

GEIER BACKGROUND ~ Beth Gladden

1968 | Rita Sanders Geier files suit against the state, alleges that segregation continues in violation of title VI of the 1964 Civil Rights Act. The federal court subsequently orders the state to develop plans to eliminate segregation in higher education.

1977 | The federal court orders the merger of predominantly white UT Nashville into predominantly black Tennessee State University.

1984 | A consent decree is implemented with the intent to upgrade the Tennessee State campus and stimulate further integration of the historically white campuses. About \$8 million in state money is earmarked for desegregation efforts.

1999 | Applications by African American students are up more than 100% from five years ago. "The work of the entire admissions staff, the African American Achievers Scholarship (AAAS), and increased recognition that UT-Knoxville is a good educational investment are the main reasons for this positive trend." *John H. Peters, April 29, 1999*

2001 | To further the progress, in January 2001, the current consent decree is put in effect. The decree outlines five-year goals for desegregation and provides significant additional state funding to achieve these goals.

2002 | Using Geier funding, UT Knoxville implements the African American Incentive Grant (AAIG) program. Information at: web.utk.edu/~aaig/.

2006 | In the Fall, 296 freshmen enter UT on Geier-funded scholarships. In September, Governor Phil Bredesen announces the Geier lawsuit to be dismissed. December 17, Rita Sanders Geier is commencement keynote speaker.

More Information

The Center for International Education coordinates a listserv called I-Events. You can enroll at:

<http://web.utk.edu/~globe/i-events.php>



The Ready for the World Web site has a calendar of events and much more information about multiculturalism and diversity on campus and beyond. The address is:

<http://www.tennessee.edu/readyfortheworld>

AWIS (Association of Women Scientist)

Meetings are held monthly alternating between Main Campus (Dabney) and the Ag Campus (Hollingsworth). The next meeting is scheduled for January 2007. Please contact Dr. Suzanne Lenhart via email for meeting time and location. [lenhart@math.utk.edu]

Clifton M. Jones Student Leadership Conference.

ALL STUDENTS are encouraged to attend. Jan 20, 2007. Contact Jim Harrison - 974-2313.

WOMENS STUDIES Scholarship Referral Site

<http://web.utk.edu/~wstudy/scholarships.php>

The *Networker* is published two times each year by the UT Commission for Women. Comments and suggestions may be forwarded to the Communications Committee in care of Ms. Deb Haines, medical illustrator: dhaines@utk.edu or 865.974.0989. *If you are a club advisor, you may receive duplicate copies. Please share extras.*

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<http://cfw.utk.edu>

Join the WomenSpeak Listserv
Send an email to:
listserv@listserv.utk.edu

Type the message:
subscribe wmspeak
followed by your
first name then last name

CAMPUS MAIL

UT Commission for Women

NETWORKER

DECEMBER 2006

SUMMER INSTITUTE -- Women in Higher Education

LEADING is LEARNED

Since leadership is a learned and experiential and not an inherited trait, the CFW approached the Chancellor to fund participation in the Bryn Mawr "Summer Institute for Women in Higher Education Administration". The following article is a compilation of excerpts from the roundtable discussion that was held October 19, 2006. We hope the thoughts and comments from the two previous candidates, Dr. Carolyn Hodges and Dr. Sarah Gardial, will inspire other women at UT to apply to the Summer Institute program.

The CFW encourages women to consider this opportunity as it enhances growth professionally, institutionally, and provides insights into the role of leadership in these changing times.

Other women at UT have attended similar type programs that were developed around weekend formats and over an extended calendar. Both types of programs reflect on similar content and issues within higher education yet, the primary difference with the Bryn Mawr Summer Institute is a residential 4-week program. To learn more about HERS [HIGHER EDUCATION RESOURCE SERVICES] please visit their website at www.hersnet.org.

Conversation Coordinator:

Deb Haines (Communications Director, Commission for Women) and Beth Gladden (Office of Public Relations).

Conversants:

Dr. Sarah Gardial (Associate Dean & professor ~ College of Business);
Dr. Carolyn Hodges *en absentia*; (Co-Chair, Commission for Blacks and member of the Commission for Women);
Tabbatha Cavendish (Graduate student ~ geology);
Lori Epperson (OIT, CFW Vice-Chair);
Pam Hindle (Chair, Commission for Women);
and Lindsey Hulen (Office of Student Activities).

READY FOR THE WORLD

HERS Summer Institute

Leading is Learned

Roundtable Discussion

Geier Background



Describe the HERS Summer Institute and your expectations of the program?

HODGES (*Attended in 2005*): The program was designed to offer professional development and leadership training to female administrators in higher education. It included faculty and staff at various levels of administration in a wide array of areas (academic, student affairs, business, etc). Most had PhDs or other terminal professional degrees, while there were some who had already begun work in administration but were still working on PhDs. They came from public and private universities, small colleges, comprehensive universities, and research-intensive universities from all across the country and Canada and including a small contingent from South Africa, where there is a "sister" program based on the Summer Institute structure.

I expected to attend lectures and participate in discussions on readings and problems in higher education that would expand my horizons. I also hoped to develop a network of colleagues who could offer advice, support, and serve as resources in the future. I am pleased to report that I experienced all of that and much, much more, for this intensive training program included a challenging and thorough curriculum that gave me greater insight into myself and into educational administration overall, as well as with respect to my current position. The curricular units on academic environment, external environment, institutional environment, and professional development provided a comprehensive overview of the current leading issues in higher education, and I learned a great deal that I have been able to apply to what I do on a daily basis.

GARDIAL (*Attended in 2006*): Last fall I went to a brownbag talk where Carolyn Hodges spoke about her experience and I learned about the program in detail. She set my expectations. I will tell you what she said and what actually transpired. The first thing she said is that 'this is no vacation'. And she was absolutely right. The idea of being out of my office for a month had a lot of appeal, but I think I worked harder in Bryn Mawr than I would have had I stayed here. It was a morning to night, 5.5 days a week. Having said that, in terms of it being physically demanding, there was so much intellectual stimulation during that time that it was just very easy to stay excited and engaged. There was a combination of classroom activities that entailed wonderful speakers who came in to talk to us on a variety of topics. These women flew to Philadelphia from all over the country to present their perspectives on topics such as budgeting, outsourcing, libraries or diversity recruiting as a few examples. Some of these women were past participants in the program and have gone on to make a very strong mark in higher education. There was also time to network and we worked in teams and discussed particular topics, worked on assignments, worked on group projects.

HINDLE: Can you briefly tell us what the experience was within the modules in dealing with issues of diversity and preparing students to face the global world?

GARDIAL: This is an organization that is not just talking about diversity but it is actively building it into the experience. Having diversity in the participants was unbelievably helpful. When we addressed the issues of diversity, we struggled and actually tackled, it helped to have views from participants of African American, Hispanic, and Asian participants. There's no question that Higher Education Resources Services [HERS] organization's goal is to create, support, and nurture diversity in higher education administration. In order to do that, these institutes bring diverse women together to talk about diversity issues head on. The issues included discussions on recruiting diversity, creating environments that were supportive of diversity and promoting diversity within our organizations. Most importantly, I think, challenging our assumptions about diversity and how diversity contributes to different styles of decision making. Although, we were all women -- we all had very similar goals and needs in some ways -- that the diversity of the group made it clear that we didn't see everything the same way, and some very powerful moments were when those different perspectives were brought to the table.

HAINES: So to me, it just goes to show, diversity is truly important and we want to take a more broad perspective as we look at issues.

GARDIAL: Absolutely. I feel very strongly that we can't be passive about creating diversity; I think we have to actively pursue it. But then once we get the diversity to the table, or to the institution,.. we have to create some sensitivity to those different perspectives, and how we're going to deal with those inevitable times when we don't see the world in the same way. It is, to a great extent around people who are in the majority, being very aware about relaxing their frames of reference and understanding that they don't see the world in the same way that everyone else does. I think the key is creating the kind of open and honest environment where we can have those tough discussions because I'm pretty convinced that they will not be going away. I think some of our best creativity comes from embracing those different perspectives and being able to come at problems and decisions in different ways.

After this six week experience, how has the new knowledge translated into your everyday life ?

(academic, professional, personal)

HODGES: I came away with tools to help in analyzing and addressing many issues, especially issues surrounding diversity, governance, mentoring, decision-making processes, and institutional transformation, to name a few. This has helped me in crafting ways to handle difficult personnel issues and in refining my own leadership style and manner of self-presentation. I became aware of strengths and qualities I might have otherwise overlooked and was forced to give very serious consideration to future career planning. Furthermore, I understand how to use networking on an even grander scale to help others.

GARDIAL: I came back professionally and personally even more charged up about the enormous challenges that are going to hit higher education in this country in the coming years. It will NOT be business as usual and I don't think that we're going to be able to rest on our laurels and continue to operate the same way we

have. I think that we are going to have more international competition for higher education. The U.S. has owned that market for years, and in other countries the high water mark was to be able to come to the United States for your graduate-level work. That is no longer going to be the case, and developed and developing countries are racing to put educational institutions in place for their populations.

I believe that the federal governments and the state governments are going to ask institutes of higher education to be more and more accountable for the money we get, however little that is, and how we spend it and the results we get out of it. I think that we're going to be in the position of having to support, defend, and validate what we are doing as being absolutely worth the money. How do you think that when you are talking about something as intangible as education and the benefits of an educated society?

ALL these create tremendous challenges and they are exciting to me. I don't see those as threats as much as opportunities for us to continue to evolve what higher education means and how it's delivered and to pursue excellence in different ways. But it's going to call for decision makers who are open-minded, who are not wedded in the past, who can see a new world in a different way than we've seen it before.

The Summer Institute allowed me to think of myself and my goals in a new and different way and how I can contribute more fully. The encouragement, the motivation, the support; the networking, the fact that I now can pick up the phone and call 70+ women and say 'here's my challenge, help me think through this' 'here's my next opportunity is this the right one for me?' makes all the difference. It has just been a tremendous boost in terms of my willingness to be proactive and reach out for what I want and not necessarily to hold back and wait for opportunities to come to me.

HULEN: You spoke about in response to the first question about career mapping. I can see going in with expectations and ideas I thought I would want to pursue and then doing a 180° once you start doing that career mapping. So were there any growing pains as far as that goes?

GARDIAL: I think, one of the most wonderful benefits of being at the Summer Institute is a tremendous broadening of every participant's understanding of the opportunities and needs in higher education. There are opportunities up and down institutional hierarchies to find places where you can make a contribution, where you can find something you're passionate about. I've come up through the ranks in a particular college and I understand the world of that college very well. Now, I have such a broader appreciation for what goes on at a campus level. By the end of 4 weeks, I had a much different view of myself and where I might want to go for the rest of my career.

Has the experience redirected your thoughts on how you function within the UT structure?

HODGES: The experience has enabled me to take a thoughtful and careful look at the sum of my experiences at UT and to consider ways in which to put them to even more effective use, not only in my current position as associate dean in the College of Arts and Science but also in my interactions with committees and service on initiatives across the University. Few major issues dealt with in higher administration at a university can be treated on one level, and an understanding of the academic, external,

and institutional implications is important in order to devise successful strategies in order to move forward.

GARDIAL: Absolutely. I should probably give you a very specific example. I see what I'm doing as part of a bigger picture now than I did before. If we take a uni-dimensional view of the students who are coming here, and it's all about test scores and GPAs, then we know, culturally, that biases toward the advantaged students; those in the population who had access to better schools, who had access to parents with more resources that could send them to private schools, etc. How are we going to reach out to make sure that there is economic diversity among the students that are at UT? How do we reach out and make sure that that economic diversity also brings us diversity in terms of cultural diversity, in terms of ethnic diversity, those kinds of things? All the sudden, if you start thinking about access and diversity in that way, then you realize you have to approach admissions from a different angle than you have before. It now becomes more about a holistic view of not only what the student brings you, but a holistic view of what you want the student population to look like on campus.

HINDLE: One such implication would be the recent dismissal of the Geier lawsuit. *[See GEIER BACKGROUND article.]*

GARDIAL: Geier gave us some protection to do some things for a while, but that is going away. So we're going to have to look very closely at how we make decisions that will further our goals for diversity on campus and make those things happen since we are a land-grant institution. I do think that we have a mission that includes access and diversity and openness. What is that going to look like on this campus as we move in to the future? I think that is a critical question for this campus to be asking itself.

What do you hope to share so that your experience may benefit others within the university?

HODGES: I continue to share wherever possible the various resources I learned about--books, organizations, individuals--with colleagues and graduate students, so that they will think about long-term as well as more immediate career plans. I also want to share and help others appreciate the benefit of multiple perspectives that help to address complex issues in higher education administration. Finally, one of the most important things I can do is to encourage others to apply and to encourage University officials to support more participation in the program.

HAINES: Thank you Dr. Hodges. Dr. Gardial you have talked about this idea to build this leadership type of forum within the UT campus structure. I can see how this could benefit everyone from staff, exempt and non-exempt, to faculty. From your experiences at the Summer Institute how would you see the components replicated here?

GARDIAL: Absolutely. I mentioned ethnic and racial diversity in terms of the participants who were there but we also had faculty who had moved into administrative positions who were there, we had individuals who were strictly on the staff side that either were in student services or in business offices or development or government relations. Anytime a topic came up, we got to see it from all three of those perspectives. I'm afraid that as we look around too many campuses we don't see enough diversity in leadership positions. And I know that's hard to do, but it's critical because those perspectives about identifying what's important and how we need to approach problems and solutions vary dramatically. I would like to see some of that translate into bringing these types of discussion to UT.

Summary Comments

HULEN: What advice do you have for women who might look into the program? I know there is probably no perfect time to go. What advice would you give to people who are considering applying or submitting proposals to attend?

GARDIAL: Well, you do run into the child care issue. I will say that most of the women attending the average age was around their late 40s, 50s. So if they had children, they were old enough that leaving them for a month was not a real issue. Maybe that's where the weekend program comes in as a better option. The fact, however, that the Institute falls in the summer is probably an ideal time for leave from campus duties as it is a time when things slow down a bit. But it all comes down to whether the candidate(s) will have support from their unit to let them attend and will cover their jobs while they are gone. I see those as two important issues to consider.

HAINES: I want to thank everyone for your time and participation with this roundtable discussion.



SUMMER INSTITUTE

UT KNOXVILLE SELECTION PROCESS

CFW is exploring two options for attendance in the HERS Institute, the Bryn Mawr and the Denver programs. If you are interested in attending the UT Knoxville campus selection process requires each applicant to submit the following three items:

- a current resume;
- a letter describing the applicant's reasons for application and how the applicant will contribute to the UT Knoxville's campus-wide initiative toward diversity and interculturalism;
- and a letter of support from the applicant's dean, director, department head, or supervisor.

These items should be sent by **February 1, 2007** to:

**Pamela Hindle, Chairperson
Commission for Women
212 Student Services Building
Campus 37996-0200
email: phindle@utk.edu**

Three applicants are chosen and submitted to Chancellor Crabtree for final selection. The candidate(s) then must apply directly to HERS via their online application and meet all deadlines. Please visit the HERS website for details:

<http://www.hersnet.org/Institutes.asp>