

# METAMORPHOSIS

A Professional Perspective Published by the Center for Professional Development

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### *This One's For Mom*

By Louise Mengelkoch

#### *Significance of gender pay equity settlement reaches into past and future*

As a telephone operator at Northwestern Bell for 37 years, my mother had tales of gender discrimination that would curl even my hair. Curiously enough, she never told me these stories until I mentioned that I was thinking about becoming a named plaintiff in a class-action lawsuit for gender pay equity against my employer. That got her going.

My personal favorite was the story of "management" calling individual female workers at their homes to see if a man answered. If so, it was assumed the woman had secretly married. Then a "spy" within the operator ranks would be recruited and a home visit made. Married "girls" lost their jobs. That was during the Depression, so, it was argued, only one job per household was necessary. Yet it was not the men who were spied upon or the men who were fired. It was the women's employment that was considered irrelevant, expendable or

discretionary. And they were paid accordingly.

WWII solved this kind of discrimination for my mother and the rest of the women. They then became so valuable that "Ma Bell" would sometimes put them up at downtown hotels so they could work 16-hour days. But then, after the War, women again became expendable. What I remember from my childhood in the 50s and 60s is her working those irritating split-shifts and weekends because that's all she could get, which meant Dad or I sometimes had to make supper or do the laundry or clean the house.

Why did she work, anyway, I often wondered. In my naiveté, I assumed we could live on my father's income as a school bus driver, and that the only reason my mother worked was for the extra money. I, too, had bought into the belief that my mother's job was discretionary. I understand now that it was one of the few ways she could exercise control over her own life. And even though the job itself was excruciatingly repetitive, the women at the office were her lifelong friends. She even saved up her money and once took a trip to Greece with them through a company travel program, an unheard of activity for any of my friends' mothers.

When

Mother finally retired in 1970, she received a tiny gold bell pin, and, more importantly, a



respectable retirement income and health insurance to supplement Medicare. Until she died about a year ago, she was financially independent, which she would not have been with the survivor's

## CHRONOLOGY OF EVENTS

### *Gender pay equity for female faculty at state universities in Minnesota*

1976

St. Cloud State University Professor Mary Craik files a gender pay equity lawsuit against her employer. As a result of a consent decree, lump sum payments are awarded to female faculty found to be discriminated against, but no adjustments were made to base salaries, as recommended by the court.

1989

The State of Minnesota hires NCHEMS (National Center for Higher Education and Management Systems) to conduct a study to determine what salary inequities exist based on gender and race. NCHEMS found that sex-based discrimination did, indeed, exist.

1992

Salary adjustments are made to remedy salary inequities in the Minnesota State University System. Women's salaries are adjusted by a total of \$629,000. Men's salaries are adjusted by a total of \$730,000. The pay gap widens.

1996

St. Cloud State University professors Lora Robinson, Marjorie Fish, Christine Jazwinski and Kate Gill file a gender discrimination suit against SCSU, MnSCU and the State of Minnesota, alleging federal civil rights violations in the areas of salary, promotions and tenure and work environment. Of the 250 female faculty at SCSU, 239 signed sworn testimony stating they had suffered sex discrimination. A study found that, on average, SCSU female faculty earned \$2,600 per year less than men.

19\_\_

Winona State University Professor Jeanette A. Karjala files a gender pay equity discrimination lawsuit against her employer.

19\_\_

Mankato State University Professor Susan Burum files a gender pay equity discrimination lawsuit against her employer.

1999

Bemidji State University Professor Louise Mengelkoch files a gender pay equity discrimination lawsuit against her employer.

19\_\_

Moorhead State University professors Magdalene H. Chalikia, Jill A. Frederick, June Goemer, Mary Clifford, Margaret Potter and Susan Severson file a gender pay equity discrimination lawsuit against their employer.

19\_\_

Metro State University professors Jacqueline Richardson and Valerie Geaither file a gender pay equity discrimination lawsuit against their employer.

1999

SCSU plaintiffs and MnSCU enter into court-ordered mediation sessions in an attempt to settle their class-action suit.

2000

A settlement agreement in the SCSU class-action lawsuit is approved. SCSU female faculty are awarded \$830,786 in salary increases and backpay.

2002

A settlement agreement in the Moorhead lawsuit is approved. \$716,000 in salary increases and backpay is to be awarded to the 177 members of the class.

A settlement agreement is also approved in the Bemidji lawsuit. The BSU "class" includes all tenured and fixed-term female faculty employed at BSU in any years between 1998 and the present, which comprises about 100 women.

the same issue. So many years later, and yet so little had changed! Like so many civil and economic rights struggles, this one has moved at a glacial pace while social and cultural norms have changed much more rapidly.

All this is to say that I feel both the burden and comfort of history when assessing the outcome of *Mengelkoch, et. al. vs. Bemidji State University, MnSCU and the State of Minnesota*. I certainly didn't do this alone. The



women on this campus whom I represented didn't do this in an ahistorical context. We had my mother behind us. My mother, of course,

had generations of women behind her who fought for much more basic things such as not being burned alive in a firetrap while doing their piecework. We had the Willmar 8 behind us, the members of AFSCME who sued for gender pay equity in the 1980s, and the American Linen workers who went on strike in Bemidji in 1987. Most recently, we had five brave women at St. Cloud State University who initiated their own lawsuit six years ago. They and their attorneys researched their case so well that our case (and Moorhead State University's) took less than three years to settle, a mere blip on the timeline of the average lawsuit.

When I had to choose between filing a grievance on my own behalf and initiating a lawsuit for all my female colleagues, the decision was clear only because the road had been paved so well by the St. Cloud 5 and their absolutely professional and committed law firm, Sisam & Wadtje, P.A. They insisted on settling the lawsuit itself before they would even agree to discuss their own fees. We had the help of the AAUW (American Association of University Women), an organization that gave moral and economic support to the St. Cloud plaintiffs.

Other women are following in our footsteps, including the Minnesota State Universities at Mankato, Winona and Metro. The ripples in the pool are endless, as they should be. When AFSCME workers sued in the 1980s, women made 57 cents for every dollar men earned; in 2002, we now make 73

cents on the dollar. That kind of progress is just too slow. It needs to get better.

Ultimately, this is not just about increasing my own pay or that of my female colleagues. It's certainly not about taking away anything from my male colleagues. This must not be a zero-sum game in that regard. Certainly, we live in a world of limited resources, but we can't live in a world where we are able to underestimate the real cost of doing business because it's built on the backs of underpaid workers.

This settlement doesn't fix all our problems. Serious cases of compression still exist on this campus – that is, men and women whose raises haven't kept up with positive changes in market factors. There are departments and programs with few male counterparts, which meant the formula developed by the expert didn't work so well. And it must have been difficult for the State to equitably distribute front pay. A specific total amount was necessary to even out the average pay between men and women. Then that amount needed to be divided up among the women.

In theory, all the money could have been awarded to one person to solve the average male/female problem. Obviously, that was not a good solution, but what was? Individual male colleagues needed to be found for each female faculty member and then somehow that money divided up in a logical way based on that. My hope is that pay inequity issues unrelated to gender will be addressed in the ongoing study being done by the committee now commissioned by the IFO. It's almost

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impossible for such an entrenched, multi-faceted problem to be solved through a single process.

Although the lawsuit has had virtually no media attention, and few people talked about it, I appreciated the quiet support given by both my female and male colleagues. If there were men who felt resentful, I never heard a word about it. In fact, more men than women made it a point to express their support personally. To me that's indicative of a deep understanding that this is for all of us. It's not women against men. It's about a system that operated too long based on a false economy and, therefore, allowed de facto discrimination to grow exponentially. After all, these men have mothers too. Many of them are probably seeing first-hand the dependency to which their mothers are being reduced because of past discrimination in pay and benefits.

Needless to say, I want to be very careful about pointing fingers, either on our campus or any other in the state. Let me say



only that what saddened me most about this process was the lack of individual courage on the part of any administrator to stand up and challenge the status quo, even though none of them would have had to take individual responsibility for the creation of the original problem. In fact, there was a striking lack of curiosity, the kind we decry when we see it in our students. It's ironic to consider that the very reasons female faculty didn't complain (including myself for 12 years) -- fear and timidity -- were exactly the qualities most readily observed in administrators.

That's what needs to change. A newly empowered female faculty must be willing to help in that regard. A significant section of the settlement agreement requires a monitoring process to be instituted to prevent this from happening again. A watchdog committee will be formed in accordance with that part of the agreement and we who serve on it must never forget our mission, our history and our future responsibilities.

Lastly, I would hope that we who are benefiting from this in an immediate, tangible way, will have the vision to see beyond the obvious issues of financial

security both now and in our increased retirement benefits. It really is about money, to the extent that money gives us power. Let's take that power and use it in ways that benefit our families, our campus, our community and the greater good.

One colleague told me she is using her back pay to have her grandmother's diamond ring reset so she can hand it down to her daughter. Another mentioned starting a grassroots women's activist organization with economic resources. I personally plan to help my four children pay for study abroad opportunities and internships, so they are not loaded down with debt when they graduate from college. My husband has been given the gift of knowing I'm self-sufficient, which means that his career opportunities can be considered apart from my needs. My older daughter has convinced me that we will arrange to have a marker made for the grave of my great-grandmother, who was too poor to have one when she died.

This legacy will be a gift to my daughters, who, I hope will go far beyond the expectations of my generation. But this one's for you, Mom. You didn't live to see this settlement, but you did tell me it's not only about that – it's about continuing the good fight. Thanks for all your hard work and your confidence in me. I did my best, but I couldn't have done it without you.

Congratulations, Ms. Louise Mengelkoch, Recipient of the IFO Award for Outstanding Contributions to Women's Advancement in MnSCU.

The Feminist Issues Committee met on March 1, 2002 to consider nominations for honoring IFO members who have made outstanding contributions to women's advancement in the MnSCU System. The Committee voted to recommend that the IFO honor the named plaintiffs in the litigation and EEOC charges brought at six of the state universities on behalf of similarly situated female faculty members for gender equity in salary.

Congratulations, Ms. Mengelkoch, in being named among others for this honor.



## *Using Technology in the Classroom*

Laurie Desiderato

One of my goals in the human sexuality class is to have students appreciate the diversity of beliefs and experiences represented by their peers. Unfortunately, all the usual challenges of trying to get a conversation going in class seem to be magnified in that class; many students feel intimidated speaking in a class of 100 students and the subject matter itself can be difficult to talk about. When some funds for classroom technology became available through MnSCU, I wrote a grant to purchase the Reply system that permits students to volunteer information anonymously by keying responses into a portable keypad. The information is instantly relayed to a receiver and available for discussion either as raw data or in a graph. This portable system has been used in the fields of marketing and political polling for years, but only recently in higher education.

Having used the technology over several semesters, I can say there are both pros and cons. One advantage is that the system is versatile; it can be used for conducting knowledge bowls and self-tests, teaching about survey techniques, anonymous opinion polling, and even classroom assessment. Also it's a good way to demonstrate how different segments of a group may differ, for instance, permitting gender and age comparisons. Finally, students usually enjoy the change from lecture. They appreciate the chance to contribute their input, to instantly see how they compare to others in the class without having to justify their opinions.

The main disadvantage is that, as with any technology, it takes extra time

to build the question files, distribute the keypads, and set up the equipment that interfaces with your laptop and a projector. Paradoxically, using the system can discourage conversation, although there are ways to prevent this from happening. Overall, I would definitely recommend using the Reply system and am available to assist other faculty in using the Reply technology in their classes.

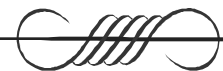
## *Fun & Games*

The Rules:

Be the first to solve the puzzle below and email your answer to [mlgodwin1@bemidjstate.edu](mailto:mlgodwin1@bemidjstate.edu). The winner will receive a gift certificate for lunch at the Lakeside Food Court in the lower union.

Have fun!

- 1. When a person goes out to have a good time they are said to be "painting the town \_\_\_\_"**
- 2. According to legend, what was the occupation of Paul Bunyan?**
- 3. The Golden Gate Bridge is located in what North American City?**
- 4. What kind of animal was Black Beauty?**
- 5. What 70's sitcom spawned the hits single "I think I love you"?**
- 6. In 1970, National Guardsmen opened fire and killed four students at what university?**
- 7. Who submitted the top secret "Pentagon Papers" to the New York Times and Washington Post?**
- 8. What was Jennifer Grey's nickname in the movie "Dirty Dancing"?**
- 9. What was Dorothy's last name in the movie "The Wizard of Oz"?**
- 10. Can you name all of the kids on the Brady Bunch?**





## Designing Instruction for Technology-Enhanced Learning

Patricia Rogers, Ph.d.

I sit at my computer and rapidly type in a long response to a student's assignment. I review his "track record" through the course (using WebCT's built in features) and let him know that he is doing very well in keeping up with the readings but needs to post a few more discussion ideas. I notice he spends a lot of time on the interactive pages and I commend him on his improvement in the course quizzes. I



take a phone call from another student sitting at home 250 miles away who would like me to somehow illustrate my point about constructivist design models. We both open the white board tool, and I draw a spiral model and talk it through. The student adds in some of her own ideas, and suddenly, it makes sense. I encourage her to share what we discussed with the class using our discussion board.

If you have been in the education field for any length of time, you have probably heard the old saw about bringing a doctor, a scientist, and a teacher back from the turn of the century (the previous one, not the Y2K century!). Neither the doctor nor the scientist would recognize most of the procedures and technologies as even being a part of their respective fields. And they certainly could not practice their professions today. And yet the *teacher* would not only recognize the classroom setting, but could, with very little additional preparation, be able to teach a course!

That old saw is rapidly losing its truth. My fictional colleague from the past would be at a great loss if confronted with the scenario described at the opening of this article. Track actual reading time? Draw a picture for a

student 250 miles away and have it appear in her home? How is that possible? In fact, many *current* teachers are at a loss when faced with the demands of teaching in the 21<sup>st</sup> century. Has some sort of paradigm shift taken place in teaching? YES! Is it frightening, confusing, messy? YES! But it also opens up a wider variety of ways to teach and learn. The challenge to teachers is to get beyond focusing on the technology and the fear of using it to once again focusing on teaching and learning.

I have recently published a book that addresses these issues. Authors in this edited book provide insightful and practical advice on how to work with new technologies to enhance the teaching and learning environment.

Articles discuss designing instruction at the elementary through higher education levels, and contain useful recommendations for infusing technologies into your teaching.

I have often been asked to answer the "why" question (which of course brings on several other questions and



### Featured Artist

Born in Thief River Falls, MN and raised in a variety of northern Minnesota towns, Jenea Rewertz discovered at a very young age her fascination with art. She began drawing people and objects that surrounded and formed her. Rewertz enjoys elements of drawing and now extends this direct approach to printmaking, a significant portion of her work. She is captivated by the qualities and possibilities inherent in the various printmaking processes, as well as the ability to make multiples of an image. With relief printing, particularly linocuts, her approach has not been to reproduce a picture, but to recreate the image in a new and exciting medium.

*Jeanea is a senior at Bemidji State University pursuing a Bachelor of Fine Arts with an emphasis in printmaking as well as a Bachelor of Science in K-12 art licensure. Jenea also serves the campus community in a variety of positions of leadership including president of the Student Art Association, Director of Gallery X, head Water Aerobics instructor, as a member of Students for the Environment, and as a volunteer at Fly By Night.*

*"Sylvan Lake"*

some heated debates): Why should I learn to use new technologies? What does it mean for me? I want to do things the way I have always done them, so how can I possibly do X in an online class?

These are excellent and critical questions. I can answer these from the “student demand” standpoint: that students are demanding



greater access to the curriculum, to flexible time, to more individualized instruction. Or I might answer these questions from the “student market” perspective: that there are no longer any traditional “service areas” for universities and that we can no longer sit back on our laurels (and other things) and assume students will come to us. In my own department, teacher education, we are watching the teacher layoffs in our immediate district. Does anyone really believe we can attract enough local students to go into education given the fact that they are not likely to get jobs in the area? Clearly, our department (and maybe yours?) should be looking at new student markets.

But I prefer to answer the questions from a different point of view, which is the main perspective taken in the book: that the new tools provided by new technologies give me even more ways to enhance the learning environment. Notice I said ‘more ways’ not ‘the way.’ Face-to-face instruction has and will always be a major part of learning domains like teacher education. But now I can work with students at a distance, with students who have major time commitments to family and work, and with students who may have other constraints in terms of travel and with those who want to take my course but may be living in another state. In addition to greater access to education, students are also exposed to even more information, experiences, and sharing than I could possibly manage in my campus-based course. Students in my online courses have demonstrated a deeper understanding of materials and spend more time working with new ideas. (Knowing this, I have even modified my campus-based courses to

“web enhanced” or “blended” delivery to take advantage of the best of each delivery method.)

If you are thinking about trying some sort of technology-enhanced teaching, I encourage you to take a look at the articles in this book. If you need hands on help in designing your course, watch for the new WebCT module on online pedagogy coming soon from the BSU Center for Extended Learning. Catherine McCartney, Shannon Avery, and I are designing this interactive course that will walk you through some steps to designing effective technology-enhanced instruction.

(See my article at <http://www.aace.org/pubs/etr/rogers.cfm> for a more detailed discussion on these topics from a national perspective.)

**Designing Instruction for Technology-Enhanced Learning** from Idea Group Publishing, Inc. (see <http://www.idea-group.com/books/details.asp?id=274>)



*Patricia L. Rogers, PhD, is a Professor in the department of Professional Education, with doctoral preparation in both Art Education and Instructional Systems and Technology. She is on several state level committees and is a consultant for the Minnesota State Colleges and Universities' Office of Instructional Technology where she recently served as the interim system director. Dr. Rogers is a Getty Fellow (Dissertation Fellowship from the Getty Center for Arts Education) and a Fulbright Scholar (2000-2001) working on designing distance learning programs. She consults internationally on e-learning, is the author of several articles on instructional technology, and regularly presents at technology and art education conferences. She was the keynote speaker at UT 2001, a technology and education conference held in Reykjavik, Iceland.*

Upcoming Events

**Wednesday, April 3**  
**“Culture and Learning”**  
 UTAP Luncheon, 12:00pm

**Wednesday, April 10**  
**“Student Scholarship Conference”**  
 8:15am-3:00pm  
 Guest Speaker Dr. Veach, 9:00am  
 Student Presentations, 10:15am-1:45pm

**Friday, April 17**  
**“Faculty Fun”**  
 New Faculty Mentor Program  
 4:00pm, at the Uptown Cafe

**Monday, April 22, 7:30 pm**  
**Tuesday, April 23, 9:00 am**  
**“Intellectual Properties”**  
 Guest Lecturer Jonathan Alger  
 Hagg-Sauer Lounge

**Wednesday, May 1**  
**“Advocacy and Activism in the Classroom-  
 Making Good Citizens”**  
 UTAP Luncheon, 12:00 pm

**Thursday, May 9**  
**“Sing Along With Brad”**  
 David Park House, 3:00pm

**Friday, May 17**  
 Morning Brunch with respective Colleges  
**Commencement, 2pm**

Upcoming Events