

# Feminist Oral Histories of the University of Washington

Department of Gender, Women and Sexuality Studies, University of Washington  
Seattle, WA

Jeanne Kohl-Welles

Interviewed by  
Ziyi Anna Zhao

April 18<sup>th</sup>, 2024  
The Olympus Apartment, Seattle, Washington

### **Narrator**

Jeanne Kohl-Welles, born in 1942 in Madison, Wisconsin, is an American politician and academic. She was a member of the King County Council from the 4th district from 2016 to 2024. She previously served as a member of the Washington State Senate from 1994 to 2015 and the Washington House of Representatives from 1992 to 1994. She graduated with a PhD in Sociology of Education from UCLA and taught at multiple universities in California. She worked as a principal investigator for Women's Educational Equity Act programs under the U.S. Department of Education from 1988 to 1991. After moving to Seattle, she taught at UW as an adjunct faculty member between 1985 and 2008. Her teaching interests are primarily focused on gender and education, women in the social structure, the sociology of the family, and principles of sociology. At the University of Washington, Kohl-Welles had a joint appointment across the Departments of Sociology and Women Studies and the College of Education. Kohl-Welles is also on the visiting committee of the Harry Bridges Center for Labor Studies.

As a legislator and King County Council member, Kohl-Welles has achieved significant progress in a number of areas, including support for the arts, culture, and sciences; human trafficking; gender and domestic violence; harassment and discrimination; educational equity; tenant's rights; homelessness; and the environment and transit. During the first two years of the COVID-19 epidemic, she oversaw multiple rounds of emergency funding as the budget chair, including eight COVID budgets, the 2021–2022 Biennial Budget, and four omnibus supplementary budgets.

### **Interviewer**

Anna Zhao is a graduate student in the department of Gender, Women and Sexuality Studies at the University of Washington. She completed this oral history in the Spring 24, as part of the 'GWSS 460: Feminist Oral History Research Methodology' course taught by Professor Priti Ramamurthy.

### **Abstract**

In this oral history interview, Jeanne Kohl-Welles discusses her extensive teaching career at the University of Washington, focusing primarily on courses related to Gender and Education and Women in Sports. She highlights her efforts to integrate feminist perspectives into the curriculum and her active involvement in legislative work, particularly on issues like sexual harassment and gender discrimination. Kohl-Welles also mentions her role as an expert witness in related lawsuits, which she used to enrich her teaching. The interview reflects on the evolution of the Women's Studies program, changes in classroom atmospheres, and her interdisciplinary approach, combining education, sociology, and women's studies. Kohl-Welles elaborates on the challenges and triumphs she encountered while advocating for feminist causes within the academic and legislative arenas. She discusses the importance of bridging the gap between academic and practice, emphasizing her commitment to applying academic insights to real-world issues. Additionally, Kohl-Welles touches on her collaborations with colleagues and students,

pointing out her doubts about the potential gap between theoretical engagement with the issue of women in sports and active engagement in practice. Abs

**Files**

Audio: Jeanne.Kohl-Welles.mp3

Video: Jeanne.Kohl-Welles.mp4

**Transcript – 17 pages**

Transcribed by Anna Zhao, May 2024. Proofread by Jeanne Kohl-Welles, May 2024.

Tue, Apr 23, 2024 11:34PM • 45:52

00:01

Interviewer: Hi, Jeanne. Hi. Thank you for willing to participate in our oral history program. We're so glad to have you here today. So to start, can you tell us a little bit about your background?

00:18

Kohl-Welles: My background? Which part of my background?

00:23

Interviewer: Early Education? Maybe after you moved to like Seattle?

00:26

Kohl-Welles: Sure. Oh, actually, I was born in Wisconsin. Madison, Wisconsin, but moved to California when I was with my parents. With my family when I was 10 years old. I went to college at Cal State, Northridge, California State University. After attending college at California State University, Northridge, I was a school teacher for three years in fourth grade in the Los Angeles Unified School District. But I wanted to do something more than that, I wanted something more intellectual. And it was the time of the early 1970s. And the women's movement, the civil rights movement, the anti-war movement, and sexual violence, domestic violence became more known, child abuse and so forth. And I got all wrapped up in that. I went on to UCLA -- University of California, Los Angeles, where I completed a Master's and PhD program in the sociology of education, and with my PhD, came a Master's in sociology. So it was a joint interdisciplinary program between the Department of Sociology and the Graduate School of Education. And I worked on a dissertation having to do with school community advisory councils in the Los Angeles Unified School District. But in the meantime, I had a family, at that point, two children. And then the day I submitted my dissertation, the final thing, I was eight months pregnant with a little girl who became my daughter a month later. And later on, I remarried. Actually, I remarried and I had two more children, twins. So it was a very busy time. And then I had a divorce. So a lot of what I was doing at that time was surviving, especially when I became a single parent of five children. I was

teaching in college. At the time when I received a PhD from UCLA or other places in Southern California, there was really a glut of new PhDs and I just could not get a full time teaching academic position. So I was teaching part time at various institutions, Cal State Long Beach, UC Irvine, University of California, Irvine, Cal State Fullerton and other ones often I became what was known as a freeway flier. I don't know if you've heard that term. But it was basically faculty at higher education institutions, who were not able to land a tenure track position. So they taught at different places. And on the California Southern California, that meant a lot of freeway driving. So they became known as freeway fliers. Some people joke that we had our offices in the trunk of our car. And then I also started working for the United States Department of Education, helping school districts implement Title IX. I don't know if you've heard of Title IX. So I got in on the ground floor, and was responsible for all school districts in Southern California. And part of the Region Nine for California, Nevada, Arizona, New Mexico, Hawaii, and the Pacific Islands. So I did a lot of traveling with that.

And in the meantime, I also got a position half-time at the University of California, Irvine, being director of the Women's Center, and Dean of Students for women. And that meant I was the coordinator of the sororities and rush, sorority rush. And that juxtaposition of doing that and being director of the Women's Center, which was very feminist oriented, was pretty wild. But I was doing all these different things to survive and support my children. So that I learned during that very stressful time, that I could do almost anything, if I put my mind to it. And I could be a good parent. And, but it was really challenging. But I survived that. And I developed, I believe, a lot of empathy and understanding for women going through very difficult times in their lives, as well as the structural bias and discrimination against women.

As the years went by, I grew to understand more fully, the really significant challenges that women of color have faced, in contrast to white women, and the majority women. And so my life, kind of folded in or my career kind of went along with a lot of what I was experiencing. So then I came to Seattle, I had met a man. And we were together for three years and decided to move to Seattle. And I, we came up here, about three times a year. And the last

time we found a house to buy on Queen Hill and also very coincidentally, and timely, the National Women's Studies Association annual meeting was taking place at the University of Washington, in Seattle. Yeah, and that was 1985. And so knowing that was coming, I applied and was able to give a paper on a panel, something like that. And then we found the house and we moved to at the end of the summer 1985. And I had met, I'd gone around and met people, including the chair of the Sociology Department, and Women's Studies and College of Education and lined up teaching positions. So that's how it came about that I started teaching at the university.

08:15

Interviewer: This is amazing. Actually, my second question was going to be when did you join Gender Studies department and what brought you here, but I do hear lots of things like packing, it happens step by step. And then you ended up in a teaching position.

08:32

Kohl-Welles: Of course, not a tenure track position. And it just seemed to all fall in place. And at the time, the department was a program, it was not yet a department and it was the Women Studies Program.

08:53

Interviewer: Do you still remember like many of coworkers that you've had?

09:02

Kohl-Welles: I would remember if I had time to prepare for it. But yes, and Shirley Yee was hired. I think the year that first year, second year is something like fairly new on and I remember the secretary Bev was there, and I'll have to think about the other ones. I'm sorry.

09:31

Interviewer: What was the program like when you joined?

09:35

Kohl-Welles: Well, it was of course much smaller than it grew into and it was not a full department. And I ended up teaching there for 23 years. And a lot of it was not full time. But I taught in the summer quarters, and I taught usually in the fall and in the spring, but when I went into the legislature, I tried to really be able to teach and I had to adjust some because I couldn't teach during the legislative session. It was too much. So I started to teach less and less. And then finally, I just couldn't do it anymore. I just was too, too involved in being a legislator. But it was always nice. And I liked it really well, when it was small. We all knew each other really well. And even though I was a part time, you know, instructor more or less, and teaching in sociology and education as well. They were cross-listed classes, a lot of them. I really felt part of the program. I enjoyed it a lot.

11:06

Interviewer: How was it like teaching a feminist class in the 1980s?

11:18

Kohl-Welles: I started teaching there in 1985. And I'm not sure if I taught in women's studies in 85. But sociology, then probably in a year or two, I started there. Well, it was exciting. I mean, there was so much going on and, and Women's Studies, and it was women W O M E N, not with an apostrophe, not women's, it was Women Studies. It was ranked, as I recall, and like the oldest Women Studies program in the country. Maybe there were a couple of other ones. Cal State Long Beach also had a long program, you know, a program that had been there for quite a while too, is one of the older ones. And I thought it was very exciting. And it was so exciting being part of it as it was developing and going through changes.

12:21

Interviewer: So how often did you come to campus to teach? Because there was no Zoom in those times, and you have to really plan your time out. Right? You have the other jobs?

12:35

Kohl-Welles: I didn't become a legislator until 1992. But I was conducting research on a couple of grants from the U.S. Department of Education, Women's Educational Equity Act program. I had a little office at Padelord, but I shared it, you know, with a couple of other part-time faculty members, and I didn't have all the responsibilities of a full-time faculty member tenure track faculty member, but I had a lot. And given that you asked about how was it during this teaching and a program with how to focus on feminism, well, it was really natural for me. I mean, it felt really good. It was not unlike, as I said teaching at Cal State Long Beach and University of California Irvine. There was a lot going on, especially in the Women's Center, which is where I'd say would be the hangout place for women, feminists or women. And then at University of Washington, I got very involved with the Women's Center there as well. Angela Ginorio was the head of it as the director. And so we did a lot of work together. We created, I'm forgetting the name of it, but a women and science group there. We applied for grants. And now Sutapa Basu, the director who's been there for a long, long time and whom I've done a lot of work with. I started working with her right away, too, and then combining our efforts on women's policy such as human trafficking. So it felt good, I liked it.

15:03

Interviewer: So, do you still remember what were the classes that you taught?

15:07

Kohl-Welles: Sure, I'd say the, the class that I focused most attention on throughout my whole time at the University was Gender and Education. And that was co-listed with the College of Education. And so I had students from Women Studies or from Education, and initially was called something different. When I started teaching it, it was called, I don't remember the name of it, it was so long ago. But I changed it eventually to be Gender and Education. It was kind of like my class. Yeah, it had been something like women in schools, something like that. But I actually made it a lot more feminist in terms of the curriculum and the readings and all that than it had been earlier. I loved that class.



I also taught Women and the Social Structure that was cross-listed, with the Department of Sociology. That was very much my focus. In education, there was a course because I think I became known as, I'm the one on campus in this issue area. I taught, I team taught a class for a few years in the College of Education, and it was for those students who were working toward teaching credentials and degrees. So there was like, the class, there were quarters that were broken up into different units, and I had the Gender and Education Program for, for teachers, for students working toward teaching. So all three, Sociology, Education, Women Studies just came together beautifully for me.

17:26

Interviewer: Do you still remember the contents of the class on Gender and Education? What were the main focuses?

17:39

Kohl-Welles: Gosh, I mean, it would change over the years too, but I taught... the curriculum was comprised of the laws. What's Title IX? What's the federal law? What's the history of that? How did that develop, and then state laws. So I talked about our state laws on sex; it was initially called sex discrimination. And then it's how the U.S. laws change, its Title IX change to be including sexual harassment. So did that here in Washington State. Also about famous lawsuits, and some more on the laws and court cases, and I had become an expert witness in lawsuits here on sex discrimination, gender discrimination, and sexual harassment and sexual abuse and schools. And so I brought a lot of that into my teaching as well. And then we went into specific policy areas, such as sexual harassment, that was a big one, but whatever was going on at the time. And I used a lot of approaches having to do with case studies, and having students in groups to take on some problem areas and make, give presentations to the class and what they came up with. And so I tried to get a lot of involvement and put policy into practice and in the meantime, then I became a legislator. So I had introduced a lot of bills having to do with these topics, particularly sexual harassment in

the schools, colleges, universities, so I brought in guest speakers who could, you know, provide really excellent information.

19:50

Interviewer: So to me, it sounds like your job was the state with the city actually helps you with teaching on campus, and you were able to bring in the most like recent cases, the real life experience, and then make the students to think what is going on right now. But also your passion in education brings, like issues related to Title IX and likewise, back to your work.

20:22

Kohl-Welles: Yes, definitely, it all fit together, and, as I mentioned, being an expert witness on lawsuits. I became known as having some expertise in this area in which I would try to then bring in that; for example, I'd bring in a case that I'd be working on a lawsuit, and I did many of them. But say, a lawsuit against a school district because they did do nothing, basically, when parents would come in complaining about a teacher or a coach, who they thought was acting inappropriately to their child. And some of the cases were just horrible. So I'd be able to, one, use my knowledge and expertise in my teaching, applying that to doing my work as an expert witness, reading over depositions, and giving suggestions to the attorney, the plaintiff's attorneys, and what they'd ask people in court or in depositions, what things they might do. I think that was very helpful in those cases.

But then, in fact, sometimes I would do hypotheticals, I would have an exercise in my class at the U, where it would not be an actual case, but a made-up case. And I would ask them based on what we know about Title IX or about our state laws. What do you think, is there something that it not going right, in this case, in the school district or this college? And what could be done about it? How could the law be applied as a rep, and what should the remedy be? So it fit all fit together really nicely. And of course, I learned so much about Title IX, because I was working to assist school districts in Southern California to implement Title IX.

22:44

Interviewer: To me, it almost sounds like if I were in that class, I probably going to be interested in attending law school.

22:54

Kohl-Welles: Yeah, I would think that there probably were people and I've had many students stay in touch with me. And quite a few of them have gone into academia, too. But I really have enjoyed it when men attended my classes, and then went into a relevant area, whether it be as a lawyer or be it as an academic researcher, because I had very few men in the classes.

23:25

Interviewer: So compared to when you first started teaching these classes at UW, and I know you also taught in early 2000. Is there a change in the makeup like of students? Were there more men joining or, like, over that time period, the 23 year period?

23:42

Kohl-Welles: I think there were more men than when I started, but not many. There just weren't that many. Even when I ended, I don't know what it's like now. And I don't recall if there were any men there who were majoring in the department. It was more they were taking it as an elective.

24:18

Interviewer: I see. So, it sounds like there isn't too big of a change in the makeup of the student. Does the teaching feel any different? The students, do they like, give you different responses?

24:39

Kohl-Welles: Well, I haven't taught for a while, remember?

I think there were changes as I recall, that were happening everywhere. I mean, just there was as the years went by, it seemed to me there was more of a relaxed, informal interaction, like people, I think when I first started, students would refer to me as Doctor, you know, instead of like, Jeanne, you

know, and that changed over the years, just a lot less formal, you know. I certainly over the years developed more of... I wouldn't say informal approach to teaching, but it wasn't, I didn't want to just stay with the lecture mode. I wanted to have more participatory learning, and having the students become more engaged in. So I think that's the main change over the years.

26:01

Interviewer: So did the university departments provide you guidelines on like, this is the way you should design this class? And these are the areas we want the students to learn?

26:15

Kohl-Welles: Not really. And, of course, I'm talking about three departments. But they, I think, in all three they left me pretty much alone, when I first started teaching a course. And it was new to me. I think, you know, I think what I know, what I did was, I would go back and look at the, the curriculum, and the, the, you know, what was distributed to the students in terms of how my predecessors had taught the class? And, so I would be guided by that, but I didn't have any mandate, what, how I would teach it or what the content would be.

27:08

Interviewer: So over the years in all your effort that putting this class together, including using the real case, examples, guest lectures, like case studies, all that, to be an interactive space for the student.

Kohl-Welles: Exactly.

Interviewer: Sounds great. But can you particularly recall that your experience at the Gender Women's Studies department or at the time Women's program?

27:41

Kohl-Welles: What is, what is the question?

27:43

Interviewer: Is there like any particular experience about working with the women's program, or gender studies program that stands out to you?

28:02

Kohl-Welles: Not really, a funny one I've thought of. I don't know if people would appreciate this, but it made an impression on me. And it was more amusing than anything else. But I remember I attended the faculty meetings. I mean, because again, it was a smaller program and very fluid and all that. So I was not a full-time faculty member, but I attended, I was invited to attend the Faculty meeting. I don't remember what year this was. But I was thinking about it recently because of the Women's Basketball NCAA finals. I don't know if you follow that. But the match... this is for women's basketball, and the semifinal game match a couple of weeks ago was between University of South Carolina. No, I'm sorry. They won the final match. It was between University of Connecticut which had won a lot of matches over the years. And the ..I'm forgetting that... the one they who beat them went on to the final. But it was the most watched athletic game women or men in the history of the NCAA. This is two weeks ago. It's just astonishing. And the game was riveting.

And I thought back to this incident, where I'm guessing maybe it was 1995 or somewhere in there. The University of Washington women's basketball team went to the Final Four. They, and they didn't win, but they went to the Final Four before the championship game. And those of us who'd worked on women's sports, and that was an area that I was working on a lot as a legislator, too. But we were all excited. I mean, this was fabulous, University of Washington, the Huskies, were going to the Final Four, you know, the semifinals.

So I brought it to the attention of the faculty at this faculty meeting, saying, this is so exciting, and we should do something. Well, what should we do? I mean, I've been I swear we, we could write an article, we could write a letter, we do something. And so what they decided to do was to include mention of it in the faculty meeting minutes. And that was it.

I just remembered being feeling so stunned by that. And disappointed. I mean, it was huge in the legislature, you know, we've worked so many, but a lot of us have worked on women's sports, making them more equal. And anyway, so that's not a necessarily positive thing. But it pointed out to me the difference between the academy and what a political body does, where the political body is involved with making changes, effecting changes in public policy, and law, and to help move things forward. And here the women's faculty, they'll mentioned it in their minutes. And I thought, Oh, my goodness,

32:02

Interviewer: We still have the Gender and sports class today. I've never attended. But I know there is that class. There is and I've included that topic in my class. That was one of the curricular areas.

32:19

Interviewer: It's very interesting to hear about that story. Because when I went over the interview piece, you've sent me the letter upon your retirement. You actually said, they quoted you for saying very similar things about the difference in academia and in legislation jobs. I think what you said is that, "my work in teaching and research was not that different than my policy work in the legislature and even in the council, but I always felt like I didn't have an immediate impact."

33:11

Kohl-Welles: Well, and that's, I think that's what it was very gradual. But I finally came to the conclusion, I couldn't do the teaching anymore. And, and of course, if it had been a tenure track position, it might have been different. And I think I could have just kept teaching. But to try to do it while being a legislator became more and more difficult, because I taught in the fall quarter when we were not in the legislative session, and I always gave essay exams and papers to write. And it was very difficult to keep up with all that. But what really was the deciding factor for me was that I was going to give up academia, which I loved. And my focus being on public policymaking, was I wanted to effect social change. And when I was teaching, as much as I loved

it, and I've always loved it when I was contacted by former students. The reality is you don't really know what impact you're making. You just don't know unless you hear from former students. And, you know, when you're teaching, you get feedback from students and all that. But I wanted to effect social change. And I became convinced that the way to do that was to be an elected official.

34:49

Interviewer: Very impressive. Yeah. So have you ever encountered people in your work and they come up to you and say, you were my professor?

35:00

Kohl-Welles: Yes, yes, yes.

35:03

Interviewer: Can you give us an example?

35:06

Kohl-Welles: Well, an example of a person or example of what someone would say?

35:15

Interviewer: Maybe what someone would say, and what are the positions they're working at...

35:21

Kohl-Welles: I still get that. And some of it is more like, I'm, I'd be in some situation, and be talking to people. And then someone would say, by the way, and this is a very typical thing. By the way, I'm sure you don't remember me. But I was in your class of blah, blah, blah, and such and such a year, and I loved the class or you know, this, but they always say, I'm sure you won't remember me.

Another type of situation that had come up when I was in the Senate was somebody, we hire pages, and we'd have, like freshmen in high school, sophomores, be pages, and they're there for a week and they'd get paid.

And they'd apply. And I would hear these, you know, 14,15 year old kids saying, by the way, my mother was a student of yours at the University of Washington. You know, that type of thing that would come up. But, you know, some of the, I've kept in touch with some students, a few, you know, and they keep emailing me or you know, they, I don't know, touch in, and that's nice. I really like that.

36:50

Interviewer: My grandmother was also a teacher, but she taught me elementary school. So whenever she walks in the neighborhood, there's like middle aged people come up to her and say, you probably don't remember me, but like, I was your student. And every time she would come home to me, like, I just cannot recall their name, this is so embarrassing..

37:15

Kohl-Welles: Yeah, we don't have that too. That's fun. And I taught elementary school for three years. So I got that a little bit, and not much.

37:27

Interviewer: Good. That's a very interesting part about teaching, after you grew older.

37:30

Kohl-Welles: My mother was a teacher. And I always found this interesting because she and my father went to the University of Wisconsin in Madison, and they couldn't get married for seven years because women teachers had to quit when they got married. Well, that was in the 1940s and 50s. And so they delayed getting married. And then she, then she went on to be a teacher in Milwaukee, an English teacher in high school, and she had to resign when she got married. And later on, she became a secretary. And later on, when we were in Los Angeles, she was able to get hired as a teacher.

38:26

Interviewer: This is really hard.



38:28

Kohl-Welles: Isn't that weird? I know.

Interviewer: It's not even that long ago.

Kohl-Welles: But then you think of discrimination that goes on today.

38:43

Interviewer: To me, it sounds like your family's early experience kind of impact you in thinking about all these different forms of discrimination.

38:54

Kohl-Welles: And with her too, she had to stop being a teacher, I have the letters somewhere. She applied to be a secretary in New York City. I think it was an accounting firm, and I have seen the letter thanking her for applying. But she was married and they did not hire married women because they didn't want men to miss out for a woman to take the place of a man who needs to support his family.

39:32

Interviewer: I was going to ask, what's the reason? It's just so hilarious.

39:38

Kohl-Welles: I didn't know about China, but here in the United States. It was the norm that during World War II, when men were off fighting, women were hired to take on non-traditional jobs. You've probably heard of Rosie The Riveter, and if you haven't, you should look that up. But they took on "men's jobs." And then when the men came home, the women were let go, they had to give up their jobs. That was the norm.

40:15

Interviewer: Yeah, I've heard of that. And I've seen the poster, and I also know that after the Second World War, that men are actually grabbing back the job that women were doing.

40:35

Kohl-Welles: That's right.

40:38

Interviewer: So much has changed in a few decades. So in China, I think at the same time, after 1949, when the People's Republic of China was established, the government actually tried to encourage women to not only do like domestic labor, because only a small, very small portion of women received education and get a job. But then it's both for, I think, a promotion of gender equality purpose, but also for increasing productivity because they needed more labor. Yeah. And there was like famous saying, of like, women can hold half of the sky by Chairman Mao at the time. So they're trying to push more women to get educated, and then to work in a factory job, or in the agricultural field. That was the early CCP attempt at the time.

41:42

Kohl-Welles: What year did I start there? I remember teaching about it in the women in social structure class. What year was it that China mandated one child only?

41:54

Interviewer: I think it was sometime in the 80s?

41:58

Kohl-Welles: I think so too. And I would bring that up in a class and people were just like, shocked, you know, the students at the university.

42:10

Interviewer: I get that question a lot. Like, are you the only child?  
Here comes our last question for today. So what do you want to say to people at the Gender, Women Sexuality Studies Department? And students taking class like a feminist studies who are watching this video? Do you have any message for them?

42:40

Kohl-Welles: Well. I wish I had some time to think about that. I just retired from public office, and I'm navigating my way, it's really, really strange for me to be retired, that I'm in my fourth month of retirement. And what I, I enjoy is not having to set the alarm clock in the morning. But I am missing the engagement, the involvement. So I'm still trying to do that. I mean, I'm not an elected official anymore. I don't have a job anymore. But I'm still being really active in things I care about. For example, I just joined the board of Path with Art, which is on Lower Queen Anne and serves people who are experiencing homelessness, people who have mental disorders, or drug addictions and veterans who are having problems, but the main thing is helping them through art. So getting engaged with participating and becoming what's called the participating artists and finding their way. I mean, the research is excellent on that. And so what I would say for the students at a different time in their lives, but find out what really grabs you, what, what energizes you and it might be academic study, furthering academic studies going into academia, as you know, as a faculty professor, doing research, it might be working in the social sciences, and, or whatever, or it might be becoming a policymaker. And I think, very generally, those three areas are politics. Whatever it is that they want to go into, is just dive right in and don't hesitate. I mean, so many times in my life where I've had real challenges and just think of being a single parent of five children and not having a regular job. It can be overwhelming but have the confidence and don't sit back, just do it. Plunge in and, and you will learn things by just getting in that. That framework. Don't sit back, just initiate, see what you want to do, try things out.

45:38

Interviewer: Thank you so much for the message. And that wraps up our interview. Thank you so much for your participation.

45:47

Kohl-Welles: Well, thank you for inviting me. I've enjoyed it.