Networker 2006 December Issue

Commission for Women

Follow this and additional works at: https://trace.tennessee.edu/utk_womnetw

Part of the Women's Studies Commons

Recommended Citation

This Newsletter is brought to you for free and open access by the Commission for Women at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in The Networker by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.
Applications by African American students are up more than 9% (Co-Chair, Commission for Blacks). Beth Glad

The University of Tennessee Knoxville does not discriminate on the basis of race, sex, color, religion, national origin, age, disability or status as a covered veteran. The University is committed to providing an accessible and inclusive learning environment for all students. If you need assistance or accommodations in order to fully participate in any course or program, please contact the ADA Coordinator at the Office of Student Access and Accommodations, 401 Jesse H. Alexander Building, 1102 Mays Ave., Knoxville, TN 37996-1200. Telephone 865-974-5525 (TTY available). Requests for accommodations must be made in advance of the course or program.

The Center for International Education coordinates a listserv called I-Events. You can enroll at: http://www.utk.edu/~global/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 Scientists) 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 Lehrart via email for meeting time and location. (mirturtf@utk.edu)

Clifton M. Jones Student Leadership Conference

ALL STUDENTS are encouraged to attend. Jan 20, 2007. Contact Jim Harrison - 974-2133.

WOMEN'S STUDIES Scholarship Referral Site http://www.utk.edu/~wstudy/scholarships.php

The Networker is published two times each year by the U.T. Commission for Women. Comments and suggestions may be forwarded to the Communications Committee in care of Ms. Deb Haines, medical illustrator: atahain@utk.edu or 865-974-0898. If you are a club advisor, you may receive duplicate copies. Please share extras.

The Networker -- Beth Gladden

The Networker -- Beth Gladden

Since leadership is a learned and experiential and not an inherent 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 Cardial, 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 4-week programs. To learn more about the CFW, go to the Summer Institute website for more information.

Other women at UT have attended similar type programs that were developed around weekend 4-week programs. To learn more about the CFW, go to the Summer Institute website for more information.

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 4-week programs. To learn more about the CFW, go to the Summer Institute website for more information.

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 4-week programs. To learn more about the CFW, go to the Summer Institute website for more information.
HENDLE: Can you briefly tell us what the experience was within the modules in dealing with issues of diversity and preparing students to face that?

GARDIAL: This is an organization that is not just talking about diversity but it is actually 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 Ivy League backgrounds. There was no question that Higher Education Resources Services (HERS) organization’s goal is to create, support, and nurture diversity in higher education. It really caters to different life experiences and backgrounds and we have diverse women together to talk about diversity issues head on.

The issues included discussions on recruiting diversity, creating and implementing programs 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 life making decisions, too.

HENDLE: Absolutely, we see that we had very similar goals and needs in some ways—the diversity of the group made it clear that we didn’t see everything the same way, and some very powerful moments were brought to the table when those different perspectives were brought to the table.

HANSE: So to me, it just goes to show, diversity is truly important and we need 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, we think in the world to actively pursue it. But then we once we get the diversity into the table, or to the institution, we have to create some sensitivity to those different perspectives, and how we’re going to include and ensure that we don’t lose the world in the same way. It is, to a great extent around people who are in the majority, being very aware of relaxing their frames of reference, because if 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.

HENDLE: This six-week experience, how has your knowledge translated into your everyday life?

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 doing more career planning and understanding 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, and in the 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 change too, it’s all about test scores and GPAs, then we know, culturally, that biases toward the advanced students; those in the population who had access to better schools, better resources. In America, is going to have a much more resources and were able to send them to private schools, etc. How are we going to reach out to make sure that there is economic diversity among the administration, we need to make sure and validate what we are doing as being absolutely worth the money. How do you 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 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 you think I’d like to share,’ ‘here’s my 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 project me out for what I want and not necessarily to hold back and wait for opportunities to come to me.

HODGES: You spoke about in response to the first question about career mapping. I can go on going in with expectations and ideas I thought I would pursue and then doing a 360° once you start going through career mapping. So there were any growing pain 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 understanding of the opportunities and necessities in higher education. There are opportunities up and down institutions to find places where you can make a contribution, where you can find something you’re interested in. 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 university 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.

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 pursue that ride and mentor other students. I have 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 organizations across the university. Many years of work that I’ve done in higher education 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, we should probably be asking 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 unidimensional view of the student applicant, all about test scores and GPAs, then we know, culturally, that biases toward the advanced students; those in the population who had access to better schools, better resources. In America, is going to have a much more resources and were able to send them to private schools, etc. How are we going to reach out to make sure that there is economic diversity among the administration, we need to make sure and validate what we are doing as being absolutely worth the money. How do you that when you are talking about something as intangible as education and the benefits of an educated society?

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 being a mentor relationship. And I want to also share to 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.

HANSE: Thank you Dr. Hodges. Dr. Gardial you have talked about what I went through by sharing leadership type of forum within 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 already gone into administrative positions who were there. I know that 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. And we thought a topic came up, we will see if 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 bring these types of discussion to UT.