

# Building the Next Generation of Women Leaders



**THE BALDWIN SCHOLARS OF  
DUKE UNIVERSITY**



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# Women's Initiative, 2002-2003



**WOMEN'S  
INITIATIVE**  
DUKE UNIVERSITY

# Effortless Perfection



*“I feel like there's an emphasis on this campus placed on . . . you're expected to look and act like you don't have any problems, like your life is perfect and like, if you're failing class . . . you don't really talk about, you don't focus on that. Everybody really expects you to just, like . . . I feel the look is supposed to be like – “I didn't try to look this good” - - you know, like, effortless perfection is what I think is . . . the epitome of what Duke students are supposed to be.”*

# Hooking Up



- Little conventional dating, lots of hook-ups
- Hook-up culture favors men
- “Playing dumb” phenomenon
- African-American women and Asian men particularly disadvantaged
- Highest status accorded to 1<sup>st</sup> year women and 4<sup>th</sup> year men
- Self-confidence loss in women

# Program Components



- **First-year seminar: “Perceptions of the Self, Society and the Natural World”**
- **Sophomore residential experience**
- **Junior internship**
- **Senior seminar: “Women in the Professions”**
- **Dinner discussions**
- **Retreats and conferences**
- **Public speaking consultant**
- **Mentoring**

# Connection Across Class Years



# Recruitment and Selection



- **Defining our brand**
- **Marketing materials**
- **Recruitment events**
- **Interview process**

# Baldwin Scholars Snapshot



- 71 Baldwin Scholars total (classes of 2009-2012)
- 38 are women of color (54%)
- 9 are varsity athletes (13%)
- 7 are engineering students (10%)
- 6 are international students (8%)
- 18 alumnae from class of 2008

# Brittany '10



*I have found through Baldwin that in order to be a leader, you have to know yourself and know what you are passionate about. If you do not know yourself and your passions, you will not have enough passion or knowledge to lead others.*

# Kelley '08



*I credit the Baldwin Scholars program, along with my family, for my ability to succeed here at Duke . . . It was a place where I found courage and hope. When a Baldwin is out revolutionizing the world in the (near) future, . . . I say blame that space—that is where the revolution began.*

# Assessment Overview



- Mission statement guides 4 program objectives, focusing on the application of critical thinking, reflective judgment, and moral/ethical development to leadership.
- Assessments are administered in the 1<sup>st</sup> and 4<sup>th</sup> years to incoming and graduating Baldwin Scholars, respectively. Each cohort includes 18 women, of whom participation is required.
- Two control groups of same-year women also are invited to participate.
- Assessments will be repeated 5 years post-graduation.

# Assessment Instruments and Methods



- **In-house, self-designed survey instrument**  
assesses self-confidence, self-perception as a leader, networking skills, comfort with non-conformity
- **Reasoning about Current Issues (RCI)<sup>2</sup>**  
assesses assumptions about the nature, source, and certainty of knowledge claims and their impact on the development of reflective thinking
- **Defining Issues Test (DIT-2)<sup>3</sup>**  
assesses ethical development by describing the schemas individuals use to evaluate moral dilemmas
- **Collegiate Learning Assessment (CLA)<sup>1</sup>**  
assesses development of critical thinking skills
- **Specific benchmarks also are tracked**  
GPA, leadership positions held, funded research, and other honors and awards
- **Other ongoing research projects**

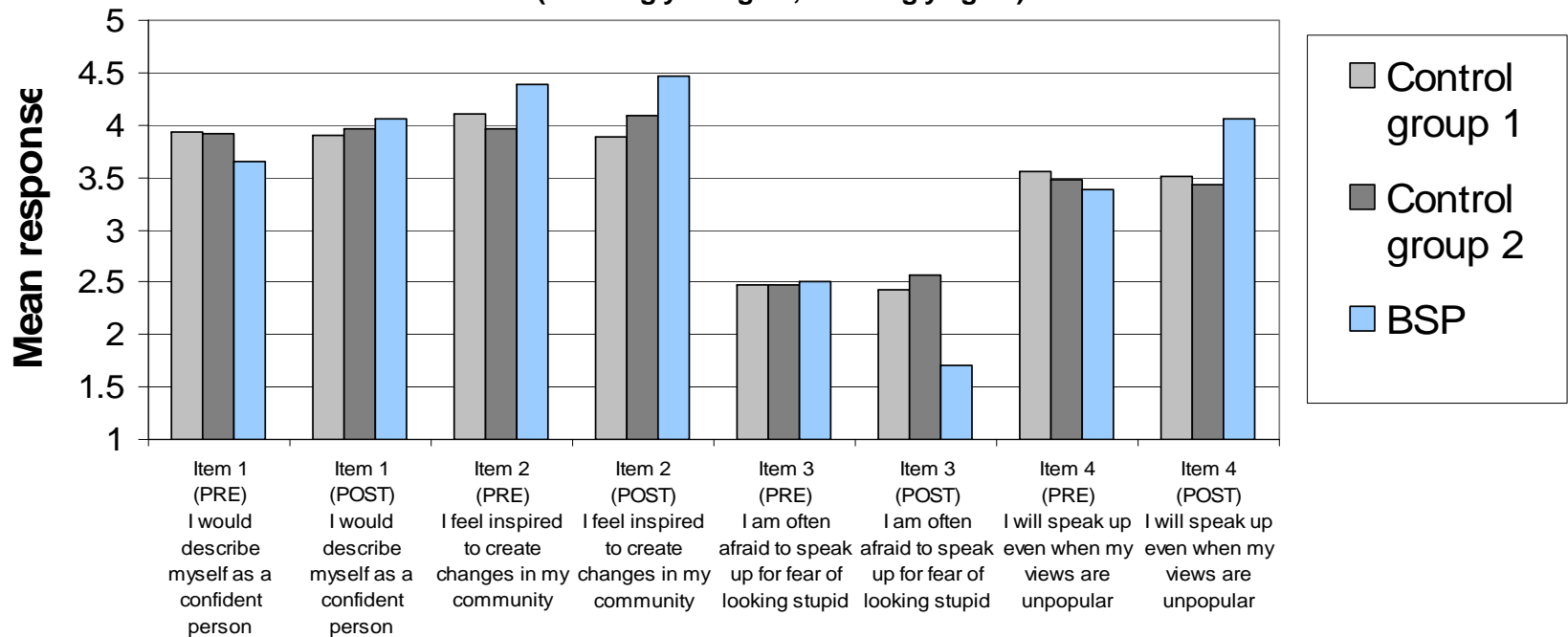
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  2. Kitchener, K.S, King, P.M., & De Luca, S. (2005). The development of reflective judgment in adulthood. In C. Hoare (Ed.), *Handbook of Adult Development and Learning*, 73-98.
  3. King, P.M., & Mayhew, M.J. (2002). Moral judgment development in higher education: Insights from the Defining Issues Test. *Journal of Moral Education*, 31 (3), 247-270.

# Selected Results from In-house Survey



## In-house survey results (selected items only)

Baldwin Scholars and Control Groups  
 Graduating 2008 cohort  
 (1=strongly disagree, 5=strongly agree)



**Selected questionnaire items, pre vs. post**

# Results for Standardized Instruments



## Graduating 2008 Cohort

	<b>Pre</b>	<b>Post</b>
<b>CLA</b>	N/A	N = 11 <ul style="list-style-type: none"><li>• Scaled Performance Task = 1316</li><li>• Duke Norm = 1240</li></ul>
<b>DIT-2</b>	N = 11 <ul style="list-style-type: none"><li>• N2 Score = 42.83</li><li>• Type Indicator = 5.73</li><li>• Transitional-Post Conventional</li></ul>	N = 14 <ul style="list-style-type: none"><li>• N2 Score = 55.10</li><li>• Type Indicator = 6.07</li><li>• Consolidated-Post Conventional</li></ul>
<b>RCI</b>	N = 10 <ul style="list-style-type: none"><li>• Overall RCI Rating = 5.23</li><li>• Quasi-Reflective (4-5)</li></ul>	N = 10 <ul style="list-style-type: none"><li>• Overall RCI Rating = 5.36</li><li>• Quasi-Reflective (5)</li></ul>

# Assessment Benchmarks (2008 class)



- 16 of 18 held leadership role during their Duke careers
- 12 of 18 participated in some form of mentored research
- 9 of 18 graduated with distinction in their 1<sup>st</sup> or 2<sup>nd</sup> major
- Mean GPA for Baldwin cohort: 3.62
- Mean GPA for CG1: 3.45
- Mean GPA for CG2: 3.54

# Social Relationship Project



- **The Duke Social Relationship Project\* is an ongoing longitudinal research project. . . . Begun in 2006, it examines student attitudes (about friendships, intimacy, activities, etc.) and experiences (alcohol use, hookups, leadership, etc.) at Duke as they relate to academic engagement, social relationships, emotional adjustment such as social anxiety, loneliness, belonging, self-esteem, concern about self presentation, among others.**

# Social Relationship Project Findings



- Baldwin Scholars report less loneliness than a random sample of their female peers
- Baldwin Scholars report a higher sense of belongingness to the campus community
- Baldwin Scholars report far lower concern with self-presentation and “effortless perfection”
- Baldwin Scholars report significantly higher academic engagement

# Planning for the Future



- **Assessment of specific program component objectives**
- **Increase rates of assessment participation among program members and control groups**
- **Institute tracking of alumnae activities, achievements, and dispositions**
- **Integrate more into ongoing university and college assessment activities.**

# Assessment Lessons Learned



- When beginning a new program, build assessment in from day one
- Some assessment is better than none, so don't avoid it even though it's overwhelming
- Partner with your campus assessment professionals
- Recognize that you often speak different languages and work to bridge the gap
- Connect your program to existing assessment efforts on your campus

<http://baldwinscholars.duke.edu>



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