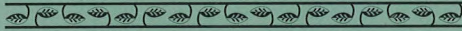
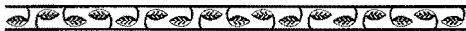


**ARE
LEADERS
MADE OR BORN?**
Educating Women for Leadership



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THE INSTITUTE FOR WOMEN'S LEADERSHIP is a six-member consortium dedicated to examining leadership issues and advancing women's leadership in education, research, politics, the workplace, and the world. Established in 1991 on the Douglass College campus at Rutgers, The State University of New Jersey, the Institute brings together internationally recognized centers with Douglass College to develop new research, teaching and public service initiatives. Consortium members include:

Douglass College

Women's Studies Program

Center for American Women and Politics,
Eagleton Institute of Politics

Center for Women's Global Leadership

Center for Women and Work, School of Management
and Labor Relations

Institute for Research on Women

This comprehensive set of centers and programs devoted to women's lives and linked in a consortium represents a distinctive national resource and a model for innovation in higher education. The Institute draws on the talents of faculty in the arts and sciences and in the professional schools at Rutgers as well as community leaders, policymakers, and researchers to explore issues of concern to women and families.



In 2000, the Institute began a **NATIONAL DIALOGUE ON EDUCATING WOMEN FOR LEADERSHIP** to provide a forum for sharing information and exploring progress. The National Dialogue is the subject of this series of occasional papers.

PREFACE

The Institute for Women's Leadership began its own women's leadership development program for Rutgers undergraduates in the fall of 1998. This publication, the first in a series, is a result of our desire to begin a national, ongoing conversation with other programs or institutions designed to educate women about leadership, and to develop them as leaders. We could not think of a better way to begin this dialogue than to invite three women who have dedicated their careers to women's leadership education to join Mary S. Hartman, the Director of the Institute for Women's Leadership, in a panel discussion entitled "Are Leaders Made or Born?: Educating Women for Leadership." Our hope was that by learning from examples of successful programs and considering together the status of research and practice on educating women for leadership, we would begin a dialogue that could lead to a national conference on women's leadership education and stimulate new research in this important area. The following remarks, by Patricia Harwood, Dean of Westhampton College, the women's residential college of the University of Richmond; Isa Williams, Founding Director of the Atlanta Semester Program in Women, Leadership, and Social Change at Agnes Scott College; and Elizabeth Tidball, Professor Emeritus at George Washington University and Co-director of the Tidball Center for the Study of Educational Environments at Hood College, were presented on April 24, 2000 at the Institute for Women's Leadership.

The papers share common themes, each of which requires further research and investigation by both scholars and practitioners. Clearly, all of the panelists agree that leaders are both made and born, and that the Atlanta Semester at Agnes Scott College, the Women Involved in Living and Learning Program (WILL) at Westhampton College, the women's colleges that all four distinguished speakers are or have been affiliated with, are all in the business of shaping future generations of women leaders. The *ways* that women students are changed by leadership development programs are addressed here, from an enlarged sense of social, political, and civic

awareness to expanded self-confidence and the pursuit of non-traditional careers, to an increased desire for social change. The necessity for educating women for leadership — for intentional “interventions” like these programs — is born from the fact that women are historically invisible as leaders, that women continue to have lower levels of educational and occupational aspirations and attainment than men, and that the collegiate environment too seldom trains, directs, and provides a sphere of action for women’s leadership. As Elizabeth Tidball, long an advocate of single-sex education for women, writes, “in women-only environments, where all leadership positions are held by women, women participate at all levels of leadership, test skills, and become knowledgeable on the ways of healthy competition and cooperation.”

These educators interpret women’s leadership as a way to change and transform society. They also challenge the traditional definition of leadership, deconstructing and reconstructing the ways that leadership is defined, and exploring the implications that a women’s perspective might have on our understanding of leadership. As Isa Williams states, “We are able to dispel the concept of ‘leadership’ as solely existing on a national/global level controlled by one or two “charismatic” individuals with a multitude of followers. Instead, we examine leadership as a process of interaction among persons that is goal directed and often includes movement towards change with implications of moral and ethical considerations.” Mary Hartman argues that traditional understandings of leadership have “reinforced narrow views about what counts as leadership, how leadership should be defined, and who can be groomed as a leader.” Patricia Harwood reminds us of the loss society suffers when only men hold formal leadership positions. “Our society critically needs the benefits that accrue by having both genders represented in its key leadership roles,” she writes. “We need to stop wasting vital talents and perspectives that both bring to the table.”

The panelists also offer concrete suggestions for how to construct successful leadership development programs for collegiate women. The two curricular programs that are described here are

intellectually grounded in the disciplines of women's studies and women's history. An understanding of women's studies and the social construction of gender allows women undergraduates to, in Patricia Harwood's words, "take off the gender blinders" that limit them from fully utilizing their talents, interests, and abilities. A knowledge of women's history offers leadership role models for women and also, as Mary Hartman reminds us, helps broaden the definition of leadership to include the household, neighborhood, and community leadership roles that women have traditionally held. The co-curricular component of leadership development programs is critical as well, along with community involvement through an internship experience or other form of experiential learning. As all four panelists make clear in the comments that follow, educating women for leadership is a complex undertaking that requires engaged learners, dedicated teachers, and committed communities. The practitioners and researchers who direct and fuel women's leadership programs are guided by the hope that they are contributing to the shaping of women leaders who will not only take their place in society, but will bring with them a new vision of social change.

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his weekend, as I was thinking about today's program and our distinguished guests, I was also contemplating the title of our symposium: "Are Leaders Made or Born?: Educating Women for Leadership." It occurred to me that our panel is not exactly balanced on the question. None of our presenters is going to argue that nothing whatsoever can be done about preparing women for leadership. None is going to say, "Look, either you have what it takes or you don't." Quite the contrary. I doubt, though, whether anyone in our audience came here expecting a panel to resolve the question by asserting that real leaders are born not made, and that is all there is to it.

Still, framing the topic in this fashion is not exactly inappropriate. After all, for far too long women and men alike have operated on the notion, spoken or unspoken, that leadership is an indefinable item that bubbles up in some people, but not in others. They have usually assumed, moreover, that it bubbles up far more often in the case of men than of women. And they have also tended to think that the most important ingredients in leadership, whatever they are imagined to be, simply cannot be taught.

As it happens, while I was thinking these thoughts this weekend I was leafing through the latest issue of *MS*. (April–May, 2000, pp. 22–23). There I noted a story on participants in a leadership program for Israel's Bedouin women. That story brought me up short. The women were pictured in a graduation ceremony from a leadership program sponsored by progressive Israeli organizations. As the article notes, the approximately hundred thousand Bedouins are the nation's poorest and most marginalized minority, and these desert-dwelling residents have been plunged into crisis by urban relocation that has been particularly hard on the

women. Traditionally, women kept family tents, harvested crops and produced household goods; but in the cities where they now live, few have necessary skills for the labor market. Increasingly, indeed, the women are being seen as burdens to their families. One remarked that: "We are oppressed on three levels. First, as a Bedouin minority within Israeli society; second, as women within our own patriarchal society; and third, we have internalized so much of that oppression that we women often oppress ourselves."

The leadership program, designed to promote women's equality and encourage social change, promotes practical feminism and teaches women to access social, educational and health benefits to which they are entitled. It helps women to understand that they have a right not to be abused or raped, and it also teaches them a variety of leadership skills. "Before I participated in the course," says one woman, "I never thought that I, a woman, could do much by myself. But my whole life has changed. First, I learned to read and write, and now I have a profession. Who knows what I will be able to do next?" Let's consider this situation for a moment. Why is it that we have no trouble imagining that after training of the sort they received, some of these Bedouin women, at least, were prepared to get out there and undertake some significant leading? One reason is probably that despite the wretched conditions of the entire Bedouin minority, there is nonetheless a huge and highly visible gap in the group between men's and women's positions and options.

In many societies including our own, such gaps are neither so wide nor so visible, so we may be less likely to recognize what seems so very clear in the case of the Bedouin women — namely that in the absence of interventions such as these programs, their current circumstances and conditioning simply foreclose the possibility that these women will ever emerge as leaders. In more subtle but nonetheless real ways, however, we in the more developed societies are continuing to maintain a similar gap between the experiences and expectations of women from any given group and their brothers. The ultimate effect, of course, is that we are continuing to educate women *not* to lead. To be sure, most of us are doing so

unwittingly, but the effect of what we too often do as we raise our daughters is to ensure that the leadership playing field remains uneven for women.

What is more, we tend to discount the sort of leadership women have provided, and continue to provide, in less visible places, such as households and neighborhoods. We tend only to recognize formal and official sorts of leadership, the kind for which even most men have only become candidates in the modern era. Women as well as men, in fact, have always led, but only in the modern era as the gaps between women's and men's lives have narrowed in so many other areas, have we begun to notice one area where the gaps remain huge, namely in formal leadership roles. This has made many draw some very problematic conclusions about women's lack of leadership ability. It has also reinforced narrow views about what counts as leadership, how leadership should be defined, and who can be groomed as a leader.

Women have, to be sure, been latecomers to public leadership positions in modern societies. And those positions, we have come to realize, often entail built-in practices that, intentionally or not, raise the bar for women or even exclude them altogether. Yet one benefit of the fact that we are finally recognizing women's scarcity in formal leadership positions as a problem, rather than as a natural fact of some sort, is that the door has opened to all sorts of new thinking about leadership itself, about good leadership *versus* bad leadership, about whether women lead differently from men and more.

As our panelists today know very well, a disproportionate number of women leaders have emerged from contexts in which women's education has been conducted in all-female settings. This was true long before anyone thought to undertake education for leadership. It appears that much of this disproportionate achievement in the past has had to do with the fact that single-sex settings are places that "take women seriously," to lift the title from one of our speaker's recent books. Yet what we want to be about is creating educational approaches and structures that can do this, and in ways

that are especially appropriate for meeting the challenges we confront in our world today. We are not interested, in short, in leadership for leadership's sake. We are interested in bringing women's talents to bear, along with men's, in addressing major social, political, and economic concerns.

I can tell you that the six members of our Institute for Women's Leadership here, who have jointly launched a Leadership Scholars Program for undergraduates that is now about to enter its third year, have decided that our mission with this program is to expand access for our students to the very best theory and practice available in leadership education. We have decided too, that while we have rich resources among our units, we should not try to achieve this mission alone, which is one reason we have invited some likeminded people to join us today in launching what we hope will be an ongoing conversation.

Today's panel concentrates on programs designed to educate college-age women in this country about leaders and leadership. We are most fortunate here to have been able to bring together these experts, scholars as well as practitioners, who have been collectively involved in issues of women's leadership for decades.

First we will be hearing from Patricia Harwood, Dean of Westhampton College and Associate Dean of the School of Arts and Sciences at the University of Richmond. She has served as Dean of Westhampton since 1986, and prior to that was a dean at the North Carolina School of the Arts. She majored in English and French as an undergraduate, has an M.A. in psychology, and a doctoral degree in higher education from the College of William and Mary. Westhampton has one of the oldest and most well known programs in women's leadership, and it recently celebrated its twentieth year with a conference that several representatives from this institution along with eighteen other schools attended.

Our second presenter, Isa Williams, is founding director of the Atlanta Semester Program in Women, Leadership and Social Change at Agnes Scott College. She received her B.A. degree in history from Spelman College and her masters degree in organization

behavior from Georgia State University. Isa Williams completed the Ph.D. at Emory University in women's studies. Prior to joining Agnes Scott, Isa Williams was a corporate vice president with a major financial services organization. Her research has focused on factors affecting women's leadership and the sociological aspects of women and work. She has traveled widely in China and the Middle East, and her community involvement includes work with the Y.W.C.A. and Habitat for Humanity.

Our third speaker is Elizabeth Tidball, professor emeritus of physiology at the George Washington University Medical Center, distinguished research scholar and co-director of the Tidball Center for the Study of Educational Environments at Hood College in Frederick, Maryland. Over the past thirty years her wide-ranging record of research and publications looks at the many aspects of the environment for women in institutions of higher learning. Her most recent book, whose co-authors include her husband Charles, whom we are happy to welcome today, is entitled *Taking Women Seriously: Lessons and Legacies for Educating the Majority*. Dr. Tidball chaired the task force on women in physiology and also co-founded the women's studies graduate program at the George Washington University. She also directed the creation of the Committee on the Education and Employment of Women in Science and Engineering at the National Academy of Sciences. A graduate of Mount Holyoke with an M.A. and Ph.D from Wisconsin at Madison, she has been a trustee at Mount Holyoke, Hood, Sweet Briar, Salem, and Skidmore Colleges.

**PATRICIA C.
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of Richmond.

What a pleasure it is to be with students, faculty, and staff in an institution that has the wisdom to focus on the development of women as leaders for our society in intentional ways! I applaud the insight and hard work that has given this community the Institute for Women's Leadership, a six member consortium, and the Women's Leadership Coalition that are sponsoring this event today.

Why do we need to intentionally focus on "educating women for leadership?" What is the difference in educating women for leadership from educating men for leadership? Why are we not talking about educating *students* for leadership? Why is it that in her recent book, *The Educational and Occupational Attainment Process: The Role of Adolescent Status Aspirations*, Yukiko Inoue's results, as a reviewer puts it, "punctuate the paradox of women's superior high school performance, yet lower levels of educational and occupational aspirations, and educational attainment than men."? The answers to these questions lie in our history and our culture, neither of which are well known, or seen, by many.

As human beings we do what we see. We do what we are rewarded for doing internally and externally. Common knowledge of our history as women and cultural expectations of us as women generally make women invisible as leaders. We seldom learn about the contributions of women over the course of human history or look at societies' strictures that keep women out of visible leadership positions.

Let's look at two examples from the twentieth century. How many of us really know what women experienced to gain simply the right to vote? How many of us know that the leadership of women was key to the success of the Civil Rights Movement?

It was not until the celebration of the seventy-fifth anniversary of the right to vote for women that many in the general public had any idea of the duress that women (and some men) experienced in seeking this basic right for women. It was through special celebratory ceremonies and PBS special programs that women's leadership in obtaining the right to vote became visible. Only then did many realize that women were jailed, treated abusively, and ostracized for working for the vote for women. The invisibility of women as leaders sustains a lack of leadership role models for women.

How many of us, let alone the general public, know that the success of the Civil Rights Movement was largely dependent on the leadership of African American *women*? For decades before the movement was visible to our society at large, there were key women like Ella Baker who created networks that were essential for mobilization for action. If it were not for the leadership of these women, Martin Luther King Jr. and other key men who were visible leaders of the Movement, would not have had the structures in place to take action.

Today in the public sphere, we still see women as the exceptions in major visible leadership roles in our society, not as the rule. Out of 100 United States senators, 8 are women; out of 434 members of the House of Representatives, 56 are women. Despite being 51 percent of the population, women's leadership in these roles is still not the norm, but rather the exception. And, of course, women have never been invisible or visible leaders in the positions of President or Vice President of our nation other than through influence with spouses, no small thing, but still coincidental rather than intentional.

The point of these comments is to note that even as we look to the twenty-first century, women are still the exception instead of the rule in visible leadership roles that we consider the most influential on the course of human events collectively. And, if we look at the domain of education, women are also the exception in college presidencies, deans' positions, department chair positions, tenured ranks, and principal and superintendent positions in public schools. Our society critically needs the benefits that accrue by having both

genders represented in its key leadership roles; we need to stop wasting vital talents and perspectives that both bring to the table.

Earlier in these thoughts, the comment was made that humans do what they see humans doing. The familiar saying, monkey see, monkey do, applies to us as human beings too. Breaking this thought down by gender, men tend to do what they see men do, and women tend to do what they see women do.

Therefore, it is critical in changing the gross under representation of women in public sector positions of major influence, whether we are looking at politics, business, religious sectors or others, that there be intentional intervention to enable women to see that they too can take leadership roles that may be currently exceptional rather than routine for women.

To do this, seeing the construct of gender and how it plays out in our lives is essential to taking the blinders off about possibility and the full use of talents, interests, and abilities. Women must learn about the experience of being female historically to see that women have accomplished much as leaders through time. Women must recognize that it *is* possible to utilize *all* of their talents rather than be stifled or limited, and that, for women who follow in their shoes, it is vital to blaze new trails.

It is essential to free ourselves of the shackles that social construction may put upon us in order to be fully self-actualized as women and as a society. With this in mind, the experiences in higher education which women and men are offered by our institutions must be presented with critical analysis of gender as a social construct and with knowledge that removes the blinders about gender and our gendered histories. All too often leaders in higher education have had no experiences or exposure to knowledge that would enable them to take off their blinders. As a result, they fail to see the importance of intentional, critical analysis of gender as a social construct and learning of women's history.

With these thoughts as a backdrop, let me tell you about a unique program at Westhampton College, the women's residential college of the University of Richmond, to address just the kind of

issues described in the previous comments and to educate women for leadership. Nineteen other colleges and universities, including Douglass College of Rutgers University, attended a workshop regarding this unique program and how they could replicate it on their campuses, so we hope that it will not be unique for long. Our twenty year old program is called Women Involved in Living and Learning (WILL). It is a curricular and co-curricular program, and much of its transformative power rests in being both curricular and co-curricular in nature. WILL students enter the program in the first semester of their first year. They begin their curricular WILL experience in the second semester of their first year with an Introduction to Women's Studies course. Each semester thereafter they take a women's studies course, including an internship and sophomore and senior seminars, and earn a minor in women's studies.

The three components of the program are the curricular, just described, the co-curricular, and the organization of WILL students. The co-curricular WILL experience includes lectures, workshops, dramatic performances, musical performances, and field trips to sites of significance in women's history along the East Coast. Fireside chats follow many major speakers, and they are often very memorable, special moments of the WILL experience. The co-curricular facet complements and supplements the curricular component.

Examples of speakers and performances include Mary Pipher, Susan Faludi, Naomi Wolfe, Cornel West, Elizabeth Fox Genovese, Sweet Honey and the Rock, Urvashi Vaid, and *The F Word: A Fresh and Funny Look at Feminism* play. Students often stay up late at night carrying on conversations about these experiences and cite them, with the context of their course work, as transforming moments of their college years. They also generate action such as a mentoring program for middle school girls after hearing Mary Pipher speak about adolescent girls' issues.

The third component of the program is the organization of WILL students. There are officers, committee chairs, and monthly meetings of the entire WILL organization. Through the organization, WILL students take on projects; these take many forms, but

enable WILL students to act on what they learn. Some of these projects are on campus in the form of programs such as "Honor Killings in the Middle East," "Arranged Marriages versus Love Matches, Which Is Best?," and some are community action projects within the area outside of the University with organizations such as shelters for battered women and Planned Parenthood.

WILL is cited by many students as producing the most growth both cognitively and effectively of any experience in their college years. The interaction of the curricular, co-curricular, and organization causes each component to have greater impact than any of these might have alone. The question we are asked by the title of this program today is, "Are Leaders Made or Born?" The answer is that leaders are both made and born. Whatever abilities we may be born with must be developed, and some of our natural tendencies have to be altered to be effective leaders.

Leadership requires self knowledge, which includes historical knowledge of persons similar to self, a belief in self that comes from self-knowledge and positive external support, and a belief in one's ability to lead to accomplish goals of significance to the leader and the followers. For women at the dawn of the twenty-first century, it takes intentional educational programs such as WILL to take off the gender blinders that limit aspiration and achievement. It is crucial that intentional, not by chance, experiences are offered to women if we are serious about the second part of the title of today's program, "Educating Women for Leadership."

It is my hope that the twenty-first century will reflect major change in the roles of women and men in our society that will enable both to fully utilize and give of their gifts. Knowledge and analytical reflection about our inherited, often unnoticed, gendered society is a must to achieve this goal, and it is up to us to work toward the transformation of our society so that our dream of all persons achieving to their fullest for a better society is attained. May we charge on toward this worthy goal!

ISA WILLIAMS
is founding director
of The Atlanta
Semester Program
in Women, Leader-
ship and Social
Change at Agnes
Scott College.



Thank you for inviting me to serve as a panelist today. I am truly honored to be with you.

When invited to serve in this capacity, I found myself intrigued by the topic — not a new topic — but one which I had not intentionally explored in relation to the Atlanta Semester and women, leadership and social change. As I continued to ponder the topic it became apparent that, given the relationship of the topic to what we were doing in the program, what better way to interrogate the belief than to ask students, after almost an entire semester of investigation, to speak to the issue. Therefore, as the lead-in to one of our last discussions of women, leadership and social change, I asked the students to reflect on the semester of theoretical work and weekly interactions with women in leadership and address the topic. We then engaged in what I would describe as one of the most lively discussions of the semester. Before sharing the student reflections, I would like to describe the program.

Introduction

Agnes Scott College's Atlanta Semester program was established after extensive faculty and administrative consideration beginning with the 1991 strategic planning process. Faculty discussion of such a program included expression of a desire "to involve college students from throughout the southeastern United States and beyond in examining women's roles in urban social change with Atlanta as the laboratory." It was further wished that the Atlanta Semester would serve as a "bridge from the theoretical/academic to [the] experiential for students." The program was envisioned with a focus on developing new knowledge in partnership with faculty, students, and the broader Atlanta community with an emphasis on the "particular perspective" of

women. Further, the Atlanta Semester was seen as an opportunity to embrace a diversity of social and political perspectives on contemporary, local, and global issues while forging community linkages.

In the spring of 1995 the faculty approved The Atlanta Semester Program in Women, Leadership and Social Change as a curricular offering consisting of four courses:

- The Atlanta Semester Seminar (4 cr)
- The Atlanta Semester Speakers' Forum (2 cr)
- The Atlanta Semester Internship (4 cr)
- The Atlanta Semester Research Project (3 cr)

The program is currently supported by:

- a full-time program director, whose responsibilities include all administrative and academic functions;
- a faculty steering committee responsible for maintaining the academic integrity of the program;
- a community advisory committee responsible for ensuring program awareness of, and access to, community resources;
- an interdisciplinary core of faculty members who provide lectures supportive of the program theme; and
- community leaders who regularly address the students in the Speakers' Forum.

The Atlanta Semester Program in Women, Leadership and Social Change is designed for students from both Agnes Scott College and from other colleges and universities. Although students may take one additional course, students are encouraged to devote the semester to the program.

Program Mission, Goals, and Objectives

The Atlanta Semester program is designed to provide students with a means, through both theoretical and experience-based education, for critical and engaged examination of leadership and social change from the perspective of women. The Atlanta Semester fulfills its mission by offering an interdisciplinary seminar, speakers' forum, research projects and internships that emphasize the complexity of leadership challenges and social change.

The Atlanta Semester Program goals and objectives are:

- To support the mission, purpose, and values of Agnes Scott College and its commitment to educating women “in the time honored traditions as well as new dimensions of liberal arts education.”
- To provide courses that combine theory and practice, employ various pedagogical methods, and bring together faculty, students and community members to discuss, analyze, and investigate issues involving women, leadership, and social change within the urban context of Atlanta.
 - To provide a concentrated (semester-long) interdisciplinary examination of the following issues:
 1. women’s historic and contemporary roles as leaders of social change;
 2. the urban landscape in terms of political, economic, and social challenges;
 3. contemporary social issues (e.g. health care, immigration, and welfare reform);
 4. leadership challenges posed by social issues, civic involvement, and ethical considerations;
 5. the intersection of gender, race, and class as significant to all aspects of study.
 - To engage in external recruiting efforts in order to enrich the program by including people with diverse perspectives and backgrounds (e.g., regional, institutional, international, etc.)
 - To create an innovative learning community by:
 6. nurturing a classroom environment in which participants’ differing views about women, leadership, and social change are made explicit, discussed, and assessed, and
 7. encouraging re-evaluation of participants’ ideas about women, leadership and social change in light of academic research on the subject.
 - To provide women with a broad base of knowledge about leadership and civic participation in the hope that it will encourage them to be social leaders and active civic participants after graduation.

Course Goals and Objectives: Seminar and Speakers' Forum

The Atlanta Semester seminar and speakers' forum constitute the common academic core of the Program. This juxtaposition of the two courses was designed to bring the academy (academics) and the community (activists) together to connect theory to practice so that students could learn vicariously through the experience of others. In addition, with this combined academic core, students can test and challenge their own assumptions regarding social issues and leader proposed solutions. The Atlanta Semester is enabling feminist transformation while re-focusing women's studies as well as adding a gender perspective to leadership studies.

As a result of participating in the seminar and speakers' forum it is expected that students will: understand the role of women in leadership from an historical, theoretical, and contemporary perspective; understand the complex nature of leadership and social change from the perspective of various disciplines; recognize leadership challenges especially those challenges women face; develop an understanding of the potential impact of contemporary social issues on women and society; seek to develop an understanding of, and test their own attitudes toward, contemporary social issues and leadership; develop critical and analytical skills through discussion and debate of issues; connect theory to practice by learning vicariously through the experience of others; further test and challenge their own assumptions regarding leader proposed solutions to social issues.

Students enrolled in the Atlanta Semester seminar study the dynamics and impact of leadership challenges and social change from the historical reference point as well as from that of the political scientist (the politics of race, class and gender in governing Atlanta), economist (economic issues such as the labor force participation of women), sociologist (debates surrounding welfare reform), anthropologist (women's health care issues), and ethicist (moral and ethical concerns affecting leadership). Central to this interdisciplinary approach is the foundation provided by women's studies. Each of the course components emphasizes the role of

women as active citizens and leaders in society and the significance of gender in the contexts of active citizenship and leadership.

By integrating work in the seminar and speakers' forum, the Atlanta Semester brings theory (academics) and practice (activists) together as legitimate partners. Students not only study the history and role of women in leadership (academics), they also meet with a wide array of local and national leaders (activists). At the beginning of the semester, through an Urban Plunge, students are afforded an even wider base from which to experience and understand the leadership and social challenges facing women from all strata of society. The aptly named plunge immerses students in an intense series of meetings on site with women leaders engaged in solving social problems such as poverty, welfare, and homelessness, and with the women being helped. In addition to meeting with women leaders through the Urban Plunge, students have also met with women leaders from various areas such as: Dazon Dixon, founder and president of Sisterlove, Atlanta's Women's AIDS Project; Loretta Ross, Director of The Center for Human Rights Education; Maritza Keen, Director of the Latin American Association; Kathleen Cleaver, former Black Panther Party member and assistant professor at Emory University School of Law; Lydia Jankovic, Director of the International House Shelter for Battered Refugee and Immigrant Women; Charlotte Bunch, Director of the Rutgers' Center for Women's Global Leadership; Shatki Butler, producer and director of "The Way Home," an examination of women's issues from a multi-ethnic perspective; Bylle Avery, educator and founder of the National Black Women's Health Project; and Rebecca Walker, noted author and founder of Third Wave Direct Action Corporation, which is devoted to cultivating young women's leadership and activism. It is through conversations with these women that students develop an understanding of the complexities of leadership and the importance of the contextual environment.

The Internship

The Atlanta Semester combines an intensive classroom experience in conjunction with an internship to afford students an opportunity for critical examination of theory and practice. Through participa-

tion in the internship, it is expected that students will: view organizational leadership and group dynamics as they specifically impact women while examining their own response to, and views concerning, women within organizational structures; demonstrate skills in critical thinking, logical reasoning, and the ability to clarify connections between course readings and internship assignments.

By combining the classroom experience (which includes the Speakers' Forum) with the internship we have provided the real connection that exists between theory and practice in a manner that enables students to explore the critical question of "leadership for what purpose." Research documenting the effectiveness of leadership development programs notes that successful programs used multiple methods of teaching including seminars and experiential learning opportunities (Zimmerman-Oster and Burkhardt, 1999).

The internship affords the student an opportunity to participate in a project that explores a leadership challenge. Students become "participant observers" and are able to critique the impact of individual as well as organizational performance. This process strengthens the student's ability to act with confidence while gaining valuable knowledge relative to women, leadership, and social change. I have observed the confidence that students develop over the semester, a form of confidence which enables them to act from a perspective born of classroom knowledge and "real world" challenges. Their newly gained perspective makes them aware of the complexities of leadership challenges, aware that the answers are seldom simple, and do require an analysis of complex issues. This perspective also creates an awareness of the importance of one person acting in one community to make a difference in society.

Consistent with my observations, research has shown that students enrolled in leadership development programs exhibit an "increased sense of social/civic/political awareness; a higher sense of personal and social responsibility; improved self-esteem; improved problem solving ability (and) an increased desire for change (Zimmerman-Oster and Burkhardt, 1999).

The Research Project

In her essay titled *Out of the Academy and into the Street*, hooks describes the 'segregation and institutionalization of the feminist theorizing process in the academy, with the privileging of written feminist thought/theory over oral narratives. ...theory in the academic location... (which produces) class hierarchy.' (Wells. 1994)

It is our hope that students, through development of their research project, will realize a form of personal growth that creates theory out of practice and does not seek to privilege one over the other. At the end of the semester, using knowledge gained from the seminar, Speakers' Forum and internship, each student presents a research project that critiques and synthesizes her knowledge of women, leadership and social change.

Through participation in the research project it is expected that students will integrate theoretical and experiential knowledge while analyzing a wide variety of sources and synthesizing their ideas. The project also affords students an opportunity to communicate effectively in written and oral form.

It is expected that the research project will develop in relation to the internship (practice) and the seminar and Speakers' Forum (theory). Students are encouraged to investigate an issue or problem that falls within the broad rubric of women, leadership and social change. The research project affords students practical experience in identifying, defining and understanding contemporary social issues while also building their expertise in the ability to analyze a wide variety of sources and synthesize ideas, experience and research. In the act of gathering source materials and conducting interviews, it is expected that students will meet with important women leaders in social change from broad sectors of the Atlanta community. It is important to note that producing and presenting a major research project that examines an important social problem from a feminist/nonsexist viewpoint is a significant act of women's leadership in social change in and of itself.

Through the Atlanta Semester Program, we are providing an exciting new model for leadership and women's studies while also creating new knowledge in partnership with the broader commu-

nity. Each component of the program complements and strengthens the other while offering the tension necessary for maximum learning. Students study the role of women in leadership and social change (academics) while also interacting with women in leadership roles (activists) and learning first hand, the rewards and challenges of leadership. Through this process of interaction, students are redefining their concepts of leadership and its relation to followers while also experiencing the possibility for change when academics and activists come together.

Program Assessment and Outcomes

Each program component seeks to enable students to develop an understanding of, and to test their own attitudes toward, contemporary social issues and leadership. Encouraging women to reflect on themselves as leaders and individuals who can affect and participate in social change is the overall objective of the program. Additionally, using Atlanta as the site for experience-based learning has proven successful. The urban setting provides a “first person” examination of numerous social issues such as: immigration and refugee adjustment; women and poverty; women and children as the homeless; and leadership among organizations to solve these and many other issues. Furthermore, the enthusiasm and diversity of women in leadership roles throughout Atlanta has strengthened our ability to provide this critical examination of leadership and social change from the perspective of women

We are employing both quantitative and qualitative data to determine how our actual results compare with our measurable objectives. Over 90 percent of the students have reported that the program courses met the objectives, thereby acknowledging that the program did provide a means, through theory and experience, for critical and engaged examination of leadership and social change from the perspective of women. From a qualitative analysis we feel that our actual results compare favorably with our objectives. A sampling of student comments is provided below:

“The women that I’ve met within the Atlanta Semester are working on matters that benefit women. Through them I’ve gained knowledge on how to remain focused on one’s goals professionally and personally, and I’ve learned that people, regardless of ethnic, social or financial background, have the same desire to make a better life for themselves, and those around them.”

“The Atlanta Semester is a good foundation and builds confidence among its students. It has helped me to see that women have an important role in society and are creating change.”

“I have been nourished a lot in my internship at Hands On Atlanta. The women working there are strong, so I’m picking up a lot from them in terms of how to present myself as a woman and be taken seriously.”

“Every woman who successfully completes the Atlanta Semester has a greater opportunity to approach social change as a leader.”

“Our discussions in class were very stimulating and we were all given the opportunity to speak and discuss. We all learned a lot about ourselves and each other. I know that I was able to express opinions that I didn’t even know I had (before the seminar).”

“The seminar was excellent: it was great to have the different professors from different disciplines come to talk about the relationship of women to economics, politics, immigration, health care, etc. It added a lot to my knowledge.”

“I really enjoyed this course. It was helpful and interesting to learn about leadership. I wish I had done the Atlanta Semester earlier. I really enjoyed hearing lectures from all the different faculty members... it’s great to talk to so many people from different backgrounds.”

“At the beginning of the semester it seemed like it would be difficult to relate all four components together... But everything we saw, read, talked about made me think. And I’ve found all the components tying back in many ways to my own life — and I think of this semester as a journey during which I’ve learned some very valuable things about life, other people and myself.”

“Women leaders shared the negative and positive of their experiences in achieving success. They were very open and offered themselves in any way possible in helping and encouraging us... after listening to various speakers I feel very positive about my future goals.”

“I had hoped there would be others like me... lacking in confidence and seeking ways to be a leader and make a contribution to society. I often felt overwhelmed by my peers who I believed... had the confidence to carry them into leadership. Though I still don't feel like I am good enough to go out and conquer the world. I am more aware of my potential place in it.”

“I was asked to join a meeting... discussing a new project. All the members of the committee took time out to explain... what they were discussing. The experience was meaningful because I saw the lessons that I have been learning in the classroom being applied to this project. All the group members were very intelligent and educated. This experience reassured me that my four years of higher education will not be a wasted effort.”

“Today I taught a resume writing seminar (for Literacy Action, Inc.). I taught a class of very frustrated people — adults. This group has been attempting to accomplish this task for the past three weeks, unsuccessfully. I felt great when everyone in the class produced a resume that they, the instructor, and the director of the program were proud of. I realize that I do have the power to change lives — the director is now using my curriculum for the entire program — WOW.”

“I have regained my positive, optimistic outlook on our world and I see exactly how one person can make a difference and serve people at the same time. (I have learned) the importance of increasing the number of women in leadership positions and encouraging more women to speak out and be active.”

The qualitative analysis reveals that the following objectives were successfully met:

- Students were able to develop an understanding of and test their own attitudes regarding contemporary social issues and leadership.
- Students were able to understand the complex nature of leadership, social issues and social change from the perspective of various disciplines.
- Students were able to understand the challenges that women face as leaders.
- Students were provided an opportunity to examine their response to and views concerning leadership, women and organizational structure.

- Students were able to integrate classroom learning with experiential learning in organizational settings.
- Students were able to demonstrate skills in critical thinking, logical reasoning and the ability to clarify connections between course readings and organization/internship assignments.

This sampling highlights ways in which students are, through examination of theory and practice, expanding their knowledge of women, leadership and social change within the metropolitan Atlanta area.

Over the years I have observed students, at the beginning of the semester, experiencing a measure of discomfort in adjusting to the intensive interdisciplinary program composition. This arrangement is so unlike the traditional semester. However, as we near the third week of classes, over 98 percent of the students have fully adjusted to the complex nature of the program. They recognize their ability to process and comprehend a complex set of information and the ways in which each course supports the other while adding to their base of knowledge. It is my belief that by combining the various course components we are able to dispel the concept of ‘leadership’ as solely existing on a national/global level controlled by one or two “charismatic” individuals with a multitude of followers. Instead, we examine leadership as: a process of interaction between persons that is goal directed and often includes movement towards change with implications of moral and ethical considerations. This is a form of leadership that students can recognize and practice as active citizens in their communities. By using this intensive interdisciplinary program arrangement we are encouraging students to recognize leadership, the role that they assume as either leader or follower, and the consequences for themselves and others.

Student Reflections Regarding the Question: Are Leaders Made or Born?

So, what does the Atlanta Semester class of 2000 have to say about the question: “Are leaders made or born?” Well, the class suggests that neither category alone is sufficient. A student went on to sug-

gest that she did not think of “born” as a genetic/chemical condition of birth but rather as a condition of “emerging into” one’s being as a leader. Furthermore, the students recommended creation of another category that they labeled “made and born.” This category allows us to recognize contributing factors such as the situational context, environment, measures of success, the ethical or moral conditions of leadership; as well as the historical and cultural context. Here is a sampling of student responses:

*“I believe leaders are often ‘made’ by circumstances in their life that position them to make critical choices that affect their destinies. But to be a certain type of leader, the charismatic kind, one needs (a measure of) charm and personality. Some leaders are gifted — say born with — an ability to envision, analyse and strategize while others learn these vital skills through application or hard work. So my final answer is **both!** We have to redefine leadership so that effective skills such as those possessed by women — an emphasis on building respectful relationships... is valued as a leadership skill.”*

“It depends on the definition of leadership. Are we (speaking) of the presidency or of the woman in a working class community that gets neighborhood children, men and other women motivated to stop ...drugs and violence in their urban area?”

“I believe that leaders are made and born — mostly made. For example, Cathy Cox (Georgia’s first woman Secretary of State) was born and raised believing she could be part of politics and make a difference. I believe that people are constantly changing and growing because of their environment. For example, many of the women we studied in the Civil Rights Movement didn’t take leadership positions until that movement. Overall, I think one must be born to either an understanding family with clear role models that set them on the path to leadership or to a family rich and powerful. Either way, it takes certain circumstances due to the environment which will push and support them in leadership positions.”

“After hearing from numerous female leaders involved in the social justice arena and following their stories, I believe that leaders are born. But when I make that distinction, I must specify that I consider everyone to have a potential for leadership. There exists within most of humanity a willingness to help one another to promote a better social structure. By contributing to the creation of a more cohesive, symbiotic society, one is leading. Granted, while

some forms of leadership take on a more identifiable role than others, a behind-the-scenes leader can be just as effective, if not more, in her cause. I suppose the question could be put another way: Do I think that a person can walk into a class called leadership and emerge a leader? No, there must be a desire and a hunger to realize change already within one."

Research reported in the Summer/Fall 1999 issue of *The Journal of Leadership Studies* explicitly states the following "...it is generally accepted that leadership can be taught." It is my belief as well as that of those supporting the Atlanta Semester Program in Women, Leadership and Social Change, that we are contributing to the "making" of women leaders who will become active citizens in society. Leaders who will display a compassion for others as well as self-confidence in the absence of anyone else to rely on (Garland, 1988). The Atlanta Semester Program in Women, Leadership and Social Change provides students with the information and confidence to begin working on their leadership.

In 1997, the Board of Trustees approved a new document, "Strategic Directions for Agnes Scott College," which confirm that the Atlanta Semester Program in Women, Leadership, and Social Change continues to be extraordinarily supportive of the very directions in which the College is intentionally moving. Indeed, the program is specifically targeted for development as part of the College's intention to "revise, enhance and develop academic programs in the context of the College's strategic location in Atlanta and its strategic position as a college for women."

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For many years while I was employed at The George Washington University Medical Center, I kept a sign over my desk that read, in part: "...even outstanding ability needs to be trained, directed, provided with a sphere of action, and rewarded in order to flourish." The statement came from a 1983 report of the Committee on the Education of Women in Science and Engineering of the National Research Council/National Academy of Sciences which I had been asked to establish when I served a sabbatical leave there at the Commission on Human Resources.

I found that statement so totally appropriate for my own life because it made clear that there are several places along the road to accomplishment where one can become derailed even if one is talented and eager to serve. Indeed, I had found by my own experience that opportunities for leadership often failed to materialize for lack of a sphere of action, and that projects well done regularly went unrewarded. These barriers to leadership in one who is seasoned may be discouraging, but with a well-developed sense of confidence in myself I was able to try yet again when the moon and constellations might be in better conjunction. However, for a younger woman, newly beginning her life as a participant in higher education, such barriers can become primary reasons why her leadership potential is never realized.

Rewind the tape further back and I am reminded of a meeting I had been asked to attend in the early 1970s. A group of outstanding women scientists were in the process of developing an association for women in science and they had asked me to come talk about women's colleges as models of women serving women. When I arrived, the group at the large head table was attempting to work through some issues of governance, and as I listened I became aware of a great void. None of

these women — all of them bright, accomplished scientists — had the haziest idea of how to run a meeting, or what bylaws were, and surely not a notion of the existence of Robert's Rules of Order. As I sat there, I began to wonder why I knew these things and they didn't. I was much younger and certainly not nearly so esteemed a professional scientist.

And then it dawned on me: I knew these things and had experienced many leadership roles as a result of my summers with other girls at Camp Miniwanca, and my years at The Penn Hall School for Girls, and at Mount Holyoke College where I had learned, almost without noticing, how to lead the basketball team, a class meeting, the French Club, the choir, the chemistry discussion group. And later, how to lead the Alumnae Development Committee of the national Alumnae Association, and to be an active and contributing member of the Mount Holyoke College board of trustees. In short, I had been trained, directed, provided with spheres of action, and rewarded over and over again, so that it was a matter of applying appropriate lessons and means for whatever the particular circumstance.

Further, this same infrastructure continued to support me in situations where I was blocked, where I was regularly thwarted or unrewarded or simply ignored. And the reason my past experience could help me, even in the face of intransigent barriers to my ability to lead or opportunities to do so, was precisely because I knew for a fact that the problem was not with me. The problem was with them. That did not mean that I could change them and make whatever I was trying to accomplish come about. Sometimes yes, sometimes no. But it did mean that I did not imagine that I was not bright, or that my ideas were worthless, or that somehow I was a failure. It meant that I would be back again, working to do what I believed needed to be done, armed with ways and means to try again, including alternative routes to the ends I and others sought.

I tell you these things as I reflect upon my own life and marvel how fortunate I have been to have had not only parents who believed in me, but adults in the environments of camp and school

and college, until I had become well trained and directed, provided many spheres of action, and regularly been appropriately rewarded. Beyond my own story of the importance of woman-supportive environments for the development of women's leadership, I would tell you of some of the research data we have gathered together in our recent book, *Taking Women Seriously: Lessons and Legacies for Educating the Majority*. Here we have shown, from a wide collection of studies, that women at women's colleges are more likely than their co-educational counterparts to believe their institution enhances students' leadership and academic skills.

In research on the impact of college on students, involvement in leadership activities has been shown to foster student growth and development during the college years. For women students, leadership activities have also been linked in important ways to a sense of competence, self-confidence, and self-esteem, and to the pursuit of non-traditional careers. Further, the importance of experiencing leadership in all-woman settings has emerged not only from research at women's colleges, but also has been identified as a consistent theme in other all-female settings including Girl Scouts, sororities and girls' high schools as well as women's colleges. In an article written for the Sweet Briar College Alumnae Magazine in 1979 I noted: "...my wish for every female is that she will have opportunities in her life — at least once but preferably more often — to live and work and play with others of her kind: at a summer camp for girls, a girls' secondary school, a women's college, a women's professional or volunteer association of substance. The earlier she begins, the more she will have time to incorporate what she learns about herself as a woman and about her gender as a group..." And in a talk in 1980 for the 75th Anniversary of The College of St. Catherine, I extended this thought to include the ideas that "In women-only environments, where all leadership positions are held by women, women participate at all levels of leadership, test skills, and become knowledgeable in the ways of healthy competition and cooperation. A community of women designed for women makes possible the nurturing of friendships which enrich women

and sustain their belief in themselves and in the capabilities of other women throughout their lives.”

Other research can be brought to bear on the importance of women to the development of leadership in women at both women’s and co-educational institutions. As long ago as 1976, in a research paper published in *Science*, I showed that having many women student peers seriously engaged in academic pursuits was important to women’s subsequent attainment of the doctorate, clearly an achievement requiring the kind of self-confidence learned from engaging in leadership activities. Further, the importance of women faculty to the future accomplishment of women students in many fields has been repeatedly documented. It has also been shown that women faculty, more than men, regularly report their concern for issues that are of particular importance to women. While these results have been found to obtain in all educational environments, the relative paucity of adult women in most co-educational settings means that women’s influence on their institutions’ behavior toward women and women’s leadership is at risk.

Adult women in the academic community contribute directly as well as indirectly to the development of other women’s success, both for students and for professional women. This can be appreciated at several levels. For example, the presence of a critical mass of women faculty on a search committee makes it more likely that women will be considered for faculty or administrative posts and perhaps also even be selected. Women trustees not only have the ability to insure that the institution’s mission is woman-friendly and empowering, but they also provide an important perspective to presidential selection committees so that they may carefully look for and at women candidates. Women trustees also have an obligation to keep a close eye on academic and social policies that especially affect women in all the institution’s constituencies. Women guests to campus provide an extension of role models in addition to the faculty and administrators already present and bespeak the institution’s sensitivity to the importance of women at all levels, in all spaces and places, both within and beyond the institution. These are but some

of the enabling conditions so necessary in the collegiate environment in order to train, direct, provide a sphere of action and reward women's leadership.

The kinds of leadership available for women students also speak to the campus climate. Obviously, in women's colleges *all* leadership positions are open to women, and all are accomplished by women if they are to occur at all. Younger, less experienced women see their older sisters tackling the issues and tasks and learn first hand what works and what doesn't. A woman in such an environment also learns that it is possible to make mistakes, to fail at a project, in short, to lose. But in this setting, learning about losing is but another valuable lesson for leadership. Learning from losing in an empowering environment permits an alternative to the concept of losing as a personal failure. Thus another lesson about leadership can be apprehended.

Leadership can be learned and practiced along a continuum of engagement, expertise, and responsibility. At Summer Seminars for Women, a residential conference I founded in Michigan in 1988, we look for participants to serve as seminar leaders, as presenters for our Portrait of a Woman talks each evening, as facilitators of informal interest groups during afternoon discretionary time, and as life guards, sailing skippers, dune hikers and the like. Any woman may serve in any of these roles in one or another year in a system of rotating leadership opportunities. One year Dianne, our youngest participant and a single parent of two young children with no more than a high school education, was gently brought into the circle of older sisters by my assistant Anne, who asked her to help with the address list for the take-home packets. Beginning to feel as though she belonged, Dianne completed the task and continued to return for several summers, eventually daring to become a Portrait presenter, telling us the story of her grandmother with delightful aplomb. Later she went on to complete a college degree, and to this day she gives enthusiastic and heartfelt acknowledgment to the women of Summer Seminars who took her by the hand and started her on her way to self-confidence and self-esteem so that she grew in her leader-

ship capacities. She had indeed been trained, directed, provided spheres of action and rewarded, and she responded, to our delight and exceeding all expectations.

Leadership development requires interested learners who have been encouraged by family or friends or group to become participants. It requires teachers of compassion and knowledge and firmness to lead the way, to direct and to train. And it needs the group to provide the spheres of action and the rewards that tell the budding leader she is on the right track or where she could use further direction or correction. Leadership development is a set of complex interactions that can be almost transparent to the apprentice, yet become an integral part of the depth of her being. She begins to know that she is leading. She begins to be aware of her strengths and weaknesses. And she begins to find her authentic voice as she moves from simple tasks to ever evolving levels of leadership with which she will contribute important influences upon people and events in the larger world.

BIOGRAPHIES

MARY S. HARTMAN is University Professor and Director of the Institute for Women's Leadership at Douglass College, Rutgers, The State University of New Jersey. A historian specializing in European social history and women's history, Dr. Hartman has published *Clio's Consciousness Raised: New Perspectives on the History of Women* (ed., 1974), *Victorian Murderesses: A True History of Thirteen Respectable French and English Women Accused of Unspeakable Crimes* (1977) and *Gender, Household and Power: A Subversive View of Western Civilization* (forthcoming). Articles and reviews have appeared in *Victorian Studies*, the *Journal of Modern European History*, *Feminist Studies*, the *American Historical Review*, the *Journal of Social History*, and *Raritan Review*.

Dr. Hartman served as the dean of Douglass College, the college for women at Rutgers, from 1982 to 1994. In that role she initiated a number of nationally recognized programs for women, including the Douglass Project for Rutgers Women in Mathematics, Science and Engineering; the Center for Women's Global Leadership; the Laurie New Jersey Chair in Women's Studies, and the Institute for Women's Leadership. Since assuming the directorship of the IWL in 1995, Mary Hartman has coordinated planning and support activities for the consortium, and teaches a seminar on women's leadership with colleagues in the IWL-sponsored leadership curriculum for undergraduates.

PATRICIA C. HARWOOD is Dean of Westhampton College and Associate Dean of the School of Arts and Sciences at the University of Richmond. She has served as Dean there since 1986, and prior to Richmond, she was Dean of Student Affairs at the North Carolina School of the Arts for eight years. Dr. Harwood majored in English and French as an undergraduate, has a Master of Arts degree in psychology, and received her doctoral degree in higher education administration from The College of William and Mary. She is the author of articles on a variety of subjects and a presenter at many conferences. Active in professional organizations regionally and

nationally, she has served as President of the Southern Association for College Student Affairs.

ISA WILLIAMS is founding director of The Atlanta Semester Program in Women, Leadership and Social Change at Agnes Scott College. She received her BA degree in history from Spelman College and her masters degree, in organization behavior, from Georgia State University. She completed the Ph.D. at Emory University in women's studies. Prior to joining Agnes Scott College, Dr. Williams was a Corporate Vice President with a major financial services organization. Her areas of teaching include women and leadership; women and behavior in organizations; the social-psychology of women and work; and contemporary feminist theory. Dr. Williams' research has focused on factors affecting women's leadership, as well as the behavior of women in organizations, and the sociological aspects of women and work. In addition, she was selected as a faculty delegate to travel in China and Korea for the purpose of examining women's lives and the structure of women's studies programs. In the spring of 1998, she lead a student study group to the Middle East for the purpose of studying women's leadership in an international context. Dr. Williams' community involvement spans years of work with women's organizations including the YWCA, The Cascade Women's Center, and the Mayor's Legacy Committee for Women in the Olympics. She has also organized students for Habitat for Humanity and to support women and children in poverty

M. ELIZABETH TIDBALL is Professor Emeritus of Physiology at the George Washington University Medical Center and distinguished research scholar and co-director of the Tidball Center for the Study of Educational Environments at Hood College in Frederick, Maryland. Over the past 30 years she has compiled a significant record of research and publication an environments for the higher education of women, her most recent book (with co-authors Charles Tidball, Lisa Wolf-Wendel, and Daryl Smith) is *Taking Women Seriously*. She was founder and chair of the task force on women in physiology,

co-founder of the Women's Studies graduate program at the George Washington University; Director of the establishment of the Committee on the Education and Employment of Women in Science and engineering at the National Academy of Sciences; and founder of summer seminars for women. Among her many honors and accomplishments she has been a college trustee at Mount Holyoke, Hood, Sweet Briar, Salem, and Skidmore colleges. A graduate of Mount Holyoke College, she earned her M.S. and her Ph.D. from the University of Wisconsin at Madison. In April, 1999, Dr. Tidball was honored by George Washington University with its President's Medal, the highest honor the university can bestow.

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