Emerging Leadership Through Coloring:

Stories of the Indiana Women of Achievement

Authored by Michelle Glowacki-Dudka
This book is dedicated to my family: Gerry Hall and Charlotte Glowacki. Thank you for all your support and understanding in this long journey.

This coloring book is self-published and can be purchased through Lulu.com.

Please contact the author for more information and a website with links to the images and stories is established at: https://womenofachievement.wixsite.com/tapastry

Author
Michelle Glowacki-Dudka, Ph.D.
Professor of Adult, Higher, and Community Education
Department of Educational Studies, Teachers College
Ball State University
2000 University Dr.
Muncie, Indiana 47306
mdudka@bsu.edu

Copyright © August 2018
Michelle Glowacki-Dudka, Ph.D.
All rights reserved.

As this book is part of a collective leadership project highlighting the stories and journeys of amazing women, I would like you to share it with all you can. The website is established for use with anyone interested in stories of women’s achievements.
Please share with the children, youth, college-aged, and lifelong learners in your world.
Please cite us or attribute these ideas and images to us, when and if you use them.
# Table of Contents

Table of Contents........................................................................................................... iii
Acknowledgements.......................................................................................................... v
Foreword ........................................................................................................................... vi
Background of the Project ............................................................................................... vii
Chapter 1: Introduction to the Book .............................................................................. 1
Reflection Box ................................................................................................................. 2
Chapter 2: Being Open to the Contributions of Others..................................................... 3
   Linda S. Barb ............................................................................................................... 5
   Linda H. Malkas, Ph.D. ............................................................................................. 7
   V. Sue Shields ............................................................................................................. 9
   Connie M. Weaver, Ph.D. ....................................................................................... 11
Reflection Box, Chapter 2 ............................................................................................. 12
Chapter 3: Practicing Critical Reflection ....................................................................... 13
   Jean Amman ........................................................................................................... 15
   Alice S. Bennett, Ph.D. ......................................................................................... 17
   Robyn L. Moberly .................................................................................................. 19
   Andrea L. Neely ...................................................................................................... 21
Reflection Box, Chapter 3 ............................................................................................. 22
Chapter 4: Supporting the Growth of Others ................................................................. 23
   Mary L. Dollison ...................................................................................................... 25
   Anna M. McDaniel, Ph.D. .................................................................................... 27
   Martha S. Hollingsworth ....................................................................................... 29
   Ann Johnson .......................................................................................................... 31
   Marilyn Skinner, Ed.D. ......................................................................................... 33
   Mary Jane Sursa ..................................................................................................... 35
Reflection Box, Chapter 4 ............................................................................................. 36
Chapter 5: Acting with Collective Leadership ............................................................... 37
   Angela Barron McBride ......................................................................................... 39
   Jill Chambers ......................................................................................................... 41
   Betty L. Cockrum .................................................................................................. 43
   Ermalene Faulkner ................................................................................................. 45
   Roni Johnson ....................................................................................................... 47
   Patricia Schaefer .................................................................................................. 49
Reflection Box, Chapter 5 ............................................................................................. 50
Chapter 6: Learning to Question ................................................................................... 51
   Sheryl L. Conley .................................................................................................... 53
   Ruth H. Howes, Ph.D. ......................................................................................... 55
   Patricia R. Miller .................................................................................................... 57
   Lois Rockhill ......................................................................................................... 59
   Deanna York .......................................................................................................... 61
Reflection Box, Chapter 6 ............................................................................................. 62
Chapter 7: Analyzing Experience .................................................................................. 63
   Priscilla E. Dillow ................................................................................................. 65
   Marianne Glick ...................................................................................................... 67

*Emerging Leadership Through Coloring*  
M. Glowacki-Dudka
<table>
<thead>
<tr>
<th>Page</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>Jane E. Hardisty</td>
</tr>
<tr>
<td>71</td>
<td>Tanya M. Walton Pratt</td>
</tr>
<tr>
<td>73</td>
<td>Michealle B. Wilson</td>
</tr>
<tr>
<td>74</td>
<td>Reflection Box, Chapter 7</td>
</tr>
<tr>
<td>75</td>
<td>Chapter 8: Leading for Democratic Unity</td>
</tr>
<tr>
<td>77</td>
<td>Phyllis J. Bartleson</td>
</tr>
<tr>
<td>79</td>
<td>Annette E. Craycraft</td>
</tr>
<tr>
<td>81</td>
<td>Sue Errington</td>
</tr>
<tr>
<td>83</td>
<td>Vi Simpson</td>
</tr>
<tr>
<td>84</td>
<td>Reflection Box, Chapter 8</td>
</tr>
<tr>
<td>85</td>
<td>Chapter 9: Sustaining Hope in the Face of Struggle</td>
</tr>
<tr>
<td>87</td>
<td>Bibi Bahrami</td>
</tr>
<tr>
<td>89</td>
<td>Anne Eliades, M.D.</td>
</tr>
<tr>
<td>91</td>
<td>Marta Gabre-Tsadick</td>
</tr>
<tr>
<td>93</td>
<td>Joan Kessner Austin, Ph.D.</td>
</tr>
<tr>
<td>95</td>
<td>June P. Payne, Ph.D.</td>
</tr>
<tr>
<td>96</td>
<td>Reflection Box, Chapter 9</td>
</tr>
<tr>
<td>97</td>
<td>Chapter 10: Creating Community</td>
</tr>
<tr>
<td>99</td>
<td>Karen Freeman-Wilson</td>
</tr>
<tr>
<td>101</td>
<td>Patricia A. Riley</td>
</tr>
<tr>
<td>103</td>
<td>Diana Shaffer</td>
</tr>
<tr>
<td>105</td>
<td>Terry Whitt Bailey</td>
</tr>
<tr>
<td>107</td>
<td>Sandra D. Worthen</td>
</tr>
<tr>
<td>108</td>
<td>Reflection Box, Chapter 10</td>
</tr>
<tr>
<td>109</td>
<td>Chapter 11: Summary and Discussion</td>
</tr>
</tbody>
</table>

Emerging Leadership Through Coloring

M. Glowacki-Dudka
Acknowledgements

This coloring book is the compilation of many years of work. We greatly appreciate the support of the forty-four women of achievement for sharing their stories and continuing to engage with us in this research journey.

The primary researchers were:

Michelle Glowacki-Dudka, Ph.D., Professor in Adult, Higher, and Community Education at Ball State University.
Judith Gray, MSW, LCSW/ACSW, Associate Professor in Social Work at Ball State University.

The facilitators of the award and annual celebration included:

Dr. Susan Johnson, Professor Emeritus of Biology and Associate Dean of the College of Sciences and Humanities at Ball State University.
Dr. Fred Myer, Professor Emeritus of Political Science at Ball State University.

Their efforts and organizing of this process has allowed this award to continue honoring more women of achievement each year.

The supporting members of this research and writing team include:

Cathy Mullett was the illustrator. She developed and completed all the images through her role as a doctoral assistant in the Department of Educational Studies at Ball State University.
Dr. Jennifer Murray Cosgrove, Ed.D completed all the transcriptions through her role as a doctoral assistant.
Dr. Susan Londt, Ed.D. was a creative contributor. She designed and sewed the original fifteen quilt squares.
Katharine Herbert contributed as a co-author for many of the narratives.
Abeni El-Amin contributed to the development of the website to share these stories with the world.

I also want to thank the many students in the Adult, Higher, and Community Education master and doctoral program who added ideas and reviewed this work. Thank you for your efforts, and we celebrate your leadership as adult educators.
**Foreword**

One of the most satisfying events for an author is to discover that something you have written has been adapted in a context about which you know nothing. So, when Michelle Glowacki-Dudka first contacted us to let us know about her work with the Indiana Women of Achievement (IWAA) project, we were both astounded and gratified to learn that she had used our book on *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* to interpret and explain their contributions. The greatest compliment anyone can give to the two of us is to let us know that our writing has had some meaning and resonance for them. Knowing that the learning tasks of leadership that we profiled have been exemplified by the remarkable women contained in the following pages means that the years we spent writing our own book were fully justified.

Michelle and her fellow researchers have pulled off an impressive feat in this coloring book. They have brilliantly depicted a bewildering variety of contributions the IWAA women have made using not only prose, but also a collection of dramatic images. The life and work of each awardee is briefly summarized through both narrative and their own words. Then, the images represent the activities these women are most known for and the guiding principles and ethics that they rely on to accomplish their goals.

The two of us have long admired the use of the arts in social justice work – from poetry slams, protest chants and songs, to graffiti, hip hop, murals and puppetry – so it is wonderful to see all the templates offered in this book for people to fill with their own brilliant colors and subtle shadings. Art in community action needs to be participatory, and the best educators know how to invite the aesthetically challenged (as the two of us are) to feel they have somehow contributed to the creation of a collective project. We can imagine ourselves and other people filling in the images in this book and displaying them collectively in public spaces to make a dazzling feast for the eyes.

Although these portraits are each uniquely individual, we see some themes that cross the lives of these awardees. They all seem to share a sense of calling to work for the common good, not because they will gain any benefit from doing so, but because it is the right thing to do. We can see the interplay of emotions and feelings that are intertwined with the thoughtful ways they make plans and execute actions. Passion, faith, and will are at the center of these women's lives. There is also a sense that they want to bring others along with them on their journeys, “to lift as we climb” in the words of the National Association of Colored Women’s Clubs (founded in 1896). It seems that the awardees are also constantly learning about the practice of leadership; when to push and mobilize from the back, and when to step forward and lead from the front. Finally, there’s the sense that their awards represent only a passing moment in their journeys, and that much more is to come. Their practice of leadership is a never ending quest devoted to the fulfillment of others.

So get your pastels, crayons, and chalks lined up and get ready to have some creative fun as you learn about some remarkable women.

*Stephen Brookfield (Minneapolis-St. Paul) and Stephen Preskill (New York City), August 2018*

*Emerging Leadership Through Coloring*  
M. Glowacki-Dudka
Background of the Project

We are delighted to share this coloring book where leadership emerges from the images, as well as the shared stories of the Indiana Women of Achievement Awardees (IWAA). This collection of leadership lessons and stories were derived from interviews in an oral history research project from 2012-2014 from women who were named Indiana Women of Achievement Awardees from Ball State University in Muncie, Indiana.

The Indiana Women of Achievement Award was created in 1999 and has honored more than eighty women for their leadership in the community and support of other women. The nomination website reports, “In the past, award categories have included leadership in education or research, leadership in the community or university service, leadership within the business community, leadership in advocacy for women, and leadership in women’s health issues” (Milbourn, 2014, n.p.).

As part of the oral history, we invited all living awardees to participate in this project (1999-2014). The forty-four women who participated in this study are included here in the coloring book. Each woman was interviewed in person or by phone for 45-90 minutes. Recordings were made and transcribed before being analyzed for themes and symbols of their leadership.

The following research questions shaped our qualitative study: How do IWA awardees describe their leadership and their life experience? How do awardees stay passionate and committed to their work over extended time periods? How do they support policies and practices for women through their leadership? How do awardees develop a legacy for others who have similar interests and leadership aspirations/qualities? And, who or what helped to sustain their commitment and passion to their calling?

Preskill and Brookfield (2009) have developed a leadership model through their book, Learning as a Way of Leading, that we have decided to use as our framework for categorizing the women and their stories. The model characteristics include: 1) learning to be open to the contributions of others; 2) learning critical reflection; 3) learning to support the growth of others; 4) learning collective leadership; 5) learning to analyze experience; 6) learning to question; 7) learning democracy; 8) learning to sustain hope in the face of struggle; 9) learning to create community.

We believe this model provides the opportunity for leadership in the real lives of every day people, not just those with formal titles or official positions.

We hope that this project will support the community through connecting youth to the stories and models of leaders through an engaging and interesting venue.

This book is organized by chapters beginning with an introduction to the key ideas and themes from the women’s stories. Chapters 2-10 provide examples from the women to describe the leadership characteristics. We have adapted the model characteristics to the titles of the chapters.
These include:

- Chapter 2: Being Open to Contributions of Others;
- Chapter 3: Practicing Critical Reflection;
- Chapter 4: Supporting the Growth of Others;
- Chapter 5: Acting with Collective Leadership;
- Chapter 6: Learning to Question;
- Chapter 7: Analyzing Experience;
- Chapter 8: Leading for Democratic Unity;
- Chapter 9: Sustaining Hope in the Face of Struggle;
- Chapter 10: Creating Community;
- Chapter 11: Summary and Discussion.

Within each chapter there are coloring pages for women who embody those qualities, supported by a summary of their own leadership stories.
Chapter 1: Introduction to the Book

Leadership is an elusive quality that permeates the world around each of us. While society teaches that leadership is a unique skill that only the powerful and elite can access, this is not the case. Leadership skills and characteristics can be learned and practiced by all.

When considering those who make a difference in our daily lives, it is not difficult to identify leaders. These leaders are often humble community members in service roles, such as teachers, artists, judges, advocates, public service employees, medical workers, program administrators, and scientists. They work quietly to support social justice and may not often be formally recognized for their impact and contribution.

In 2009, Stephen Preskill and Stephen Brookfield published a book called, Learning as a Way of Leading: Lessons from the Struggle for Social Justice, where they develop a model of leadership characteristics that are used to bring change in the world through authentic acts of listening, supporting, reflecting, acting collectively, questioning, analyzing, being democratic, sustaining hope, and creating community.

The women named as Indiana Women of Achievement embody many characteristics described by the leadership model. Preskill and Brookfield (2009) developed the model by drawing on transformational, symbiotic, developmental, servant, and organic leadership theories. This leadership model supports others through creating a collective vision, inspiring participation, and sharing power as the project is completed with members of the group. Transformational leaders are facilitators rather than directors; encouraging others to act for the community. They create an environment for change, learning to lead from previous experiences and from others, and encouraging and modeling learning for others (Preskill & Brookfield, 2009).

Women’s leadership and learning is highlighted in this text as we demonstrate that each woman’s life journeys and contributions, in multiple professional disciplines and contexts, exemplify organic and transformational leadership by working with others to achieve collective goals with compassion and accountability.

In Iron Butterflies: Women Transforming Themselves and the World, Regine (2010) described women in leadership roles worldwide whose feminine power leads to healing and social transformation. “In a complex environment and an interconnected world, skills associated with women will prove more and more effective and keenly pertinent: their holistic view of the world, their ability to see interconnections among things, their relational intelligence, their tendencies” (p. 15).

This book allows the leadership stories emerge through the coloring pages as well as the summarized stories highlighting each woman. We hope that you enjoy this engaging journey toward leadership.
Reflection Box

As we begin to learn about other women’s stories, there will be spaces along the way for you to share your own story, thoughts, or images. We invite you to begin with a self-portrait here.
Chapter 2: Being Open to the Contributions of Others

Preskill and Brookfield (2009) explained that “Leaders who are open have learned to stop talking and start listening to what others have to say . . . They allow words, ideas, and actions to flow freely” (p. 21), encouraging others to contribute with enthusiasm. Organic and transformative leadership is relational, collective, and facilitative, producing long lasting change. It raises leaders to higher levels of motivation and morality and encouraging followers to assume leadership roles.

When leaders are open to the contributions of others they practice listening rather than talking. They are able to get involved in new opportunities and trust that others will add value to their learning and experiences. The leaders see value in all members, setting aside status and personal opinion. They seek to gain new perspectives and develop a sense of belonging among the group members by participating in interactions and creating opportunities for diverse dialogue.

In this chapter, we will meet Linda Barb, Dr. Linda Malkas, the Honorable V. Sue Shields, and Dr. Connie Weaver. Each of these women embody being open to the ideas, encouragement, and growth that they can gain from others. They work collaboratively to seek diverse opinions and approaches that will help them find solutions. They trust that being open will present new opportunities that will benefit themselves and others.

Dr. Linda Malkas described what it means to be open to the contributions of others.

*You know as you go through your life you don’t know that you’re actually transitioning to anything, right? That’s the thing you go about your life and it is only as you look back you see you were navigating some rough water, some smooth water. You don’t know what you are doing while you’re in it.*
Linda S. Barb

DISTINCTION IN BUSINESS, 2000

Be open to challenges. They can be pretty frightening. If you can look at it and figure out how to get it organized, it's less frightening.

Linda Barb sought out challenges throughout her life. After studying journalism and library science, she followed her friends to work on the Alaska Pipeline as they were building it. She was part of the union working on the cement crew. She worked with two other women alongside a whole crew of men, setting the stage for her career. She stayed in Alaska for twelve years, working as a librarian at the University of Alaska and then in Washington State.

In 1985, when her father was planning to retire, he asked her to return to Indiana and take over running the family business, a mechanical engineering shop that made casings for the telecommunications field. "I thought oh my gosh I have never done anything like that before. At that time, I was a librarian. I thought well Ball State is right there. I can get another degree and it will be a challenge."

She returned to school for her Master's Degree in Executive Development for Public Service that gave her the skills to manage the business. She ran the business and managed the male engineers and other employees. As a woman managing men, she wore a pin of broken glass and "it was about breaking the glass ceiling. Women always got it. Men said 'what do you mean?'" At times she felt that trying "to change some of these guys would be like beating your head against the wall." When they "were receptive and felt I had something valuable to offer, I put the energy there." The business closed in 2000 with changes in the telecommunications field.

Linda was very involved in local women's organizations, such as the League of Women Voters, NOW, the Riley Jones Club, YWCA, and Altrusa. In Altrusa, she gained leadership skills and eventually was the president of the local chapter. She explained, "If it's progressive, you've got something to build on step by step, that it makes it less threatening." She continued to grow in her volunteer work serving on local, state, and regional boards.

As she continues to be a mentor to those around her, she is encouraging the younger generation.

The challenge I had coming here was really fascinating. I liked that. Sometimes the challenge was a little overwhelming. . . But then I gave my three year old great niece, a tiara. . . I'm not sure what kind of mentoring that is. . . You can be the queen.
Linda H. Malkas, Ph.D.

DISTINCTION IN BREAST CANCER RESEARCH, 2007

Helping hands probably come through in every one of your stories. Unknown hands that just appear and they guide you along where you are supposed to go.

Throughout her life Linda followed science “down the rabbit hole,” like Alice in Wonderland. She went in “blindly and then with eyes open.” She often did not know her next step but prepared herself to embrace new opportunities. While at times she was rather naïve and oblivious to things in front of her, she said, “Sure” and “it made all the difference in the world.”

Linda’s journey began, in Queens, New York, when she decided she wanted to be an astronaut, and was encouraged by her father saying, “Honey, you can do anything you want.” She studied well, and in her second year as a college student she fell in love with science and organic chemistry.

Pursuing her chemistry degree, she worked in the chemistry laboratory where her future husband supervised the undergraduate students. He realized that she had potential as a research partner and scientist and encouraged her to pursue her Ph.D. in organic chemistry, and to work on DNA and gene therapy. She explained when he suggested that she get her Ph.D. she was embarrassed. “I had heard of them. I was too embarrassed to tell him I didn’t know what it was.” She followed his advice and completed the application.

As her career progressed, she was given many opportunities, but she also accepted challenges and was not afraid to seek out answers. She found mentors that helped her open her world.

I learned so much because he was interested in everything. He was not a very narrow-focused science person. He was just interested in everything. Everything related to everything. So from him I got “the big what if.” Don’t stay narrowly focused. It’s as big as space.

In her pursuit of gene therapy to help cure breast cancer, she grew from professor to researcher to head of the Indiana University Breast Cancer Center and is now the Director with the City of Hope in California to bring cancer drugs to market. She shared,

For me, this place [The City of Hope] has really solidified the mission of my life, which I thought it was to go into space. That’s another piece of leadership, knowing your mission. It took me very long to figure out my mission. But my mission is to hit cancer as hard as I can with my little girl cowboy boots. That’s kind of my story.
Emerging Leadership Through Coloring

V. Sue Shields

DISTINCTION IN LAW AND GOVERNMENT SERVICE, 2006

I believe I made, I earned the respect of a lot of people. I didn’t make friends, I don’t mean that, but I believe they went away from the judicial system feeling they got a fair shake. The judicial system is what it is because it has a respect for people.

The Honorable V. Sue Shields most adequately describes herself as flexible. It seems her life was an exercise of going with the flow. She had no real direction about what she should be doing and fell into a law degree haphazardly. Born into a military family, Sue was open to new experiences and opportunities. She always had an optimistic approach to life, which helped her make friends and build relationships even though they may be short-lived. At a point in time when the educational options for women were education or health care, Sue first set out to be a nurse. Realizing she did not have the “science bent” for it, she decided to go into education focused on history and political science. This also presented a problem for her because she was only 19, and she was attempting to teach students who were basically the same age. Through a series of accidents and opportunities, Sue found her place in law school.

After law school, attempts at employment in the military, and working at a firm in Chicago fell through, Sue landed a job with the IRS by way of her law professor. Once she married, she left her position at the IRS to move back to Indiana and practice law. She spent several years working and building relationships with mentors who introduced her to another job opportunity in Sheridan, Indiana. By happenstance, Sue was encouraged to run for judge and was elected.

We got there and Bill was with me. I think he was more shocked than anyone when I got up and said I was going to run . . . I didn’t think I had anything to lose from that experience.

Sue decided to run for Supreme Court Justice but was not appointed due to political favoritism. Disappointed, she did not let that diminish her work and a year later she was appointed to the Court of Appeals. “I always wanted to look myself in the mirror . . . I could say I never ruled on any case for any reason other than I thought it was the way the law dictated it should go.”

For every drawback, she faced, she always looked ahead to the next opportunity to seize. “But like everything else I thought was a disappointment it turned out to be by far the best.”

She was undaunted by political agendas and stood her ground for what she thought was in the best interest of the community and the district, county, and state she represented. As a mentor to younger women she stresses the importance of education, independence, and self-sufficiency.

I want to make sure that a woman who wants to go to law school wants to go because she wants to have a profession. And she needs to know that she is going to meet a lot of people along the way who are going to not particularly help her. Not because of her gender but because they won’t help anyone. Remember that there are a lot of wonderful people who are lawyers.
Emerging Leadership Through Coloring

M. Glowacki-Dudka
When working on complex problems, complex solutions are required. I am into team research building . . . All my research is interdisciplinary and usually inter-institutional.

Dr. Connie Weaver is a Distinguished Professor and Head of the Department of Nutrition Science at Purdue University and member of the National Academy of Science’s Institute of Medicine. She has been a self-driven, multi-tasking woman throughout entire life. During her childhood, she would play piano, do 4-H projects, or practice Spanish to avoid doing household chores. Her parents modeled a strong work ethic and sense of responsibility, and at an early age she already knew what she had a vision for, and what she wanted in life.

Growing up in Oregon, her family spent time together learning about food. Growing up, they hunted and processed their own meat. She set her sights on being a professor in a university. “I loved all the sciences, so I couldn’t pick biology or some other specific science, whereas, nutrition allowed me to use all of the sciences as it applied to questions of human health.”

Connie recognized that “leadership is a precious commodity” and not everyone wants to be in a leadership position. She had the philosophy that “if you are going to spend time in a committee or doing some project, why just be a member? You may as well lead the committee.”

Being open to others’ insights, mentoring, and engaging with team members is essential in the medical and research field. Connie recognized and understood the knowledge and power that accrued from an interdisciplinary professional team. She learned to foster collaboration within her research team, and she was not afraid to show her vulnerabilities and weaknesses. She used positive self-talk to build her confidence, but was not afraid to show her vulnerability. She explained that:

Whatever thing had happened that was a problem in my life, I would spend a little bit of time thinking through how to solve it or correct it or improve it . . . so I was practicing what I could do instead of what I couldn’t do until it became comfortable and I could grow into my skin.

Throughout her career, she realized the value of learning from others. When her first NIH grant was not funded, she asked a colleague to collaborate. With his name as a collaborator the same research project was funded. Connie then understood that “it is not just the merit of the science, it is about your established credibility as well.” That grant launched her career, and the NIH continues to fund her research.

My department head would say, ‘I admire you because you are not afraid to share with people what you don’t know, what you need to learn . . . You learn from others . . . instead of trying to cover what you don’t know. You take risks. You are willing to expose yourself, your weaknesses.’ I am not afraid to show and admit to everyone else my vulnerabilities and weaknesses. I think that makes people feel more comfortable with me as a mentor.
Reflection Box, Chapter 2

Think about ways that you have been open to the contributions to others. How has that enriched your life? What did you learn from those experiences?
Chapter 3: Practicing Critical Reflection

Preskill and Brookfield (2009), described critical reflection as a process of reflective practice: judging the strengths and weaknesses of actions to extend democracy and encourage collaboration. Through critical reflection, leaders examine their own assumptions and observe their roles in the status quo. Doing so they often encourage others to build confidence and take risks that may create new opportunities and ideas. Critical reflection provides a tool to recognize the importance of growth for all individuals and to examine their own practice. Preskill and Brookfield explain, “Leaders reflect critically to help build a learning community in which all members feel they are growing as persons and co-creating new knowledge” (p. 42).

While political inclinations may differ, critical reflection centers on the degree to which leadership enables people to act with agency. Being aware of the power structures that confine or promote growth helps to acknowledge the various paths to gain meaningful control over one’s own work, own learning, and own life.

Critical reflection can be used when seeking to recognize and act on issues of power, justice, empowerment, agency, self-realization, and community renewal. “Leaders attend to these issues in their communities and are reminded to constantly link their practices to the vision and accomplishing goals that were created in concert with all organizational members” (Preskill & Brookfield, 2009, p. 47).

In this chapter, we will meet Jean Amman, Dr. Alice Bennett, the Honorable Robyn Moberly, and Andrea Neely. Their lived experiences help to frame and describe ways to practice critical reflection in their various leadership roles. Through their own critical self-reflection, they were able to find a role and lead, even as others challenged their progress.
Jean Amman

DISTINCTION IN EDUCATIONAL LEADERSHIP & ADVOCACY FOR WOMEN, 2009

I will say to a student, ‘What do you mean by that? What do you mean by that word?’ I think that finding the right word is so important . . . If my students don’t remember me for anything else, I hope they remember that I demanded that they think clearly about the words they are using.

Words and meanings have always been important to Jean Amman as a way to interpret the world. She grew up in a literary family with a father who was a minister; a talented mother who was the curator for the Everett Dirksen Museum and Library in Pekin, Illinois and wrote two books after retiring; and a grandmother who was the village poet and wrote obituaries for the county newspaper. “I grew up listening to [my father] give sermons. It was not just the message; it was the sound, the phraseology. It was a wonderful way to absorb language.”

Jean went to college at Illinois Wesleyan in Bloomington, Illinois where she intended to study music, but after taking an honors English course, she changed majors to English Education, with minors in Spanish, History, and Music. She taught elementary music for one year. Then she got married and moved to Cincinnati where she taught high school as her husband studied for his doctorate. During that time, she was part of a graduate degree in American Studies through DePauw University. She returned to the high school and established an American Studies program there. The family moved to Michigan for ten years and then came to Ball State University.

Jean joined the English department and quickly became an administrator, first as assistant to the chair and then assistant to the provost. Jean served as assistant to the provost at Ball State University for many years. She brought a gentle, yet firm hand to the office. She also was able to interact with many notable guests who came to the university, such as President Jimmy Carter and Betty Friedan.

After retiring from the administrative role, she continued to teach honors courses for Ball State University. In her classes, Jean critically reflected on and analyzed her own challenges as a teacher and higher education instructor. She shared and analyzed these experiences with students, hoping to impact their gender awareness. She explained,

Many young women have no idea what the hidden messages are in society such as women can’t do finance, or can’t make decisions about buildings and property. I am eager to see young women get involved in boards and committees outside their careers. They can bring change, but they have to identify the hidden agendas.

Jean remains active in organizations that support women’s leadership, such as American Association for University Women (AAUW). She also continues to play the violin. Jean constructs meaning through spoken and written language, as well as through music and the arts.

Sometimes words are not adequate, and so we must work to allow the arts to flourish . . . The arts speak to the soul, and they are often life-changing.
Bring out the best in people
Alice S. Bennett, Ph.D.

DISTINCTION IN ADVOCACY FOR SOCIAL JUSTICE, 2009

I was sitting at home waiting to hear what I would be teaching from Dr. Cooper, the chair of the science department. My husband came home from the meetings and said well, ‘what are you going to be doing?’ And my baby sitter called to find out when I would need her. And I said I don’t know. I remember I was peeling potatoes rapidly. I was so upset.

Alice learned to be self-directed through her parents’ modeling and support. Her parents, immigrants from Sweden, believed “Alice could do whatever she wanted to do.” She grew up in a small town in Michigan and became interested in science and medicine. When she found out women could be doctors, she wanted to become one. Yet, in 1950, she realized that there were only two positions out of 100 in the medical school class for women, so she switched her major to education and science.

Her first teaching position was in inner city Detroit, where she was exposed to economic and racial diversity as a high school teacher. Then, she returned to school to get her Master’s degree in Biochemistry at the University of Michigan. In 1953, she married and moved to Muncie, Indiana with her husband, where she also worked as a part-time temporary contract instructor for ten years. Even with a Master’s Degree in Biochemistry, she was a marginalized instructor at the university, until she pursued her own doctoral education. She described the moment where she realized she either had to seize this opportunity to get a Ph.D. or refocus her life.

This was a turning point. We have three choices. You quit bitching and just do volunteer work and quit teaching, or you can continue what you’re doing, or you can go someplace and get a degree and get a real job . . . So I applied to Purdue.

She completed her doctorate in biochemistry over two years at Purdue University and was hired as a faculty member into the biology department, where she taught for more than 40 years. During her faculty career, Alice earned outstanding academic recognitions, such as University Researcher of the Year for her studies of mammary cancer in animal models and election to the Presidency of the Indiana Academy of Science. She was also President of the University Senate and an advocate for fairness and equality.

Alice wanted to make change happen in her community. She did not just want to sit home and complain. Building on what she had learned from her parents, she got very involved with many progressive groups, such as the League of Women Voters, ACLU, Planned Parenthood, AAUW, and others. She is very active and continues to mentor people within the community.

I would define leadership as being able to bring out the best in people. . . their best abilities, capabilities, that sort of thing. . . To organize, but not micro-manage . . . When I talk about leadership I mean being able to see what the objectives are and pull people together.
Control your own
DESTINY...
Make plans

Claim what you are good at
Robyn L. Moberly

DISTINCTION IN JUDICIAL INTEGRITY, 2013

Uncomfortable things equate to learning.

The Honorable Robyn L. Moberly is the first female judge for the United States Bankruptcy Court for the Southern District of Indiana, Indianapolis Division. She believes that leaders listen to others before adding their perspective and that they seek out “a common good, rather than just something that would benefit themselves.”

Growing up with a father who worked for the Central Intelligence Agency, Robyn lived in many parts of the country. She came to Indiana University where she was mentored and inspired by an economics professor and a “group of college comrades who had very high aspirations for themselves.” With their encouragement, she decided to go to law school; she was one of 15 women in a class of 175 students.

Upon graduating, she got married and applied to multiple law firms. The response from the first firm was “that they just didn’t think a woman would fit and they would be hiring a man.” One of the partners from that firm recommended her to another firm where she was hired “on the spot.” When she started her family, she was given ten weeks off unpaid leave, but was able to keep her position. When she had her second child, she recognized that the policies were not supportive of her, and she resigned to become a partner in her husband’s firm. After having a third child, she began to consider the next step of her career.

“I always, always admired judges . . . they really epitomized what I thought the law was all about.” Robyn began to look for opportunities to join the bench. She did not feel ready to enter the political realm, until she discovered a mentoring program for Republican women who wanted to run for elected office. She timidly shared that “oh, I’d really like to be a judge.” She learned “how to tell people appropriately what you’ve done or why you’re a good fit for something you’d like to do in the future.” She completed the training and met with the Republican county chairman, who said “well, you’re good-looking, you ought to have a good shot at this.” She realized that “appearances do matter in people’s minds.”

She ran for state trial judge and won a total of three elections, each for a six-year term. Her husband “kept the home fires burning” with their three school-aged children. In 2005, she sought a position on the Indiana Supreme Court, but was not selected, so in 2010 she applied for and was appointed to the United States Bankruptcy Court. She felt “personally and professionally prepared for the job and [knew] that it was past time for a woman to have an opportunity for a woman on the bankruptcy bench.” As a mentor to aspiring law clerks, she realized that: “You can’t be very helpful if someone doesn’t know where they want to go. They need to do the work. You can’t do it for them.”

Success is all about of course being ethical and hardworking and smart. It is also about keeping your eyes open, keeping your ears open and networking. I really believe that if you live the right life and treat people well and be generous with your time and money, that there is some reward for that.
Andrea L. Neely

DISTINCTION IN PROMOTING EDUCATIONAL OPPORTUNITY, 2011

Stay in your message, be clear in what you want and what you won’t settle for.

Andrea Neely serves as the Regional Development Director of the United Negro College Fund (UNCF), the nation’s largest and most successful minority higher education assistance organization. After working years in finance and banking, she has shown great perseverance and courage throughout her life in an industry dominated by men.

Andrea grew up in a Catholic family with six older brothers that provided a strong foundation of resourcefulness, balance, and creativity for her character, her spirit, and her being. The value of education was emphasized, “to be educated in all that you do.” This message of being prepared and committed has resonated throughout her professional and personal life.

Andrea began her career in finance and development at twenty-two (22) at with a community development company and then moved to a major bank as an analyst for commercial lending. As a female in the banking world, she was redirected from commercial lending and origination towards analysis of loans. The mentality was “we’re still going to put you in the box of the secretary supportive role, versus allowing her the opportunity to grow as a commercial originator.” While discouraging, it was an opportunity for her to learn new skills by observing her colleagues.

Throughout her career she had to re-evaluate, take a step back and re-calibrate how to move forward with clarity, transparency, and trust. Through critical reflection, she recognized that sometimes the leader does not necessarily have to be the one in front. The leader can work from behind to position the next steps that will allow the project or process forward.

In 1989, she formed her own consulting company to work with non-profit organizations. While she was the founder, she still received the same kind of opposition or “pushback” from all male board of directors. As an African American female, she understood that she needed to be behind the scenes, so she put the board president in the forefront as she did the hard work behind the scenes. Within four years, she had built over $10 million in assets and had proven herself.

Meanwhile, she also volunteered with Indiana Black Expo and the Urban League to lead grant workshops and build non-profit service for those families who had financial barriers. Andrea relied on her background to help non-profits to think differently about how they conduct their business. In 2006, she joined the United Negro College Fund, where she was able to help parents and students to achieve their educational goals. She recognized that

There is a new movement, another generation that is saying I’m not going to wait for your permission. I’m going to take it because if I wait for you, the transition may not serve at the level it needs to.
Reflection Box, Chapter 3

Critical reflection asks us to look at ourselves, our traditions, and our assumptions. What traditions do you hold? What assumptions could be better understood? How do you practice critical reflection?
Chapter 4: Supporting the Growth of Others

Leaders recognize that they are not only working for their own ends, but also that they are working to forward the mission and vision of their organization or community. In order to accomplish the larger goals of the organization, they need to support the growth of others to actively participate in their roles and to embrace their own leadership.

The Indiana Women of Achievement encourage others to contribute as both leaders and followers, strengthening the community through fostering unseen potential in its citizens.

Listening, questioning, and learning the stories of others are critical to its development, as well as encouraging goal-setting and mentorship. Preskill and Brookfield (2009) wrote that “all members of the community [should] become familiar with everyone else’s story and play an active role in supporting each person’s learning journey” (p. 68).

When working with others, asking about their lives, their learning journey, their unique strengths, and their personal goals helps to build relationships and be able to create an environment of support. Getting to know each person also helps to connect the puzzle pieces to better accomplish the organization’s and community’s goals. Preskill and Brookfield (2009) reminded us, “When we reveal something about ourselves or turn the light on our experiences, we do so, without exception, to provoke further conversation, foster the involvement of reluctant participants, and in general offer incentives for deepening learning” (p. 68).

In this chapter, we will recognize models and approaches to supporting others through the stories of Mary Dollison, Dr. Anna McDaniel, Martha Hollingsworth, Ann Johnson, Marilyn Skinner, and Mary Jane Sursa. Each of the women worked in their own context and were able to find many ways to support the growth of others.

Andrea Neeley described her role in supporting others:

\[
\text{So for me it comes back to women, we don’t truly mentor and support each other. I’ve made a commitment to empower and provide opportunities to women every chance I get. At the Boys and Girls Club, they didn’t have a program for the girls, but they had a football team. So I developed and created a program for the girls in the club.}
\]

\[
\text{Then I taught them how to become mentors to the younger girls. The continuation was very important that as I gave my time, my time was delivered in what I was giving because of what I wanted to lead and who I wanted to empower.}
\]
Caring
Mary L. Dollison

DISTINCTION IN ADVOCACY FOR CHILDREN, 1999

My philosophy was always to be kind but firm.

Mary Dollison, founder of Motivate Our Minds (MOMs) and community volunteer on the Whitely Community Council, serves with great humility and does not see herself as anyone special. Mary developed a strong work ethic early in life. Her family left Louisiana to come to Muncie, Indiana as a child where life was much different for African American families. She adjusted and overcame finding solace and community within the neighborhood church. Although Mary has lived through times of great racial inequality, she possessed a passion and vision and, even as a child, allowed nothing to stop her. She speaks of obstacles in her educational life, but never brick walls. Her self-directedness to become and do more is inspiring for not only African-American women, but all women.

As a child, Mary was very shy but, in elementary school, a teacher encouraged her to be in a parade, like a princess. “It gave me an experience that made me want more.” She realized that education was the path toward new opportunities and decided to become a teacher. After struggling herself in college, she made a promise to God that if He helped her graduate, she would “help anyone else who struggles.”

A teacher for over 31 years, Mary has shaped an entire community for youth by her in-school and beyond-school leadership. Because she saw a need for children to continue learning through the summer, she developed Motivate Our Minds (MOMs) in her living room in 1987 which has grown into an afterschool tutoring program that helps more than 700 mostly minority children each year. This program assists children in grades one through eight, with a student-centered educational approach. MOMs mission is to provide youth in the community with the tools to excel educationally, culturally and socially, inspiring a lifelong desire for learning. Decades later, as she was considering retirement, the neighborhood community center was in danger of closing. Through her care and connections in the community, Mary took the lead raising money, making the case for the center to local politicians and community decision-makers, designing an afterschool curriculum and a summer science camp for students, serving as interim director, and saving the center.

Mary does not work alone, she understands that she needs to bring in others to help with her work as a parent, a teacher, an activist, and as a community leader. Mary shines with her networking ability and seeing opportunities for others to participate, which is the very definition of supporting the growth in others and creating community.

For me it’s simple, it’s just people helping themselves.
Anna M. McDaniel, Ph.D.

DISTINCTION IN HEALTH PROMOTION THROUGH TECHNOLOGY, 2012

In order to lead properly, a woman should be able to understand herself better. She should not only learn about the surroundings but also about her own self.

Dr. Anna M. McDaniel embraces a leadership style that integrates research, service and teaching with one another. She served as the Chancellor’s Professor in the School of Nursing and in the School of Informatics at Indiana University. She also held the role of Associate Dean for Research in the School of Nursing and Co-Director of the Translational Science Institute in the IU School of Medicine. She specialized in translating the findings from basic science and medicine into patient-centered practices.

When Anna was young she enjoyed science and math, and she “wanted to do something that helped people and that made a difference.” She found that nursing was challenging like a “puzzle of what’s happening with a person when they’re ill.” She also recognized that she needed to “not only to apply the medical knowledge, but to develop a therapeutic relationship with the patient and their families and professional relationships with others.” She began her nursing career in critical care and quickly became a nurse educator as a clinical instructor. She taught concepts in nursing and worked to develop critical thinking skills and interpersonal skills in order to socialize people into the profession.

I tried to help frame that in a conceptual model or way of thinking that they could then take that and use it and apply it and build on it for the future. And give them mental models. And you always want to teach people to think like a nurse.

When Anna returned to get her doctorate, she studied how social systems work and how evidence-based practice guided real interactions with patients. “As an exemplar of that kind of guideline, I became involved in a tobacco intervention, or smoking cessation guidelines for nurses and care providers in the hospital setting at the bedside.” With support from Dr. Angela Barron McBride, Anna participated in a two-year post doctoral fellowship in applied informatics, using technology to better understand healthcare delivery through an interdisciplinary approach. This led to her role as Associate Dean where she connected faculty through interdisciplinary grants and research projects. Anna is a strategic thinker, a problem solver, but also is “open to serendipity, and I am open to opportunities” for herself and those she mentors. She reminds us that we live in a complex world.

But the truth of the matter is we live in a world where [faculty] need to be involved in all three, making wise decisions in their teaching and service to support their research. . . It’s just a reframing of their stuff. . . It’s going to take a while to get retooled for those skill sets. And you want to make a difference and be successful. . . Exploring takes a lot of energy. Be very gentle with yourself and forgive yourself because you will make mistakes and learn from them. Always learn.
Make those under you look good

Desire
Diligence
Enjoy
Tenacity

Miss Marty

Emerging Leadership Through Coloring
M. Glowacki-Dudka
Martha S. Hollingsworth

DISTINCTION AS A TRAILBLAZER AMONG WOMEN, 2010

All of this was orchestrated unbelievably on my behalf, by the Lord.

Martha Hollingsworth worked as an attorney for Bingham Greenebaum Doll LLP, a Law Firm in Indianapolis, Indiana. She joined the firm in 1974 and retired in 2010.

Her early years were challenging as her parents divorced when she was four years old, leaving her mother to raise the family of three girls. Her mother also cared for her great aunt and grandmother, so Martha was sensitive to the needs of older people and issues of senility and memory loss. In third grade Martha and her best friend made a pact “that she would become a doctor and I would become a lawyer.” Her friend’s mother was a nurse and her father was an attorney. With that plan, Martha had success in high school and completed a political science degree at Indiana University in Bloomington. Although she loved the story of Cinderella, she realized that she would have to seek her own way in the world, so she took the foreign service tests and national security tests and was invited to join National Security Agency as an analyst from 1966 to about 1968. After a while, she realized that her calling was the law, and she returned to Indiana to take care of her aunt and attend law school at night. Of the twelve women who started, four finished. “It wasn’t a normal activity for a woman. I wasn’t sure whether I could do it.” She did very well and graduated magna cum laude in her class.

Upon completion, Martha had a challenging time finding a position. One of her professors recommended her for a position in Florida, and “Lo and behold, Chief Judge of the U.S. District Court for the Southern District of Florida had an opening for a law clerk.” She took the bar exam in the spring, moved to Florida with her mother, and joined the court as a law clerk. “I was ‘Miss Marty’ because of his southern gentleman etiquette.”

The absolutely incredible part of all this was being a federal district judge law clerk at the trial level with all kinds of hearings, all kinds of federal trials, both criminal and civil. So, you would have civil cases such as Security Act violations. You also had state court jurisdiction issues, and all kinds of civil actions based on state law, and all kinds of criminal cases.

Her job was to research the cases and compile all the information on one page. “He just wanted to look at that one page, so when he was talking to the attorneys and asking questions and hearing their arguments it was just all right there.” She felt that “it was just a golden opportunity for me to get practical experience.” While she was in Florida, she found her faith. In 1974, she was called back to Indiana to be closer to her family and joined the firm. “We had a distribution system where things were divided on a fairly equal basis. You were expected to help each other. The environment I had there was outstanding.”

Years later, I was talking to one of my former law partners him about what a wonderful time we had for the early years of our practice. ‘Marty’, he said, ‘We practiced during the time of the Magic Kingdom. . . we really did.’
Ann Johnson

DISTINCTION IN THE ARTS AND BUSINESS, 2001

“*There’s so much I want to tell you*” is the title of a self-portrait by artist, teacher, and entrepreneur, Ann Johnson. Ann defines the word wisdom by saying ‘yes’ to leadership opportunities locally and across the world. Raised by her grandparents who resided in Germany, she watched her grandfather serve as an attorney at the Nuremberg Trials. Ann gained an international perspective and an independent way of thinking about life.

Over her career, she transitioned from a K-12 art educator to a world-renowned artist and self-taught adult educator. However, her life has not been without struggles; which she has faced with a determination and persistence that reaches forward in hope.

As a young woman, she found a prince “*who promptly became a frog,*” leaving her to fend for herself with young children. She completed her education degree and became a teacher before venturing into her own art business of paper sculpture, called F.B. Fogg. As she was beginning this work, she mistook linter for dryer lint and ended up sculpting it into a cow clock for a friend’s wedding gift. The gift was a hit! Before she knew it, she had 600 orders for cow clocks! Her business was open; as time went by she hired and taught local artisans to complete her local and global orders.

As her popularity grew, the World Craft Council, part of the United Nations, invited her to mentor women in developing countries through craft co-ops, many of which still flourish. The American Craft Council described her as a “natural teacher,” as immersing in cultures and taking interest in their crafts. She brought the international art to the U.S. to display in museums or to sell on behalf of the women. Locally and globally, she mentored women by demonstrating how their craft was valuable. She showed them how to be proud of their native skills by teaching them to negotiate prices for their craft thereby removing the hierarchy of middlemen.

She has been instrumental in questioning existing power structures and developing an arts culture within her local community. This opportunity opened doors from the world providing new ideas to apply in her work as well. Now, in her 70s, she teaches art at a local college. She enjoys mentoring young women and artisans as she once did in Third World countries; fostering growth within values and culture. Ann reminds us that,

*Networking is so important. You never know when the person sitting next to you will be the most important person you know . . . The good ol’ boys knew it long before we did. It has taken them to where they are. Now it’s time for us to get there too. And when we network we can get there.*
Marilyn Skinner, Ed.D.

DISTINCTION IN EARLY CHILDHOOD EDUCATION, 2012

*How do I help children of poverty? How do I make my teaching real so they can catch up with the other children in the classroom?*

Dr. Marilyn Skinner has been a teacher her entire life, from “teaching” summer school to the neighborhood kids when she was in elementary school to later becoming an educator for life. She grew up in a poor rural family and had parents who taught her the value of a dollar, commitment to family, and a strong work ethic. In 1958, she graduated from Ball State’s Teachers’ College with her teaching degree for elementary K-8 all subjects. She took a teaching position in Kokomo and began teaching the third grade. She stayed with the students for over two years. She enjoyed working with challenging students. Staying with students for multiple years meant she could support their development if she could stay with them for multiple years. “I always told my 4th graders that year I did third and fourth that they had one disadvantage. They couldn’t say well my teacher didn’t teach that.”

Her principal was a strong mentor and encouraged her to go back for her Master’s Degree, then her Doctorate in Instructional Technology at Indiana University. As she completed her dissertation, she became the assistant principal of the K-8th grade school, with responsibilities over elementary education. She transformed the way the teachers taught and the students learned by implementing a standards-based grading system, focusing on the student’s achievements and abilities. She made home visits with the parents, so she could understand and serve the students better. She brought the community together to help kids achieve and meet them at their level in order to push them to learn more. Before her fifth year, the principal had a serious car accident, and Marilyn became the principal overnight. Although there was a lot of racial unrest in the community at the time, she ensured that all of her students felt safe. She even rode the bus as they delivered the students home one day, when one of the teachers felt it was “too dangerous.”

As principal and later as assistant superintendent, Marilyn was an innovative educator, who never accepted the status quo. She encouraged her teachers to team teach, share supplies, use open and collaborative spaces, and ensure all students got the support and attention they needed. She monitored lunch and made the school a truer community – with more involvement from parents and more collaboration from teachers. She faced difficult situations with humor and levity. “I try to dissolve problems by laughter and have lots of fun.” She has hope, despite everything that might be going on around her. And she ensures that she spreads that message of hope to her community. After failing retirement twice, Marilyn developed a program sharing tote bags of books and educational supplies to people in the community who need them and led Baby University, which teaches parenting skills to low-income parents and grandparents. She is well known for her collection of over 500 tee-shirts and uses them to connect people with ideas.

*Let’s help the parents be the teachers of their children, so that when they come to kindergarten they will be as successful as those other children whose parents read to them and talk to them and take them to the zoo. . . We have served 4000 families over these years.*
Mary Jane Sursa

DISTINCTION IN SERVICE TO THE ARTS AND COMMUNITY, 2013

*Community has always been very important to us and we made sure we have supported them, activities in the community through what I do and other contributions.*

Mary Jane Sursa never considered herself a role model for volunteerism or a pillar in her community, but that is exactly who she was. Mary Jane lived a life of service, not to be recognized, but because she “wanted to be a good person . . . a person who is interested in other people and helpful and kind.” She served as an elder in her church and volunteered at the hospital as nurse for 37 years, beginning when her children were in school. While she found joy in most of her volunteer activities, she felt a personal obligation “to get things done,” not necessarily because it was fun or she enjoyed it.

Along with her husband, Mary Jane had a great commitment to their community and instilled that in their children. She recounted volunteering within the community and raising her family. In her interview, she easily touted her husband’s leadership and accomplishments through volunteerism, but was reluctant to praise her own efforts. Her husband was a leader in the community who helped establish the swimming pool in town, the local symphony, and the community foundation. Both were always very active in those things. Mary Jane exhibited leading through followership and service. Jane said her accomplishments are her “family and friends, not necessarily the community stuff, but, I have been active in the community. That’s what I’m most proud of . . . my family and friends.”

The best way to describe Mary Jane’s leadership style is through servant leadership. A servant leader is a servant first and reluctantly accepts a leadership role, in order to support and assist those who remain unserved. Preskill and Brookfield describe servant leaders as listeners. They claim servant leaders use works sparingly and this is true for her interview was the shortest of all the women interviewed. Very few times, did Mary Jane take any credit for her extensive endeavors, but instead, she sought to highlight the work of her husband and children and her contributions and support for them.

Mary Jane’s favorite quote is:

*We make a living by what we get, but we make a life by what we give.*

(Norman MacEwen, 1881-1953)
Reflection Box, Chapter 4

Chapter four shared stories of women who supported the growth of others. Share an image or memory of how you have supported others or of times when you felt supported.
Chapter 5: Acting with Collective Leadership

Collective leadership challenges traditional roles of leadership and hierarchy by sharing power with others rather than having power over others. Those who practice collective leadership recognize interdependent relationships function most effectively when all group members are committed to creating and implementing shared visions by subordinating to the group’s goals and interests. Efforts of all members are included, appreciated, and felt, through encouraging innovation and moving the group forward without permission or fear of a watchful authority figure. The key is to learn more than teach, listen more than speak, support more than profess, and focus on the common good rather than on personal agendas (Preskill & Brookfield, 2009).

Working together toward a shared vision and allowing each member of the group to play a leadership role are key aspects of collective leadership. In order act together “individuals must alternatively learn to lead and follow, must understand when to push things forward and when to wait for others to exert healthy pressure on the group” (p. 84) working toward a common goal.

Collective leadership takes time and attention from the leaders to ensure that the group is listening to each other, actively contributing to the vision, supporting each other, taking responsibility for their actions, and teaching others. Preskill and Brookfield (2009) describe,

People who are responsible for keeping collective leadership models going must be in constant conversation with their coworkers, finding out from them what the group could do better to achieve its goals and acknowledging each person's contribution to the whole. (p. 94.)

In this chapter, we will meet Dr. Angela Barron McBride, Jill Chambers, Betty Cockrum, Ermalene Faulkner, Roni Johnson, and Patricia Schaefer. They each served as collective leaders in their own organization role bringing people together to establish, serve, and grow their communities.
Take the opportunities in our piece of time
Dr. Angela Barron McBride pursued academic and leadership opportunities, despite being raised in a time of limited social expectations and traditional gender roles. While she had many opportunities for growth and success in her youth, her graduate degree at Yale was a turning point. Although women often ask themselves if they are up for the task, she asked her students, “So what are you going to do with your life?”

Angela explained that a big shift occurred when she read Betty Friedan’s book, *The Feminine Mystique* (1963), and she was “terribly affected by the rethinking of women’s issues.” When she was working at Yale, the feminist movement became prominent in her life. Angela wrote about and modeled balancing motherhood and career. She wrote *The Growth and Development of Mothers* (1973), “a revolutionary tome that decoded the needs of mothers at a time when children were the subject of most parenting literature” (Robert Wood Johnson Foundation, 2011, n. p.). Angela dedicated the book to her husband; “To my husband, by asking me what I wanted to do next made me aware of my future.”

She also believed that women should be given their equal rights as women have always been suppressed in society, being stereotyped as the source of nurturing in the family. However, she also believed that people could excel in life by choosing an appropriate life partner who does not limit their horizons but support them achieve what they wish for.

In 1974, Angela moved to Indiana for her husband to take a new position, and she began a doctorate in Developmental Psychology. She explained, “And that was the dark night of the soul.” She realized she had to reinvent herself. Throughout her career, Dr. McBride sought out new leadership opportunities and academic positions: professor, department chair, dean, author, consultant, and board member. She reflected, “I don’t know that I thought I was a leader but I always had energy and engagement in my environment.” She believed in developing one’s own ability first by acquiring new information and integrating it into our current knowledge. She sought out leadership roles where she could raise up other talented women and men.

*And that begins the story of the rest of my life. Where I decide it was not so much that I wanted administration, but I would rather be the jerker, rather than the jerkee.*
Jill Chambers

DISTINCTION IN ADVOCACY FOR WOMEN, 2005

Jill Chambers has worked as an advocate for women throughout her life. When she was in high school, she recognized:

There was a clear difference about the way I was treated and how the way my brothers were treated. . . When my brothers got old enough, they went into little league. . . My big reward was getting to learn to iron pillowcases. I didn’t think that was a fair trade off.

Jill grew up surrounded by strong working women. Her mother was a telephone operator and union steward, and her sister was a “Rosie the Riveter type who worked in the factories during the war; she stayed on and retired from Chrysler.” Jill got married and started a family while she was still in college. Her husband was very supportive and enjoyed cooking and parenting, yet his education and career path took precedent. The couple moved to follow his opportunities. She took on a variety of jobs: teaching art, working for Big Sisters, and as night auditor at the downtown Hilton hotel. When her husband began his Master’s degree in Social Work, she worked as a case-worker for the Department of Public Welfare. Jill developed her graphic design business with another woman and held the family together. While her husband got to the top of his profession, as the head of the Social Services Department for the State of Indiana and also attended law school at night, Jill was the support network.

In the 1970s, Jill got involved in National Organization of Women and worked for the Equal Rights Amendment. “I dragged my kids all over the country . . . We marched in Chicago, Springfield and Detroit and Cincinatti and Washington D.C. My kids grew up with it.” She was involved in many projects. One of them was the FFC on the license renewal when it was the Fairness Doctrine. They talked with all the radio and TV stations in Indianapolis and asked how many women they had and in what positions. “How many minorities did they have? And I tell you, you could count them on less than a hand . . . Right after we had been there, Jane Pauley applied for a job at channel 8 and she credits NOW for her being in the right place at the right time for getting her job.” Jill felt that women should be more involved in policy and shaping democracy, and she used her work to push towards this vision. While the feminist movement has helped open doors, there are still many issues to address. She explained that “we recognized that the issue was not personal; it was systemic. Then we can ban together and change that. We can change systems, we can change processes and the way things are done.”

Power concedes nothing without a struggle. Take a chance. Opportunity knocks, grab it with both hands. Just do it. I mean really. Women are sometimes really too timid. I have been too timid many times in my life too, and it got me nothing. Another thing is to always ask, if you don’t ask, the answer is “no.”
Be the BEST you can be!!!!
Betty L. Cockrum

DISTINCTION IN PUBLIC POLICY LEADERSHIP, 2008

Maybe the single most important is to really grasp that you should behave as though you are the CEO of your own life. When they say, she made me do that. How did she make you do that? Did she hold a gun to your head? No. What did she do? You need to be in charge of your own life. . . The second lesson I’ve learned is that it is more important to be effective than to be right.

Betty Cockrum earned distinction over her 29 years of service in positions ranging from Indiana State Budget Director to Chief Executive Officer of Planned Parenthood of Indiana. Her passion and commitment for women and issues of equity align with her organizational and political skills roles she has acquired during her career. She exemplified community building in government and nonprofit roles.

Betty learned compassion and hard work from growing up in a large family tending a pig farm in LaGrange County. Her father passed away when she was in high school leaving her mother to sell the farm and make due. With the mentoring and support of a neighbor, Betty was introduced to a different world of education and potential. When she was visiting her aunt in Chicago, she experienced a “political awakening” during the time of Martin Luther King Jr. and Bobby Kennedy and the Democratic Party convention in 1968. She felt the call to service and justice.

Her career began in Bloomington, Indiana as an Outreach Worker for the federally-funded Neighborhood Development Program. She demonstrated her competence, established professional relationships, and brought people together to complete projects. As other positions became available, she moved up. In the City Hall Redevelopment Department, she felt that, “I could walk in and say I want something else to do. I’ve learned this stuff. Let me have something else to do.” So when the Deputy Mayor needed a Deputy Controller, she was called. These experiences taught her how to create community within political settings.

Betty Cockrum soon landed in state government, spending several years with the economic development team connecting state resources and local governments. She had learned to “speak the language” of state, county, and city governments, earning her an appointment as the Commissioner of the Department of Administration. She recognized that it “was not about accounting, this is business acumen and political savvy and big picture.”

After three decades of serving the state, she received notice that Planned Parenthood of Indiana was seeking a new CEO. It was her dream to be “a social worker who would save the world.” This job was the culmination of all she learned throughout her lifetime in collective leadership. She transferred her skills to advocating for low-income patients. Betty’s ability to grow and explore various roles presented her an opportunity to be part of something meaningful with great impact in her own life. Although she experienced disapproval from part of her community, she persevered and made a difference in the lives of many women.
Ermalene Faulkner

DISTINCTION IN EDUCATIONAL LEADERSHIP & COMMUNITY SERVICE, 2009

They know the door is open . . . When you say open door, you better mean it. People say that all the time. You hear people saying I walk by the door to test the waters to see if it’s a good time. I don’t want anyone to ever say that about me.

Ermalene Faulkner has lived a life focused on education. Her parents espoused the importance of education. They moved to Muncie specifically so that their daughters could be college educated and become educators themselves. Both she and her sister found careers in the Muncie Community Schools.

Ermalene’s professional journey grew and shift, as she was acquired more responsibility and leadership. She began as a teacher and quickly moved into administration as an assistant principal, and then she served as a principal for over a decade. When asked, she moved up into the district office and held multiple positions from gifted education and instructional technology, to the director of technology, external funding, the director of elementary education and she concluded her career as chief academic officer. Ermalene was a pioneer for African American women teachers, as there were not many in the school system when she started and even fewer with her in administration.

Family is a core value for Ermalene. She always believed in balancing hard work and family and providing a supportive environment. She was always a multi-tasker, a skill she has depended on in the many hats she wore in the world of education. Growing up in the height of the Civil Rights Movement, “there were certainly things that I experienced along the way as an African American that shaped me.” She explained that

We did not live in a radical home. It was a very calm home in how you deal with things, teaching us not to be bitter, not be upset. Now you can either get busy being positive or get busy being negative, and we were always taught to get busy being positive.

Ermalene was discriminated against despite her academic achievements. For example, she was not invited to join the National Honors Society. Instead of being bitter, she used the experiences and became a model teacher and leader. She shared her experiences to educate those who did not understand. Forty years later, she was inducted and honored with a pin for her academic achievement. She understood that as a black woman in power, her words and actions would reflect on her entire race and population, so she always kept that image in mind, when leading.

You also want to set an example and you want to be known of as someone who thinks about something before they act. Words come out of your mouth you can’t take back. God put you here to be who you are and there is nothing to be ashamed of or wrong with that. Be proud of that.
Roni Johnson

DISTINCTION IN COMMUNITY LEADERSHIP, 2010

Roni Johnson was recognized for her service as the first full-time Executive Director of the Community Foundation of Muncie and Delaware County from 1992 until 2014. As director of the local community foundation, Mrs. Johnson actively redistributed community wealth. She shared the joy of others, working together to build libraries, establish scholarships, and distribute personal estate funds to provide income to youth agencies, and provide grants to service organizations in the community.

Roni was able to accomplish much through her strength in creating community. She believed deeply in working together to accomplish goals: “I never thought men were superior or women were superior. You are all supposed to do your job and share.” She attributes her achievements to her parents who provided her with life examples of community mindedness. She was able to stay at home with her children, volunteering in the community, and became committed to giving back unselfishly and support causes she believed in.

Through her volunteer service and professional networking, she served on committees with the wife of Ball State’s vice president. When the vice president retired from Ball State and was asked to establish a community foundation, he asked Roni to be his assistant.

He said, “I need someone to help me and [his wife] suggested me.” He called me and I said, “Oliver I don’t know even type. What are you talking about?” He said, “No if I need a typist I can hire Manpower. I really need someone so when Mr. Ball walks in, when people of the community walk in you have been associated with them. This has to be a comfort level for everybody.”

Within five years, Roni was the executive director of the community foundation. During this time, she learned many lessons, for example, you cannot get to a high administrative position overnight.

You have to be willing to do everything. . . You’re not going to have your shingle hanging out there the first year you graduate. It will take many, many years. As long as you believe in what you’re doing. That is what’s important.

Roni used her early networking skills to help grow the foundation, which she called “a new movement where Indiana was the only state that had a community foundation in every county.” She shared the importance of attending conventions and establishing relationships so that if you have problems, you just call someone and there is always someone to help. Roni became a strong supporter and mentor for other women, especially for those who worked full time. She advises young women to:

Believe in the journey you’re on . . . be careful how you spend your time and budget and balance.
Patricia Schaefer

DISTINCTION AS A WOMAN OF THE ARTS, 2008

As one who appreciates the arts, I can’t help feeling that a fine piece of music, art, or literature has to be inspired by God.

Patricia Schaefer has shared the gift of art, music, and literature throughout her life through her early work in radio, and then as the audio-visual librarian, and later as executive director at the Muncie Public Library. Patricia earned the Distinction as a Woman of the Arts and the “Sagamore of the Wabash” by Governor Evan Bayh in 1995 for her extensive work in the community.

Libraries are often centers for community engagement. Patricia was highly visible, and actively involved as a volunteer and served on a variety of community, educational and business boards which strengthened local communities. It seemed she thrived on being connected to people. She served on so many boards that the director of the library said, “The next director might not want you to be involved in so many things.” Patricia did not feel she sacrificed anything for her career and volunteer activities; she was greatly committed to the library and community arts.

As part of her role promoting the library, she “volunteered for service that frequently led to my becoming president of several organizations at different times.” After she retired in 1986, Patricia remained active on boards including: the Ball State University Foundation, Indiana Tech, and the Franklin Electric Company.

Continuing her passion for musicology she wrote the program notes for the Muncie Symphony for 40 years and for the Masterworks Chorale for 22 years. Her philanthropy and leadership is appreciated throughout the community in venues such as the Delaware County Council for the Arts, Masterworks Chorale, Muncie Symphony Orchestra, and Ball State's School of Music and Sursa Performance Hall.

Throughout her career, her volunteerism frequently led to becoming president of several organizations at different times. Even after she retired from the library, she was asked to be on several boards in the Muncie community as well as in Fort Wayne; many were in higher education such as the Indiana Institute for Technology and Berea College.

Even after retirement, Patricia goes out to lunch every day so she can be among people. Patricia used community involvement to share her gifts of art, music, and literature, as well as promotion of the library.

I guess I wanted to make something of myself. I wanted to be the one who made the decisions. I’ve always liked working with people . . . I guess I like to plan things, and I like to make things happen, but I don’t necessarily want to be in the spotlight.
We each live within a community. This chapter shared thoughts about acting with collective leadership. Share or draw an image of your community. How do you act collectively with this group?
Chapter 6: Learning to Question

Leaders are curious about the world around them and seek answers to critical questions, such as: Why are we doing things this way? Who benefits? How can we do things differently? And how can we get there?

The questions asked by transformative leaders do not invite simple, rote responses; rather they are “more complex how and why questions for which leaders, themselves, lack ready answers” (Preskill & Brookfield, 2009, p. 127). Questions should evoke reflective thinking, deeper understanding and lead toward new possibilities.

Leaders who learn model ways to ask provocative questions in order clarify understanding, focus direction, and support collaborators. They also help to encourage self-reflection about decisions and actions that may or may not have been successful. The questions represent values, goals, and actions and can open new horizons of possibility.

Preskill and Brookfield remind us that

The point is to get people wondering and encourage them to think in new ways about issues and problems that have no easy answers. Good question shake people out of their conventional thinking, deepen understanding, and help lead the way toward envisioning new possibilities.

This chapter presents stories of Sheryl Conley, Dr. Ruth Howes, Patricia Miller, Lois Rockhill, and Deanna York. All of these women are excellent in discerning and asking the right questions for the situation at hand. They were able to use their questions to assess needs, reflect on their positions, and work toward new visions of the future.
Emerging Leadership Through Coloring

M. Glowacki-Dudka
Sheryl L. Conley

Distinction in Business, 2007

You have to push out of your comfort zone. You’re going to make mistakes but learn from them. You can’t do it all as a woman. . . . I tell people, you have to prioritize. You ask for help, whatever that help is.

Sheryl Conley grew up in a small town with hard-working parents who instilled independence in their children. Her mother was a nurse and a leader who helped to design the new hospital and was the president of the Ophthalmologist Association. “She got things done.” At her mother’s retirement party, a friend commented,

This explains you. You are your mother. Now we understand why you are as driven as you are and as focused on results and don’t really care. You remove the roadblocks that are in the way, you’re very practical.

Sheryl grew up within the medical profession, working at different doctors’ and surgeons’ offices. People took her seriously when she had questions.

At 16, I was working in the pulmonary unit in the hospital, taking EKGs and giving respiratory therapy treatments and exposed me to all kinds of elements of healthcare and it exposed me to all kinds of individuals in healthcare.

She was curious and wanted to learn. She found her interest in chemistry with the first professor at Ball State in chemistry, “It was like a light bulb going off. The way he did it and the way he explained it, I was like, oh my gosh, I understand it. This makes sense. This is interesting.”

After graduating she returned home to Warsaw, Indiana and eventually took a job doing clinical research with Zimmer, a company that develops artificial hips and knees and implants that are put in surgically using instruments to prepare the bones. She moved up in the company to be the Chief Marketing Officer for the whole corporation and then applied to be the CEO. After not being selected, she became semi-retired in 2008. She had strong mentors there and they believed in using all of the resources available to achieve your goal, “playing with a full deck.”

I also had in my career a CEO and President who very much believed in playing with a full deck of cards, said why would I go to the table and only let them deal me half a set of cards to play with. That’s ridiculous. I play with all the cards that I have. It’s about performance.

Her journey took her in a circle and back to her roots.

I started out wanting to leave Warsaw and turning out not wanting to leave other than to travel and do other things. I’m actually in a position now where I’m focused on making Warsaw a better community in the industry I’m in now to attract more businesses into Warsaw. It’s all kind of funny. You spend your whole life trying to get away from it.
Emerging Leadership Through Coloring  

M. Glowacki-Dudka
Ruth H. Howes, Ph.D.

DISTINCTION IN SCIENCE AND TECHNOLOGY POLICY, 2003

The first thing is you have to accept that if you are a woman working in a man’s world you are always going to look different. You can’t hide it. So you have to accept the fact that you are going to be different and given that people have very strange ideas about how you ought to behave. You just have to learn how to ignore a lot of it or laugh at it.

Dr. Ruth Howes is a professor emerita of physics and astronomy at Ball State University and former chair of the physics department at Marquette University. Her research has often been about the history of women physicists, especially the role of female scientists in the Manhattan Project. Her research focused on nuclear physics, including the structure of very neutron-rich isotopes of light elements.

She selected Dr. C. S. Wuto, the first woman president of the American Physical Society, to be her dissertation advisor. Luckily she was very supportive when Ruth became pregnant five years into the graduate program.

She was wonderful. She had a child of her own and she made it possible for me to work right up until I had the baby. She just protected me. . . When I had the baby and I probably would have left physics except that three weeks after the baby was born, Dr. Wu called me and said “if you will come back to the lab, I will help you.” And she did.

She began her career in Oklahoma as an adjunct faculty, as her husband got a tenure track position and she got fired when the university declared financial exigency four years later. She began seeking a faculty job outside of Oklahoma and landed at Ball State University. She had a commuter marriage for twenty-five years. In 2003, she was recruited to Marquette University to build enrollment in the physics department. In 2008, she retired to Santa Fe as her husband was born there and it was near his family.

Ruth shared that laughter, perspective, and good health are key to a balanced life. I guess the other important thing to me is maintain a sense of humor. Get it in perspective. Maintain a sense of humor...you need to work on your body and your brain.”

Ruth took the challenges of working in a male dominated field in stride and advises women to pick their battles.

You just can’t afford to fight every little detail...people assume you are incompetent on the job because of your gender. So you just have to show them that you are in fact competent. It’s no good fighting on any other grounds.
Stay fluid
VISION
Patricia R. Miller

DISTINCTION IN ENTREPRENEURSHIP AND PHILANTHROPY, 2006

“Yearn for something. As long as you yearn, you can’t congeal: there is a forward motion to yearning.” (The Finishing School by Gail Godwin)

Patricia Miller is a visionary, a very successful entrepreneur, co-founder of Vera Bradley, a philanthropist, and also has served in the state government as Secretary of Commerce. With a business education background, Patricia never imagined she would own her own business. She taught for six years in the high school, junior high and adult education in the evening.

In February of 1980, she and her friend, Barbara Baekgaard were traveling through the airport and noticed that the men were carrying Lands End type carry-on luggage, duffels and the garment bags. She explained how the vision blossomed.

*The women didn’t have anything like that, a very soft carry-on bag. When we returned to Fort Wayne that evening, we made up our mind that we would do something like that. . . We pooled our money, $250 from each of us, went to a local fabric store and purchased some fabric that was either foulard or a paisley. The next week, we hosted an in-home clothing sale, with about twelve prototypes. So we had three ideas of bags and made about a dozen and put those bags in the home clothing show and this would be our marketing research.*

Her leadership skills were cultivated through the partnership with Barbara and through the advice of her banker and financial advisor. While Patricia had a strong commitment to her family and husband, she became a leader in commerce outside her family circle. Family support, building partnerships, and luck seemed to be the recipe of success for Vera Bradley. Also attention to detail, quality producers, and affordability helped them to achieve success.

Patricia talked about building a network of friends and family to sell and market their products. In every endeavor, Patricia always referred to the people she worked with and for as friends. If they were strangers, they became friends; and if they were already friends, they there introduced to other friends that became business associates. When she was appointed Secretary of Commerce, she met others who served as mentors and helped her become successful as a board member and philanthropist. When the business was sustainable, they wanted to give back. The women established an endowment to Indiana University’s Breast Cancer Research Center.

*To be successful, one must make relationships with people. Listening and communication is important to building and keeping those relationships. When you surround yourself with people that trust you and you trust them, good business decisions are made.*
Lois Rockhill

DISTINCTION IN CARING FOR THE HUNGRY, 2012

My brain and my heart got working.

Lois Rockhill became the Executive Director of Second Harvest in East Central Indiana in 1989 in order to serve and educate the community about people’s lives while working to provide for their needs.

Throughout her life, Lois embraced opportunities to explore her religious beliefs and define her purpose. She felt called to service as a young adult through the church, in the Peace Corps, as a foster parent in a group home, and with a chapter of NOW.

She developed an independent perspective of faith when working with clinical pastoral education and completing a Master’s degree in Women’s Spirituality. While searching for purpose in the seminary, she made a decision to pursue feminist studies. “What sparked all that, I don’t know, but my brain and my heart got working. I left my religion, as I had known it, behind.” Although she stayed passionate and spiritual, she no longer needed the religious conformity of formative years.

She became more politically active, “That period of my life that had the most impact [was when] . . . I was involved with a national movement” against nuclear weapons testing. She protested and was arrested and imprisoned for trespassing. After questioning her decisions, she discovered the transformative actions had positive impact on her and her children, who also became humanitarian activists.

When her family settled back in her hometown, she found her calling again with the regional Second Harvest Food Bank. She grew this organization from a newly formed group in 1989 to one that serves multiple counties and distributes over a million pounds of food each month in 2012.

Lois knew that raising questions and telling stories are ways to make economic and social changes possible.

I am tenacious . . . Once I take on a responsibility, I grab a hold and don’t let go. Just don’t let go.
Deanna York

DISTINCTION IN SCIENCE EDUCATION, 2011

Find those people who are as professional as you are and who are like-minded in the way that they want the best for others and that they seek out the best in others.

Deanna York is an award-winning chemistry teacher at Ben Davis High School in Indianapolis known for her innovative laboratory teaching experiences that engage students and make chemistry their favorite class of the day.

Deanna York entered the male-dominated field of chemistry after being outraged at professor who expected most of the students to fail; he gave students a dime to call home to say they failed. She set out to prove him wrong, worked harder than she ever had, and fell in love with chemistry. She studied chemistry at Ball State University, and said, “I found it challenging, a little crazy. I was hooked. I studied. I loved chemistry.”

Reflecting on what it takes to teach chemistry meaningfully, Deanna has developed the concept of “teacher-friendly labs.” Her format allows for many hands-on, minds-on learning experiences for students without expensive equipment and elaborate set-up. She made her chemistry lab manuals available to other science teachers at her website, thechemistryteacher.net. She uses inquiry labs for discovery, cookbook labs to teach content, and problem-based labs for authentic assessment. One of her favorite sayings is, “Good better best, never let it rest until the good is better and the better is best.”

Deanna attributed her success as a chemistry teacher and as Presidential science teacher award winner to critical reflection. She is able to alter her practice in light of new information. She is always looking for ways to improve. She analyzed situations, labs for students, questions she designed for exams and quizzes. She was striving to be the best for her students. She works closely with the other teachers and values their collaboration to find out ways to make the children better.

One of the things I’ve heard about teachers is that they become an island unto themselves. That is absolutely the worst thing you can do. If you’re an island, you’re not going to grow. I’ve grown tremendously because I’ve had a tremendous amount of collaboration and my shoulders have been wide enough that you know what, I can take that criticism. It’s not personal. It’s about the kids.

Understanding what you’re really good at and understanding that the other person brings something to the table and being able to mesh that together, that’s the very best of collaboration and the very best of working together.
Reflection Box, Chapter 6

Questions arise in each part of our life to encourage learning. What questions challenge you today? How do you plan to seek out the answers?
Chapter 7: Analyzing Experience

Transformative leaders reflect on and analyze their own experiences in order to build on their strengths and overcome their challenges. They asked questions, examined experiences, and considered the systems and values that lay the foundation for their practice. They sought to create an open space, free of judgment that could lead to better understanding of self and encourage a productive and satisfying life.

Critical reflection of experiences can be uncomfortable and at times emotionally painful. When sharing with others, individuals can find support in a common experience that may provide comfort, gain support, or promote action. Tools and skills for deeper analysis can include: journaling, self-dialog, and interrogation of purpose, actions, and achievements (Preskill & Brookfield, 2009).

Through storytelling, leaders analyze experiences by sharing their interactions, their decisions, the thinking behind them, and the effects of their work. They try to dig deeper into the issues that stories address so well: Where have we been? What are we doing now, and why? What obstacles do we face, and what can be done to overcome them? (Preskill & Brookfield, 2009).

Critical reflection and analyzing experiences often lead to examining larger social issues of oppression or other conditions that prevent social equity. All of the women analyzed their experiences to better understand and continue their leadership journeys. In this chapter we learn about the experiences from: Priscilla Dillow, Marianne Glick, Jane Hardisty, the Honorable Tanya Walton-Pratt, and Michealle Wilson. Many recognized discrimination, institutional and cultural barriers, unspoken social rules, and overt challenges to their success.
Priscilla E. Dillow

DISTINCTION IN ATHLETIC LEADERSHIP AND ADVOCACY FOR WOMEN, 2011

Be the pioneer, not the settler. The lone pioneer rides off to reclaim territory held by others.

Priscilla Dillow has always been involved in sports. She was a lone female coach and athletic director in a world of men for many years prior to Title IX. She has spent her entire career as an advocate for girls and women in sports and sports administration. She challenged systems of power and elevated women’s sports alongside men’s. Priscilla found sports as her path when she was playing softball in her youth and then through her college years. With strong mentors at Ball State University, Patricia graduated with a teaching degree, participated in ASA softball as a fast pitch participant for 15 years, and later inducted into the hall of fame.

Early in her career, she coached gymnastics, but she had increasing leadership roles. At Ben Davis High School in Indianapolis, she worked with the principal and served in the coach’s association to build girls’ sports. She also knew that not everyone would always appreciate her efforts, but if it were for the common good, eventually they would concede or forget about their grievances, which is exactly what happened.

Patricia was also instrumental in closing the gap in pay for women who did equal work as men. In 1979, she filed a complaint with the Office of Civil Rights against the central school system office. After an investigation, they ruled in her favor and many employees received back pay.

The school system supported her going to national conventions to learn best practices for student athletes, coaches and athletic administrators. She was elected as the first female president of the Indiana Athletic Directors Association and to the Indiana High School Athletic Association Board of Directors. Patricia believed in taking these opportunities to learn how to help and teach others. Because women were not being elected to district positions, she asked, “How can I get more women directly involved?” Her answer was to create two minority positions on the state board of the Indiana Athletic Directors Association, so they were elected separately and did not compete against men.

In time, Priscilla became the Assistant Athletic Director for all sports in the school and then held the role of Assistant Principal and Athletic Director. Under her direction, Ben Davis won the state championship in girls’ swimming and volleyball. When she retired she was the Assistant Principal and Athletic Director for a high school of 4000 students with more than 80 coaches and athletic staff. A crowning moment was when she worked with teams at the 1994 Olympics in Atlanta, Georgia. She perseveres despite any obstacles in her way, to better her community, whatever it may be. Her favorite quote is by Nelson Henderson:

Plant a tree under whose shade you do not expect to sit.
Never say no to an opportunity
Marianne Glick

DISTINCTION IN ENTREPRENEURIAL SUPPORT FOR WOMEN, 2010

Even if I don’t know how to do something if someone says, can you do that? I will probably say yes and figure out how to do it.

Marianne Glick is someone that likes to try a lot of different things, an artist, a business woman, a trainer, a fund raiser, and a philanthropist. She has actively questioned systems of power and examined why men often held more power than women. She worked as rental manager and enjoyed the business environment, at the same time pursuing her Master’s degree in Educational Psychology.

In 1986, she opened a consulting business that trained adults in corporations. She “really enjoyed teaching at the adult level where people weren’t throwing spitballs,” rather than teaching children. During her work, she encountered a panel of entrepreneurial women at the Women’s Business Initiative, which inspired her to question why she was not on this panel. She inquired with the organization, joined, and became the president within two years.

The women she met through that group helped her to build a support network. They expanded the group to six other cities, and it stayed strong for four year. She explained,

Primarily it was young entrepreneurial women, but also the glass ceiling was a reality at that time, and so we were really helping each other with how do you work around this and how do you work around that and respecting each other and sending business each other’s way.

In the late 1980s, she joined the board of the United Way as the first female board member. She recognized that her “primary values were helping other women,” and she actively recruited other women to the board. She reflected, “The United Way really weaves through my life. United Way has given me the opportunity to use my talents I think in a way that honors my specific strengths and allows me to share those with a lot of people.” Marianne modeled leadership and surpassed fundraising expectations for the organization. Her actions of questioning the status quo and creating spaces for women encouraged other women in their pursuits.

She currently plays an active role leading her family’s foundation, the Eugene and Marilyn Glick Family Foundation. They provide much support to children’s organizations and other charitable causes. She works closely with her administrative assistant because she is good with the big picture and the assistant is good with the details.

It let me know that one of my primary values is helping other women. If I get something, then I want to help other women get what I got. The whole thing, whether it is pay it forward or reach back and help others along, I really think as women that’s a responsibility we have and I’ve tried to live that way.
Jane E. Hardisty

DISTINCTION IN NATURAL RESOURCES CONSERVATION, 2005

You have got to be creative, be a change agent no matter what. You have to be able to multi-task.

With a farming background, Jane Hardisty studied natural resources in college, as it was “a perfect fit because it gave me a good basic foundation for a broad variety of natural resources issues.” During her college experience she volunteered with the Soil Conservation Service (SCS) and absolutely loved it. She thought, “if I can’t go back into farming, this is the next best thing because I get to work with farmers.”

In 1974, the field was dominated by men, and she was told “[that] they do not hire women in agriculture” by the State Conservationist in Indiana. She applied anyway, and since the government was expanding diversity of their workforce, four states called to inquire about her application. The same personnel manager called her back, apologized, and hired her on the spot. He became one of her mentors and she worked with the agency for more than 38 years. She landed as State Conservationist in Michigan before returning to Indiana in 2000, as its State Conservationist.

Jane is a woman of integrity. She demonstrated this to others through her honesty, professionalism, and love for people and her job. She was flexible in the assignments she accepted and was willing to do jobs others would not. Gaining the trust and respect from both contractors and farmers was a challenge. “It was quite a culture change for farmers, it was a change for society in general to see women jumping out of the government pickup truck and coming to the farm.” When she visited a farm, she made a point to meet the wife. She explained, “Because can you imagine a wife standing at the kitchen window and looking out and her husband is going with some young ‘chick’ getting in a truck and going to the back forty?”

Jane has encouraged women to pursue careers and leadership in agriculture and created opportunities for professional networking. She honors Women’s History month with a women’s luncheon and invites all the female leaders in agriculture or related jobs. She believes that “Women have a tremendous amount to offer in professional careers.” She recognizes that “There was always a glass ceiling wherever I got promoted . . . I was the first woman in just about every position that I was in.” She took this in stride and was able to advocate for women at each opportunity. She was a “conscious role model” (p. 214) and initiated leadership development opportunities for women at regional, state, and national levels.

Women in America have such leadership to offer and leadership to me right now is something that people in this country are so hungry for. It doesn’t matter what level it is. It could be at the lowest level in a county government all the way to Washington, D.C. People are looking for good leaders. I just think that right now there are so many opportunities that women have a natural God-given talent that they could fill those voids and they need to really seek them out.
Tanya M. Walton Pratt

DISTINCTION IN JUDICIAL LEADERSHIP, 2010

The Honorable Tanya Walton Pratt is the first African American federal judge in the state of Indiana and the fourth woman to hold this position in Indiana. She did not come from the Ivy League schools, she attended a small liberal arts college that serves women of color, Spelman College in Atlanta, Georgia. She earned her law degree from Howard School of Law at Washington, D.C.

She felt very honored to serve as a federal judge and explained that while this is often a political process.

*Senator Bayh made an effort to be inclusive and to look at my qualifications. . . And Senator Richard Lugar also set aside political partisanship. He always makes a sincere effort to do the right thing and he did join in my recommendation to the president. And I give credit to our president, regardless of your politics.*

*[President]Barack Obama has single handedly changed the face of the federal court system in this country by nominating women and minorities to the Supreme Court, the federal circuit courts and the district courts.*

*It matters so much that the bench is diverse. Although you may not be able to tell the difference in the work product or an opinion, in whether it was written by a man or a woman or a minority, it does enhance the quality of justice and makes it deeper, broader and more credible.*

The Honorable Tanya Walton Pratt shared advice for women in the audience during her acceptance speech for the Indiana Women of Achievement Awards:

*My advice to the young women and the older women, my age and up is that always maintain your life in a position that you will be ready to grab those opportunities when they come your way.*

She completed her presentation with this promise:

*I am a very ordinary person who has been given an extraordinary opportunity and I promise that I will do my best to make each and every citizen of this great state proud. I will continue to do the work of the great women and men who came before me. And I promise that I will continue to live by one basic principle that is the advancement of jurisprudence in making this nation a more just society through the legal system.*
Michealle B. Wilson

DISTINCTION IN LAW, 2007

You have to step out there.

Michealle Wilson serves as executive director of the Indiana Trial Lawyers Association. Since 1978, she has dedicated herself to maintaining open access to courts and advocating at the Indiana Legislature. With her charismatic and assertive approach, Michealle eludes passion of her work and successes. Michealle gained strength by asking questions similar to the founders of our country about the law and the rights of each person.

She is driven by recognizing “That’s not fair,” and asking “What can we do about it?” She recognizes that “it’s dangerous to fight for ‘that’s not fair.’ But it’s the way of it.” Leading the Indiana Trial Lawyers Association, Michealle analyzed the experiences of the courts, legislature, and co-working attorneys. Growing up the in the 1960s, she developed early on an attitude of “don’t break the law, change it. . . And it’s hard. Not everyone knows how to do that.”

She has a knack for analyzing situations to accomplish her goals. She realized that being a leader involves risks. “You gotta be willing to fail . . . If you don’t want to take the risk, that’s fine but don’t whine about it.” With savvy analytical skills, she is very aware that the truth is not only found in facts. She is able to look at a situation from more than one perspective, and exposing the underlying opportunities and challenges imbedded in social structures and systems can be discovered and explored.

She values her role in protecting the public through legislation and has the strength and stamina to run the first large political action group in Indiana. Additionally, Michaelle shared that she is the “woman in the room with a million questions.” Her ability to ask the right questions and make you think beyond a simple answer reflects exactly what Preskill and Brookfield present in the book, Learning as a Way of Leading.

The point of asking questions is not to elicit information that can be easily located in the book or website. The point is to get people wondering and encourage them to think in new ways about issues and problems that have no easy answers. (2009, p. 127).

Michaelle also has a passion for making a difference in others’ lives and is satisfied in knowing those individuals do not know who she is. She said, “In many ways, the people I represent are the folks who are going to be hurt tomorrow.” She works to create an environment for people to make good decisions for the state and the nation.

Leaders lead. They don’t tell people what to do. They create an environment. Leaders lead that gets people to do. . . Leaders lead. It’s hard work. It’s not sitting back and taking accolades.
Reflection Box, Chapter 7

Reflection and analysis are closely related. What can you learn through analyzing about other people’s experiences, in lieu of your own? Which stories have you connected with in this book so far?
Chapter 8: Leading for Democratic Unity

In a democratic society, everyone has a “responsibility to lead and everyone has a right to lead, participate fully, and have an equal opportunity to influence the outcome of deliberations regarding how we are to share resources and ensure all have equal life chances” (Preskill & Brookfield, 2009, p. 150).

A democratic society depends on opportunities for dialogue and meaningful communications with people who have a wide variety of perceptions, preferences, and politics. While listening and engaging with each other about common issues, dialogue includes time to pose questions, seek solutions, and find consensus. Through the process of give and take, each person gains a collective sense of shared values and interests.

The central goal for democracy is to promote human well-being, socially, economically, and politically. Democratic leaders seek not to use power to control people, but to work together to share power with the people and work together to collective betterment of all. Democracy requires ordinary people to make decisions in the best interest of the majority as opposed to elitists. Learning democracy supports human potential by fostering community well-being.

Leaders need to know its members and understand how they can serve and lead from their strength, but also to distinguish each distinct voice and recognize the unique needs of the community. Preskill and Brookfield (2009) suggest:

The more people can use what they know best, not just to adapt to the dominant culture, but to transform what is meant by dominant culture, the closer we can come to democracy's ideals of a rich, diverse, endlessly inclusive community. . . Democratic communities cannot build the future if they don't bring their past with them. (p. 152)

In this chapter, we learn the stories of four democratic leaders: Phyllis Bartleson, Annette Craycraft, Sue Errington, and Vi Simpson.
Phyllis J. Bartleson

DISTINCTION IN HUMAN RIGHTS LEADERSHIP, 2005

You’d be surprised what you can do when God directs you. You’d be surprised.

Phyllis Bartleson served as the Director of the Muncie Human Rights Commission for twenty years before retiring. Growing up in Muncie, she was a non-traditional student while getting her college degree. She had children, took care of her mother, and pursued her Bachelors of Science degree. She majored in psychology and minored in counseling and educational psychology. When she completed the degree, she worked with children and was a children’s supervisor at the juvenile detention center, placing youth in jobs. When the director of the human rights commission position came open, she was encouraged to apply and she got the job.

In this role, she worked with a housing investigator and an employment investigator and a part-time secretary in her office to investigate employment and housing complaints of discrimination based on race, gender, national origins. Her office had sister agencies on the federal level, such as EEOC, HUD, and the state agency, the Indiana Civil Rights Commission. She was able to “meet a lot of people, make a lot of friends, and do some of the things that I probably otherwise wouldn’t have been able to do.”

Phyllis and her colleagues were well-versed in the civil rights laws specific to their areas of expertise, whether it was Americans with Disabilities Act or the Housing and Employment. It required a lot of training and a lot of actually study. During the course of your investigation you often have to refer back to court cases and look them up and see what the ruling was. She explained, “It was kind of like being not quite an attorney. I am proud to say when it came to civil rights law at that time I was probably more knowledgeable than most attorneys locally.”

They also provided seminars and workshops locally for agencies, business owners, manufacturers, church groups, and others to learn about their rights, share literature and be visible to the community. She wanted,

To let folks know we were not the enemy as we were sometimes viewed and dispel some of the myths that surrounded civil rights and the civil rights offices. we are here to help everyone and at some point in time we all, regardless of our position or color or gender, could possibly be in such a position where we would need such an office.

She reminded us,

You have to get along with people. You don’t have to agree with them. You can disagree I think without being disagreeable.

We’re all people. We all need each other. If we just put aside stupid stuff and do it from here. Nike had the best commercial out, Just do it. Just shut up, don’t talk about it, just do it. I loved that commercial and I would say it a lot when I was doing seminars. Quit talking about it. Just do it!
Annette E. Craycraft

DISTINCTION IN ADVOCACY FOR WOMEN, 2007

I always try to work well, especially with people who didn't agree with me. I always hear them out, and listen. Sometimes I learn more about issues if I don't necessarily agree with them, but can understand where they're coming from.

Annette Craycraft served Director of the Women’s Commission for the State of Indiana and is currently the Executive Director - East Central Indiana CASA, Inc. where she advocates for children and families. She exemplified an open perspective to diverse opinions and new discovery, and also new strategies and methods of accomplishing tasks throughout her time in the political arena.

Working with the General Assembly to build a common community with women's groups, she recognized that,

All these people were working in silos. Breast cancer organizations were competing for the same dollars, same recognition, and media time. We were able to bring these groups together monthly to review the project and share resources . . . I think everybody has something to contribute.

Annette worked to link the women’s groups together, which provided a stronger advocacy voice in the state government. Through this collaboration, she was able to maneuver around obstacles, such as budget, status quo expectations, and diverse personalities. This way she moved the Women’s Commission forward. “It was kind of being at the right place at the right time and making the right connections.”

Annette continues to make connections between people through her professional and volunteer work. She also sought out interns whom she felt,

Needed a mentor, even though I knew it would be really stressful for me and the people I work with . . . They are doing really well now, but it was just someone investing in them and giving them that opportunity.

Annette Craycraft is someone who takes opportunities as they arise. She has ridden the waves to places she likely did not see coming. Often, this is the beauty of being unafraid of change and new challenges. Her deep political connections, coupled with strong interpersonal skills and an ability to work well with diverse groups, elevated her as someone who could solve problems and get things done.

Things happen along the trial that lead you to a different direction. I think that’s the exciting part of life and I think those things probably happen for a reason.
It’s YOUR turn

Values
Sue Errington

DISTINCTION IN PUBLIC ADVOCACY, 2008

For a long time I thought as a leader my role was to push others and then there came a time when I thought, well maybe my role is to get out in front.

Sue Errington is a Democratic member of the Indiana House of Representatives representing District 34. She is a former member of the Indiana Senate, representing the 26th District from 2006 to 2010. She was recognized for her longtime work in public advocacy.

Sue’s political advocacy began in college when she attended a teach-in about Vietnam. She soon also joined the women’s movement and gained much experience with political campaigns and national movements after working for years to pass the Equal Rights Amendment in the 1970s and 1980s.

“It was very exciting. I just jumped into NOW and joined immediately and was very active at the local level.” Through this work she learned that, “sometimes it is easier to change legislators than it is to change a legislator’s vote.”

A dedicated community leader, she heeded the call to run for office in 1992 and was elected to Delaware County Council (1992-1996). She strongly supported early childhood education and pre-K funding for four-year olds from low-income families.

Throughout her career, Sue worked to bring people together to get things done, especially through advancing women’s rights and good government through bipartisanship. “I didn’t care if it was a Democrat or Republican I was helping as long as they were supportive.”

She is patient and works diligently to promote policies connected with green jobs, renewable energy, and supports feminist values, especially related to heath and education.

Making change is not a sprint, it’s a marathon and that helped keep me going, and it keeps me going now. There will be setbacks and you just have to keep going. Keep your energy and focus on the long haul.”
Don’t be afraid to take risks.

Pay back those gifts you have been given.
Vi Simpson

DISTINCTION IN LEGISLATIVE LEADERSHIP, 2010

We all owe something back to society. Through politics you have the opportunity to pay back whatever gifts you have been given . . . I knew that everybody still had that responsibility to make society better, to make life better for people. That was a very important part of my life experiences.

State Senator Vi Simpson is one of Indiana's most effective and respected leaders. She has spent her career working, in a bipartisan manner, for causes that matter most to Hoosiers. Vi was first elected to the Indiana Senate in 1984, where she was chosen as the Democrat leader in 2008 – the first female legislative leader in the state’s history. Simpson previously served two years as Assistant Democrat Leader from 2006 to 2008. Her list of honors and awards is strong and she has made a significant difference to the people of Indiana from her leadership.

I thought I had to be on education and some other issue committees, environment and so on. Someone told me if you really want to get something done in education you really need to be on the fiscal committee because it’s all about the money. He told me to follow the money. It was wonderful advice for me because it never would have occurred to me to take that road. But I’m so happy I did.

I got to serve on the state budget committee. I was the first woman to chair the big budget committee. I was always in the smoke filled secret room at the end of the legislative session when the budget is put together. That was an incredible experience but it also gave me an opportunity to fight for some of the things that were very important for me like higher education, like K-12 education, programs for children and childcare, and those kinds of things. And to get those things done not just in a public way but behind the scenes where a lot of that work gets done.

Growing up in California with parents who were very committed to Democrat candidates who they felt represented working families, working people, they instilled in her a sense of public service and advocacy. “I got very involved in lots of politics; the anti-war movement and the Civil Rights Movement. . . Cesar Chavez and the Farm Workers Movement. . . and both the environmental movement and women’s issues.”

Moving to Indiana, she gained a role in the Mayor’s office of Bloomington that led her to elected positions as the county auditor and State Legislature. In 2012, she ran as the democratic candidate for Lieutenant Governor and lost. She established and currently works with “the Democrat Woman’s Political Action Committee in Bloomington,” to educate women and foster future leaders for government roles.

One of the things that has become very obvious is that when a vacancy becomes apparent, an open seat for county council or county commissioner, men assume that they not only can do the job but they assume they are called to do it. Women on the other hand have to be asked.
The women highlighted in this chapter each found themselves in the politics of their time. Democracy doesn’t have to be political. How you contributed to making the world more democratic and welcoming for others? What does that look like in your experience?
Chapter 9: Sustaining Hope in the Face of Struggle

Sustaining critical hope is a distinctive characteristic of transformative leaders. Preskill and Brookfield (2009) distinguish between optimism and hope, as well as critical hope from naïve hope. While, optimism is positive thinking, attitude, or outlook, critical hope is more thoughtfully considered. Naïve hope counts on change, but does not attend to the challenges, difficulties, or path for change. Critical hope has a foundation in experience, acknowledges the struggle, and moves forward in the face of difficulties. Transformative leaders find evidence of accomplishments and motivation in discovering learning to benefit the community.

Transformative leaders understand that without hope change is impossible. One who leads with critical hope recognizes that “the fight for justice is a never-ending struggle, a long revolutions that holds no illusions, but remain unpersuaded that ordinary people make communities better” (Preskill & Brookfield, 2009, p. 171-172). Teaching others about the victories and struggles of the past, as well as teaching how to see a brighter future, can be a powerful source of hope.

The Women of Achievement recognized in this chapter have each overcome significant personal barriers, but have found the way to sustain hope in the face of their struggles. From their experiences, they were able to teach others how to hope and envision a brighter future. These women include: Bibi Bahrami, Dr. Anne Eliades, Marta Gabre-Tsadick, Dr. Joan Kessner Austin, and Dr. June Payne.
Bibi Bahrami

DISTINCTION IN INTERNATIONAL HUMANITARIANISM, 2009

I'm not going to give up. Whatever it takes.

Bibi Bahrami persisted in the face of generations of war and unspeakable challenges. Born in Afghanistan, she learned the value of supporting others as her family provided shelter for nomads and other travelers. When the Soviet Union invaded her country, her family was forced to leave their home and flee to a refugee camp, they brought an elderly neighbor with them, who thought of packing food for the trip. They lived for six years in a refugee camp in Pakistan where she assisted her father as he attended to the basic medical needs of other refugees. She explained,

My father was busy. So we had to learn, my sister and I, . . . how to give them shots. We started an IV for them or read the medication labels . . . I had such a thirst because education was rare especially for girls.

This training, along with learning to cook, clean, sew, knit, crochet, and draw for others in the camp was part of her informal education. While there, she became engaged to a man who came to Indiana to become a doctor. When she joined him in the U.S., she sought to complete her education. She explained,

I had a husband who was 24 busy. He didn’t even take a day off for all of these six children I delivered. He was in residency before, and then he started his [medical] practice. He was very busy. Anyway I was studying in the evening, whenever I could. That’s why it took me 8 years to even complete my GED.

On September 11, 2001, Bibi Bahrami gave birth to her sixth child and to her dream of being able to help those in Afghanistan. That year she formed AWAKEN (Afghan Women’s and Kids’ Education & Necessities, Inc), providing services to women and girls in Afghanistan through a school and healthcare clinic.

President Bush was saying let’s rebuild Afghanistan. There was a hope . . . I said this is the perfect time. I think I should start. What my dream and my desire is to go back and help.

Creating reciprocal relationships of support and trust, Bibi actively sought support to fund her organization both in the U.S. and abroad. Through AWAKEN, she has provided assistance to many people in Afghanistan. She created a school for over 40 children, a medical clinic, and cottage industries for women.

If you educate the woman, you educate the whole family.
Creating Community
Anne Eliades, M.D.

DISTINCTION IN PEDIATRIC MEDICINE AND EDUCATION, 2006

Dr. Anne Eliades is a pediatrician in Muncie, Indiana. Much of her story is about remembering and reflecting on the past and her heritage. She was born in New York City to Jewish immigrant parents who escaped Nazi Austria leaving behind many family members. She praises her many mentors and influences, including her husband, father, and former supervisors. She always went to public schools, including the City College of New York and the state medical school. After meeting her husband in medical school, she followed him across the country, allowing his job placement to determine hers.

While working in a military hospital in Georgia, she started an adolescent medicine clinic because no one else was serving that population. Dr. Eliades started her own practice when her family moved to Muncie, often on call 24/7 for her patients.

Anne works to make her community a better, healthier place. She teaches medical students and nurse practitioners. She also does a lot of work for child abuse prevention and education about the importance of prevention. She believes her role is to educate patients and community members and future practitioners, and to prevent diseases, neglect, and many other things. “I’m a pediatrician. As far as I am concerned, my primary aim is to prevent everything, not to mop up afterwards.”

She does a lot of volunteer work and will step in when others don’t. She has always been an advocate for kids even when others don’t notice. “I guess my biggest volunteer job is that I’m president of the local synagogue. I am now in my 13th year of a two year stint because nobody will take over. We are a very small community here.”

Anne often leads by quiet example. Anne seems to always find the needs and helps to educate. She clearly has a passion to learn and to teach others. She wants to make the world a better place.

She is always curious, and works to listen to others’ needs – she has to as a physician. She is not afraid to speak her mind as she does in pushing her patients’ parents to understand the importance of immunizations and other preventative medicines. She is very humble, often crediting her mentors before herself. She praises others, and seems to struggle to shine light on her achievements. She devotes her time, energy and mind to her patients. She is a thoughtful member of the community with a true passion for medicine and education, especially surrounding issues of children’s health.

Women should not be discouraged. They should not let people tell them that because they are a woman they can’t do it. Yes you can do it. I’m not going to say it is going to be easy. There were many times in my life, I felt like a juggler. I was with my kids and my beeper went off. What am I going to do? I had to take my children to the hospital with me. It is not going to be easy. That does not mean it is not doable and it doesn’t mean it won’t be worthwhile.
Marta Gabre-Tsadick

DISTINCTION IN HUMANITARIAN SERVICE, 2013

Our mission for America, our mission for Ethiopia is to help Ethiopians, not to expect to get anything from anybody but to work themselves.

Marta Gabre-Tsadick was the first woman Senator of Ethiopia under the late Emperor Haile Selassie. She studied at Adams State University in Colorado where she received a Bachelor of Arts degree form 1954-1958. When she returned to Ethiopia, she served as a Director in the Office of Ministry for Foreign Affairs until 1967. During this time, Marta had the privilege of accompanying international figures on their visits to Ethiopia and traveling with the late Emperor Haile Selassie and his wife on official foreign trips.

In 1974 the communists took over the government in Ethiopia, Marta and her family escaped to Kenya with a picture of the emperor and teacups. They made their way through connections with ambassadors and other government’s officials to Greece and then to the United States. The story of their journey is documented in the book, *Sheltered By The King* by Marta Gabre-Tsadick and Sandra Aldrich (1983).

Once in the United States, they worked hard to establish themselves. For when she and her husband, Demi where in the wilderness as they escaped their country, they decided,

> Whoever got the first job would be the breadwinner. How low doesn’t matter. The second person would go to serve the citizens, Ethiopians and those who were refugees around the borders of Ethiopia, in Kenya, Sudan, Uganda, and Djibouti.

She explained that “he found a job and so he went to be the breadwinner and I became the person to do something about Project Mercy.” A donation in the grocery store of two dollars rolled up became the initial money that sparked the organization.

> We came to America without a penny in our pocket. Within the first 5 years, banks trusted us. People trusted us. By our 5th year, we actually had 3 manufacturing businesses, and I started Project Mercy, 38 years ago.

Marta’s leadership comes from necessity. She helps people from her home country have a better life. Her organization started with a simple conversation and has grown to help families all around the world. Marta has a strong sense of collective empowerment. She wants to give everyone the skills, help and knowledge they need to succeed wherever they are. She not only wanted to help Ethiopians, but she also wanted to give back to the Americans.

> I woke up and I thought of something. We can help America. If we take some of these kids to Ethiopia and have them rub shoulders with these children who have maybe never had a brand new garment on their back. For sure they don’t have a chance. They don’t know what the closet looks like. I think American kids should see that. So now we get about 120 American youth into our project.
Joan Kessner Austin, Ph.D.

DISTINCTION IN BEHAVIORAL NURSING RESEARCH, 2007

It’s not how smart you are, but how hard you are willing to work. . .
I try to think of myself as a long-distance runner not a sprinter.

Dr. Joan Kessner Austin was a scientist and medical researcher at Indiana University. She led the Center for Enhancing Quality of Life in Chronic Illness and collaborated with colleagues to prepare grants, design research protocols, write articles, and. She explained the sense of “healthy competition” with her colleagues as they worked together to bring in team members from multiple disciplines, such as social work. “The interdisciplinary investigators brought research expertise that we did not have in the School of Nursing.”

Joan grew up in rural Indiana where many families were impoverished. She quickly emerged as a bright star, setting her apart from her peers. Luckily, she was encouraged to attend college by her high school counselor who told her, “You’re too smart to do hair.” This early success sparked an internal desire to prove others she could perform despite the odds. Joan also was “inspired” by motivational speakers who came to her high school warning students, “Just because you are poor doesn’t mean you couldn’t achieve.” Through a growing belief in her abilities, Joan developed the courage to enter through unknown doors despite her initial reaction that “she can’t do it.”

“It took me ten years to get my bachelor’s degree.” Hard work and perseverance, along with her natural abilities seemed to be the magic sauce for Austin. She overcame the fear of the unknown that can be a barrier for leaders – especially women. She said, “Don’t be afraid to take on new challenges just because you might be afraid to fail.” She wishes she had worried less over the years yet credits worrying to helping her “get prepared, to plan ahead, and to be a motivator.”

Austin valued family members and colleagues who supported her along the way both during and after earning a doctorate in nursing. “My husband has been very, very supportive of me going back to school…his father was a college professor at Hanover College so he’s very comfortable with higher education.”

Her daughter had epilepsy, so she connected to the Epilepsy Foundation to interact with other families. In her role at the university, Dr. Austin led a research team studying epilepsy as her core research area. She “tried very hard to not be a selfish leader. I felt like I helped them develop international reputations.” She also led a community support group for families and realized what she was studying was important to the people in the group.

I think that helped me keep my passion by remembering what it was like when I was so lost and had nobody to talk to. A lot of people feel that way when their child is diagnosed with epilepsy. . . I came across a lot of families who would tell me that they read my work and that it was really helpful to them.
June P. Payne, Ph.D.

DISTINCTION IN COUNSELING AND HEALTH SERVICES LEADERSHIP, 2007

I am expected to go to this school and that is to prove that black people can do these things; to prove we are not educationally inferior . . . That is the burden I carried on my back well into my adult years; that somehow I have got to prove my worth . . . It transferred to almost everything in my life.

Dr. June Payne sustained hope in the face of struggle, as one of the first African American students to integrate her local high school in 1961, as an 8th grader. Her teacher in 7th grade emphasized, “if you can do algebra here, you can do algebra in Lane. You can do it wherever you are.” When she was placed in low-level math in the 8th grade at the new school, the teacher recognized her talent and moved her into the appropriate level. She realized she could be a positive representation of African Americans. She experienced both racial and socio-economic discrimination from teachers and students. However, she found hope in a teacher who recognized her ability and strength of her family.

She found her identity at the African American college where, “I got involved in doing things I loved . . . But slowly I came out of that shell, got involved in the sorority, just friends in general.” Stokely Carmichael and the Civil Rights Movement also greatly influenced her. “We started talking about black power, we started talking about being adults; not being oppressed.”

June graduated with a Bachelor’s degree in Sociology, a Master’s and Ph.D. in Social Work. Then she came to work at Ball State University as a psychologist, group coordinator and clinical services coordinator and then became Associate Director for Clinical Services. All that time, she carried with her the burden she felt at Lane. Although she sought help from counseling to let that burden go, she says that, “periodically it will rear its ugly head, that I have something prove, I have to do this . . . and sometimes even in this environment if I feel like I’m being dismissed and it feels either because I’m an African American or because I’m a woman.”

Dr. Payne’s advice for women includes: pursue education, engage in joyful and motivational activities, reflect, and mentor others. Throughout her adult life, June Payne displayed what she calls, “stick-to-it-ness; that tenacity.” This tenacity is what critical hope is all about; moving forward in the face of struggle.

Become educated. Do the things that give you pleasure or joy or motivate you or that you like. Study those things. Not from a perspective of you have to do that because it’s all you can do. Not seeking out positions and things of interest because that’s where the money is because there’s always more money someplace else. Do the things you are truly interested in doing. Above all else, look back and bring somebody else forward. That is deeply important to me now.
Reflection Box, Chapter 9

Growth and learning often come through suffering and struggle. By maintaining critical hope and a positive viewpoint, we can make our way through difficult times. How have you been able to sustain hope in the face of struggle?
Chapter 10: Creating Community

Community is a place where individuals can form a group identity and work towards a common goal (Preskill & Brookfield, 2009). Building community is the result of dialogue and communication; key components in transformative leadership. The women practiced transformative leadership using intrapersonal and interpersonal communication skills. Each of the previous chapters converge in this notion of community that is ready to learn in order to lead the way to change.

Communities of practice, communities of learning, and geographic communities each have their own identities and members. When the women reached out beyond their own family, they sought to serve a community larger than themselves. They brought other women and men along to be stronger as well. They saw that they could make ripples and shape the community to be better and more inclusive. Each woman in this chapter engaged in multiple communities playing a variety of roles. How they saw their role framed the approach they took as a leader.

The Women of Achievement honored here include: Karen Freeman-Wilson, the Honorable Patricia A. Riley, Dr. Terry Whitt Bailey, Sandra Worthen. In their own way, they all created a new community that would add value and work to make the world a stronger and more democratic place for all people.
Karen Freeman-Wilson

DISTINCTION IN GOVERNMENT LEADERSHIP, 2012

The greatest responsibility, I would argue, is to really work and deal thoughtfully in a way with people who do not know you are working or advocating on their behalf.

Karen Freeman-Wilson brings a wealth of knowledge, experience, and distinction to her role as Mayor in her hometown of Gary Indiana. While she had always planned to become an engineer, she quickly realized the foundry environment was not where she wanted to be.

Fortunately she had applied to other universities and began calling on her backup plan, Harvard University. While there, she completed her bachelors degree and law degree and planned to return to Gary, when she was invited to serve as head of the Civil Rights Commission under Governor Evan Bayh. Her career blossomed as she became a city judge, Indiana Attorney General, and head of the National Association of Drug Court Professionals, and now as Mayor.

Karen believes that “it is extremely important for women of all generations to have mentors.” She serves passionately, maintaining a positive point of view, and with a sense of awareness of the responsibility that she embodies.

All that does matter is that we know what our jobs are and that we are entrusted to lead, to serve, to do with the level of thoughtfulness that makes our serving pleasing to the one you believe has placed you here on earth to serve.

Karen Freeman-Wilson has led from different civic roles she has held. She also leads by being a mentor and an example in her community, as a minority woman who is the mayor of a city. She leads by example and proves that tenacity and hard work can take you a long way. She is willing to evaluate her mistakes and believes in optimism, “Not to the point of being naïve, but just to the point of looking for, expecting, and planning for the best in every situation.” She also maintains a positive point of view to be able to help and uplift others. Karen continuously uses her influence to reach back into the community. Sometimes being persistent is the key to making change. Karen shared:

I ran the first time and lost. And I ran a second time and lost. The third time, when people said, “we really think this is your time, you should run.” I was like, “no way. That’s it. The people got what they got. If it’s not working out, too bad, I’m going to keep working, keep doing what I do from a civic standpoint. No way am I going to run for mayor”.

And here I am, as Mayor. Go figure.
Patricia A. Riley

Distinction in Legal Equity and Human Rights, 2012

The Honorable Patricia A. Riley serves as a judge on the Indiana Court of Appeals, representing the Fourth District. She was appointed to the court by Democratic Governor Evan Bayh on January 1, 1994, and continues to serve her third ten-year term.

Patricia was born in a thriving small town in northwest Indiana. Her father was a state representative and encouraged her interests in reading and study and curiosity. She embraced her college years and the “move more towards social liberalism and new ways to do things.”

They never told me I couldn’t do what it was I wanted to do. So I never had any barriers to speak of. My mother says since 3rd grade I wanted to be a lawyer. Well, I didn’t even know a woman lawyer. The first woman lawyer I knew was me. I graduated 1974 from law school.

She met her ex-husband when she was the prosecuting lawyer and he was a public defender and a defense attorney on a capital case that went through the court system three times. The defendant was finally sentenced to seven life sentences. They got married and moved back to her hometown to set up an office and have a family. In 1990, she became a superior court judge, and then was appointed to become a court of appeals judge. They divorced when she wanted to stay in Indianapolis.

Much of her leadership is through her international work when she co-founded the Legal Aid Centre of Eldoret, Kenya, (LACE). This group integrates health care and human rights in order to provide legal services for Kenyans who are patients of Indiana University’s AMPATH HIV/AIDS health care program in Kenya.

She embraced this international work and feels that she can truly make a difference in people’s lives. “I swear it does more for me than them. It’s so wonderful. Once you start that kind of work, you’ll never quit. That’s the only way to travel and to see and to learn. I have so many friends there now when I go there I just stay with friends.”

Patricia advises young women to,

Just do it. Just do it. Because it’s like when I look back now and think of the things I did then, I’m amazed. But I didn’t think anything of it then. It was like okay I want to be a lawyer and so how do I become a lawyer. You just have to do it and not be afraid of those barriers. Just find those ways that are true to yourself to get through it. Go around this barrier and then set the barrier down here. Look where I am now. Now what are you going to do? Set up this barrier. Okay. Go around it again. So you got to find your own way but you can’t be afraid. Just do it.
Diana Shaffer

DISTINCTION IN NATURE CONSERVATION AND PUBLIC SERVICE & EDUCATION,
2009

In this household you never know what is going to happen. I can’t tell you how many times I have been watching TV and all of a sudden there goes a bat.

Diana Shaffer has served as a wildlife rehabilitator and educator for over 40 years. Compassion and care for wildlife creatures has been her calling and lifelong passion. Since 1964, she has taken in over 10,000 injured, ill, abandoned, or orphaned wild animals. She had educated thousands of children and adults on wildlife behavior and conservation, as well as habitat preservation and restoration. In recent years, she focused on birds of prey: especially owls, hawks, eagles. A surgical nurse by day, she ran the Wildlife Resqu House out of her home, gaining nonprofit status in the 1980s.

She mentored dozens of Ball State student volunteers, and she kept five birds to use in her educational programs. She also served as a medical missionary in Jamaica and in Africa, as well learning about exotic animals.

Dianna is comfortable with the non-traditional path she took in life. While it was “not a normal life,” she has no regrets, “I would do it again.” Dianna credits her mother as her biggest fan and mentor. She also is grateful for her husband who supported her passions. He did not put up barriers to her work like other men may have done. He understands how important her work is to her. “We do work well together. . . He doesn’t get in my way.”

Dianna is inspired by birds and their ability to soar and fly freely that inspires her to help heal them. She understands that working with others is critical. She claimed her work would not have been possible without the help and support of her supporter, Ben Tackett. “I knew nothing about it. He was the one who sparked it, this is what you need to do.”

Curiosity and braveness are two attributes that Shaffer believes have helped her to be successful. “I don’t want to miss anything. I am always challenged by things I don’t know and so those are the things I go after...sometimes I fall on my face because I don’t know what I’m doing...but basically, I’m willing to try about anything.” Like the other women, Shaffer prefers to try and fail rather than not try at all.

As her health began to decline, she had to retire. But she leaves us with this message:

You each and all have human hearts, as well as human features. Hear me while I take the part of all the wildlife creatures. A little food. A little hay. Sleep the boon of heaven.
Emerging Leadershıp Through Coloring

M. Glowacki-Dudka

Terry Whitt Bailey

DISTINCTION IN COMMUNITY LEADERSHIP, 2008

From the time I was in kindergarten, I knew I wanted to start my own academy for the arts. I believe was brought on this earth to do that.

Dr. Terry Whitt-Bailey, began dancing young and followed her dreams studying dance through college and starting a dance company at Rutgers University, the first of many. She began her faculty role as an Assistant Professor of Dance and Fitness within College of Applied Sciences and Technology, serving as a choreographer for the Ball State dance majors, as well as physical education majors.

Taking on a new role, she moved on to Chicago State University and started a dance company there, too – Chicago State Dance Theatre. Eventually she returned to Muncie and worked as chief of staff the President of Ball State University. Always the community leader, she has served in lead roles at Cornerstone Center of the Arts, the Madame Walker Theatre Center, and is currently working in the Mayor’s office in Muncie. She describes her path as,

It really is not just who you know, not just what you know, it’s how you do the things that you do that cause people to be reminded of your efforts and your connections, whatever they are . . . I’ve just tried to do things in a way that is loving and that includes people and people remember that.

Terry understood the need to take risks for community building. At one point, she was involved in a project predominantly with white men and, as an African American woman, asked, “Why was I there?” Her strength was creating community and building bridges between people groups. She was the voice that connected “technology language with normal language.”

Her spirituality greatly influences her life and her decisions, from picking her career choices, to fostering children or going out into the community to work with others, she always tries to be herself and not let others change her.

Terry practiced community building while working for the mayor in Muncie. She was responsible for coordinating contractors and connecting individuals and groups for projects; such as allocating funds for organizations that benefit low to moderate-income levels. She connected with people, emotionally and spiritually. She believes strongly in creative expression; the use of words, art, and dance. She realizes that it is not always what you say but how you express yourself.

I’m always trying to keep my eyes open wider because there is always someone who can share something with me. Even if it is a young child, just being able to be with them and understanding what’s coming from their perspective. The issues that are going on in their lives are much more important than my issues, sometimes.”
Sandra D. Worthen

DISTINCTION IN COMMUNITY AND UNIVERSITY SERVICE, 1999

*When one door closes, another opens.*

Sandra Worthen “adapted” her journey from being a teacher, legislator, various roles in committees of all sectors all while being a wife and mother. With a Bachelors in Political Science and a Master’s degree in Government and Public Administration from American University, and some courses from Harvard Graduate School of Education. She was certified to teach in Massachusetts and taught while her husband pursued his doctorate degree at Harvard in Boston.

A few years later, Sandra and her husband relocated to Delaware where she worked with University of Delaware under contract with the Delaware Constitution Revision Commission to rewrite the state constitution. During this time, she gained exposure to politics and debates, “*At some point I came home and said to my husband, ‘I can do that.’*” Through perserverence and the discipline of “*visiting 40 houses a day for 50 days,*” she ran and was elected to the state house representative. She was one of four women in a group of 42 legislators. At the end of her third term, she decided to take a job in the Governor’s office.

> So you have to make the decisions that seem right to you at the particular time in your life. Usually listening to your heart and your best instincts really does help. Don’t just do what others want you to do. You may make some mistakes. I didn’t regret going to work for the governor especially when important issues were at stake.

In 1984, Sandra Worthen came to Ball State University as the president’s wife. Using this platform she worked on boards and served in organizations such as American Association of University Women (AAUW) and Christian Ministries. While at Ball State University, she pursued a Master’s Degree in Gerontology, so she could “*get to know the university on my own terms and enable me to pursue an interest that had blossomed for me.*”

Sandra approached changes with openness and a positive attitude. “*I’m going to love these people and love this place.*” She chose work where she could provide the most support and collective leadership for the community. As “*the president’s spouse, you have to be kind and gracious and think, number one, do I really want to do this and, number two, does this really make a difference in the community?*”

Sandra discussed the importance of making decisions in order to stay control of your own life. She was aware of her choices and their results. Every choice she made, she considered how it would affect her growth, her kids, and husband. She shared a quote paraphrased from Mother Theresa,

> *We may not all do great things, but we can all do small things with great love.*
Reflection Box, Chapter 10

Throughout the book, we have learned about many women’s lives. We are all leaders in our own community and life. Where do you feel that you lead others the most? How do you bring people together to create community? What brings you joy in this shared space? Thank you for participating in this interactive coloring book.
Chapter 11: Summary and Discussion

In this book, we aimed to connect the life experiences of selected Indiana Women of Achievement awardees and the Preskill and Brookfield (2009) leadership model. Through images, quotes, and summary stories, we demonstrated how the nine leadership tasks took shape in their lives and contexts. While no model is complete or perfect, we find that much of this model holds true for the women that we studied. Not every woman exhibits each of the learning tasks posed by Preskill and Brookfield, but they all share some of the characteristics posed.

The women exemplified many transformative and leadership skills discussed in Preskill and Brookfield (2009). “Transforming leadership produces a climate in which followers are constantly becoming leaders by virtue of the ideas they put forward, the actions they take, and the learning they engage in” (p. 7).

The women placed the needs of others above their own and led alongside as equals. Without diminishing themselves, they fostered growth within others using their skills collectively for community benefit. They found value in everyone’s experiences, advocating for the voice of others.

The women leaders exemplified the ideas of organic intellectuals posited by Gramsci et al. (1971) and transformative learning by Mezirow (1991). Each experienced cultural, social, or political transformations. Through formal and informal educational experiences, these women become agents of change in their communities.

Each [wo]man, finally, outside [her] his professional activity, carries on some form of intellectual activity, that is [s]he is a 'philosopher,’ an artist, a [wo]man of taste [s]he participates in a particular conception of the world, has a conscious line of moral conduct, and therefore contributes to sustain a conception of the world or to modify it, that is to bring into being a new mode of thought. (Gramsci, et al., 1971, p. 9)

These findings demonstrate the value of Preskill and Brookfield’s model. Individuals led by these women discovered their own value and affected greater changes in social practices. The examination of stories and lives of the IWA awardees gives insight to qualities that ought to be encouraged in the next generation of leaders to continue the momentum of change.

Transformative learning can occur for women through the support from community, family, and others. These women learned from life experiences and grew through critical self-reflection and self-advocacy by acknowledging socially constructed obstacles. These obstacles changed their behaviors, transforming these marginalized women into passionate leaders. While we questioned whether their behaviors were developmental or transformative, we feel that both instances occurred for many of these women.

We conclude that these women saw role opportunities and a desire to be a part of community change, impacting others by modeling and providing growth opportunities. The IWAA women desired different outcomes and changed perspectives and the status quo in their communities. These women displayed immense motivation, even when sustaining hope in the face of struggle.
As positive results accrued from their actions they continued to act, gravitating toward more humanitarian opportunities and improving the status of marginalized populations.

By connecting the stories of these women to the Preskill and Brookfield model, we have shown that even women from our own communities are leaders who can inspire and promote change and growth in others. As researchers, we have become more self aware of our own role and how we lead. We see optimism or hope in the face of our own struggles through these stories. These women have pushed the next generation to endure the next challenge, persisting to completion. Jean Amman taught us to endure the struggle and face the challenges in front of you. Lois Rockhill shared advice from her 2nd grade teacher to complete what you start. We are grateful that these women narrowed the gender gap for generations to follow. It is our duty to be self-aware and hopeful as we continue to persist and impact social change through learning as a way of leading.

Lessons from these women and learning tasks from the model can be incorporated into education about women’s achievements and acknowledgement of the strength of local leadership. This research and model can be further explored in community building and leadership within a university classroom experience, including immersive learning projects and for self-reflective projects. The Preskill and Brookfield model can also be used in many types of communities; business, corporate, education, and community settings. It is a means for communities to reflect on their leadership model and how they are making decisions and valuing all involved stakeholders. The Preskill and Brookfield model can transform individuals as they reflect upon their own leadership skills and how they are impacting others in their surrounding communities.

Many of the women shared that this was a meaningful quotes that helped them keep attuned to their purpose in the world. I am sharing it with you as the last words of this book. Thank you for your own leadership and all that you add to the world each day.

*People are often unreasonable, irrational, and self-centered. Forgive them anyway. If you are kind, people may accuse you of selfish, ulterior motives. Be kind anyway. If you are successful, you will win some unfaithful friends and some genuine enemies. Succeed anyway. If you are honest and sincere people may deceive you. Be honest and sincere anyway. What you spend years creating, others could destroy overnight. Create anyway. If you find serenity and happiness, some may be jealous. Be happy anyway. The good you do today will often be forgotten. Do good anyway. Give the best you have, and it will never be enough. Give your best anyway. In the final analysis, it is between you and God. It was never between you and them anyway.*

*The version found written on the wall in Mother Teresa's home for children in Calcutta:*