorks enjoy, but I just love it."

The past year has been an exciting one for Gil: "New baby in September, tenure in February." Parenting is primary in Gil's life. He took his first semester of paternity, or modified duties, leave when Ilan was born. Now, following Gabriel's birth, he's just completed his second semester-long relief from teaching. Being a full time at-home father, with three sons between the ages of six months and six years, kept his days very full. "They are," he says, "a handful and a half!"

With his commitment to balancing his personal life with a demanding career, Gil is an obvious CEW ally—a role model for the work flexibility policies we research and promote. How did we find someone so perfectly suited to represent CEW? In her role of providing legal services to low-income clients, his wife Debra—who's a clinical assistant professor in the Medical Legal Collaborative clinic at Michigan



*Gil Seinfeld, CEW Leadership Council member with wife, Debra Chopp, and children Jonah, Gabriel and Ilan.*

Law—became friends with fellow attorney Alyson Robbins, wife of CEW Leadership Council member Rob Oliver. It was Rob who introduced Gil to CEW. "I knew Rob was actively involved with the Center and, when I learned more about it, I gladly accepted an offer to join the Council in 2008."

Gil participated in this year's Advanced Leadership Seminar; as a consultant for one of the UM administrator participants. "It felt really good to meet someone who's benefitting from one of CEW's valuable

services and to be part of providing those services."

As Gil explains, "The Center's mission resonates with me. Over the course of my time in law school, I became focused on issues of sex equality in education and the workplace. Joining CEW means I can go beyond talking about the unique challenges women face in these areas and can actually be involved with people who are working to help women meet them. I'm sure there are lots of organizations out there doing research relating to gender equity. And I'm sure many provide counseling and scholarships. But probably very few do all of these things. It's intellectually engaging and encouraging to be part of an organization like CEW that is exploring a particular set of issues from so many different angles."

From CEW's perspective, Gil Seinfeld's background and commitment contribute an important dimension to our Leadership Council. We welcome him to the table.

### **Scholarship Awards Process** *Continued from page 3*

regardless of their amounts. For scholarship applicants, the process of applying can itself be helpful. Those who do not receive awards are able to get useful feedback from CEW staff after the process is complete. This feedback might be about how to and from whom to request letters of reference, or it might be about how to write stronger statements outlining their future goals and plans.

Applicants who have not been successful are able to reapply for a CEW scholarship in the future. Whether they receive scholarships or not, those students with financial constraints are often referred to other resources available through CEW and outside of CEW.

Since the passage of Michigan's Proposal 2, new scholarships have been created that are open to men and women equally. In 2009, CEW awarded its first scholarship to a man. Like all CEW scholars before him, he had both experienced an interruption in his studies and amassed a stellar academic record.

### **The Awards Ceremony**

This year's scholars will be chosen and notified by July, and we will be celebrating their achievements on October 7, 2010. At the Awards Ceremony, many partners, donors, family members and mentors gather to see each scholarship recipient recognized individually.

Kathy tells us that she appreciates this evening as a culminating celebration, a chance to reflect on her opportunity to "contribute in a significant way, partnering with the scholarship donors."

For all of us who take part in the process—readers, staff, academic advisors and mentors, donors, supporters—Kathy sums up the benefits. "I love this! These scholars are individuals who are going to contribute to our communities."

*We thank both our scholarship donors for making these awards possible and the many volunteers involved in the selection process.*