

PART I: BACKGROUND

Title: Teaching Civic Engagement: Exploring Gendered Ideas about Leadership in Women's Studies

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Discipline or Field: Women's Studies, Ethnic Studies, Business, Education, History, Political Science, English

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Course Name: Introduction to Women's Studies

Course Description: Introduction to Women's Studies is an interdisciplinary introductory level course that tends to attract students at a variety of levels—including juniors and seniors. We generally cap the course around 35, though there can be between 33 and 42 in the class. The class is required for a major and a minor in Women's Studies, but is also included among the electives for a number of other social-services-oriented curricula. Our classes can be either 50 or 75 minutes long, so we designed the lesson study to be flexible enough to fit into either time period. Our classrooms are equipped with computer technology and projection systems, but this is not required. Web-enhancement, such as the d2l discussion board, however, is essential.

Executive Summary:

With this lesson study, we wanted to foster critical thinking about male-centered ideas of leadership and challenge students to imagine leadership and leadership styles in more inclusive ways. In addition, we wanted to explore ways of empowering students to move from understanding social issues to understanding their own responsibility and capacity for civic engagement, particularly by addressing the difficulties women students have in imagining themselves in leadership roles.

The group invited three women leaders, two in politics and one in education, to speak to a total of five different Introduction to Women's Studies classes. We helped the students come up with a series of questions to address to their visiting speaker, and members of the group were available to observe each class. In addition, we asked students to respond to a series of pre-lecture and post-lecture questions. The group met several times before and after each lesson to discuss plans and observations. The most useful data we found, however, came from the pre- and post-lesson discussion boards.

Our findings were sometimes surprising and multi-faceted. For example, when asked to cite examples of good leaders in the pre-speaker discussion board, these women's studies students named mostly men. This dynamic was especially pronounced for male students, the large majority of whom didn't list any female leaders at all. We also analyzed the pre-lesson discussion board for the masculine and feminine qualities associated with leadership. We found that students were slightly more likely to associate leadership with qualities we identified as masculine than with qualities we identified as feminine. Men were less likely than women to describe leadership in feminine terms and more likely than women to have a hierarchical vision of leadership. Pre-lesson questions about the students' own capacity for leadership also yielded interesting gendered results. While both male and female students were relatively positive about their own leadership capacity, women were most likely to qualify and contextualize their positive responses and men were most likely to reply with definite positive or negative responses.

The post-lesson discussion board also yielded interesting results. When we asked students whether their ideas had changed as a result of the lesson, relatively few students were willing to say that the lesson had changed their perspective. Many students responded with what we classified a "no, but . . ." response. These students would

qualify their negative response with details about how their thinking had in some way been affected, enhanced or modified. Self-reported changes were once again gendered. Both in relation to their thinking about leadership qualities generally and their thinking about their own leadership capacity, women were much more likely than men to report some change in their thinking as a result of the lesson.

When the group analyzed the discussion board for evidence of change beyond self-reports, the results were complicated. The shifts we saw in the student discussion did not necessarily go in the directions that we had predicted or planned for, nor were student changes in thinking necessarily more feminist. In addition, the qualitative changes in thinking were different depending on which speaker the students had seen. Three promising threads emerged in the conversation, however: speakers' strength and ability to endure adversity, explicit conversation about gender, and the "down-to-earth" qualities of the speakers. Each of these suggested to us the emergence of a more complicated and more feminized vision of leadership.

Students' changes in attitude about their own leadership capacity were especially unpredictable. We had assumed that women students would see themselves as more capable of leadership after the lesson. Instead, all the students tended towards more specificity when they described their own abilities as leaders. At first glance, this would suggest that students were less likely, rather than more likely, to see themselves as leaders. After analyzing and discussing student responses, however, the group felt that student post-lesson responses showed greater sophistication, a more realistic idea about what leadership might involve, and a more thoughtful consideration of the questions than had been shown in the pre-lesson discussion board.

Overall, the lesson study was extremely useful in providing information both about student attitudes and about student learning processes. The students clearly benefitted from the guest speakers we brought in. They expressed enthusiasm about and engagement in the lesson. Though the learning evidenced in the discussion board was often unpredictable, it was also profound. Student thinking showed greater complexity and sophistication, as well as more depth and awareness around gender issues—even when the students did not arrive at conclusions we might have predicted or desired. We also gained valuable insights about students' gendered ideas about leadership and differing attitudes of male and female students on this topic.

PART II: THE LESSON

How to Teach the Lesson

- Instructors should begin as early as possible to find a woman leader willing to come to a class—and schedule that visit toward the middle or end of the course when students have begun to look more closely at gender issues. There is a representational politics (based on race/ethnicity, class, sexuality, age, ability, position and so on) to choosing a woman to present to students as a leader and instructors should be reflective about this. The lessons that students will take away about women, gender and leadership will vary depending on the speaker and the context of the speaker's life. For example, two of our speakers were politicians and one was an educator. While the role of politician as leader fits many student ideas of leadership, presenting an educator—a former elementary school principal—as a leader did invoke a discussion among students about whether such work is “real” leadership. There is, of course, a gendered subtext to such conversations as politics remains a predominantly male field and elementary education is more often than not gendered female. The point is that many of the lessons that students will take away are dependent on the context of the speaker. We were fortunate to find women with considerable speaking abilities and the students responded enthusiastically to them. While choosing dynamic people likely helped maintain student interest, productive discussions about leadership could also arise from presenting a less dynamic woman as leader.
- During the week before the speaker's visit, faculty should post two sets of questions to an online discussion board in order to prompt students to begin exploring their ideas about leadership. Our posted questions were:
 - 1) *What are leadership qualities? How do leaders act? Name some people whom you think exemplify the leadership qualities you think are most important.*
 - 2) *Do you think you have leadership qualities? What are they? Can you imagine taking on leadership roles? If yes, in what capacity? If not, why not?*

Our students were required to read all on-line entries and post at least two substantive responses to each set of questions to get full credit for participation in this assignment.

- During the class period before the speaker's visit, students should work in small groups in order to generate questions to ask the speaker. Students were told who the speaker was in advance and were given suggestions about the kinds of issues the students could touch on in their questions: the difficulties the speakers faced because of gender, personal barriers the speakers faced, negotiating the work-family balance, characteristics of good leaders, varieties of leadership style, and questions about the speakers' own leadership styles. Though we expected and encouraged spontaneous questions, we wanted each group to have a prepared set of at least ten possible questions so as to help reduce any timidity among students, encourage participation, and minimize the potential of duplication of questions between groups. We asked students to rank their questions in order of importance to them, suggesting they ask those they were most interested in first because time constraints would limit the number of questions they would have the opportunity to pose. We found that students worked most effectively in groups of three to five.
- Speakers should take the first 15 minutes or so of the class to introduce themselves and speak briefly about their own ideas and experiences about leadership. The remaining time should be reserved for student questions and discussion. It was our feeling that the speakers should have plenty of freedom to address the general topic as they saw fit while still having a clear idea about why they were invited to speak. Each group of students took turns asking questions of the speaker so no one group dominated the conversation.
- During the week after the visit, students should be asked to respond to another series of questions online. The follow-up questions we asked were as follows:
 - 1) *Did our conversation with the speaker change or enhance how you think about leadership qualities or how do leaders act? Please describe any shifts, changes or additions to your thinking.*
 - 2) *Please consider these questions a second time with the speaker's story in mind: Do you think you have leadership qualities? What are they? Can you imagine taking on leadership roles? If yes, in what capacity? If not, why not?*

Again, our students were required to read all on-line entries and post at least two substantive responses to each set of questions to get full credit for participation in this assignment.

Student Learning Goals

- An in-depth and thoroughly integrated understanding of the challenges women leaders face
- An Understanding of how women leaders tackle the challenges they face
- Expanded ideas about acceptable leadership styles
- Increased reflexivity about gendered assumptions that students carry regarding leadership
- Demystify for students what it means to be a leader, make it less intimidating and more accessible to them
- Inspire all students, particularly women students, to set leadership goals for themselves

How the Lesson is Intended to Work

Discuss how the lesson is supposed to work in practice:

- In our own experience, students report that guest speakers can have more impact on them than many other elements of their classroom experience. In particular, our experience bringing in students from the gay and lesbian student group on campus has been particularly helpful in making real for the students the effects and challenges of discrimination and marginalization. Having tried with varying success to inspire students to think more seriously about civic engagement through readings and discussions about social issues, we wanted to see if a guest speaker would have greater impact on the students. In particular, we hoped that conversations with a woman leader would make the challenges women face and the tactics they use more concrete. We hoped that by contextualizing the gender issues we discussed all semester in the lives of real women leaders, we might help students understand the importance of these issues more clearly. We made the assumption that women leaders would, by definition, vary tremendously in the degree to which they claim male-centered ideas about leadership style, and the presence of women leaders in the classroom would help to both make that male-centered model more visible and de-center it. Finally, we hoped that if the students met a real woman who was a leader and connected with her on a human level, they might be inspired to see civic leadership as something that they, too, might consider in their own lives.
- Though we read some articles on women and leadership in preparation for this lesson study, we did not design the study with any particular article in mind. We relied, for the most part, on shared teaching experiences and shared goals and on our command of the feminist literature on gender, communication, power and politics.
- The pre- and post- discussions provided us with a way to examine the degree to which student thinking had been changed or shaped by the guest speaker. We included questions designed to trigger self-report of change or no change, but we also examined the ways the quality of the discussion changed pre- and post-speaker. We looked for language that indicated traditional and hierarchical ideas about leadership, including words and phrases that associated leadership with qualities stereotypically connected with masculinity; and we looked for language that indicated less traditional and more cooperative ideas about leadership, including words and phrases that associated leadership with qualities generally considered neutral or feminine.

PART III: THE STUDY

Approach

Prior to the teaching of the first lesson, faculty members met to discuss how to approach our classroom observations and analysis of the on-line discussion data. All five faculty members attended as many of the classroom observations as possible, and all faculty members attended at least two. During the lesson, faculty sat in different locations in the classroom and took notes on student body language and behavior, their attentiveness, and their interactions within their small groups and with the speaker. Faculty paid attention to what questions were asked and who asked them and how the students responded to what the speaker had to say. We filmed the classes and intended to watch the films together, but we had repeated technical difficulties and couldn't place the camera in such a way as to provide any more than very selective information about the body language and facial expressions of students. In addition, the camera ran out of memory 30-minutes into each lesson.

The faculty met and discussed the classes after attending them. We were surprised at just how much was going on in the classroom that deserved attention and were relieved that we had multiple sets of eyes observing the class. While we didn't assign each faculty member something specific to look for, we sometimes did hone in on different things. Some faculty paid special attention to the micropolitics of the small groups (e.g., who was chosen to speak for the group, in-group comments, etc.), others paid attention to the substance of student questions and the speaker's response, and still others focused on student reactions to the class activity. We were in strong agreement about such issues as the tone of the classroom, as well as the over-all level of learning and interest.

By far the most productive way of analyzing the usefulness of the lesson, however, was the online discussion board. We were able to learn a great deal about student understandings of leadership and the over-all level of interest and learning based on these discussion boards. Using qualitative methodologies including discourse analysis and textual interpretation, we coded the pre- and post-speaker discussion board for student ideas about leadership, paying close attention to gendered assumptions and understandings. In both the pre- and post-discussion, we looked for the emergence of prominent themes or categories and made those the focus of our analysis. We employed a gender lens to tease-out subtexts and to interpret the discourses in the discussion boards from a critical feminist perspective. We were aided in our interpretation by using as tools the insights that scholars have produced in literatures on gender construction, communication, authority, power and politics.

Once the text from the discussion boards was coded, we looked for patterns in the pre- and post-discussions. We analyzed the pre-discussion text for gendered ideas the students brought with them about leadership and their own capacity for leadership. We were also interested in the specific leaders that the students used to exemplify leadership characteristics. Finally, we disaggregated the data to look for differences in the way male and female students discussed both leadership qualities generally and their own capacity as leaders. In the post-discussion, our group examined the data for changes in student attitudes about leadership qualities and about their own capacity as leaders. We looked for changes in language used to talk about leadership and themes that emerged in the post-discussion that had not emerged in the pre-discussion. This data, too, we disaggregated by gender, looking for differences in the way male and female students responded to the exercise. We did quantify the data when appropriate, counting and calculating the percentage of students that noted a specific kind of gendered leadership quality or cited male or female leaders as examples of good leadership. We also quantified the changes, counting the number of male and female students who reported changes in thinking.

Our three guest leaders included two politicians, one local and one national, and a former Montessori principal. Our first speaker, Kathleen Falk, is Dane County Executive in Madison, Wisconsin. An attorney, Falk has held the Executive position since 1997 and is the first woman to do so. She also was the Democratic candidate for Governor in 2002, another "first" for a woman in Wisconsin. Our second speaker, U.S. Congresswoman Tammy Baldwin represents the 2nd congressional district of Wisconsin and has been serving in that position since January 1999. Also an attorney, she was the first congresswoman from Wisconsin and is the first open lesbian to serve in Congress. Our third speaker, Mary Sue Reutebuch, consults nationally and offers classes with both Montessori and traditional schools in the areas of classroom management, conflict resolution, and peace education. She has her Bachelor's degree in Education Communication from Ohio University and served as principal for Rock Prairie Montessori for five years.

Background: Student Demographics

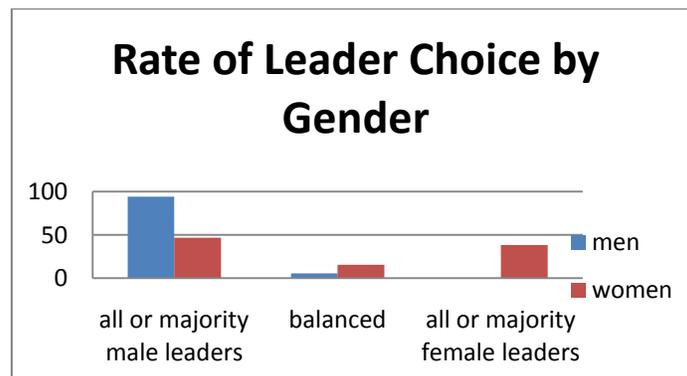
The lesson study covers all five sections of Introduction to Women’s Studies that were taught in 2008—two by Dr. Lauren Smith and three by Dr. Ellie Schemenauer. Of the 134 students that completed the demographic survey, 131 were between the ages of 18 and 27, and only 3 were non-traditional students outside of their 20s. Women’s Studies courses tend to have a disproportionate number of women in them and the introductory course is no different. The gender composition of the classes in this study consisted of 111 women and 23 men. The majority of our students—103—identified as white or Caucasian, while the remaining identified as African American or Black (5), African American and Native American (1), Latina (2), and Asian or Asian American (2). Twenty one reported their ethnic identity as American or did not report. Like the university at large, most of our students in 2008 were from Wisconsin or surrounding areas (like Illinois), with only 8 out of 134 reporting a recent move to the area either from a state outside the region or outside the country altogether. Fifty percent of our students will be, upon graduation, the first college graduates in their immediate family, while 48.5% come from a family with at least one college graduate. While specific data on socio-economic status is not available, we did ask some questions that suggest socio-economic status of our students and their families. In particular, we asked students to self-report: 1) whether they lived in single-parent household and 2) the highest educational level of their parents or guardians and their occupation. The information regarding parents’ professions was quite varied, but the information about education suggested that students’ families were primarily working class. Only 36 out of 134 (26.9%) reported mothers with a Bachelor’s degree or higher, while 38 (28.4%) reported mothers with some college or an Associates degree, and 57 (42.5%) reported some high school or completion of high school. Fathers had a similar level of education. Only 35 students (26.1%) reported fathers with Bachelor’s degree or higher, while 30 (22.4%) reported fathers with some college or an Associates degree, and 58 (43.3%) reported some high school or completion of high school.

Findings

Pre-speaker findings

In the pre-speaker discussion, we asked students to describe leadership qualities and to name people they consider representative of effective leadership. This alone yielded very interesting results. Of all the students who responded to this question, a total of 110 (92 female students and 18 male students), a majority of students, 62 (56.36%), named either all or a majority of male leaders as their examples of good leadership. A large minority of the students, 46 (41.82%), chose all male leaders, and a small minority, 16 (14.55%) named a majority of male leaders. In contrast, 35 (31.82%) students chose all or a majority of female leaders, despite the fact that all of these students were engaging in this discussion board in the context of women’s studies. Of these students 10 (9.09%) named a majority of female leaders and 25 (22.73%) named exclusively female leaders. Only 15 (13.64%) students chose an equal number of male and female leaders as their examples of good leadership.

Most interesting might be the gender breakdown for these responses. Although both male and female students were more likely to name male leaders, female students were much more likely to name female leaders than were male students. In fact, what was most notable to us was how seldom male students named any female leaders at all as examples of good leadership. The great majority of male students, 15 (83.33%), chose all male leaders and a small number of male students 2 (11.11%) chose majority male leaders. Only one male student (5.56%) out of five classes chose a balanced number of male and female leaders.



When students were asked to describe leadership qualities and how leaders act in the first pre-speaker question, they provided a complicated gendered vision, naming characteristics that are associated with both masculinity and femininity and some that we considered more ambiguous or neutral. For example, the single most cited quality of a good leader by our students was “communication skills.” Although in many contexts verbal communication skills are gendered feminine, we felt that it was too ambiguous and vague in its usage in the pre-speaker discussion to make such a claim. Other leadership qualities that our students cited that we did not consider explicitly gendered feminine or masculine included trustworthiness, honesty, dependability, responsibility, and respectfulness. We did identify, however, six categories of gendered leadership qualities that emerged from the survey data—three typically masculine and three typically feminine. Those categories included:

Masculinity

- Category 1: possessing courage/bravery/strength, confident
- Category 2: decisive/assertive/active/strong-willed/determined/steadfast
- Category 3: authority/control/hierarchy

Femininity

- Category 4: empathy/caring/compassion
- Category 5: egalitarian (the non-hierarchical or less hierarchical)
- Category 6: selfless, willing to sacrifice

Our categories include a range of closely-related terms that “get at” specifically gendered notions. We adopted Wittgenstein’s concept of “family resemblances” (see Hooper 2001: 62) when analyzing this data in order to allow for a tight range of related characteristics to be counted within our categories. As Wittgenstein argues, just as members of a biological family might not all share the same physical features, there is usually something that connects them—some element of overlap and related commonality. We used the “family resemblances” idea when forming categories like empathy/caring/compassion; that is, the words in each category are not exactly the same—not necessarily synonyms—but are somehow connected in the gendering that they connote. We argue that the words in each of our categories are closely related and are part of the same gender family (at least in the context of our on-line discussion).

As table 1 below demonstrates, when our students (n=135) were asked to discuss the qualities of leaders in the abstract, there were slightly more students who named qualities that we defined as masculine compared to those qualities that we defined as feminine. For example, 53.3% of students described a leadership quality that fit into categories 1 (courage/bravery/strength) and 2 (decisive/assertive/determined) and 48.9% cited a quality that fit into category 3 (authority/control/hierarchy). Comparatively, only 42.2% of students cited a leadership quality that fit into category 4 (empathy/caring/compassion), 44.4% noted a quality that fit category 5 (egalitarian group) and only 13.3% cited a quality associated with category 6 (selflessness, sacrifice).

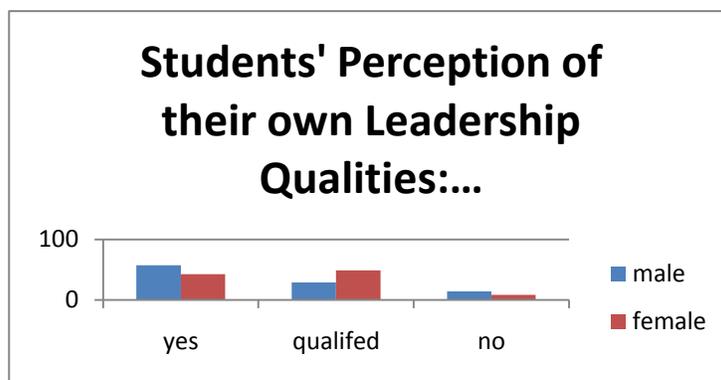
Although there are a disproportionate number of women who enroll in Introduction to Women’s Studies courses and therefore a disproportionate number of women who participated in the on-line discussion (women, n=116; men, n=19), some interesting gender differences should be noted. For example, of the masculine categories, a relatively equal percentage of women and men cited category 1 (courage/bravery/strength) as a leadership quality. A higher percentage of women compared to men cited a quality associated with category 2 (decisive/assertive/determined), but a higher percentage of men compared to women cited a quality that fit category 3 (authority/control/hierarchy). Interestingly, women cited all three of the feminine categories at a higher rate than men.

Table 1

	Percentage of students who cited (n=135)	Percentage of women who cited (n=116)	Percentage of men who cited (n=19)
Masculine Categories			
Category 1: courage/bravery/strength	72/135 53.3%	62/116 53.4%	10/19 52.6%
Category 2: decisive/assertive/determined	72/135 53.3%	64/116 55.2%	8/19 42.1%
Category 3:	66/135	54/116	12/19

authority/control/hierarchy	48.9%	46.6%	63.2%
Feminine Categories			
Category 4: empathy/caring/compassion	57/135 42.2%	53/116 45.7%	4/19 21%
Category 5: egalitarian group	60/135 44.4%	54/116 46.6%	6/19 31.6%
Category 6: selflessness, sacrifice	18/135 13.3%	16/116 13.8%	2/19 10.5%

We also asked students in the pre-speaker discussion to consider their own potential as leaders. Students' responses again broke down interestingly in relation to gender. Men were more likely to respond definitively about their own capacity for leadership, while women were more likely to qualify and contextualize their answers. Though men were more likely to affirm their leadership qualities, they were also more likely to say they had none. On the other hand, although a strong minority of women asserted their leadership potential, the majority felt capable of leadership only under particular circumstances. These women thought they had some leadership qualities but felt they lacked others.



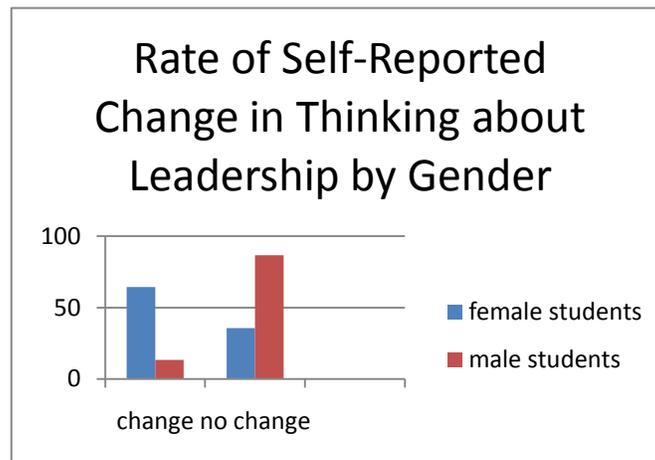
Post-speaker findings

For the post-speaker discussion, we asked students to return to the questions asked in the pre-speaker discussion, and we re-phrased those same questions for them, asking if their thinking on either topic had been either changed or enhanced as a result of their interaction with the guest speaker. In response to the question about leadership qualities, one of the first phenomena we noted was a tendency on the part of both male and female students to claim that the speaker had not changed their thinking.

Many of the students who claimed not to have changed their thinking as a result of the lesson, however, added a caveat to their claim. We categorized these responses as the “no, but . . .” responses. Some of these students would report that their ideas had not changed but go on to explore an idea or leaderly characteristic that they had not thought of or not mentioned before. Other students in the “no, but . . .” category would feel that their ideas had been reinforced or made clearer in some way. All the students that we put into the “no, but . . .” category did actually demonstrate some shift or greater clarity in the thinking.

Some students denied more categorically that they had been influenced at all by the lesson. These students tended to be either very terse in their discussion responses or were dismissive in one way or another of the speaker. There were also some students who did acknowledge a change of thinking as a result of the lesson, and these students made some very thoughtful and interesting comments. An interesting gender dynamic emerged from these self-reports. While female students were more or less equally distributed among the three categories, “changed” (28), “no change, but” (28), and “no change” (31); men disproportionately denied any change in their

thinking about leadership, with 13 answering they had not changed their thinking and 2 responding they had. There were no men in the “no change, but” category. If we aggregate the “change” and “no change, but” categories the dynamic becomes especially pronounced, with a large majority of women reporting at least some change in thinking and a large majority of men denying any change at all.



In addition to considering student self-reports about their own changes in thinking, we also examined the post-speaker discussion for its content. The content of the post-speaker discussion shifted considerably compared to the pre-speaker discussion. Most of that shift was shaped by the substance of each speaker’s talk and presentation style. Students were no longer thinking about leadership qualities in the abstract, as they predominantly had done in the pre-speaker discussion, but rather in the context of the individual speaker’s experience and life. Not all of this shift was toward ideas we wanted the students to consider, and certainly not all of it represented feminist thinking about leadership. One of the discussion boards contained a discussion about the speaker’s coat, for example; another discussed what it meant that a lesbian wore a ring on her left ring finger, and some students were disparaging about the speaker’s abilities or qualification as a “leader.”

We found several content threads, however, that suggested the development of greater critical thinking about gender or about leadership roles and qualities. In general, but not exclusively, students tended to be more reflective about the kinds of challenges that women leaders may face because of gendered ideas about leadership and power.

Although the specific content of the post-speaker discussion varied according to the lives and individual experiences of our three speakers, we did find three major themes arise in student discussion across our five classes. The three themes were:

- 1) The ability of the speakers to deal with adversity and criticism and therefore are strong
- 2) Equality/hierarchy issues
- 3) Explicit discussions of gender issues

The ability of the speakers to deal with adversity and criticism and therefore are strong

Students responded strongly in the on-line discussion to the stories of adversity and life-specific challenges that our guest speakers shared with them and generally were impressed by the ways our guests responded to those challenges. For example, our first speaker was Kathleen Falk, Dane County Executive. From a small town in Wisconsin, Falk shared with the students how she was discouraged from following her dream to become a veterinarian because she was a young woman, how she dealt with a father who was an alcoholic, how she raised a son as a single parent, her past self-doubt, and the sexist comments and questions she received when she decided to enter local politics. Students wrote in response to her talk:

- “It did make me think about some of the challenges that women in leadership roles face.”

- “She did shift my way of thinking when she talked about how she let people close the door on her and how she would never let anyone shut the door on her again. This really made me think because there are people out there that don’t want to see you succeed. Like when the guy told her that women can’t be veterinarians”
- “...great that she admitted her self-doubt. Everyone questions themselves, but our leaders don’t like to talk about it enough, so it makes regular people feel like we don’t have strength...”
- “She also made me realize that so many people are unconsciously sexist, like when our class was asking how she handles family and work, and her child...she even said that the press would never ask a man those questions, and even we, mainly women, were asking her those same sexist questions. It’s like gender drilled in our heads since we’re born”

Our second speaker was Congresswoman Tammy Baldwin. Although Baldwin talked at length about how she approaches working with her colleagues and across party lines, students responded most to the personal history behind her passion for health care and the challenges of being the first “out” lesbian in national politics. Students seemed to admire how a personal childhood illness could ignite such passion for an issue like healthcare as well as the courage it took to campaign openly as a lesbian. For example, in response to her visit, students wrote:

- “I was also surprised that Tammy Baldwin addressed the class about her sexuality. I think that addressing her sexuality to us (and also the public) shows a lot about her character. For instance, she was open to the public before she was even elected, knowing well that some people will not support her and she could possibly even not get elected. I believe that addressing her sexuality really shows her honest character.”
- “she told us stories of her struggles for example how she got sick and was hospitalized for three months and didn’t have health insurance.”

Our third speaker was a former principal at a Montessori school in Wisconsin. The theme of her talk was how leadership follows one’s passion and love, but she did share how she had to deal with difficult decisions in her work. One of the examples she shared had to do with a group of girls at the school who organized for all the girls, except for one, to show up at school one day wearing the same thing to purposely exclude the left-out girl. She talked about how she made all of the girls change their clothes into their painting scrubs, called a parents meeting, and tried to make the one excluded girl feel special. Students responded positively to how she dealt with this difficult situation:

- “The one part of the discussion that I really thought stood out the most was listening to her saying what she had to do in the situation in which all the girls wore the same thing to school and left one person out. To have enough patience to make all the girls change and call the parents together for a meeting is truly remarkable in my opinion...”
- “...commend her for her actions taken on the girls who dressed alike”

Equality/hierarchy issues

Students commented extensively and sometimes with surprise about how all the speakers, but especially Falk and Baldwin, were so “open,” “personable,” “down-to-earth,” and willing to work with others. For example, students were surprised that a school principal when faced with an overflowing toilet and lack of janitorial staff would take “on those dirty jobs like mopping up the toilet” knowing that she could very well ask someone else to do it. Of Falk, a student wrote: she “was very humble and didn’t really like to talk too much about how great she was and what she had done in her office. She just seemed like a normal person and wasn’t really above the rest of us like most leaders.” Of Baldwin, another student wrote: “The fact that she didn’t make it apparent that she was high in politics and just acted like she was just like everyone else is a good thing.” Perhaps the most interesting finding here is how many students commented with surprise at how relatable the leaders were that we invited to speak with them. That students expect a leader to be untouchable and un-relatable assumes a very hierarchical notion of authority. Most students, but not all, preferred the personable leadership styles of our speakers. Two male students, in particular, departed with the sentiments of the majority of the students. In response to the former Montessori principal, a student wrote:

- “I agree she is good for the most part, but her position is not very compelling to be speaking about leadership. If you are a leader, you worry more about your position, rather than your colleagues. You have worked hard enough to be in a certain (position), so why not take full advantage of your position.”

Another male student, responding negatively to the down-to-earth speaking style of Falk, wrote:

- She “didn’t fully make herself seem like a leader or someone who was in a higher power than anyone else in the room.” He suggested that being personable and down-to-earth is not how leaders are supposed to act.

Explicit discussions of gender issues

While there was virtually no discussion in the pre-speaker discussion about gendered challenges to or conceptualizations of leadership (or for that matter, challenges based on race/ethnicity, class, sexuality, age, or ability), the post-speaker discussion contained many including some noted in the two themes above. Again, this new consciousness about how gender matters was largely inspired by the information shared by the individual speakers.

For example, in the post-speaker discussion, both gender and sexuality became part of the conversation.

- It is “awesome that she ran for congress openly as a lesbian. In today’s political culture, that’s very difficult to do and public officials have often hid their sexuality until they are safely in office and have high approval ratings.”
- “I also thought it was interesting that she pointed out that when men are asked to do something new they think ‘sure, I’ll give it a try,’ but women tend to think, ‘I’ve never done that before, I don’t know if I can do it.’ I think this is a condition of society. Maybe we would have more women leaders if we raised our daughters differently, focusing more on self-esteem and taking leadership roles when they are young. I also think we need to support women leaders more. There is a tendency to criticize women on issues that aren’t related to their job/position, such as their appearance, sexuality and emotional stability. Why do we tolerate that? Kathleen Falk pointed out that she received questions that they wouldn’t have ever asked the male candidates when she was running for office. I can see why it’s difficult to be a leader, man or woman, but it’s harder still if you’re the minority.”
- “wouldn’t let things like sexist remarks hold her back. And being a woman in that type of position she is really holding her ground.”

Some students recognized in the post-speaker discussion this lapse of sophistication and nuanced thinking in the pre-speaker discussion. For example, one student wrote:

- “Kathleen shed light to the male and female thinking, in a way which I haven’t analyzed as such. It’s true that the majority of females think they need to know something before jumping in, while men, whether or not raised that way, jump in at any opportunity. What is most disappointing is that I’m one of those statistics because in our pre-discussion, I said that I would only take on a leadership role only if I knew the subject matter or field more. Although I have learned that leaders take chances, I couldn’t have been more blind to see the real meaning behind it...”

We also read and directly compared the pre- and post- speaker student responses to the questions: *Do you think you have leadership qualities? What are they? Can you imagine taking on leadership roles? If yes, in what capacity? If not, why not?* We were interested in looking for any qualitative changes in their responses outside of their self-reported changes in thinking. The kinds of changes we observed varied between the guest speaker who was an educator and the two politicians.

After hearing from the former Montessori principal, most students agreed that passion or love for what you are doing was a necessary ingredient to being a leader. Most said they could be leaders in small groups, but would be able to do it in a larger group setting if there was passion. More students also moved to more strongly believe in their ability to lead if the circumstances suited them. In general, their confidence increased as they were better to imagine themselves as leaders. The exercise the guest speaker led was especially beneficial in students realizing this. For example, one female student wrote:

- “When I was thinking about my answers [to the speaker’s exercise], I had no idea what to say, because we never really look at ourselves by not comparing ourselves to others and think “hey, I really am a good person and could be a great leader.” So in that respect, I think now I feel that I have more leadership qualities than I thought before. I can get along with just about anyone, am laid back, and also can be a good listener. I didn’t really think of those being good leadership goals, however in my case they are.”

In another example, one female student wrote in the pre-speaker discussion:

- “Although I did say that I’m normally in the background when it comes to group work, I know I could take on the role of being the leader if I had to. But that’s only in a smaller group. I’m sure I could take on the role in a bigger group but it would be harder.”

After the speaker, she had worked through how her ability to lead in a bigger, more intimidating setting could happen:

- “I feel that if I had to take on the leadership role for a bigger group, I could. It would take a lot for me to do it in the beginning but I feel if you’re a leader, you build relationships with the people you are leading because of all the interaction. So I feel that after awhile, I would feel comfortable leading a larger group.”

Some saw that certain qualities they have in abundance are, in fact, leadership qualities. For example, one female student wrote:

- “That exercise did force us to recognize in ourselves leadership qualities that we hadn’t previously thought we possessed. For me, when I was trying to think of the things I like about myself (which was hard...), one of my first thoughts was my creativity. When she began to go through some of the groups, and they were saying things like “good listener” and “easy to get along with,” I was like “Shoot! Creativity doesn’t work as a leadership quality.” But the speaker went on to say that it’s very important to have creativity as a leader, which shocked me, because I’d never thought of it that way before. Overall, she just showed us that we do have leadership qualities even if we don’t recognize them.”

Two male students in particular had much more intense statements about their leadership skills vis-à-vis the speaker’s presentation. For example, one refused to acknowledge how others can mentor in leadership:

- “I don’t think that the speaker changed my view on leadership or helped me think that I could be a better leader. Because I don’t think that leadership comes from an outsider talking to you about it. Sure that could give you new ideas or some skill sets, but being a leader comes from inside you. When you want to take a stand or make a change that is what forces the leadership out.”

Another was dismissive of hearing or learning anything from our guest:

- “After the presentation, I thought I had great leadership skills. I personally found the speaker to be too scripted and her position on power and leadership is minimal. I am very outgoing and speak the truth, I have the qualities to become a great leader.”

The responses to Tammy Baldwin and Kathleen Falk were much more varied. Some students expressed that the speaker was inspiring to them and as a result, they became more motivated and determined; some began to dream bigger as far as their leadership aspirations were concerned. For example, one female student wrote in response to Falk’s visit:

- “After Kathleen Falk’s talk I feel as women, we all have to push ourselves to be leaders in whatever capacity we can. Though it’s not easy to be a leader, she did make it seem more doable. After all, she was quite hesitant to run for office but she pushed ahead and did it. She thought the worst that could happen is she’ll lose. I now really feel I should get involved in my own community more. Coming from Chicago to a rural area, I like the peacefulness but I definitely see a lack of women leaders here. I don’t even think my grocery store has one female store manager.”

Another woman wrote:

- “Politics certainly isn’t for everyone, but obviously isn’t the only way to be a leader. I also think that Kathleen was very inspirational in how good of a leader she has become. Like she stated during class, she never thought she would be where she is today. This just proves that anyone can do anything, even if you don’t start out believing in yourself. She was probably shy at one time also, but I’m sure that it’s something and you also can work on.”

In contrast, one male student wrote in response to Tammy Baldwin:

- “I do still believe I have leadership qualities with *endless limitations*. I believe people can adapt to fit a specific leadership role. I would not limit myself to a certain capacity but a goal for a leadership role would be head physician of a hospital or clinic, possibly serving on National and Global Medical Boards.”

Some students became more self-reflexive and context specific about their own leadership abilities. One female student wrote:

- “After hearing the speaker, I do feel that I have leadership qualities but at the same time need to work on gaining some and improving others. For example, I am president of psychology club and after listening to Congresswoman Baldwin I feel that I need to improve on listening better to those who do not agree with my position or on what I feel is best for the club because I can at times take it personally instead of looking at it from a leadership point of view so to speak.”

While some discussed their fears and specific challenges they associate with leadership, others recognized that becoming a leader could be a process that they slowly build up to.

In regards to their fears, some students were concerned about handling the stress, responsibility, criticism and the commitment it takes to be a great leader. For example, one female student wrote:

- “I want to believe that I would be a good leader, but I know deep down people’s sexist or rude remarks would really bother me, and I don’t think that I could blow them off. I know people always say, ‘Don’t listen to them, and the mean things they say about you,’ but in my opinion I would listen to them. I feel that I am a good listener, respectful, and caring of others, but my problem is I care too much about what other people think, and that is a fact. I don’t have enough self-confidence in myself to be a leader like Kathleen Falk, through the stories she was telling about herself.”

In regards to a developmental idea about leadership, a female student wrote:

- “If I am passionate about something I think I could be a good leader. Tammy has been leading for a long time, so I think to be a truly great leader it can take time and even practice.”

Another wrote:

- “In light of what Tammy said, I do feel I have leadership skills. She started out on a smaller level, mastered it and moved on. I think that should give everyone confidence, that you don’t have to know it all right away.”

And another:

- “I do feel like I can be a good leader. I still think that it would depend on the time and place on what I am the leader of. When it comes to cheerleading, I think I am a great leader because I have a lot of knowledge of the sport, as Tammy had a lot of knowledge before getting elected into her position. After her talk, I feel like I can see places I need to grow as a leader such as listening and being compassionate. On the other hand, being hardworking is very important for a leader which I think I am very good at.”

Some students were intimidated by the politicians we brought in to speak with them. In response to the visit by Tammy Baldwin, one young woman wrote:

- “...after meeting and listening to an actual leader, I feel that all my chances of being a leader would be even less. She seems so liked by others and she can speak well in front of people. She knows how she

wants to address things and topics and knows exactly what to say. She knows what people want to hear and yet she will stick to things she believes in.”

Others revealed that what they are really intimidated by is the alone-at-the-top, masculinist and individualistic notions of leadership:

- “After hearing Tammy Baldwin speak, I still have not changed my mind about me being a leader. I am far too indecisive and I don’t trust making my own decisions. I also do not have much confidence in myself. All these characteristics I think are needed to be a leader, so until I learn to possess these qualities, I can’t see myself leading a group. I am however organized, and like working with different people. I do think however that I along with a co-person could run something. For example me and a girl in my sorority share a position together.”

Discussion

We found this lesson to be, overall, extremely effective in a number of ways. First of all, there were some students whose thinking changed, and who knew their thinking had changed, in relation both to gendered notions about leadership and their own capacity to lead. Even among students who claimed that their thinking had not changed, change was nonetheless often demonstrated.

This change, whether acknowledged or not, took a variety of forms. As discussed above, many students expressed surprise, for example, that the speakers were approachable and discussed leadership in terms less hierarchical than those traditionally used in discussions of leadership.

Some students became more aware of the barriers that face women and had more appreciation for the strength of character required to overcome such barriers.

A few students became more aware of how their own thinking about leadership might have gendered components. Others demonstrated an awareness of how their classmates’ thinking was gendered. For example, in the post-speaker discussion, one male student wrote about Kathleen Falk:

“I feel that Falk does not meet the criteria to be a leader, please don’t misinterpret what I am saying as I am not bashing on her in any way, I am just stating my opinion based on my observations. I feel that a very crucial part of being a leader is being confident in ones ability to achieve and make decisions, Falk did not display that ability, in fact, she told us she doesn’t possess that. Her confidence is non-existent. It also was apparent that she blamed men for the majority of her problems coming through politics. As a leader, one cannot blame others for their own shortcomings and challenges.”

In response to this entry, one female student wrote:

“Now you said that you did not mean to bash so I do not mean to attack you yet I want to point out maybe some things you may have missed. I want to begin by quoting you, “As a leader, one cannot blame others for their own shortcomings and challenges.” You think it is HER shortcoming that she is still called a girl at 50 something...You think it is HER shortcoming when she is constantly asked questions that allude to her weakness because of the weakness of the “second sex?” You think it is HER shortcoming when she was elected to a position that had never been held by a woman before? You think it was HER shortcoming when she was the first woman to run for governor?”

“I think that you mistook her humbleness for not being confident. If she was not confident she would never have been able to call and ask people for money. She was humble in that she felt bad about it. She was confident when she ran for office in her forties. She was humble in not shoving it in men’s faces that she could and is doing something that many men did not believe a woman could do. She was confident in that she stood in front of our class and said she was no better than us. And yet she was being humble because she balances a HUGE balance, stands up for issues that are not always the most popular, and fights for things she believes in within a somewhat corrupt and brutal occupation. I also believe that she was very kind about the way some men

treated her. She did not and could not have told us everything that she has faced in her life. She said she faced sexism about once a day. Now, I want to ask how many times have men been told they can't do something because of their sex??? How many times are women leaders attacked as being weak. Like that one woman who was not reelected to a position because it needed more muscle. Now I did not mean to attack you, but as a woman who is humble, been subjected to many a sexist remark, and that has been told that she cannot do something simply because she is a woman..., I had to point out what I saw as discrepancies in your remarks."

It is pretty clear that most students did make an effort to think about their own capacity for leadership—and to reconsider that capacity both in light of what the speaker and their classmates had to say on the topic. There is plenty of evidence that students' ideas about leadership were broadened.

For example, one female student wrote:

- "I believe that understanding how Tammy Baldwin got to where she is today as a politician and a leader helps me understand the importance of leadership qualities and overall, the understanding of what a good leader is like."

Because the students with whom we worked were students who had chosen to enroll in Introduction to Women's Studies, we expected the gender dynamics of student responses to be muted. We expected women students to express less confidence about taking on leadership roles, and were not surprised that male students expressed more confidence. We were, however, surprised that this group of students named more male than female examples of leadership and were surprised by the extent to which answers to questions about leadership qualities were gendered.

Another surprise is the degree to which male and female students, but some male students especially, diminished the effects of the lesson on their thinking. The fact that a majority of students were unwilling to admit a change in thinking and that men in particular were unwilling to admit such a change suggests that the students might have a problematic attitude toward learning. The fact that male students cited almost exclusively male leadership models and that they were especially unwilling to admit changes in thinking suggest that women professors face serious challenges in relation to male students.

While we think students would benefit from a discussion of the results from this exercise and it would bring an opportunity to discuss in a much more sophisticated way the gender assumptions and dynamics going on in the classroom, the time it takes to analyze hundreds of pages of qualitative data makes it preventative. We simply could not analyze the data for student discussion in the space of a few weeks at the end of the semester. Instead, it may be better and less intimidating if we share with students the results of the previous semester's lesson study—share with them how other students in other classes responded in fascinating ways to the exact exercise they have just completed.

References

There is an extensive literature on gender and gendered understandings of leadership, communication, politics and power that we used as tools in this study. For those that are unfamiliar with this literature, we have provided as a reference a brief cross-section:

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APPENDICES

Table of Contents

Appendix A Participant Agreement

The participant agreement was necessary to ensure full disclosure to students that their work in class and within the online discussion would be used as part of the lesson study and possible future publications.

Appendix B On-line Discussion Board Questions

This appendix includes the pre- and post- speaker questions that were posed to students in an on-line discussion board. Students had approximately 5 days to respond to both sets of questions—5 days leading up to the guest speaker presentation and 5 days after. The assignment was to write two substantive posts in both the pre- and post- on-line discussion and read all the entries by their fellow students. Student's, therefore, has a choice of where and when they engaged in the discussion.

Appendix C Student Demographics Survey

This appendix is a copy of the demographic survey we asked students to fill out prior to the guest speaker. It includes information about age, gender, race/ethnicity, and class indicators.

Appendix D Selected Student Demographics Survey Results—Combined Sections

This appendix is a summary of the results of the demographic survey given to all five sections of Introduction to Women's Studies that participated in this study. Results include information on age, gender, race/ethnicity, education and other class indicators of our students.

Appendix A

PARTICIPANT AGREEMENT

The Women in Leadership Lesson Study is a project funded through the Office of Professional Instructional Design. Video recordings as well as transcripts and online discussions resulting from the project will be used only for the evaluation of the lesson study. Results of the lesson study may also be submitted for publication.

While the lesson being studied is part of the semester's material for Introduction to Women's Studies, students who do not wish to take part in this lesson study may choose an alternative assignment.

I, the undersigned, understand that my participation in this lesson study is optional. I understand that the lesson will be videotaped and that the resulting videotape, as well as participation in the online discussion, will be reviewed by the faculty members participating in the grant. I also understand that the results of the lesson study may be submitted for publication.

Name Date

Signature

Home Address Campus Address

City State Zip City State Zip

Should the above signatory have a question concerning his/her rights in this research initiative, they may contact the Women's Studies Department at the University of Wisconsin-Whitewater, Whitewater, WI 53190, 262-472-1042.

Appendix B

On-line Discussion Board Questions

Pre-speaker On-line Discussion Questions

What are leadership qualities? How do leaders act? Name some people whom you think exemplify the leadership qualities you think are most important.

Do you think you have leadership qualities? What are they? Can you imagine taking on leadership roles? If yes, in what capacity? If not, why not?

Post-speaker On-line Discussion Questions

Did our conversation with the speaker change or enhance how you think about leadership qualities or how leaders act? Please describe any shifts, changes or additions to your thinking.

Please consider these questions a second time with the speaker's story in mind: Do you think you have leadership qualities? What are they? Can you imagine taking on leadership roles? If yes, in what capacity? If not, why not?

Appendix C

Women in Leadership Lesson Study
Student Demographics Survey

Thank you for participating in the Women in Leadership Lesson Study. Please take the time to fill out the information below as thoroughly as possible. We want to compile student demographic information to help us analyze our lesson study results. All information will remain anonymous. Please do not put your name on this survey.

1. Age _____
2. Sex _____ and/or Gender _____
3. In terms of ethnic identity, how do you self-identify?
4. Where were you born?
5. Where is your hometown?
6. How long have you lived in your hometown?
7. Did you go to high school there? If not, where did you attend high school?
8. Will you be the first person in your immediate family to earn a bachelor's degree?
9. Were you raised in a single parent household? If so, with whom did you live and for how long?
10. What is the highest level of education achieved by your parent(s)? Please fill out the table below.

	Please identify parent as mom, dad, step-mom, step-dad, etc.	Highest level of education achieved (some high school, high school, some college, associates degree, bachelor degree, masters degree, doctorate)
Parent 1		
Parent 2 (if applicable)		
Parent 3 (if applicable)		
Parent 4 (if applicable)		

11. What do your parents do for a living? Please fill out the table below. If you require more space, please draw in extra boxes.

	Please identify parent as mom, dad, step-mom, step-dad, etc.	What does your parent do for a living?
Parent 1		
Parent 2 (if applicable)		
Parent 3 (if applicable)		

Parent 4 (if applicable)		
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12. What besides taking classes are you doing this semester?

13. Looking ahead ten years, what are your professional and personal goals? List three.

Appendix D

Women in Leadership Lesson Study
Selected Student Demographics Survey Results

Introduction to Women's Studies
Smith, Sections 1 & 2, Spring 2008
Schemenauer, Sections 1, 2 & 3, Fall 2008

Results for Smith and Schemenauer, Combined Sections, Spring and Fall 2008—134 Respondents

AGE

AGE	NUMBER OF STUDENTS
18	20
19	33
20	27
21	31
22	8
23	5
24	3
25	1
26	1
27	2
32	1
37	1
46	1

SEX/GENDER

FEMALE	MALE
111	23

ETHNIC IDENTITY

ETHNIC IDENTITY	NUMBER OF STUDENTS
White (This includes students who identified as Caucasian, German-Scottish, German/Irish/Scandinavian, German-Irish, German-Luxembourg, German-Sicilian, Polish-Irish)	103
African-American or Black	5
African-American and Native American	1
Latina/Mexican	1
White Hispanic	1
Asian or Asian American	2
American	3
Unreported	18

HOMETOWN AND REGIONAL GEOGRAPHY

Born and raised in WI	95
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Born out of state (or just across IL border), raised in WI	21
Born out of state, recent move to WI	6
Born out of country, recent move to WI	2
Born and raised in IL	10

WILL YOU BE THE FIRST PERSON IN YOUR IMMEDIATE FAMILY TO EARN A BACHELOR'S DEGREE?

Yes	67
No	65
Unreported / don't know	2

WERE YOU RAISED IN A SINGLE PARENT HOUSEHOLD? IF SO, WITH WHOM DID YOU LIVE AND FOR HOW LONG?

Yes	39 (26 lived with mom most of their life, 2 lived with mom after a divorce while a teenager, 1 lived with unidentified parent most of their life, 4 lived with dad, 5 switched homes between mom and dad after significant years with the other; 1 lived equally between two homes)
No	93
Unreported	2

WHAT IS THE HIGHEST LEVEL OF EDUCATION ACHIEVED BY YOUR PARENT(S)? WHAT DO YOUR PARENTS DO FOR A LIVING?

PARENT	HIGHEST LEVEL OF EDUCATION ACHIEVED	WHAT DOES YOUR PARENT DO FOR A LIVING?
Mom, n=132	Some high school = 6 High school = 51 Some college = 23 Associates Degree = 15 Bachelor Degree = 26 Masters Degree = 8 Doctorate (Ph.D. or J.D.) = 2 (Ph.D.)	Some high school = house cleaner, pharmacy supervisor, pharmacy technician, factory worker, office job, worker for insurance agent High school = factory worker, marketing assistant, I.T. manager, family assistant, nutritionist, assistant/secretary, self-employed, insurance agent, member service and wellness coordinator, homemaker, senior human resources representative, data analyst specialist, retail manager, retail worker, medical transcription, daycare, farmer, works for airline industry, executive assistant, lab safety

		<p>supply worker, factory manager, factory supervisor, financial assistant, insurance underwriter, senior customer service rep, human resources, bank associate, medical transcription, receptionist, mail carrier, insurance adjuster</p> <p>Some college = store manager, secretary, coffee barista, retail manager, office manager, grocery store worker, homemaker, medical coder, insurance underwriter, co-owner and VP of manufacturing business, medical transcription, respiratory therapist, disabled, contract worker—workforce development, general manager, buyer for wholesale company, daycare, supervisor, business owner</p> <p>Associates Degree = computer store manager, nursing home worker, medical assistant, accounting, nurse (CNA), office manager, quality assurance manager, cosmetology, special education assistant at high school, secretary, self-employed, promotions, caregiver for developmentally challenged adults</p> <p>Bachelor Degree = sales, teacher's assistant, mystery shopper, postal worker, agricultural engineer, teacher, lab technician for infectious diseases, RN and director of nursing, pre-school teacher, business owner, homemaker, human resources worker,</p>
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		<p>medical technologist, accountant, nurse, quality assurance manager, teacher, dental hygienist</p> <p>Masters Degree = speech pathologist, teacher/job coach, computer programmer, school counselor, sleep therapist and therapy center owner, banking, real estate lender</p> <p>Doctorate (Ph.D., M.D. or J.D.) = doctor, pharmacist</p>
<p>Dad, n=124</p>	<p>Some middle school = 1 Middle School = 1 Some high school = 7 High school = 49 Some college = 21 Associates Degree = 9 Bachelor Degree = 22 Masters Degree = 11 Doctorate (Ph.D. or J.D.) = 2 (J.D.) Unreported = 2</p>	<p>Some middle school = owner, trucking and autoshop business</p> <p>Some high school = carpenter, gravel pit worker, gas company worker, musician, warehouse worker, construction, maintenance, factory supervisor, machine assembler</p> <p>High school = factory worker, truck driver, company worker, steel mill worker, business owner, plant manager, union organizer, retired, maintenance worker, machinist, building and grounds director, mechanic, integrity manager, plant manager, material handler, butcher, printing broker, works for Ampelectric</p> <p>Some college = store manager, shop supervisor, builder/excavator, foreman for city street crew, VP sales and marketing, operating engineer, tool and die maker, unemployed, master auto technician, co-owner and president of manufacturing company, self-employed, custodian,</p>

		<p>maintenance control for airlines, technical engineer, trucking company manager, welder, pipe fitter</p> <p>Associates Degree = land surveyor, VP of company, avionics supervisor, computer programmer, owner of manufacturing company, plumber, farmer</p> <p>Bachelor Degree = Accountant, City worker, sales, human resources, president of company, police officer, chief information officer, teacher, superintendent at corporation, global manager for computer company, architect, manager, business owner</p> <p>Masters Degree = sales, law, teacher, engineer, principal, business owner, social worker, musician</p> <p>Doctorate (Ph.D., M.D. or J.D.) = Banking Law, lawyer</p>
Step-mom, n= 10	<p>Some high school = 0 High school = 0 Some college = 2 Associates Degree = 2 Bachelor Degree = 2 Masters Degree = 4 Doctorate (Ph.D. or J.D.) = 0</p>	<p>Some high school = 0</p> <p>High school = 0</p> <p>Some college = nurse, executive assistant</p> <p>Associates Degree = secretary-office worker</p> <p>Bachelor Degree = artist, student</p> <p>Masters Degree = global account manager, hospital managerial staff, special education teacher, gym teacher</p> <p>Doctorate (Ph.D. or J.D.) = 0</p>
Step-dad, n=17	<p>Some high school = 3 High school = 5 Some college = 1</p>	<p>Some high school = construction, garbage man</p>

	Associates Degree = 1 Bachelor Degree = 4 Masters Degree = 1 Doctorate (Ph.D. or J.D.) = 2	High school = metal engineer, mechanic, contractor, maintenance, cleans used cars for resale Some college = 0 Associates Degree = 0 Bachelor Degree = respiratory therapist, engineer, manager for wholesale company Masters Degree = quality manager Doctorate (Ph.D. or J.D.) = chemist, lawyer
Grandmother, n=1	Some high school = 0 High school = 0 Some college = 0 Associates Degree = 0 Bachelor Degree = 1 Masters Degree = 0 Doctorate (Ph.D. or J.D.) = 0	Some high school = 0 High school = 0 Some college = 0 Associates Degree = 0 Bachelor Degree = teacher Masters Degree = 0 Doctorate (Ph.D. or J.D.) = 0
Grandfather, n=1	Some high school = 0 High school = 0 Some college = 0 Associates Degree = 0 Bachelor Degree = 1 Masters Degree = 0 Doctorate (Ph.D. or J.D.) = 0	Some high school = 0 High school = 0 Some college = 0 Associates Degree = 0 Bachelor Degree = executive director for a non-profit Masters Degree = 0 Doctorate (Ph.D. or J.D.) = 0

WHAT BESIDES TAKING CLASSES ARE YOU DOING THIS SEMESTER?

Students who reported working at least part-time: 86

Students who reported being involved in:

- Sports/athletic activities: 35
- Student organizations: 38
- Volunteer/internship: 16
- Parent: 6

LOOKING AHEAD TEN YEARS, WHAT ARE YOUR PROFESSIONAL GOALS?

- Have job that they like, good paying and secure: 62
- Job in field that they like: 26
- Complete BA/BS degree: 11
- Go on for Advanced degree: 38
- Able to succeed: 11
- Make a difference in the community: 9
- Have a family and/or married: 19
- Run own agency, office, business, firm: 23
- Be in charge/leader/respect in field: 13
- Have 2 dogs: 1
- Have a house: 6
- Be happy and financially stable: 3
- Publish book: 2