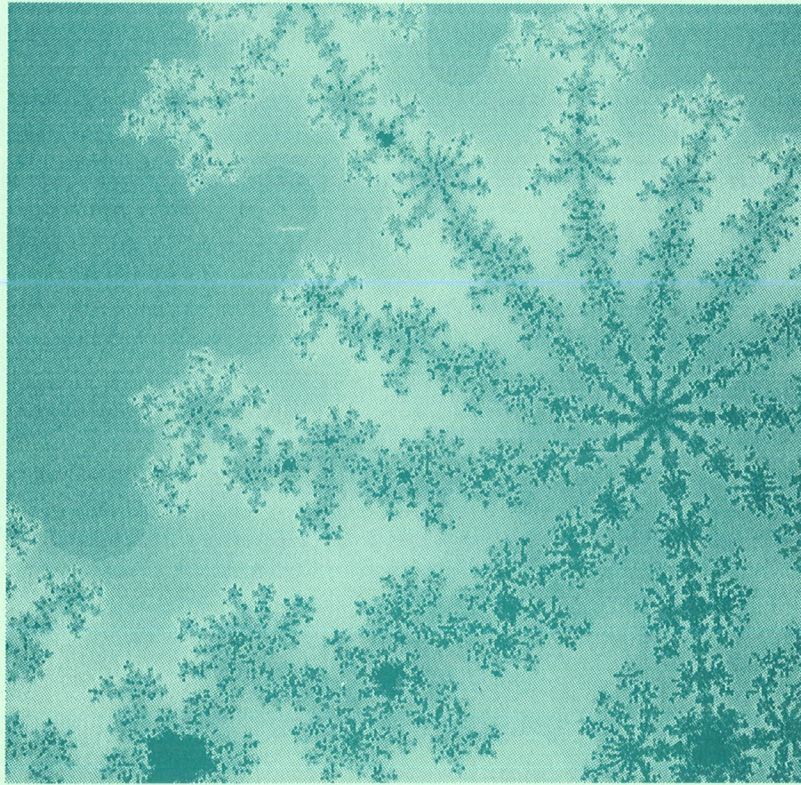




UNIVERSITY OF NEBRASKA-LINCOLN  
TEACHERS COLLEGE  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION



SEPTEMBER 18-19, 1994

LEADERSHIP AND CHANGE

THE EIGHTH ANNUAL CONFERENCE ON  
WOMEN IN EDUCATIONAL ADMINISTRATION



**THE EIGHTH ANNUAL CONFERENCE ON  
WOMEN IN EDUCATIONAL ADMINISTRATION**

**September 18-19, 1994**

This publication includes abstracts of presentations at the 1994 Women in Educational Administration Conference. If you would like further information regarding a presentation, please write to the first presenter (identified in bold) for each session. Addresses of presenters are published in the conference registration list.

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**Dr. Linda Sue Warner**

Assistant Professor

Director American Indian Educational Policy Center

The Pennsylvania State University

**Dr. Marilyn Amey**

Assistant Professor

University of Kansas

Purpose

One aspect of diversity requires reshaping relationships between women of color and White women.

This presentation will focus on issues of cultural diversity for minority women leaders. Specifically, the presentation will review a model developed to re-evaluate mentor-novice relationships in educational systems.

The model includes the following components:

1. cultural awareness
2. sophistication
3. stereotypes
4. knowledge vs understanding
5. humor
6. voice
7. ethics

These have been defined primarily as a result of practical experiences. The model presents American Indian/non-Indian examples and seeks input which would allow the model to be used, in some modified form, for other women of color. Research on female, minority school administrators is minimal because the "critical mass" of qualified individuals has been lacking. In order to promote diversity, it is important to study successful (and unsuccessful) examples of programs which attempt to retain minority women within formal organizations.

Methods

The presenters will use a variety of methods, including interactive role-play and discussion to focus the presentation.

Applications/Implications

While there is a wealth of research which supports the idea that gender differences do account for the world view of men and women, the organizational base for most of our institutions require that most women have a male mentor. In situations where women can provide mentorship, they may be reluctant to do so because of an individual agenda (survival) or they may not have the opportunity. In situations where there are significant cultural differences, the challenge is even greater.

**Women in Public School Administration:  
Factors That Facilitate Attainment**

**Betty LaPointe**

Teacher

Manistiquette Area Schools

Manistiquette, MI

The educational system in the United States, although staffed by an equal proportion of men and women in teaching roles, is administered predominantly by men. Women are represented in fewer than five percent of our nation's schools in the role of superintendent, and only ten percent of the high schools are administered by women principals. This underrepresentation of women in positions of administration raises a number of issues for investigation.

The purpose of this study was to expand the research on the factors that facilitate the attainment of key leadership positions for women within the public school, and to determine differences in access between the positions of secondary principal and superintendent.

Previous research has explored this underrepresentation to determine the reasons why so few women hold positions of leadership. The focus of this literature has been on the barriers that women face rather than on the factors that have enabled them to attain key leadership positions within the public school.

Attempt was made to gather data from all female superintendents and secondary principals currently serving in the state of Michigan. A total of 78 administrators, 83% of the population, have provided insight into demographic backgrounds and self-perceived factors that facilitated the attainment of their position of leadership in the public schools. This study contains self-perceived personal history factors; educational background and experience factors; networks, mentors, role models, achievement motivation and attitudes toward sex discrimination, sex-role stereotyping within the career path; and attitudes toward the myths and generalizations that explain the underrepresentation of women in school leadership as they relate to attainment of the position of superintendent and secondary principal.

Analyses of data from a survey instrument containing self-perceived questionnaire statements regarding factors that facilitated the attainment of an administrative position, revealed differences between the two populations in three areas. Superintendents perceived that female administrators who had the influence of working mothers as role models, were more likely to succeed in attaining an administrative position, and that women administrators whose mothers worked outside the home are more achievement motivated. Secondary principals placed more value on "being in the right place at the right time" as a factor in attainment than did the superintendents. However, the quality of perseverance, possession of advanced degrees, successful performance in previous positions, and use of mentors, were cited in narrative form by respondents from both groups as key factors in facilitating the attainment of their positions.

Demographic differences between groups were noted in a disproportionate number of doctoral degrees among superintendents. Secondary principals also demonstrated general disinterest in seeking the position of superintendent.

**Renewal That Fits: Preparing Educators for  
Reforming Schools**

**Dr. Marium T. Williams**  
Director, Clearinghouse for School Services  
Teacher Certification Officer  
Morehead State University  
**Debrahah Watson**  
Graduate Student  
Morehead State University  
**Sue Vencil**  
Graduate Student  
Morehead State University

The Kentucky Education Reform Act of 1990 has transformed schools K-12. There are family resource centers, youth service centers, multi-age, multi-ability primaries, a new curriculum framework, authentic assessments and site-based council schools.

These changes are sometimes overwhelming for the existing teachers and the college is struggling to support them while trying to model some of the components of reform for the preservice teacher education students in their classes.

The State Board of Education and the State Professional Standards Board have regulated New Teacher Outcomes and the New Administrator Outcomes are pending. Teacher Assessment Centers are also being planned.

The leadership within the college of education is struggling with strategies for change knowing that by 1996 we must have in place a new teacher education program.

Women administrators on this team of university change agents will share an overview of the New Teacher Outcomes and its fit with the reformed public schools paradigm and curriculum.

Another of the team will present results of predisposition to change instruments completed by College of Education faculty as well as needs assessment instruments for staff development also completed by College of Education faculty.

The team leader will then describe early forays into change, giving examples of professors' activities that are reform-related such as action research projects, cooperative learning classrooms, critical thinking centers, writing as a process centers, and science and math train the trainer projects.

**Females in Educational Administration:  
The Winter and the Warm**

**Dr. Carole Funk**  
Professor  
Educational Leadership  
Texas Woman's University

Women in educational leadership positions, in spite of their increasing numbers in the field, continue to face unique problems that result largely from their entry into a male-oriented culture with games and rules that they sometimes find bewildering and ever-changing. With the "leadership advantage" attributed to women leaders by Sally Helgesen, they still must deal with many disadvantages caused by the negative views of women leaders held by their male peers and teachers of both sexes.

The purpose of this study is to explore the advantages and disadvantages, or the "winter and the warm," experienced by women in leadership positions in education through a content analysis of their responses to personal interviews conducted by Texas Woman's University graduate students with 60 female administrators in the Texas Metroplex public schools.

The following questions were asked of each of the subjects in the structured interview sessions:

1. What characteristics do you feel you must have the males in your position do not have to have?
2. Do you feel that women have to "take on" the characteristics of men in order to be successful school administrators? Please explain your answer.
3. How did you learn to play "the game" by men's rules? Or do you "play" by a different set of rules. If so, please explain.
4. What are the biggest pitfalls that female school administrators must avoid at all cost to be successful?
5. What differences in your leadership style or in the responses of employees have you found when supervising males vs. females?
6. What do you think was the number one obstacle in achieving your administrative position?
7. Was your mentor male or female? How did your mentor help you?
8. Are you serving as a mentor now? For both males and females?
9. What is the most stress-producing part of your job? What is the most negative aspect of being a female school administrator?
10. How do you cope with job-related stress?

The presenter will use transparencies to present the results of the study on an overhead projector and will provide each attendee with a copy of the complete research paper upon which the presentation is based. Interaction with the audience will be encouraged, and a brief question and answer period will follow. The presenter will also furnish a reference list of related research that she has completed in the past.

The presentation of the study will include an overview of previous research conducted within the same population, the purpose of the study and research questions, the results of the analysis of the data with appropriate quotes from those interviewed, and a summary of the major findings of the study.

Demographic data, such as age, type of position, salary, marital status, number of hours worked during a week, etc., will also be presented to provide a profile of the women in the study.

The responses to these questions by the 60 female administrators in the study will be analyzed through a content analysis, then categorized and ranked in order of frequency of each category. The results will then be summarized in several major generalizations in order to synthesize the results from several questions or categories as these relationships become evident during the course of the analysis.

15. What is your philosophy of education?
14. How do you "toughen up" or get a "thicker skin" so that you are not so affected by emotion on the job?
13. Why did you decide to become an administrator?
12. When you first went into teaching, did you plan to be an administrator? Please explain your answer.



## Women and Leadership in Higher Education

Dr. Nancy Mockelstrom

Chairperson, Department of Nursing

Nebraska Methodist College of Nursing and Allied Health

Women are not only disproportionately under-represented in higher education, they are over-represented at the lower ranks and conspicuously missing from administration. While in some specialties (such as nursing), women are disproportionately over-represented, those areas would be considered feminine and probably of lesser value. It has been reported that especially in fields in which they are most fully represented, females have generally been promoted at a slower rate than their male colleagues.

It would appear that there exists differing perceptions as to the competencies and values of women in academic leadership. In order to explore the role of women in leadership in higher education, this paper will analyze the literature available related to leadership behaviors in general and specifically in higher education. Literature related to women in higher education and the ways women lead will also be presented. Lastly, a proposal for addressing this issue will be discussed.

Various issues related to gender and academic reward have been studied. Such issues included claims of academic wage gap favoring males; rank and/or tenure differences between male and female faculty members; and different criteria for evaluating male and female members with females reaping less reward for their achievements. The results of these studies demonstrate agreement regarding differences in outcomes but offer competing explanations for the variances of rewards. These explanations range from perceptions that women in male-dominated professions are deviant to differences in productivity to career disruptions. In reviewing literature related to gender differences and gender stereotyping, three theoretical perspectives will be identified to address the effect of gender. These perspectives of person-centered view (also referred to as gender-centered), organization-centered (or organization structure) view, and gender context will be discussed in depth.

Many theories of leadership have been advanced using male models or male samples and thus have left women excluded. Because of the shortcomings in sex differences in leadership literature, it is proposed that a focus on sex-role orientation would be more appropriate, one that utilizes the theory of androgyny. This conception recognizes that traditionally sex-typed persons are socialized to have more characteristics from one dimension than the other while androgynous individuals differ in that they are characterized by both feminine and masculine traits. While this idea of androgynous leadership has been discussed in the management literature and seemingly has gained widespread acceptance, related research has been limited.

The literature offers a variety of perspectives as to whether there truly exists differences that can be attributed to gender in leadership. What appears to be consistent, however, is that perceptions do exist and these perceptions are reflected in gender stereotyping or gender-ascribed social status to make a difference. While empirical studies may not validate conclusively that differences exist in performances between men and women, the fact remains that outcomes are different. The eventual goal is to capitalize on the differences, applauding the benefits that each can bring and

move away from the devaluing of those styles/methods that deviate the dominant group modalities. The realization that integration or an androgynous approach combines the best of both is essential.

Further exploration of women in academia is necessary. Perhaps through hearing their perceptions and stories, characteristics of these women differing from other women or men in similar positions can be identified. The greatest need in addressing this disparity for women in academia is first to raise the awareness of its existence and the subtlety with which it is perpetuated. The value of women in academia will change as attributes of women are recognized as being of importance. However, academia may, indeed, provide the perfect proving ground for such demonstration of value, competency, and worth.

## Women as Change Agents

Dr. Trudy A. Campbell  
Assistant Professor  
Kansas State University

### Rationale

Although the number of women in educational administration has increased, the field is still primarily dominated by white males. The National Policy Board for Educational Administration (Shakeshaft, 1989) suggests that the following three areas be targeted and efforts coordinated to change the composition of school administrators: (a) recruitment and training; (b) placement; and (c) survival. A great deal of study on items one and two have clearly established discriminatory training and hiring patterns and provided recommendations for improvement. According to Marshall (1989), we now need to direct more of our efforts toward newly conceptualized research (item three) which asks "how can we enhance our understanding of leadership by studying women's experience as leaders?" Narrow definitions of leadership based on male models or theories need to be expanded to include women's values, beliefs, and experiences.

One area of focus which shows promise for broadening our definition of leadership is in the area of change. Many of the attributes needed to effect change are those strengths found to be held by women (Adkinson, 1981; Fishel & Potter, 1975; Ortiz & Marshall, 1988). An exploratory study of strategies and models of current practitioners (collected through the use of focus groups) will add to the knowledge base not only of change but of the female leadership perspective. Furthermore, the use of the Change Agent Questionnaire (developed by Jay Hall and Martha S. Williams) will provide data for interpreting group interactions.

### Objectives

The proposed presentation will provide:

1. A brief summary of women's experiences related to effecting change at the building level.
2. Information on the use of the Change Agent Questionnaire.
3. An example of the use of focus groups to collect data.

### Conceptual Base

Historically, focus groups have appeared in social science research and marketing (Morgan, 1988) and are useful for: Orienting oneself to a new field; generating hypotheses based on informants' insights evaluating different research sites or study populations; developing interview schedules and questionnaires; and getting participants' interpretations of results from earlier studies. Focus groups combine elements of both individual interviews and participant observation in groups. This is a qualitative approach to data collection and considered valid if used carefully for a problem suitable for focus group inquiry (e.g., understanding an organization's image, generating information for program development, feedback to administrators, etc.). These groups generally consist of 7-10 participants selected for common characteristics (related to the topic); participants

are encouraged to express diverse points of view; and group discussions are conducted several times with different participants to identify trends and patterns.

## Methods

Three female administrator focus groups (in Kansas) were established to investigate perceptions of roles and strategies used to bring about building level change. The researcher acted as moderator and directed the line of discussion.

Discussion questions included:

1. Can you describe one change initiated in your building?  
Who decided the change was needed?  
How was the change presented to the faculty?  
What roles did others play in the change?  
What were some of the un/successful strategies used to bring about change?
2. What role did you play in the change?  
What was your level of involvement during the different stages?  
How did you react to those who resisted the change?  
What did you do to encourage those who were supportive?
3. How would you evaluate the success of the change effort?  
Is the change likely to become a part of the system or will it "go away"?  
Did the change address the original need?  
What kinds of attitudes toward the change do you think your faculty hold?  
What would you do differently if you could do this over again?

Written responses to the following questions were also collected:

4. As individuals in the group listen and react to change efforts, do you see any common themes emerging? Have you gained any insights into the change process? What kinds of questions would you like to ask in future discussions?

The focus group discussions were tape recorded and transcribed. In addition, each participant provided written comments regarding their reactions to the process. Finally, each participant completed a Change Agent Questionnaire with items designed to measure attitudes toward change. These three sources of data were used to analyze and interpret women's experiences as change agents at the building level.

## Strengths Women Bring To Site-Based Management

**Dr. Gwen Schroth**

Assistant Professor

Educational Administration

East Texas State University

After observing four female executives on the job, Sally Helgessen, in The Female Advantage, identified characteristics common to women in leadership positions. Among these are women's ability to:

- keep relationships of workers in good repair
- make time for activities not directly related to work
- enjoy live encounters rather than phone or mail contacts
- maintain a complex network of relationships with people outside their organizations
- focus on long range goals by constantly keeping the "big picture" in mind.
- make a difference in the world around them
- see their jobs as being complex and multifaceted
- schedule time for sharing information as transmitting facts is a high priority
- change in a changing world
- operate on the principle of inclusion as they see the flow of information as crucial to success
- view unscheduled tasks and encounters as opportunities rather than unwanted interruptions.

The strengths that leaders in educational administration require for successfully implementing site-based decision making are the strengths Helgessen lists as inherent in female leaders. For example, in order to restructure from top down control to local control a leader needs to be willing to freely share information and operate on the principle of inclusion. Empowering individuals who are closest to and most affected by decisions requires leaders to be willing to change and relinquish control. Providing continuity of programs across subject areas requires leaders who are able to see the big picture. Improving linkages between schools, central office, school boards and the community requires a leader who is able to build relationships outside the school network and one who sees the sharing of information as a high priority.

The integration of feminine strengths into school administration at this particular time in history is crucial to the success of education, particularly in the area of site-based decision making. Top down management is no longer the rule of the day. It is time for women to step in and make a difference.



## The Role of Women and Minorities in Educational

**Dr. Linda Hampton Wesson**  
Associate Professor of Education  
Arkansas State University

An increasingly pluralistic society makes different kinds of demands on the leadership in public education. This presentation examines the culture of school leadership and the demographic trends that are impacting public school administration so that educators might be better prepared to assume leadership in the twenty-first century.

This presentation will review the problem of the low representation of women and minorities in educational administration and discuss the implications of some recent demographic and educational trends that impact the problem. Data show that teachers, educational leaders, and school board members do not closely reflect the racial and ethnic diversity of the students; this data is representative of a trend that seems to be escalating. This escalation is due in part to the rising minority population and the reduced number of people of color who are entering teacher preparation programs.

Other data also indicate that although women comprise a majority of the nation's public school teaching force and are increasingly qualified for administrative positions, most school administrators, especially at the highest level in public school administration, the superintendentcy, are white males.

The session will discuss explanations for the career patterns of minorities and women which center on management's need for homogeneity (Kanter and Whealey), the lack of socialization of women and minorities into these roles (Ortiz) and public policy trends which place emphasis on excellence rather than equity (Clark and Astute). The work of Ragins and Sundstrom, who emphasized the importance of constraints external to the organization, will also be discussed in order to understand the underrepresentation of women in minorities in educational administration.

Part of the session will be devoted to recent educational trends that began in the middle 1980s which have had an impact on educational administration and may help alleviate the problems of underrepresentation of women and minorities in educational administration. These trends have significance because of the new way leadership is defined. Instead of defining leadership in terms of formal bureaucracy and regimentation of the rank and file of schools, this re-definition of leadership focuses on the ability of leaders to achieve collaboration so that common goals and objectives can be accomplished. This type of leadership needs, and, in fact, depends on the value added by diversity, a value that is needed for leaders to expand their view of reality so they can better achieve organizational purpose.

Finally the session will focus on how educational leadership preparation programs are responding to this need for a new kind of educational leaders.

**"Talking Back: Life Stories of Nine African-American Female School Administrators"**

**Dr. Penny Smith**

Assistant Professor

School of Education

University of North Carolina at Greensboro

**Terry Burgin**

Doctoral Student

University of North Carolina at Greensboro

**Joan Essie**

Doctoral Student

University of North Carolina at Greensboro

Fifty years ago Ruth Benedict wrote that "no man ever looks at the world with pristine eyes. He sees it edited by a definite set of customs and institutions and ways of thinking."<sup>1</sup> Recently a few scholars have argued that the androcentrism of public and most private schooling in the United States has contributed to the disproportionately low participation rates of women in administrative positions in education.<sup>2</sup> By identifying what is masculine with what is normal, emblematic, or universal, we have "edited" our world of legitimate school authority to one of male-centered leadership. School administrators, particularly those in top central office positions and secondary school principalships, are men.

As Carol Shakeshaft noted: "The traditional literature in school administration largely ignores women. It tells us little about their past or present lives, nor do we hear of their struggles."<sup>3</sup> Even when we do include women in our conversations about educational leadership, we focus on the experiences of white women or we talk in generalizations, spending most of our time on surveys of common characteristics. Female administrators are between this and that age. They have this amount of education. They are likely to be Protestant. They are more likely than their male counterparts to be single. Their career paths to administration are less direct than those of men.<sup>4</sup> By casting a wide net, researchers have sacrificed the potential rewards of a penetrating look at a small, albeit significant, set of school leaders: African-American women.

Their stories are unique, because they tell of the intersection of cultures, of the places where race and gender (and sometimes class) come together. Paula Giddings observed that "black women have a history of their own, one which reflects their distinct concerns, values, and the roles they have played as both Afro-Americans and women."<sup>5</sup> Our study is an introduction to that "history of their own." Its title, "Talking Back," comes from a 1989 Bell Hooks essay in which she wrote that talking back "meant speaking as an equal to an authority figure."<sup>6</sup> The stories told by the African-American administrators we interviewed are a form of talking back, of making political statements by the ways they have chosen to live their professional lives, by demanding "not simply presence a place at a table set by the "customs . . . institutions and ways of thinking" not simply for men, but for white men. It also refers to the research methods we have elected to employ.

This study originated from discussions which followed a forum in a women in educational administration class held on our campus in the Spring of 1993. Three African-American school leaders shared abbreviated versions of their educational autobiographies. There stories were

stimulating and in dramatic contrast to the experiences of many of the students in the class, most of whom were European-Americans. Intrigued by the differences and aware of the limitations of current research, we began a structured and formal collection of oral histories from southern African-American women who occupy various positions in school administration.

For the purposes of this session we are including information derived from nine of our storytellers: three women in senior administrative positions; three women in their first or second principalships; and three women who have recently embarked on administrative careers and who are currently assistant principals. We are using standard oral history methods to gather our data.<sup>7</sup> We conduct and tape interviews, transcribe the tapes, and review them for general themes. At the same time we want the power of unique voices to weave through our narrative. So, although we are sensitive to the limitations of qualitative research in making generalizations beyond the population we study, we celebrate the instructional potential of listening to and honoring individual experiences. The stories we are recording not only begin to provide sinews to the skeletal framework constructed from aggregate data surveys, but they also provide a basis for expanding our discourse about administration across race, gender, and class lines.

Isaiah Berlin once used Archilochus's distinction between foxes and hedgehogs as the metaphor on which to hang some observations about Tolstoy's writing of history. "Foxes know many things, but hedgehogs know one big thing."<sup>8</sup> Without pushing the implications of such a simplistic distinction too far, we believe that research on women administrators has been done primarily by foxes. We know many surface things about them and their practice. We propose to add the testimony of a few hedgehogs, to look deeply at the experiences of a limited number of practitioners in the hope of learning something we might apply more broadly.

#### Footnotes

<sup>1</sup>Ruth Benedict, *Patterns of Culture* (Boston: Houghton Mifflin Company, 1959), p. 2. Benedict's book was originally published in 1934. We made a conscious decision to let the masculine noun and pronoun remain; Benedict would have argued that she meant the sentiment to apply to both men and women.

<sup>2</sup>See, for example, Carol Shakeshaft, "Theory in a Changing Reality," *Journal of Educational Equity and Leadership* 7 (Spring 1987): 4-20; Catherine Marshall, "The Stigmatized Woman: The Professional Woman in a Male Sex Typed Career," *The Journal of Educational Administration* 23 (Summer 1988): 131-152; Jacqueline Peters, "The quest of the New Woman in Public Education: 1980," *NASSP Bulletin* 64 (December 1980): 14-17; and Carol Shakeshaft and Irene Nowell, "Research on Theories, Concepts, and Models of Organizational Behavior: The Influence of Gender," *Issues in Education* 3 (Winter 1984): 186-203. For a similar phenomenon in the private sector see Rosebeth Moss Kanter's *Men and Women of the Corporation* (New York: Basic Books, 1977).

<sup>3</sup>Carol Shakeshaft, *Women in Educational Administration* (Newbury Park: Sage Publications, 1987), p. 9.

<sup>4</sup>Shakeshaft found the same pattern in her review of the literature. As she observed, "aggregate descriptions of the women who have chosen to work in the male enclave of educational administration are abundant, although individual accounts are rare." (*Women in Educational Administration*, p. 56) A cursory review of the dissertation literature and ERIC

documents from 1980 through 1993 (Shakespeare's research encompassed literature from 1970 to 1985) confirms that aggregate descriptions continue to be the most prevalent research report.

<sup>7</sup>Paula Giddings, When and Where I Enter: The Impact of Black Women on Race and Sex in America (New York: Bantam Books, 1988), p. 6.

<sup>8</sup>Bell Hooks, Talking Back: Thinking Feminist, Thinking Black (Boston: South End Press, 1989), p. 5.

<sup>9</sup>We have been influenced by recent authors who argue for a feminist form of oral history. Note, for example, Women's Words: The Feminist Practice of Oral History (New York: Routledge, 1991), edited by Sherna Bergan Gluck and Daphne Patai.

<sup>10</sup>Isaiah Berlin, The Hedgehog and the Fox: An Essay on Tolstoy's View of History (New York: Simon and Schuster, [1953]).

**The Stephenson Internship Program:  
Mentoring Undergraduate Women in Administration**

**Dr. Judy Harrington**  
Assistant Professor  
Goodrich Scholarship Program  
University of Nebraska at Omaha  
**Panel of mentors and interns**

The Stephenson Internship Program was implemented at the University of Nebraska at Omaha (UNO) in the Spring of 1993 with external funds donated by an anonymous benefactress to the Goodrich Scholarship Program (GSP) at UNO. Her specified goal was to assist undergraduate women in the professional development of leadership and administrative ability. GSP provides financial aid in the form of tuition and fees toward the bachelor's degree, and the program is composed of students with financial need who are primarily first generation college. In addition, the majority of Goodrich scholars are female and students of color.

The Stephenson Internship program was developed by two Goodrich faculty, Dr. Diane Gillespie and Dr. Judy Harrington. They solicited the participation in the Internship program of six women in leadership roles at UNO including Assistant Vice Chancellor of Student Services, Associate Deans, the Director of Faculty Development Center, the President of UNO Faculty Senate and two Professors who have had administrative responsibilities as well as serving on key campus committees. These women and Mrs. Willda Stephenson, former director of the Goodrich program for whom the internships were named, formed a committee to select six female goodrich undergraduates who would serve as interns.

The internship has been designed so that each intern works for 10-15 hours a week (at \$7.00 an hour) in an office on UNO's campus with her mentor. The internship involves shadowing the mentor in a variety of settings as well as participating in designing and implementing a project for the office in which the intern is housed. The internship lasts one semester.

In addition, a one-hour Special Topics seminar was developed on "Women in Administration" through the Public Administration department which all interns are required to take. This seminar served as a place for the interns to process their observations and experiences in the internship as well as studying and reading literature on women and leadership roles in administration.



## The Gender Factor in Teacher Shared Decision-Making

Dr. Paula Stone  
Chair, Educational Leadership  
Mankato State University

Do gender differences in principals affect their implementation of teacher involvement in school-based decisions? Do female principals involve teachers in shared decision-making more than do male principals?

Site-based management seeks to increase decision-making at the local level by empowering teachers to participate in decisions which traditionally belonged to only the principal or central office administration. Decisions in such areas as curriculum/instruction, budget, staffing, and operations traditionally have been the principal's responsibility. Do men and women principals differ in the degree or scope of empowering teachers in these areas of decision-making? Findings of earlier research on gender differences in styles of leadership have asserted that men and women do differ. Women are described as participative, empowering, relation-oriented and transformational (Aburdane and Naisbett, 1992). Men have been described as demonstrating more traditional styles of management such as authoritative, controlling, directive and transactional (Aburdane and Naisbett, 1992). Do these gender differences affect the level of teacher involvement in shared decision-making in schools? This study measured site-based management and shared decision-making in these areas:

Vision/Mission  
Work Standards  
Curriculum/Instruction  
Budget  
Staffing  
Operations  
Facilitating  
Procedures  
Staff Development

Through the use of a questionnaire consisting of 63 items, teachers indicated their degree and scope of shared decision-making. Male principals and female principals were equally represented in the study. Additionally, responses by female teachers and male teachers were analyzed. Findings of the study contribute to the body of applied research which describes leadership styles and behaviors related to school improvement processes and outcomes. The study also provides current indicators of the state of site-based management and shared decision making in 20 Minnesota school sites.

**The Brotherhood: A Female Principal Enters the  
World of High School Athletics**

**Dr. Anna T. Hicks**

Principal

Irmo High School, South Carolina

The purpose of this presentation will be to speak personally from my experience as the first female high school principal in my school district and as one of only nine in the state of South Carolina as I have learned the inner workings of male-dominated high school athletics and specifically, the High School League, which develops rules and regulations for athletics. The presentation will be divided as follows:

I will first focus on my experience coming in as a new principal with assisting the athletic director, who had been hired by a previous superintendent, in understanding that he answered to the principal. I will describe attempts to move him toward shared decision making as opposed to an authoritarian, top-down, management style where the athletic budget was "a big secret" never to be shared, especially with parents. Then, I will describe the management style I used to gather input from parents, student athletes, and coaches in presentation for the selection of a new athletic director/head football coach when the previous one retired.

In addition to my experiences at the school level, the presentation will focus on South Carolina High School League, the male-dominated inner sanctum of the "Southern Good Ole' Boy" way of doing things were made in advance before voting. I will describe the meetings where I was very frequently the only female in attendance and where I made efforts to include agenda items related to the improvement of female athletics only to find those items later removed. I will describe the relationships I developed with a few enlightened men in the group who shared with me the inner workings and were willing to give advice.

The presentation will conclude with a discussion of my work with the high school athletic booster club, its female president, and her frustrations and courage in the role. I will draw conclusions related to the value of feminine leadership - listening, nurturing, and tending to the culture of organizations. I will emphasize the need for female high school principals not to simply delegate the management of athletics to the male athletic director, but instead, be actively involved in taking care of all sports and both genders. I will then allow time for questions or comments.

## Enhancing the Learning Environment: Ethical Issues Calling for Leadership From Women Administrators in Higher Education

Dr. Nancy Martin Bailey  
Associate Dean - Veterinary Medicine  
University of Florida

In recent years there has been considerable emphasis placed on enhancing the quality of undergraduate teaching in post-secondary institutions of higher learning. Much of the discussion has centered around questions about the numbers of research faculty who are teaching undergraduates, college faculty members' lack of knowledge about instructional methodology, the physical condition of college classrooms, the necessity of and strategies for introducing multimedia into the college learning environment, and similar administrative concerns.

Less attention has been placed on identifying and addressing the many ethical issues which should accompany attempts to enhance the quality of undergraduate instruction. Given their perspectives and experiences, women administrators in higher education are in a unique position to identify the ethical content which should be a part of the national discussions of quality enhancement of undergraduate education, to voice their insights, and thus to make a qualitative difference in the current direction of undergraduate educational reform.

Examples of the kinds of ethical issues which female administrators must be willing to identify and address are: the necessary relationship of all course content to the students' and instructors' roles as future leaders and responsible members of society, (i.e., the enlightenment of students as to the relationship of knowledge and power in Western culture and their responsibilities to the continual enhancement of society as a result of acquiring knowledge in their undergraduate curricula); the social dynamics of the classrooms created by an increasingly diverse undergraduate population, (i.e., instructors must insist that the learning environment not be degraded by any derogatory behaviors toward or information about members of various racial and ethnic groups, handicapped students, gay or lesbian students, and others whom the traditional undergraduate experience was not historically designed to serve.)

It is unfortunate that society must look largely to women educational administrators to identify and to address these kinds of educational issues. At the same time, it is not completely reasonable to expect male administrators (for whom the rise to their current position of responsibility has not required them to experience being in the minority, to reconcile their own personal frames of references and experiences with that of the members of the dominant culture, or somehow to balance and to integrate societal role expectations with the expression of their own personal aspirations and talents) to see accurately and act effectively on these moral issues without significant input from their female counterparts.

It is often more easy for women in postsecondary educational administration to accuse their male counterparts of not "getting it" or of not doing their part to lift the veil which maintains the status quo than it is for us to point to the human issues that detract from quality learning and to start down the long trail of enlightening our male colleagues and counterparts. This activity is not the kind of endeavor for which we are trained, recognized, or rewarded. It drains our time, energy, and intellectual resources and tempts us to focus the expenditure of those precious commodities

on the typical and traditional kinds of administrative concerns for which we will be recognized and rewarded.

Nevertheless, it is a moral imperative for female educational administrators to see, to speak, and to act on behalf of those already within and those coming into our college curricula whose learnings will be impaired by a learning environment which is insensitive to their needs for a profoundly dignified experience as they share the classroom with other students, their instructors, and the content of the curriculum.

I would like to present a session at the 8th Annual Women in Educational Administration Conference in which I present this topic and then lead a highly interactive discussion with the audience on how women administrators in higher education can best identify these and similar ethical issues at the national level, support each other in addressing them at our local levels, and generate effective dialogue toward accomplishing significant change in the moral quality of learning environments in higher education.

## Sexual Harassment: Prevalence and Perception Among Female Public School Administrators

Robin A. Johnson  
Assistant Principal  
Carver Jr. High School

The purpose of this research study was to examine perceptions and prevalence of sexual harassment among female public school administrators in South Carolina. Sexual harassment in the workplace has been the focus of numerous studies in business, industry, government, the military, and higher education. Studies at the public school level have focused primarily on student/student harassment, such as Hostile Hallways recently released American Association of University Women study. Studies at all levels have indicated sexual harassment is a pervasive concern.

In addition to the problematic aspect of sexual harassment, Title IX of the Education amendments of 1972 prohibits sexual harassment as a form of sex discrimination in education. Sexual harassment as a form of discrimination in employment is also prohibited under Title VII of the Civil Rights Act of 1964 as enforced by guidelines provided by the Equal Employment Opportunity Commission.

Female administration in the public schools of South Carolina were the subject of this study. Research findings were used to determine a behaviorally-based definition, which in the form of a survey was sent to a sample population. Sixteen sub-categories were developed to ensure a stratified random sampling of all levels, positions, and ethnicity. Questions on perception, perceived personal experiences of sexual harassment, frequency of sexual harassment, and status of the actor were included in the survey. Ethnographic questions provided an opportunity for written responses, reactions to either the survey or the topic, or additional comments. A second mailing resulted in a final return rate of slightly better than 50%.

Data for this study were gathered in January, 1994. Initial findings based on frequencies and percentages indicate intent does not have to be a factor in determining whether or not sexual harassment occurred. The percentage of female administrators who perceived they had experienced sexual harassment as an administrator coincides with the percentage of those administrators who, on a checklist indicated having experienced specific behaviors. Female administrators consistently find the following behaviors sexually harassing: suggestive stories or offensive jokes, seductive or suggestive remarks, staring, ogling, displaying or using sexist or suggestive materials, sexist remarks, unwelcome seductive behavior, repeated invitations, personal sexual insinuations, physical advances, explicit sexual proposition, sexual bribery, or sexual coercion.

Responses to ethnographic questions indicate female administrators are assertive in their own ability to handle sexual harassment. There are also indications that when complaints are made, little is done to resolve the situation. Additional findings in relation to the status of the harasser, an important aspect of the power in position theory behind sexual harassment of females by males, are included in the study. Questions of ethnicity in relation to frequency are also examined.

A social issue such as sexual harassment can be resolved only after its extent and nature are determined. An awareness level must be reached which allows for the implementation of solutions, be they legal in the form of district or institutional policies, or educational, in the form of programs in awareness and sensitivity.



## Follow-On: The Missing Link in the Feedback Conference Cycle

Dr. Martha N. Ovando

Associate Professor - Department of Educational Administration  
The University of Texas at Austin

As innovative instructional supervision practices continue to emerge, the importance of relevant classroom instructional performance based information and comments (feedback) for teacher development is stressed. For instance, peer assistance (James, et al, 1992), collaborative supervision (Harris & Ovando, 1992) cognitive coaching as well as peer coaching (Pajak, 1993) are reported to foster teacher development based on constructive feedback. These and other evolving approaches (Harris & Monk, 1992) stress the need for opportunities to increase collaborative exploration and enhancement of the teaching learning process by providing assistance and support through follow-on strategies.

In addition to the need for constructive feedback (Ovando, 1993), teachers recognize the importance of providing positive reinforcement to teachers and administrators with whom they work. Furthermore, teachers believe they develop new skills in working with adults and coordinating and directing the work of groups. These skills help teachers to assist other in ways that increased understanding and communication (Goldman et al, 1993).

Apparently, the importance and potential of the feedback conference have been documented previously; however, information about providing support and assistance as teachers develop new instructional skill (follow-on) seems to be needed. Consequently, this session will present the results of a study conducted to examine teachers' perspectives associated with the dynamics of the feedback session. It will highlight teacher's perceptions related to the post-observation conference dynamics (objectives, observer participation, teacher participation, follow-on efforts and evaluation of agreed upon instructional changes).

Understanding teachers' perceptions may lead instructional leaders to develop collaborative processes for follow-on that will reflect joint planning, support and assistance as teachers attempt to implement agreed upon instructional activities. Such processes may in turn enhance teaching and learning, based on a formative perspective.

**Equity and the Influence of Bias  
on the Practice of Educational Administration**

**Dr. Francie Smith**  
University of Oklahoma

An individual typically reflects the characteristics of the society in which s/he is a member. When the responses of individuals and groups within a society towards other individuals and groups reflect bias, it can be argued that those biases are infused throughout society as a whole. Further, those biases are systematically instilled in individuals by the institutions primarily responsible for instilling cultural norms - the family, church, government, and schools. Yet education is charged with eliminating discriminatory attitudes and behaviors and instilling equitable attitudes and behaviors in our schools?

Unless there is a conscious attempt by individual educators to understand their own attitudes, to understand historical events shaping and institutionalizing discriminatory practices, and to make concerted efforts to change personal behaviors, administrative practices will continue to perpetuate inequities characteristic in today's schools.

This presentation will explore how educators' attitudes regarding discrimination and equity may act as subtle or overt barriers in achieving equity in schools. To provide historical reference, an outline of legislation, mandates, and Supreme Court decisions which have directly influenced changes in educational policy and practice - both positively and negatively - will be presented. Social psychological theory connecting attitudes and behavior will be outlined, providing a rational link between attitudes and behavior.

After this brief introduction, a discussion by seminar participants regarding the critical responsibilities of educators in the elimination of educational practices, programs, and policies which perpetuate inequity in schools will be facilitated. This discussion will be designed to explore how ethical and legal responsibilities of educators may be repressed or enhance by personal perceptions, attitudes, and behaviors. Participants will then be asked to participate in an activity designed to identify their attitudes regarding others and to discuss the result.

Subsequently, selected findings from a survey of students enrolled in graduate programs of educational administration will be presented. This survey attempted to determine their attitudes regarding equity and diversity. Participants will be asked to discuss these in terms of making policy recommendations concerning undergraduate and graduate programs of study, school district professional development, and personnel practices.

## Women Principals: Change, Credibility, and Gender

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Bartonville Elementary

Aware of a decade of scholarship about differences between male and female administrators (Fauth, 1984; Funk, 1986; Estler, 1987; Shakeshaft, 1989; Helgesen, 1990; Hyle, 1991; Andrews & Basom, 1991), five women graduated students in educational administration at Bradley University, Peoria, Illinois, decided to investigate whether a principalship was perceived by women principals to be a different experience for a woman than for a man. The research, completed in May, 1992, was conducted as a major project for a class on "The Principalship." An article based on this research and jointly-authored by the instructor and former students appears in Planning and Changing, 23(4), Winter, 1992. This conference session will feature small-group discussion and a presentation by the instructor and researchers of findings from their original interviews of ten Illinois women principals, as well as additional recent interviews of women principals. This session will be interactive. Participants will discuss the ten interview questions in small groups and small group consensus answers to the questions will be compared with the researchers' conclusions from the interview data. The presentation will focus on gender issues associated with establishing professional credibility and bringing about change.

The research process took place during a semester long course. From a list of women principals in the Peoria area, each student selected two persons to interview, contacting them initially by phone. Each principal received a follow-up letter stating the purpose of the study and confirming the interview appointment time. The list of ten interview questions prepared by class members was included with the letter. The interviews of approximately one hour were taped and transcribed by each interviewer. Answers to the ten interview questions were either summarized or quoted exactly in the transcripts. Each principal also filled out a Demographic Data Form designed primarily to gather information about family and educational background. Content analysis of the transcripts, resulting in the authors' conclusions, was both an individual and a group process. The course instructor served as editor of the final manuscript. The ten interview questions were:

1. What changes did you make in your school during the first year of your principalship?
2. Are you aware of being helped or hampered in bringing about change because you are a woman?
3. How do you define effectiveness?

4. In what ways has your gender helped or hindered your relationships with central administration, peers, staff, parents, and students?
5. Are you aware of handling situations differently when addressing women as individuals, men as individuals, groups of women, groups of men, or mixed groups?
6. Are you aware of your actions being affected differently than a man's actions would be by community, district, and school politics?

7. Have your personal conviction been compromised in you attempts to fill the principal's role, or have you made the role fit you?
8. Have you had to do more than a man in a comparable position to establish your credibility and professional competence?
9. What added pressures do you have as a principal because you are a woman?
10. What advice would you give to women studying and training for administration?

The presenters will share how these ten principals approached change during their first years in administration, as well as their perceptions of how gender affects their leadership behaviors. To summarize, eight (80 per cent) approached bringing about change through the use of shared decision making, a decision-making style associated with women's leadership. Although a majority or seven (70 per cent) considered themselves expected to do more than a man in a comparable position to establish professional credibility and competence, a greater majority or eight (80 per cent) stated in response to a direct question that generally their behaviors in the principalship have not been affected by their gender. Nevertheless, the references to gender in their answers to other questions suggest that gender may be a factor affecting the work of these women administrators, whether or not the women themselves are conscious of its effect.

Interview evidence suggests that these women principals have been effective in bringing about change in their schools, and adds support to the idea that women principals may favor shared decision making. The women interviewed for this study believe that women should not let gender issues interfere with their leadership styles or aspirations. As one woman stated, "Forget you're a woman and just do it!"

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## Creating a Personal Leadership Vision for Women in Educational Administration

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Today's school leaders have the opportunity and challenge of influencing others in order to achieve some agreed upon educational goals. However, effective educational administration requires not only an organizational leadership vision, but a personal leadership vision as well. These two leadership "visions" are intrinsically related. Individuals in leadership positions cannot lead where they themselves have not been, or where they see themselves going. In order to create and sustain the momentum needed to accomplish the goals and objectives imbedded in the organizational leadership vision, leaders must be clear about their own personal visions of themselves as leaders. For women in educational administration, establishing a personal leadership vision requires special and purposeful attention.

### Topical Overview

This presentation focuses on professional development and leadership skill-building for women preparing to seek educational administrative positions, or already in such leadership roles. The major topics discussed include:

- review of research relative to the psychological and sociological issues involved for women moving into leadership positions;
- analysis of potential roadblocks confronting women in leadership;
- determination of personal commitment to educational leadership;
- setting of personal and professional goals;
- identification of school leadership vision as an outgrowth of a personal leadership vision;
- strategies for establishing dynamic school leadership, including group and communication skills.

### Expected Outcomes

As a result of involvement in this session, participants will be able to identify major issues confronting women, both personally and in the workplace, as they seek to move into, and advance professionally, in leadership roles in education. Opportunity will be provided for discussion and dialogue with other women interested in the topic, to develop conceptual bases and practical strategies for personal and professional development. Participants will gain experience with a personal/professional planning tools that will enable them to become proactive in assessing strengths and taking the steps to identify and develop skills necessary for effective leadership in an educational setting.

**Summer Institute for Women in Higher Education Administration**

**Sharon Davis**

Director, Sponsored Programs  
University of Nebraska-Lincoln

The goal of the Summer Institute for Women in Higher Education Administration is to improve the status of women in the middle and executive levels of higher education administration. The program accepts women who are actively seeking increased administrative responsibilities and provides:

- **Training** in the management and governance of institutions of higher education, with special attention to long-range planning, information technology, decision making processes, and policy implementation.
- **Institutional Perspective** on the pressing issues and problems in higher education today, giving special attention to the growing diversity of the student body and the workforce.
- **Strategies** for professional development with special emphasis on leadership, self-presentation, institutional change, and career planning.