Women in Faculty Development Leadership: A Co-Mentoring Model

By Amanda K. Burbage & Kristen H. Gregory

Women are well-represented in faculty development leadership positions, yet there are inconsistent support systems in place for women leaders. Faculty development requires a unique leadership skill set to work with stakeholders across the institution. We conducted a collaborative self-study to investigate how co-mentorship provides women faculty developers a space to explore and develop leadership identity and practice. Data included teaching philosophies, journals, and transcribed co-mentoring meetings. Using grounded theory, three themes emerged: proficiency, self-efficacy, and advocacy. Considering the interplay between the themes, we conceived the Faculty Development Leadership Co-Mentoring Model as a promising approach for supporting women leaders.

Introduction

Faculty developers support faculty in a variety of fields, provide workshops and programs on teaching and learning, and manage a center for professional development. Many faculty developers were once faculty themselves (McDonald, 2010), and they bring skill sets specific to content, pedagogy, and instructional technology. However, those in faculty development positions must have leadership skills and competencies beyond that of pedagogy (Sugrue et al., 2018). Women fill the majority of faculty development positions (Collins-Brown et al., 2016; Green & Little, 2017) despite underrepresentation in senior leadership (Colby & Salinas, 2021). Although the number of women advancing into leadership roles in higher education has grown recently, women experience disparity in tenure, salary, and advancement (de Brey et al., 2021; Hussar et al., 2020).

Successfully transitioning to a leadership role is more than acquiring skills or attaining a title; it requires an identity shift (Ibarra et al., 2013; Plank, 2019). Adding to this complexity is that both leadership and the context in which it is performed are gendered spaces (Yoder, 2001). Higher education leadership requires collaboration, emotional intelligence, and caring for others, skills women are often pushed into or drawn toward (Bernhagen & Gravett, 2017). These types of leadership skills tend to be laborious and gendered and therefore devalued in educational leadership (Bernhagen & Gravett, 2017).

Intentional programming focused on leadership skills and advancement, including networking opportunities to discuss policy, practice, and institutional culture, has shown to provide promising targeted support for both prospective and practicing women leaders (Colby & Salinas, 2021). Examples of such programming include traditional mentoring and co-mentoring. Mentor/mentee relationships are unique partnerships where mentors engage mentees in dialogue to explore challenging situations; mentees gain perspective through the leadership, knowledge, and experiences of their mentor (Chopra et al., 2019). Mentorship can support women leaders by increasing mentee self-confidence, providing networking connections, and better understanding organizational culture (Chisholm-Burns et al., 2017; Yoder, 2001).

Co-mentorship is an emerging mentoring relationship that challenges traditional mentor-mentee structures. Co-mentoring takes place between two people equally sharing roles of mentee and mentor, recognizing their mutual abilities, rather than one-directional ability, to pass "knowledge, strategy, and lived experiences" (Chopra et al., 2019, p. ix). Among women peers, co-mentorship embraces feminist principles and self-disclosure by minimizing power imbalances found in traditional

mentoring models (Block & Tietjen-Smith, 2016; Dentith & Peterlin, 2011; Searby et al., 2015). As such, co-mentoring is a logical extension of a mentor/mentee mindful practice in which integrity, productivity, self-reflection, and self-improvement are at the core (Chopra et al., 2019).

Methods

Amanda and Kristen, the authors of and participants in this study, recently advanced from faculty to leadership positions in a new community college faculty development department. The department also included two men senior in rank and age. Amanda had seventeen years' experience in training, teaching, and program development in adult education and community college contexts. Kristen had twenty years' experience in teaching, professional development, and leadership in K–12 and community college contexts. In this article, we outline our experiences both shared (e.g., our, we) and individual (e.g., Amanda, Kristen).

We found it challenging to explore new faculty development leadership roles in front of our male superiors and faculty with whom we had previously worked. As we shared our experiences with each other, we identified a similar barrier: a lack of traditional mentoring opportunities to unpack, develop, and advocate for our leadership identity. We recognized we needed a safe space (List & Sorcinelli, 2018) to navigate and validate our leadership experiences and issues in a non-judgemental setting (Chopra et al., 2019).

Building on prior reflective work (Gregory & Burbage, 2017) and the literature on women in leadership, we embarked on a collaborative self-study of teacher education practices (S-STEP; Bodone et al., 2004; Kitchen & Ciuffetelli Parker, 2009). The following research question guided our investigation: How does participating in co-mentorship provide women faculty developers a safe space to explore and develop leadership identity and practice?

S-STEP provided a thoughtful and intentional venue for co-mentoring, where we could honestly express our fears, concerns, and frustrations, as well as problem solve through faculty development leadership challenges. The process of reflecting on faculty development leadership experiences, unpacking challenges and successes with a trusted other, and focusing on improving our practices served as the foundation of our self-study. Prior to beginning our self-study, and together in initial meetings, we each committed to the role of mentor where we invested in "the long-term growth of a mentee" (Chopra et al., 2019, p. 13). Further, we identified our shared expectations for one another as co-mentors: listening, reflecting, questioning, and supporting. The practices used in this study were undergirded by values encouraged in mentoring and S-STEP literature (e.g., Chopra et al., 2019; Schuck & Russell, 2005): mutual respect, trust, honesty, openness, mindfulness, and vulnerability. Further, we did not feel pressure to play a subordinate role or avoid feelings as an aversion to being labeled too feminine.

Over an 18-month period, we served as co-mentors asynchronously and synchronously. Asynchronously, we reflected on our personal experiences, journaled, and revised our teaching philosophies. Written journals focused on past and current leadership experiences, obstacles faced during leadership, and possible strategies to overcome challenges. We read one another's journals and teaching philosophies and noted questions or comments, then met synchronously to collaborate and unpack our reflections. Meetings were held monthly over an academic year, and discussions focused on extending past reflections (e.g., journal entries, past meeting discussions), current professional experiences, and possible future responses. Despite potential discomfort, we committed to asking difficult questions where we pushed each other beyond a simple 'why' and probed deeper into the content and experiences. The purpose of these difficult questions was to challenge assumptions, unpack mindsets, and broaden our views of leadership obstacles. We agreed to be honest and open to the co-mentor's feedback, suspending our defensiveness using active listening techniques and expressing empathy to facilitate the shared goal.

Throughout this experience, we collected and analyzed the following data: 13 drafts of our teaching philosophies, 20 personal shared journal entries (13,657 words), and 10 transcribed audio recordings of our discussions (320 minutes). Using grounded theory (Patton, 2002), we identified open codes (Corbin & Strauss, 2015) and axial codes (Saldaña, 2021) by segmenting and classifying ob-

served expressions (Corbin & Strauss, 2015) until we reached saturation.

Faculty Development Leadership Co-Mentoring Model

Three themes emerged from our co-mentoring experience: proficiency, self-efficacy, and advocacy. Considering the relationship of these themes, we developed a Faculty Development Leadership Co-Mentoring Model (see Figure 1). We outline each element of the model below and provide illustrative practical examples.

Figure 1. *Faculty Development Leadership Co-Mentoring Model*

Proficiency

Yoder (2001) suggested one way women may consider "enhancing effectiveness in masculinized settings is to be exceptionally competent, an unfair requirement—but one that works" (p. 820). Indeed, we found that despite being new faculty developers, we were pressured for definitive answers and solutions to long-standing problems. While it was "fundamentally unjust" (Yoder, 2001, p. 820) to immediately expect exceptional competency, we explored avenues for increased proficiency.

During collaborative brainstorming and personal journaling, we determined that leadership proficiency included identification and development of a strategy or skill to achieve a goal. For example, Amanda developed proficiency in the student

information system advanced functions, and Kristen led a faculty symposium steering committee which highlighted her event management knowledge. Our proficiencies each ultimately reflected positively on the faculty development team. Upon reflection, we identified three ways we grew in leadership proficiency.

First, we determined teaching style could inform leadership style. Our teaching philosophies reflected our constructivist practices which involved learners in co-creation of knowledge. Amanda shared, "I could present a teaching change as a limited choice option but that would be counterproductive, and that's how it is for organizational change too" (Meeting 5). She recognized including stakeholders was a reflection of leadership proficiency and thus engaged faculty with self-direction, providing more autonomous learning.

Second, we identified personal and professional resources to aid our leadership proficiency growth. For instance, our respective faculty development centers experienced decreased usage rates, an evaluative metric. In our safe co-mentoring space, we identified untapped resources in the departments of finance and human resources and developed partnerships. Women leaders have historically used relational approaches more than their male counterparts (Bernhagen & Gravett, 2017), and we found this relational proficiency added to our leadership effectiveness.

Third, the large amount of managerial work (e.g., student course evaluations), prevented us from investing time into more advanced faculty development tasks (e.g., workshop development). Because our co-mentoring model was situated in shared circumstances, it became a space from which to derive improved practices. Drawing on our experiences as women balancing the demands of the workplace and home, an underacknowledged strength outside of the co-mentoring space (Toffoletti & Starr, 2016), we sought to balance the demands of faculty development and management tasks. Together we developed streamlined approaches for managerial processes, increasing individual and team proficiency.

Self-Efficacy

Leadership self-efficacy, an important factor to effective leadership, is one's beliefs to learn or

perform leadership related tasks, yet women generally have lower leadership self-efficacy expectations than men (Bandura, 1977; Huszczo & Endres, 2017; Javidan et al., 2016; Paglis, 2010; Pohl et al., 2020). We both held high self-efficacy as faculty members and expected to transfer that self-efficacy to the faculty development role. Kristen journaled, "Certainly there have been some bumps along the way, but I am confident in my abilities to teach, run my classes, and impact my students" (Journal 2).

However, we found our leadership self-efficacy shifted based on our professional opportunities to exhibit proficiency. A significant portion of time was spent completing tasks that were below our skill sets (e.g., stuffing mailers), and we were sometimes excluded from leading projects that were directly aligned with our skill sets (e.g., coordinating intercollegiate faculty development projects), causing us to experience lower self-efficacy. Yet, when we were asked to support an important process mapping initiative at our institution, we were afforded an opportunity to exhibit our proficiency in communication and change leadership. Receiving this assignment reflected the trust of our superiors and colleagues, affirming their belief in us. Positive experiences such as this increased leadership self-efficacy.

Co-mentorship was a transformational space for us to unpack connections between our leadership identity, practices, and self-efficacy. Amanda expressed the impact of reflecting, sharing, and discussing connections of faculty development identity and practices on self-efficacy in a meeting, "Growing into my new role my confidence in my abilities feels more secure, and I even feel confident when I don't have the answers, that I don't have to know everything" (Meeting 6). Through co-mentoring we explored critical questions, offered encouragement, and served as a sounding board, ultimately positively impacting our leadership self-efficacy.

Advocacy

Beyond emphasizing proficiency and self-efficacy to strengthen our perceptions of our leadership identities, we also prioritized advocacy in order to strengthen external perceptions. We identified four types of advocacy applicable to our faculty development role: self-advocacy, ally-advocacy, team-advocacy, and institution-advocacy.

Women are typically less likely to initiate advocacy for themselves (Bowles & Babcock, 2013; Smith & Huntoon, 2014), yet we intentionally explored self-advocacy as part of our faculty development leadership identity. Recognizing her personal proficiency and growing self-efficacy, Kristen engaged in self-advocacy by promoting and defending her choice to accept her new role. She journaled, "Did I do the right thing to accept this position? YES! I stand 100% behind my decision as I know I'm qualified … I just need to show others I can fulfill this role" (Journal 8). The discussion that ensued provided opportunities for Kristen to continue practicing public self-advocacy.

Ally-advocacy occurred when collaborating to improve our co-mentor's idea and then publicly backing her in departmental meetings. This solidarity tactic, albeit effective, is potentially problematic due to workplace bias and other barriers (Webber & Giuffre, 2019). However, we found success in ally-advocacy by repeating and crediting promising ideas, bolstering the cause of our teammate. For instance, Amanda brought up a faculty development change-strategy during a co-mentoring session, and together we refined the idea and maximized its implementation potential. When Amanda then suggested this approach in a full-team meeting, it was not initially supported. Recognizing her opportunity to ally-advocate, Kristen weighed in with her backing and reasoning, which led to reconsideration by our supervisors.

Through our co-mentoring, we became stronger team-advocates. Like many professional teams, strengths and weaknesses distributed across members impacted our overall performance. For instance, our team struggled to effectively communicate our impact to executive leaders and faculty constituents which made us vulnerable to devaluation due to the newness of the program and our leadership roles. In our co-mentoring space, we explored our team's communication strengths and weaknesses. This safe environment allowed us to take ownership over personal failures, express the full range of emotion associated with team miscommunication, and unpack other team members' actions without fear of retaliation. We brainstormed strategies to advocate for both the team and individual members by lobbying responsibilities better suited for individual strengths. This approach put us in an improved position when public criticism

arose for team communication failures. We worked proactively to resolve the issues and could swiftly turn the conversation to ways we leveraged team strengths and limited weaknesses.

Finally, we learned to advocate more effectively for our institution. Multiple college-wide changes led to tension between various stakeholders. As faculty developers, we were the middle ground between faculty and executives. Through co-mentoring we objectively explored the college-wide changes, expressed our personal concerns, and brainstormed strategies to support college-wide goals as faculty developers. Co-mentoring was instrumental to this process because we were able engage in honest conversations, maintain focus on the overall goal, be open about obstacles, and work together to follow through with identified solutions (Chopra et al., 2019). For example, when we interacted with other faculty or administrators, we respectfully listened to their concerns and then shared the personal understanding we previously developed through co-mentoring. Through this tactic, we advocated for institutional goals to stakeholder groups.

Conclusion

We conducted a collaborative S-STEP to investigate how participating in co-mentorship provided us, as women faculty developers, a safe space to explore and develop leadership identity and practice. Our co-mentoring experience resulted in strengthened sense of self, sense of community, and improved results for the faculty development program. Using grounded theory (Patton, 2002), we developed the Faculty Development Leadership Co-Mentoring Model that outlines how we explored leadership identity within a transformative space (see Figure 1). Exploring proficiency, self-efficacy, and advocacy helped us navigate various leadership challenges. Additionally, we found that each component influenced the others, strengthening our leadership identity.

Within co-mentoring, we supported one another's leadership development through discussions and personal journals. This approach was successful because we took time to reflect on leadership challenges with a trusted peer, something not always possible when new to a position. Critically reflecting helped us develop stronger understandings of ourselves as leaders and our roles within the faculty

development team. Our experiences reinforced the need for additional institutional systems of support for recently-advanced leaders, and we recognized opportunities as faculty developers to strengthen the case for co-mentoring across the institution.

Co-mentoring allowed us to safely explore our leadership styles and examine the styles of others without being judged or labeled autocratic (Gipson et al., 2017). Our co-mentoring sessions and personal reflection became opportunities to practice our leadership (Chopra et al., 2019). Just as we used case studies or simulations in our teaching practice as evidenced by our teaching philosophies, we used authentic leadership scenarios to hone our leadership identity and craft. This practice helped us develop empathy for other women leaders as we confronted and understood the complexity of our common leadership challenges.

We discovered our shared situation allowed us to critically challenge each other's interpretations and skillfully reflect upon solutions. Partnering with the right co-mentor was important. Our established trust and vulnerability was necessary to unpack barriers we experienced after advancement.

Faculty developers and women advancing to leadership positions may find practical use in our Faculty Development Leadership Co-Mentoring Model. Faculty development departments play an important role in organizing and supporting mentorship relationships, including co-mentoring. Intentional efforts exploring leadership proficiency, self-efficacy, and advocacy could add to the institutional opportunities to develop leadership skills.

In addition, our model is one avenue for new faculty developers to engage in their own co-mentorship. Faculty developers are encouraged to engage in regular self-reflection and partner with similarly situated peers at their institutions or across professional development networks. Drawing upon faculty experiences, examining the teaching philosophy for faculty development application, and leveraging relationship-building skills to develop partnerships across the institution may be strategies for faculty developers to explore in the co-mentoring space.

Faculty developers could review their current offerings to see how they support leaders across the institution, including those transitioning from a faculty role to an administrative position, those

staying in a faculty role but adding a leadership component to their responsibilities, and those who are under-supported in their current leadership role. By promoting co-mentorship as an avenue of growth for all leaders, faculty developers can strengthen the culture of the institution by encouraging reflection, trusted relationships, and leadership development for everyone.

We recognize our co-mentoring model emerged from our specific situation as new women leaders, yet we believe it provides insight for other faculty developers as they navigate their leadership roles. This model may be replicable for other faculty developers with transitioning roles or women advancing in leadership. Likewise, faculty developers may develop programs to facilitate similar experiences to ours, helping faculty and faculty developers connect with critical friends. In addition, faculty developers may provide a framework for engaging in self-study, including reflection and discussion prompts centered around the components and intersections of the Faculty Development Leadership Co-Mentoring Model. Replicating this model independently or as part of a formal faculty development program may help participants establish connections between proficiency, self-efficacy, and advocacy. Further, participants may engage in a formal self-study to explore the nature of their transformation and pursue opportunities to contribute to the academic literature on this unique methodology.

This model is not offered as a prescriptive practice but as a starting point for a transformative conversation between women and their colleagues. We encourage readers to consider the findings of this study as illustrative of the potential of a co-mentoring model for leadership identity and practice, particularly for women who are navigating recent advancement to higher education leadership positions.

References

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*, 191–215. https://psycnet.apa.org/doi/10.1037/0033-295X.84.2.191

Bernhagen, L., & Gravett, E. (2017). Educational development as pink collar labor: Implications and recommendations. *To Improve the Academy*, *36*(1), 9–19. https://doi.org/10.1002/tia2.20053

Block, B. A., & Tietjen-Smith, T. (2016). The case for women mentoring women. *Quest*, *68*(3), 306–315. https://doi.org/10.1080/00336297.2016.1190285

Bodone, F., Guojonsdottir, H., & Dalmau, M. (2004). Revisioning and recreating practice: Collaboration in self-study. In M. Hamilton, J. Loughran, V. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (pp. 743–784). Springer. https://doi.org/10.1007/978-1-4020-6545-3_19

Bowles, H. R., & Babcock, L. (2013). How can women escape the compensation negotiation dilemma? Relational accounts are one answer. *Psychology of Women Quarterly*, *37*(1), 80–96. https://doi.org/10.1177%2F0361684312455524

Chisholm-Burns, M. A., Spivey, C. A., Hagemann, T., & Josephson, M.A. (2017). Women in leadership and the bewildering glass ceiling. *American Journal of Health-System Pharmacy*, *74*(5), 312–324. https://doi.org/10.2146/ajhp160930

Chopra, V., Vaughn, V. & Saint, S. (2019). *The mentoring guide: Helping mentors and mentees succeed*. Michigan Publishing.

Colby, S., & Salinas, T. M. (2021) Intentional leadership development programming for advancing women leaders. *Journal of Faculty Development*, *35*(1), 27–33.

Collins-Brown, E., Cruz, L., Torosyan, R., Berger, J., Flaming, A., Harrell, A., Morris, T., Mullinix, B., & Palmore, E. (2016). *The 2016 POD network membership survey: Past, present, and future*. POD Network. https://podnetwork.org/content/uploads/2016podmembershipreport-printnomarks.pdf

Corbin, J. M., & Strauss, A. L. (2015). *Basics of qualitative research techniques and procedures for developing grounded theory* (4th ed.). Sage Publications.

de Brey, C., Snyder, T. D., Zhang, A., & Dillow, S. A. (2021). *Digest of education statistics 2019* (NCES 2021-009). National Center for Education Statistics. https://nces.ed.gov/pubs2021/2021009.pdf

Dentith, A. M., & Peterlin, B. (2011). Leadership education from within a feminist ethos. *Journal of Research on Leadership Education*, *6*(2), 36–58. https://doi.org/10.1177%2F194277511100600201

Gipson, A. N., Pfaff, D. L., Mendelsohn, D. B., Catenacci, L. T., & Burke, W. W. (2017). Women and leadership: Selection, development, leadership style, and performance. *The Journal of Applied Behavioral Science*, *53*(1), 32–65. https://doi.org/10.1177%2F0021886316687247

Green, D. A., & Little, D. (2017). On the other side of the wall: The miscategorization of educational developers in the United States? *To Improve the Academy*, *36*(2), 77–88. https://doi.org/10.1002/tia2.20060

Gregory, K. H., & Burbage, A. K. (2017). Exploring faculty development identity through self-study: Teaching philosophies, reflective practice, and critical friendship. *Journal of Ethnographic & Qualitative Research*, *12*(2), 110–124.

Hussar, B., Zhang, J., Hein, S., Wang, K., Roberts, A., Cui, J., Smith, M., Bullock Mann, F., Barmer, A., and Dilig, R. (2020). *The condition of education 2020* (NCES 2020-144). National Center for Education Statistics. https://nces.ed.gov/pubs2020/2020144.pdf

Huszczo, G., & Endres, M. L. (2017). Gender differences in the importance of personality traits in predicting leadership self-efficacy. *International Journal of Training and Development*, *21*(4), 304–317. https://doi.org/10.1111/ijtd.12113

Ibarra, H., Ely, R., & Kolb, D. (2013). Women rising: The unseen barriers. *Harvard Business Review*, *91*(9), 60–66.

Javidan, M., Bullough, A., & Dibble, R. (2016). Mind the gap: Gender differences in global leadership self-efficacies. *Academy of Management Perspectives*, *30*(1), 59–73. https://doi.org/10.5465/amp.2015.0035

Kitchen, J., & Ciuffetelli Parker, D. (2009). Self-study communities of practice: Developing community, critically inquiring as community. In S. G. C. Lassonde, & C. Kosnik (Eds.), *Self-study research methodologies for teacher educators* (pp. 107–128). Sense Publishers. https://doi.org/10.1163/9789087906900_008

List, K., & Sorcinelli, M. D. (2018). Increasing leadership capacity for senior women faculty through mutual mentoring. *Journal of Faculty Development*, *32*(1), 7–16.

McDonald, J. (2010). Charting pathways into the field of educational development. In J. McDonald, & D. Stockley (Eds.), New directions for teaching and learning: Summer 2010, No.122. *Pathways to the profession of educational development* (pp. 37–45). Jossey-Bass.

Paglis, L. L. (2010). Leadership self-efficacy: Research findings and practical applications. *Journal of Management Development*, *29*(9), 771–782. http://dx.doi.org/10.1108/02621711011072487

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Sage Publications.

Plank, K. M. (2019). Intersections of identity and power in educational development. In E. O. Gravett, & L. Bernhagen (Eds.), New directions for teaching and learning: Fall 2020, No.159. *Educational development and identity: Power, position, and the profession* (pp. 85–96). https://doi.org/10.1002/tl.20351

Pohl, S., Desrumaux, P., & Vonthron, A. M. (2020). The mediating effect on self-efficacy in the relationship between gender identity and leadership style. *Journal of Social Science Research*, *15*, 1–10. https://doi.org/10.24297/jssr.v15i.8554

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage Publications.

Schuck, S., & Russell, T. (2005). Self-study, critical friendship, and the complexities of teacher education. *Studying Teacher Education*, *1*(2), 107–121. https://doi.org/10.1080/17425960500288291

Searby, L., Ballenger, J., & Tripses, J. (2015). Climbing the ladder, holding the ladder: The mentoring experiences of higher education female leaders. *Advancing Women in Leadership Journal*, *35*, 98–107. https://doi.org/10.21423/awlj-v35.a141

Smith, J. L., & Huntoon, M. (2014). Women's bragging rights: Overcoming modesty norms to facilitate women's self-promotion. *Psychology of Women Quarterly*, *38*(4), 447–459. https://doi.org/10.1177%2F0361684313515840

Sugrue, C., Englund, T., Solbrekke, T. D., & Fossland, T. (2018). Trends in the practices of academic developers: Trajectories of higher education? *Studies in Higher Education*, *43*(12), 2336–2353. https://doi.org/10.1080/03075079.2017.1326026

Toffoletti, K., & Starr, K. (2016). Women academics and work–life balance: Gendered discourses of work and care. *Gender, Work & Organization*, *23*(5), 489–504. https://doi.org/10.1111/gwao.12133

Webber, G. R., & Giuffre, P. (2019). Women's relationships with women at work: Barriers to solidarity. *Sociology Compass*, *13*(6). https://doi.org/10.1111/soc4.12698

Yoder, J. D. (2001). Making leadership work more effectively for women. *Journal of Social Issues*, *57*(4), 815–828. https://doi.org/10.1111/0022-4537.00243
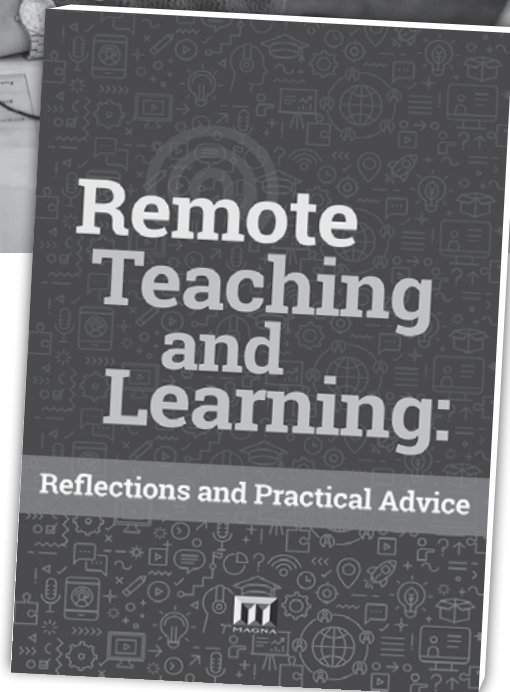
Amanda K. Burbage, Ph.D., is an Assistant Professor of Medical and Health Professions Education in the School of Health Professions at Eastern Virginia Medical School.

Kristen H. Gregory, Ph.D., is an Assistant Professor of Elementary Education in the College of Education at East Carolina University.