

LEGACY OF LEADERSHIP: AVA FAMILY AND CONSUMER SCIENCES EDUCATION GRADUATE FELLOWSHIP

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The Family and Consumer Sciences Division of the Association for Career and Technical Education initiated a Family and Consumer Sciences Education Awards and Fellowship Program in 1960. The purpose of the fellowship program is to provide fellowships to family and consumer sciences educators--graduate students who would become future leaders in the profession.

The purpose of the study was to determine whether fellowship recipients have become leaders in family and consumer sciences education. Results from this study reveal that the fellowship has enabled future family and consumer sciences educators to pursue leadership opportunities in local, state, and national levels. The fellowship provides recipients funding for their dissertation research, offers recognition, and builds connections within the profession, but its most important contribution may be the recognition it gives future leaders.

In 1960, the Family and Consumer Sciences (formerly Home Economics) Division of the Association for Career and Technical Education (formerly American Vocational Association) initiated a Family and Consumer Sciences Education Awards and Fellowship Program. The awards portion of the program focused on honoring outstanding family and consumer sciences professionals. The purpose of the fellowship program was to provide fellowships to family and consumer sciences education graduate students who would become future leaders in the profession.

Family and consumer sciences education professionals honor their colleagues through contributions to the Graduate Fellowship Fund. Names of these persons are inscribed on the Fellowship Roll of Honor. Placement on the Fellowship Roll of Honor is the highest honor within family and consumer sciences education and recognizes those professionals who have made significant contributions to the field. As of 1997, the fund has received over \$170,000 in contributions. Between 1961 and 1997, 93 professionals have been placed on the Roll of Honor (see Table 1). This list has become the Who's Who of Family and Consumer Sciences Education professionals.

Table 1
Roll of Honor

Name	Name	Name	Name
Edna P. Amidon	Joyce Konzelman	Edna Page Anderson	Marie Kreuger
Lucile Fee	Mildred Reel	Allie E. Ferguson	Clio S. Reinwald
Maienne C. Andrews	Janet Laster	Lena Baily	Ata Lee
Audrey Finn	Laine Renfro	Gladys A. Gilbert	Irene Rose

Janet Barber	Catherine Leischer	Helen Scheve	Mildred Lennertz
Katherine Gill	Margaret Barkley	Myrtle Gillespie	Eva Scully
Camille Bell	Daisy Lewis	Alma Bentley	Helen A. Loftis
Anna M. Gorman	Twyla Shear	Gladys Grabe	Elizabeth Jane Simpson
Martha Lee Blankenship	Joan Gritzmacher	Majore Lovering	Elizabeth Smith
Enid A. Carter	Alberta D. Hill	Rosa Loving	Joanna Smith
Frances Champion	Melinda Holcombe	Phyllis K. Lowe	Mary Ann Spangler
Jonie Christian	Fern May Horn	Margie Lowrance	Mary Beth Stine
Kay Clayton	Leora Horning	Berenice Mallory	Ruth Stovall
Nettie Clemens	Doris F. Manning	Beulah Coon	Betty Martin
Marie Davis Huff	Joyce Terrass	Ruth P. Hughes	Lela Tomlinson
Hazel Crain	Hortense Hurst	Joan R. McFadden	Betty Lea Trout
Aleene A. Cross	Mary Lee Hurt	Elizabeth Monts	Inez Wallace Tumlin
Reba J. Davis	Nancy Johnson	Catherine Dicks Myers	Ruth Van Horn
Catherine T. Dennis	Nedra Johnson	Helen Y. Nelson	Ruth Wallace
Ruth Dohner	Marlene Jones	Christine E. Nickel	Letitia Walsh
Jewel Deene Ellis	Bertha King	Beatrice Petrich	Susan Weis
Aileen Erickson	Francis King	Elizabeth M. Ray	M. Catherine Welsh
Florence Fallgatter	Joanna Kister	Sharon Redick	Emma Whiteford Mary Faye Wilson

Beginning in 1967, graduate fellowships have been awarded through the Family and Consumer Sciences Education Graduate Fellowship Fund. To date, 64 family and consumer sciences educators have received graduate fellowships (see Table 2). Many current, past, and future leaders are among the recipients. As of 1997, \$171,000 has been awarded in graduate fellowships.

Table 2
Recipients of AVA/FCS Graduate Fellowships

Year	Recipient	School Attended	Year	Recipient	School Attended
1967	Marybelle Hickner	University of Minnesota	1989	Christine Kate	University of Minnesota
1969	Betty Burkland	University of Minnesota		Sally Yahnke	Colorado State University
	Louis Hughes	University of Missouri	1990	Mary Bendixen	Ohio State University
1970	Constance McKenna	University of Connecticut		Lora Ann Neill	Texas Tech University
1971	Daisy Daniels	Oklahoma State University		Ann Vail	Ohio State University
1972	Edna Page	Pennsylvania State University	1991	Lorna Karza Browne	University of Maryland

1973	JoAnn Brown	Florida State University		Bettye Smith	Ohio State University
1974	Bettye Gaffney	Oklahoma State University		Joyce S. Yoakum	Ohio State University
1975	Margaret Wilsman	University of Minnesota	1992	Ruth Ann Ball	University of Minnesota
1976	Lois L. Winand	Pennsylvania State University		Mildred Holland	Ohio State University
1977	Helen C. Hall	Pennsylvania State University		Dawn Mallette	Colorado State University
1978	Sandra Gill	Washington State University	1993	Dorothy Brandon	Ohio State University
	Wanda Grogan	Iowa State University		Jane Vickers	Ohio State University
1979	Cheryl Compton	Iowa State University		Grace Wasike	Iowa State University
	Francine Hultgren	Pennsylvania State University		Marla Wyatt	Ohio State University
1980	Keila Carpenter	University of Kentucky	1994	Susan Bolen	Texas Tech University
	Patricia M. Copa	University of Minnesota		Mary Ann Good	Iowa State University
1981	Carolyn Brink	Oklahoma State University		Deborah Cade Mumme	Texas Tech University
	Joy H. Gwin	University of Kentucky		Roberta A. White	Ohio State University
1982	Daun M. Anderson	Pennsylvania State University	1995	Donna Pearson	University of Minnesota
	Betty D. Cooke	University of Minnesota		Susan Reynolds	Oklahoma State University
1983	Margaret Crouse	Oklahoma State University		Robin White	Iowa State University
	Linda Tharp	University of North Carolina		Bernice Wilson	Virginia Tech University
1984	Leona Cibrowski	Ohio State University	1996	Ann Black	University of Georgia
	Yvonne Gentzler	Pennsylvania State University		Jackie Jensen	Univeristy of Utah
1985	Jane S. Cripps	Texas Tech University		Virginia Richards	University of South Carolina
	Deborah Sullivan	Ohio State University		Janette Wheat	Ohio State University
1986	Amy H. Clark	University of Georgia	1997	Ethel Jones	Iowa State University
	Denise Schmidt	Ohio State University		Elizabeth Larson	Kansas State University
1987	Emma Gebo	Colorado State University		Pamela McGee	University of Georgia
	Laurie Stenberg	Ohio State University		Karen Rutter	University of Georgia
1988	Janice Graham	Ohio State University			
	Elias				
	Susan M. Robbins	Ohio State University			

Current professionals support the Awards and Fellowship Program in two ways. First, they can make an individual contribution. All contributions assist a deserving family and consumer sciences education graduate student in pursuing graduate education. Second, they can join with colleagues to make a group contribution to honor a meritorious colleague. A contribution to the Family and Consumer Sciences Education Graduate Fellowship Fund is an excellent way to honor those who have made outstanding contributions to teaching, research, and professional service in family and consumer sciences education. It is an especially appropriate way to honor colleagues when they retire.

Purpose

Since the inception of the Graduate Fellowship Program, no follow-up of fellowship recipients has been undertaken. The stated purpose of the fellowship is to contribute to the preparation of future leaders in family and consumer sciences education. The purpose of this study was to determine whether recipients have in fact become leaders in family and consumer sciences education. This study was guided by two objectives: 1) to identify the personal and professional characteristics of the fellowship recipients; and 2) to ascertain the impact of the fellowship on the recipients.

Methodology

The design of this study was descriptive. The population of the study was 64 fellowship recipients from 1969 to 1997. The population frame was obtained from the Association of Career and Technical Education Family and Consumer Sciences Division Graduate Fellowship records. Of the previous recipients, one is deceased and eight could not be located. The four 1997 recipients were not included in the study population because of their early stage in the doctoral program. The usable sample of the population consisted of 51 fellowship recipients of which six were identified as minority fellowship recipients. Twenty-nine of the recipients responded to the mail survey for a response rate of 56.9%.

The instrumentation consisted of two questionnaires. The Impact of the Fellowship Questionnaire was used to assess the influence the fellowship had on the recipients' lives. Open-ended questions asked how the fellowship helped the recipient obtain a graduate degree and how it impacted his or her career. The recipients were also asked to identify the person or persons who influenced them most during their graduate program. A description of the behavior, attitudes, and skills of this person or persons was included. In addition, a survey question asked the recipients to describe their own perceived contributions to the family and consumer sciences education profession. Recipients were also asked to describe their contributions to the fellowship after they received it.

The Personal and Professional Characteristics Questionnaire was used to assess personal and professional characteristics of the recipients. Questions asked for information on educational experience, age, membership in organizations, and professional work history beginning with their baccalaureate degree.

Data were collected by a mailed survey. Reminders were sent one month after initial mailing. The statistics were analyzed using the SPSS statistical analysis program. Frequencies were calculated for each variable of interest. Content analysis was used to analyze the qualitative data.

Findings and Discussion

In terms of personal characteristics, 100% (f=29) of the respondents were female; 96.6% (f=28) were Caucasian and 3.4% (f=1) were African-American. Most recipients were married (72.4%), followed by single (20.7%), divorced (3.4%), and widowed (3.4%). The mean age of the respondents was 49.1 years. After receiving the fellowship, recipients averaged 2.5 years to complete their degree program. The range of time to degree completion was nine months to six years.

Table 3
Recent Jobs of Fellowship Recipients

	f	%
University Faculty	16	55.2
State Department of Education	4	13.8
Student	3	10.3
Graduate Assistant	2	6.9
Assistant Principal	1	3.4
Elementary School Teacher	1	3.4
Industry	1	3.4
Local Extension	1	3.4

Respondents have been employed in a wide variety of settings since receiving their bachelor's degrees. The following professional positions were held by the recipients at least once in their careers: secondary school system (f=26, 89.7%); university (f=26, 89.7%); graduate assistant (f=11, 37.9%); state department of education (f=9, 31.0%); industry (f=8, 27.6%); elementary school system (f=5, 17.2%); consultant (f=3, 10.3%); government (f=3, 10.3%); and local extension (f=1, 3.4%). The majority of the recipients are in family and consumer sciences education leadership positions. This is closely aligned with the intent of the fellowship founders-to prepare leaders for family and consumer sciences education.

After receiving the fellowship, respondents' involvement with the fellowship included: encouraged others to submit an application (79.3%); contributed money toward a Roll of Honor nominee (51.7%); and nominated an individual for the Roll of Honor (20.7%). (See Table 4)

Table 4
Involvement with the Family and Consumer Sciences Graduate Fellowship

	f	%
Encouraged others to submit an application	23	79.3
Contributed money towards a Roll of Honor nominee	15	51.7
Nominated an individual for the Roll of Honor	6	20.7

The respondents reported being active in professional organizations. They were specifically asked to identify their membership status related to seven organizations affiliated with family and consumer sciences education. Membership in the following professional associations were identified: American Association of Family and Consumer Sciences (86.2%); American Vocational Association (86.2%); National Association of Teachers Educators in Family and Consumer Sciences (55.2%), Kappa Omicron Nu (51.7%); Family and Consumer Sciences Education Association (44.8%); Phi Upsilon Omicron (44.8%); and International Federation for Home Economics (6.9%). (See Table 5) Respondents also provided information on additional

organizations in which they were involved. The mean number of memberships in additional organizations was 2.14. Combining all organizational memberships, the mean number of memberships per recipient was 4.79.

Table 5
Membership in FCS Professional Organizations

	f	%
American Association of Family and Consumer Sciences	25	86.2
American Vocational Association	25	86.2
National Association of Teachers Educators in Family and Consumer Sciences	16	55.2
Kappa Omicron Nu	15	51.7
Family and Consumer Sciences Education Association	13	44.8
Phi Upsilon Omicron	13	44.8
International Federation for Home Economics	2	6.9

Themes of the open-ended questions from the respondents' replies were identified. These themes with selected supportive quotes are described in the following paragraphs. Recipients were asked to describe the ways in which the Family and Consumer Sciences Graduate Fellowship assisted them in obtaining a degree. Financial support was the first theme to be identified. All described the many expenses they covered with their fellowship grant including tuition, computer purchase, and dissertation costs. Some indicated they were able to conduct research with greater breadth and depth due to the additional financial support. The following quotes illustrate the financial support role of the fellowship in the completion of their degree:

Provided me with the financial support to carry out a complex research study. Without this initial research, I would not have been able to enter a faculty position already up and running with a research agenda (Recipient 11).

It was most helpful. I used the \$4000 primarily to pay for conducting my dissertation research – postage, printing, etc. I'm sure I would have completed my degree without it, but it greatly impacted my ability to do a larger, national study and to not take on so much debt. I also believe it helped shorten my time at [university] as I did not have to work as much (Recipient 29).

Another important contribution the fellowship made toward degree completion was that it offered encouragement by demonstrating to the recipient the commitment of the profession to the development of its future leaders.

Reinforced my belief that the graduate program was important. Paid for some of the final fees of completing the program, i.e., graduation fees, etc. (Recipient 22).

First of all, this award gave me confidence in continuing my research. It helped me to identify with the profession and continue my commitment to an area that is critically important. This award was an affirmation to me that what I am

doing is worthwhile and may become a significant contribution to our profession (Recipient 17).

In another question, the recipients were asked to describe the impact of the fellowship on their career. Three themes emerged as types of impact on their career: 1) developed a stronger personal commitment to the profession; 2) gained confidence from receiving the fellowship; and 3) provided an avenue to connect with other family and consumer sciences education professionals.

In terms of personal commitment to the profession, several recipients highlighted the prestige and responsibility that comes from receiving the fellowship. They provided specific examples of their commitment.

[The fellowship promoted] enthusiasm for the scholarship program and recognition of individuals who made significant contributions to the Family and Consumer Sciences Division of AVA. [It] helped instill value for continuing my professional involvement (Recipient 3).

[The fellowship] helped me to feel honored and ... respected ... in the company of the significant leaders in our profession. Therefore it inspired leadership within me (Recipient 4).

I feel I have an obligation to give back to [the] profession. The fellowship gave me the opportunity to become a leader and I must now be involved in those leadership roles (Recipient 10).

Commitment to AVA and NATEFCS grew as a result of this [award] and I've been a member since. My personal commitment to helping build scholarship funds has increased because I benefited from this. I always contribute when asked [nominating application and funds] to the Roll of Honor, etc. (Recipient 29).

It was a tremendous honor. It gave me encouragement and support from a wonderful organization. It reinforced my commitment to family and consumer sciences education (Recipient 35).

The fellowship increased recipients confidence in their professional work and served as a “launching pad” for future professional involvement.

I saw it as a big honor and was recognized by colleagues for having received it. I had mentors who were active with the fellowship and I became an active contributor and chaired the committee. I feel I became more involved with family and consumer sciences education as a result of receiving it. The fellowship helped put me on a “professional launching pad” and gave me “wings” (Recipient 20).

I think the impact was positive. Although I was fully established as a contributing professional, I believe the fellowship validated the importance of pursuing your goals (at any age) and may have helped raise the image of family and consumer sciences educators at [two universities] (Recipient 30).

Other fellowship recipients identified connecting with family and consumer sciences professionals as an important impact of receiving the fellowship.

The type of study I was able to conduct gave me contact with all family and consumer sciences teacher educators and state supervisors across the nation. I was able to use this as a base for developing mentors all across the nation (Recipient 16).

[I] felt it was a significant entry on my professional resume. Permitted me to have special interaction with other recipients (at National meetings) when there were special recognition activities (Recipient 22).

Fellowship recipients identified numerous people who influenced them most during their graduate program. Not surprisingly, they identified major professors, committee members, and fellow graduate students as having the most influence on them. Different respondents mentioned several mentors and many respondents listed more than one person. Select quotes indicate the high regard and respect recipients had for these influential people. Hopefully, these quotes will do justice to the depth of appreciation felt for these significant people.

[My major professor] was and continues to have the most influence on my professional (and possibly personal) development and life. I think the best way to describe the beginning of our relationship is she treated me as an equal from the beginning of my master's program. She trusted that everything I did would be quality and I worked to meet that expectation. She also provided many opportunities at a professional level that I don't believe many graduate students experience. [Fellow graduate student] also impacted my master's program and encouraged me to continue working towards my Ph.D. (Recipient 10).

Graduate advisor in doctoral program, thesis advisor in doctoral program, and masters advisor in master's program. They encouraged me constantly; they let me know I could do it; they allowed me to be myself and showed appreciation of my work style; understood my frustrations and helped me work through them. It's been twenty-one years since I received my Ph.D. and thirty-one years since my masters. I am still in touch with these three people and consider them true friends. They have never stopped caring and never stopped showing it. Through them I developed a tremendous network. They challenged me, put me in contact with other leaders, rejoiced with me in my successes, and helped me move on when I was not successful. The environment they created was conducive to intellectual growth and was stimulating. I consider myself fortunate to have worked with these people. (Recipient 20).

The person that influenced me most during my graduate studies was my advisor. Her behavior is that of caring and concern about the professional growth of her students, though her time sometimes becomes limited because of her professional involvement. She is a good leader; she epitomizes what a good leader is and should be. She promotes educational growth by encouraging students to become members and participate in professional meetings. Her leadership skills extend beyond her immediate educational environment. Her attitude and concern for students are shown in her always warm smile. The radiation of this caring attitude is seen in her state of firmness and seriousness, but never offensive. Because of her untiring involvement with students, it is evident, she wants her students to succeed. For having her as an advisor, I am grateful. Words will never be strong enough to express how her influence in my graduate program made the difference in motivating me to complete my studies (Recipient 27).

[Committee member]. She was not my official advisor but I obtained more advice from her than any other person. She was on my exam committee and taught several of my classes. She was a good model for teaching and for dealing with professional colleagues and advisees. She combines warmth and empathy with high standards for students. She is assertive and principled. She integrates teaching, scholarship, and service in mutually supportive ways and balances them with a personal life. She handles stress well, uses humor, is well organized, and creative (Recipient 28).

My advisor. She was available to me at any time--day, night and weekends. She stayed in contact with me by telephone when she was out of state and by cards when she was out of the country. She created high expectations and supported me throughout this process. She never doubted my ability to complete the degree. She was positive, always upbeat, energetic. Her confidence was an inspiration to me (Recipient 36).

My advisor, because of her positive supportive attitude and encouraging words toward completion. She role-modeled quality teaching and enabled professional contacts. [Member of my committee] always was able to ask just the right question whenever I was stuck on an idea to move me beyond my own thinking and enabled me to think with depth and more critically. She role-modeled quality teaching. I observed her style, ability to challenge students' thinking and learned how to "trust" the quiet time after a question was asked and wait for a response from students (Recipient 39).

My graduate advisor and the other doctoral students my advisor had at the same time I was going through the program. My advisor was an extremely kind and gentle woman who was an outstanding educator and researcher. She was patient, allowing me to travel down many theoretical paths before coaching me on ones that might be more productive than others. She drew examples from research published in a wide variety of social sciences field to provide

instructional materials and to demonstrate how the questions we asked in our research could be grounded in more basic social science questions (Recipient 43).

Definitely, my doctoral advisor! She was my teacher, advisor, personal friend and coach. Also, I became very close to the other faculty in our department. As a graduate assistant/teaching assistant, I was included in so many department/college activities. It was a wonderful training ground, both professionally and personally. Even though I was a graduate student in my late/middle 20's, I felt I was treated as a faculty member with privileges and responsibilities. My doctoral advisor was easily accessible, a warm and caring individual, a superb teacher in the classroom, energetic and enthusiastic, and extremely open to new ideas. She helped me make contacts with other faculty in other colleges on campus and provided many research opportunities for me to assist with as well as writing opportunities (Recipient 46).

These quotes provide evidence of the leadership qualities and skills that encouraged and aided the recipients in becoming leaders. Recipients described their contributions made to both their professional and personal lives. Advisors and colleagues of fellowship recipients can be proud of the influence they have exercised. Recipients were asked to describe their own contributions to the family and consumer sciences education profession. Numerous examples were given, illustrating the breadth and depth of their contributions to the profession. Respondents participated in professional organizations (46.4%); taught courses (25%); supervised and mentored future family and consumer sciences educators (25.0%); and developed curriculum (17.9%). Other contributions were identified as well; leadership in family and consumer sciences education (17.9%); research for the profession and families (14.3%); publications (14.3%); and professional meeting presentations (14.3%).

One recipient summarized her contributions:

Have been a participant in national, state, and local professional meetings. Through university teaching, have influenced and aided others to develop into professional, participating, contributing members of the family and consumer sciences profession. Through research, have contributed to the database and information about exploring the family and consumer sciences content areas, specifically the FCS education focus. Through networking, have promoted further development of the family and consumer sciences profession. Have been a positive role model for students to utilize. Through Phi Upsilon Omicron, have had contact with students and enabled them to grow in their professional competence and leadership abilities (Recipient 22).

From the recipients' perspectives, the graduate fellowship has made several positive contributions to the field of family and consumer sciences education. Many identified the original intent of the fellowship as its greatest contribution—a pool of potential family and consumer sciences education leaders. They believed receiving the fellowship increased the individual's commitment to succeed and contribute to the profession as a whole. "Giving back" was a common theme woven throughout their responses. In the words of one recipient,

The fellowship enables individuals to broaden their education, enhance their skills and become better equipped to make a difference for individuals, families, communities, nations, and ultimately the world. Such professional and voluntary contributions demonstrate the important role of Family and Consumer Sciences (Recipient 23).

Summary and Conclusions

The fellowship program has enabled future family and consumer sciences educators to pursue leadership opportunities in local, state, and national levels. The fellowship provides recipients funding for their dissertation research, offers recognition, and builds connections within the profession, but its most important contribution may be the recognition it gives future leaders. From the words of the fellowship recipients, we conclude that the fellowship has met the expectations of those far-sighted professionals who initiated it in 1960. A significant pool of family and consumer sciences education leaders has emerged from graduate students in family and consumer sciences education. They have made contributions to the field which have enabled us collectively to move forward and advance our mission of improving the quality of individual and family life.

As we prepare to enter the new millennium, family and consumer sciences education leaders are needed more than ever before. Changes in families, communities, and other social institutions provide numerous opportunities for family and consumer sciences education professionals to continue our service to and on behalf of families. As we move forward, the Graduate Fellowship has an important role to play in enabling future leaders to emerge and develop to fulfill the mission of family and consumer sciences. It establishes a strong foundation for tomorrow's leaders to interact with and learn from current leaders and to build strong family and consumer sciences programs for the future. The legacy of the fellowship is a significant gift toward the development future of family and consumer sciences educators.

About the Author

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