

# Directory of Research on Women and Education in Utah 2010

---

May 1, 2010  
UWEP 2010-204



*Office of the Utah Women & Education Project  
Utah Valley University*

## Research Studies

**Cooley, A., Derr, E., Hayrapetyan, N., & Bryce, R. (2010). An empirical study of computer bugs in undergraduate programming assignments. Presented at the Utah Conference on Undergraduate Research. Southern Utah University, Cedar City, UT.**

During the period of 2003-2006, about 60% of female students with a Computer Science major dropped out of the program after their freshman year at Utah State University. As female students in the program, we know that one of the biggest frustrations that students experience is that their solutions to programming assignments often contain bugs that are difficult to track down. Women seem to feel that they are inadequate--in comparison to their peers--and may not realize that many students are making the same bugs. We are uncovering common problems with bugs and communicating the results to help all students in the program. Using online forms, we collect data on the bugs that students bring to the undergrad tutor lab. Each month, we gather and classify the bugs by analyzing their root causes and determining how common each bug is in different courses. We then share this data with students by creating posters for the tutor labs and on-line website. In addition, we offer mentoring in the form of peer review sessions for undergraduate students.

Alison Cooley  
Elise Derr  
Nare Hayrapetyan  
Renee Bryce  
Department of Computer Science  
Utah State University

**Foley, L., & Norris Exton, V. (not yet published). Abstract for paraeducator-to-teacher self efficacies study.**

Dr. Laura Foley and Dr. Virginia Norris Exton of USU's School of Teacher Education and Leadership, Uintah Basin Regional Campus, have initiated a pilot paraeducator teacher education program to provide opportunities for non-certified school district personnel to earn education degrees and become certified teachers. The program will address chronic teacher shortages in rural areas, provide an avenue to diversify the teacher workforce, and hopefully encourage replication on other regional USU campuses. Foley and Exton are studying the self-efficacies of paraeducators recruited in 2009 from two school districts in Uintah Basin. Paraeducators are pre-aculturated in the public school education environment. They have prior experience with student needs, classroom management, and lesson development that most traditional education students do not possess. In addition, paraeducators are mostly female, include a higher percentage of minorities, and may be marginalized in the educational community by the lack of a college degree.

This research study has several important dynamics: relevance to current teacher shortages in rural areas, economic need among the target population, and the potential for data longevity. Findings from this study will insure that decisions regarding changes or adjustments to the USU paraeducator teacher education program will be evidence-based.

Laura Foley, Ed.D  
Utah State University  
School of Teacher Education and Leadership  
1680 Highway 40

Vernal, UT 84078  
Office: 435.722.1765  
laura.foley@usu.edu

Virginia Norris Exton, Ed.D  
Utah State University  
School of Teacher Education and Leadership  
1680 Highway 40  
Vernal, UT 84078  
Office: 435.722.1762  
vini.exton@usu.edu

**Lown, J. M. (1999). Financial planning for women: An educational model. *The Journal of Consumer Education*, 17, 8-13. Retrieved at [http://www.cefe.illinois.edu/JCE/archives/1999\\_vol\\_17/Lown%201999.pdf](http://www.cefe.illinois.edu/JCE/archives/1999_vol_17/Lown%201999.pdf)**

This article describes a financial education program for women that can be adapted to meet the needs of a variety of communities. Financial Planning for Women (FPW) [www.usu.edu/fpw](http://www.usu.edu/fpw) is based on the philosophy of empowering women to plan for their financial future. The program is conducted by a university professor and involves university students in program planning and delivery. FPW uses a combination of traditional program delivery (evening monthly meetings) with a nontraditional component (E-mail program summaries) to provide information to women who cannot attend each session.

Jean M. Lown, Ph.D.  
Utah State University  
Family, Consumer, & Human Development  
2905 Old Main Hill  
Logan, UT 84322-2905  
435.797.1569  
[jean.lown@usu.edu](mailto:jean.lown@usu.edu)

**Lown, J. M. (2004). Women's preferences for learning about financial planning. *Journal of Personal Finance*, 3(4), 49-58.**

Focus groups were conducted with employed baby boomer women (35-55 years old) to identify preferred methods of learning about financial planning for retirement. The clearest demarcation was between women who preferred attending a group activity and those who wanted to learn individually. Older women tended to prefer classes or seminars while younger women were more likely to favor independent learning and to use the Internet. Time was a big factor: not enough to learn about investing and plenty of time before the younger boomers feel they need to start planning for retirement. Financial planners, especially new professionals building their practice, should be aware that many women prefer to work with or learn from female professionals and thus may want to work in male-female teams. Educators and planners should offer workshops to established women's organizations or employers where women are in the majority.

Jean M. Lown, Ph.D.  
Utah State University  
Family, Consumer, & Human Development

2905 Old Main Hill  
Logan, UT 84322-2905  
435.797.1569  
[jean.lown@usu.edu](mailto:jean.lown@usu.edu)

**Lown, J. M. (2008, September). The role of retirement personality type in motivating women to plan for retirement. *TIAA-CREF Institute Trends and Issues*. Retrieved at [http://www.tiaa-crefinstitute.org/pdf/research/trends\\_issues/090108b.pdf](http://www.tiaa-crefinstitute.org/pdf/research/trends_issues/090108b.pdf)**

This two phase study examined how to motivate women to save for retirement. The quantitative first phase validated findings regarding the existence of distinct personality types among women regarding retirement saving. Differences exist among the personality types regarding risk tolerance and retirement planning actions. The research also confirmed that many women are reluctant to take investment risks. Many women need to be educated about the components of risk, the impact of time, and the risk-return relationship. Women need to understand how investing too conservatively can result in failure to meet financial goals.

Jean M. Lown, Ph.D.  
Utah State University  
Family, Consumer, & Human Development  
2905 Old Main Hill  
Logan, UT 84322-2905  
435.797.1569  
[jean.lown@usu.edu](mailto:jean.lown@usu.edu)

**O'Dell, L., & Henderson, G. L. (2010). *Evil steps: Disney's interpretation of female relationships*. Presented at the Utah Conference of Undergraduate Research.**

Compassion for others is a trait typically learned in youth by following the example of role models. Throughout this paper, I examine Disney heroines—common role models for girls—from six movies. More specifically, I look at their relationships with other women in their films and how these relationships have failed as positive models for girls. Being connected by the bonds of womanhood should entail a natural empathy between women; however, this empathy is often corrupted. Karen Hollinger, throughout *In the Company of Women*, argues that films that focus on conflicts between women obscure other issues related to women's position in society, relieve men of any responsibility for women's problems, and suggest, instead, that women should grant men primary importance in their lives because they are the only ones upon whom women can rely (207). I argue that most of Disney's animated heroines, role models for millions of girls, teach them that compassion for other women is not necessary; it is more important to be beautiful and take care of the men folk. June Cummins argues in *Romancing the Plot: The Real Beast of Disney's Beauty and the Beast* that the women in *Beauty and the Beast* are whores, Madonnas, or ingénues. I take her argument further by suggesting that women from almost every Disney movie can be classified as such. I specify how the relationships play out between all three types, and how sometimes seemingly good mutual relationships between the Disney women are one-sided. I also scrutinize the animation technique used in the movies. I employ Naomi Wood's article —*Domesticating Dreams in Walt Disney's Cinderella* to look at the —Black Hat/ White Hat tactic used in Disney animation. Finally, I observe at least one Disney film with good female relationship models, and I look to the future for more promising prospects.

Lindsay O'Dell  
Gae Lyn Henderson  
Department of English  
Utah Valley University

**Willis, E., & De Schweinitz, R. (2010). Calamity Jane: LDS women volunteers and the Teton Dam disaster. Presented at the Utah Conference of Undergraduate Research.**

Women in natural disaster relief have largely been overlooked in the historiographical record; likewise, modern Latter-day Saint (LDS) women's history is underrepresented. This project looks at LDS women - both victims and volunteers - during the Teton Dam failure in Southeastern Idaho in 1976. It relies heavily on the book *That Day in June: Reflections on the Teton Dam Disaster*, a compilation of accounts written by victims, volunteers, and friends of those impacted by the disaster and published in 1977; it also draws on local newspaper articles reporting the disaster and relief efforts. Most of the entries in *That Day in June* were written by women and, therefore, provide a unique insight into what the disaster meant for them. Women victims concentrated on a number of recurrent themes including initial reactions to the disaster, faith-building experiences, gratitude for family safety, regrets over lost memory books and photographs, and gratitude for volunteers; women volunteers mentioned faith-building experiences, expressed gratitude for the opportunity to serve, and described the work they were involved in. Because LDS women had to negotiate between what male leaders presented as the ideal woman and their own desires to become fully human as they deemed appropriate, I chose to focus on how the work they did during cleanup and public reactions to that work either defied or confirmed contemporary LDS gender expectations. Although there is no indication that installing insulation or washing hundreds of loads of laundry resulted in more public status for women, the way that women themselves discussed their work suggests that they found it fulfilling and important to the rebuilding process.

Emily Willis  
Rebecca De Schweinitz  
Department of History  
Brigham Young University

**Zalkind, B., & Metz, A.J. (2010). Where do we go from here? Experiences and perceptions of recent college graduates. Presented at the Utah Conference of Undergraduate Research.**

As the nation suffers from one of the worst economic recessions since the great depression, millions of Americans find themselves out of work. Unemployment causes a host of problems for people of all ages and backgrounds. Most of the vocational psychology literature has hitherto focused on job search self-efficacy and job search intensity in general adult populations. As such, the landscape of post-college graduates has been understudied. Given the unique position of this population - qualified, intelligent, and looking to begin a career - we speculated that college graduates are likely facing a complicated future outlook. Our primary objective, thus, was to assess the impact of unemployment on these young people and illuminate the effects of unemployment, or substandard employment, on global self-esteem, mental health, and notions of career compromise. Using the social networking website Facebook, we recruited 111 participants (41% male and 58% female) to take a survey measuring the interplay among career barriers, proactive behaviors, job search self-efficacy, and job search intensity. We hypothesized that unemployment and underemployment would have deleterious effects on respondents' global self-esteem, mental health, and notions of career compromise. Our results showed that 76.7% of recent college graduates in our sample were currently employed and

21.2% were unemployed. Results further indicated that the unemployed participants in our sample had low levels of stress, anxiety, and depression; low job-search intensity; and perceived few barriers to their career success. Conversely, respondents showed high levels of job search self-efficacy and a generally proactive disposition. These findings do not confirm our hypotheses or comport with extant literature. More research is warranted.

Ben Zalkind

A.J. Metz

Department of Psychology and Department of Counseling Psychology  
University of Utah

## Press on Utah Research

**Anonymous. Researchers Study Why Fewer Utah Women than Men Attend College. (2009, December). *Women in Higher Education*, 18(12), 5. Document ID: 1929906671.**

While women outnumber men on most U.S. college campuses, women are still the minority at most schools in Utah. Is Mormonism to blame? Dr. Susan Madsen, a Utah Valley University business professor, is studying why Utah women seem less interested in higher ed than their peers. Madsen, whose book, *On Becoming a Woman Leader*, chronicles the experiences of 10 women campus presidents, is leading a group of researchers and educators in the year-long Women in Education Project.

**Anonymous. Women on the Move. (2008, August). *Women in Higher Education*, 17(8), 16,23. Document ID: 1536332451.**

Dr. Sylvia Rodriguez Andrew, former acting president of Evergreen Community College CA and Interim chancellor of the San Jose/Evergreen Community College district, **moves** to provost at Antioch University at Los Angeles in August. \* Dr. Lisa Andersen **moves** from Columbia University NY, where she has been dean of the school of International and Public affairs and chair of the political sciences department, to provost of the American University in Cairo.

**Bonner, Jessie L. Associated Press. (2010, March 3). Utah joins effort to boost college completion rate. *Deseret News*, A.10. Document ID: 1974688851.**

The benchmark falls in line with President Barack Obama's desire to once again make the U.S. the leader in college attainment by 2020. The U.S. led the world in the proportion of citizens with college degrees for decades but has been overtaken by other countries in recent years.

"It's certainly the biggest effort of its kind to recognize the magnitude of the problem and address it in a systematic way," said Pat Callan, executive director of the National Center for Public Policy and Higher Education. "We don't know how well it'll work of course. ... It's gonna be a tough go. This is not an easy set of problems."

**Deseret News editorial. (2010, February 1). Make college a priority. *Deseret News*, A.10. Document ID: 1951765091.**

The state system of higher education is already delving into the latter. This phenomenon deserves careful consideration, given that 49 percent of students in Utah colleges and universities are female, compared to 57 percent nationwide. The University of Utah and Utah Valley University have the lowest percentages of female students among state-supported universities at 44 percent and 43 percent, respectively.

For the sake of the state's economy, and for the personal development of Utahns themselves, college needs to be a higher priority. The state must reverse the trend of fewer Utahns attending college and take steps to ensure that the state's institutions of higher learning have adequate support so students can be successful in their pursuit of a college education.

**Egan, Dan. The Salt Lake Tribune. (1997, September 9). Utah Records Dip In Female Faculty At Public Colleges. *The Salt Lake Tribune*,p. B.1. Document ID: 14038351.**

Utah's 10-year effort to hire more female college faculty has hit a snag. After making steady gains for most of the past decade, the percentage of female teachers at the state's nine public colleges and universities dipped slightly this year. In 1988, male faculty members outnumbered women nearly 4 to 1. That ratio improved to about 2 to 1 in 1994, but has remained almost constant since then. "We really haven't changed much, as a percentage, in the past three years," said Michael Petersen, academic-affairs associate commissioner for the Utah System of Higher Education. "The main factor is that we haven't been hiring the number of faculty members that we had been."

**Florez, John. Deseret News. (2010, February 8). Don't sacrifice education just to save money. *Deseret News*,A.13. Document ID: 1960178061.**

It's true times have changed and so must our public institutions to keep up with change; however, policymakers should first understand how our environment has changed and how to renew it to solve today's problems in keeping with our values. How many lawmakers have taken the time to see the creative things now taking place in our school districts and the challenges our families face in today's economy? Do they know that students already can and do shorten their stay in school and go on to higher education; that more parents are having trouble making ends meet and have to rely on school buses to get their children to school; that students have to wait in long lines each month to get Utah Transit Authority passes? And while there is talk about UTA taking over school busing to save money, it would create a larger bureaucracy and the busing of children would be lost in the shuffle. Our children must be a priority, not an afterthought.

**Greenleigh, Alicia. (2007, March 12). Education briefs. *The Salt Lake Tribune*. Document ID: 1230712871.**

Each year, the family of billionaire industrialist and philanthropist Jon M. Huntsman presents a check for \$10,000 and a crystal obelisk to each of 10 outstanding Utah public educators: six teachers, three administrators and a volunteer.

Utah's enrollment numbers for the spring semester are up 0.9 percent for men and 0.6 for women compared with the same semester a year ago, the Utah System of Higher Education reported.

The Utah schools are: Logan School District's Mount Logan Middle School, Principal Dan Johnson; Davis School District's Syracuse Junior High School, Principal Robin Bowden; and Jordan School District's Sunset Ridge Middle School, Principal Catherine Jensen.

**Leonard, Wendy. Deseret News. (2009, November 10). Utah women lag behind nation in higher education. *Deseret News*,A.1. Document ID: 1897481401.**

"We think we're encouraging young women in Utah to be educated," [Susan Madsen] said. "But there are a lot of young women -- and young men, for that matter -- who choose not to go to college." "As tuition increases, married couples often find they can only afford to send one person to college at a time," [William Sederburg] said. "Typically, it is the woman who steps back." "It's a great project,"

Madsen said of her group's study. "Everyone we talk to seems to get it and agrees that it's really important."

**Maffly, Brian. (2010, February 18). Utah college enrollment at historic levels. *The Salt Lake Tribune*, Document ID: 1965772171.**

Reeling from historic budget cuts and bracing for even deeper ones, Utah's public colleges and universities this year absorbed an equally historic enrollment surge of more than 13,000 students, or 9.5 percent, according to spring semester enrollment figures released Thursday.

**Sederburg, William. (2010, March 1). Will we lead or manage education? *Deseret News*, A.8. Document ID: 1973089871.**

Utah's legislative leaders and governor are appropriately proud of Utah being recognized as the "best-managed state in the Union" (Pew Trust). Utah has a good bond rating, produces balanced budgets and watches every dollar very closely. Well done, managers!

The Utah legislative process is particularly difficult to watch this year because too often, it seems, the desire to manage outweighs the desire to lead. The next two weeks will determine if the Legislature and governor will "lead" or just manage the state.

If their original plan is enacted, the difference with the governor's budget for higher education is an additional 13 percent cut, or \$93 million. This will deny education to thousands of Utah citizens. At Salt Lake Community College, it means a reduction of 1,880 sections and the denial of educational opportunities to approximately 4,700 students. At Utah Valley University, 372 class sections will be closed and 930 students turned away.

**Stewart, Erin. *Deseret Morning News*. (2006, July 28). Education leaders hash out goals. *Deseret News*, p. B04. Document ID: 1085019481.**

Final details of the enrollment plan and a proposed 2007-08 budget will likely be hashed out in September. The plans to increase enrollment are particularly timely as Utah's colleges sit on the cusp of a projected 10-year dry spell. In particular, [Rich Kendell] said he's concerned about the participation of minorities and women in Utah's colleges and universities. About 10 percent of Hispanic residents in Utah get at least a bachelor's degree, compared to 27 percent of white residents. In addition, the percentage of women in Utah with bachelor's degree or higher has fallen from ninth place in the nation to 25th place since 1940, according to the U.S. Census Bureau. [David Buhler] added the enrollment initiative, titled "Building a Stronger State of Minds," aims to put Utah's ideals about higher education more in sync with reality. In a poll commissioned by the system of higher education of 600 Utahns, roughly 93 percent said higher education is important or very important. In reality, only about 26 percent of 25- to 34-year-olds Utahns hold a bachelor's degree or higher.

**Sykes, Shinika A. (2003, December 13). Group says college prep for minorities dismal. *The Salt Lake Tribune*, p. B3. Document ID: 490245701.**

Approximately 81,000 of Utah's total 487,000 students in kindergarten through 12th grade are identified as racial minorities, yet too few of those students are on college preparation tracks or being

encouraged to attend college, Sam Curley, president of the Utah Coalition for the Advancement of Minorities in Higher Education, said Friday.

Other than the federally funded programs and a national effort targeting women and minorities in math and science courses, she added, Utah's higher education system suffers from dismal coordination and communication in reaching out to minorities.

Utah School Board Chairman Kim Burningham says the state fully supports efforts to increase minority enrollment on Utah's college campuses and is implementing a tracking system that complies with the No Child Left behind Education Reform law.

**Wright, Lili. The Salt Lake Tribune. (1993, March 7). NEW HIGHER-EDUCATION COMMISSIONER FIGHTS FOR ADVANCEMENT OF WOMEN. *The Salt Lake Tribune*, p. A15. Document ID: 214511761.**

"My style is not to go out and burn bras," says Ms. [Cecelia Foxley], 50, Utah's next Commissioner of Higher Education and the first woman to have the job. "I have found that people will listen to reason. So you get your facts straight and approach people diplomatically. But number one is you have to be prepared." Born and raised in Utah, Ms. Foxley attended Utah State University, married and taught high school English. The family eventually moved to Utah, so Ms. Foxley could follow an offer to teach at USU. She moved into administration, later to be named deputy commissioner for the state office.

**Wright, Lili. The Salt Lake Tribune. (1995, March 2). U. DEAN: WOMEN, TAKE CHARGE WOMEN MUST TAKE CONTROL OF LIVES. *The Salt Lake Tribune*, p. B.1. Document ID: 20035163.**

As a guest speaker Wednesday during Weber State University's Women's Emphasis Week, [Reba] Keele outlined her strategy for female empowerment to a small gathering of faculty and students. By way of illustration, Keele drew from her childhood on plumbing less Miller Creek farm, her 25-plus years in academia and her eclectic cartoon collection -- which she puts at about 1,000. Keele, who studies management and business power structures, is an institution in Utah's higher-education circles. She held various posts at BYU before being named the U.'s Dean of Undergraduate Studies in 1991. She also served on the Utah Board of Regents for six years.