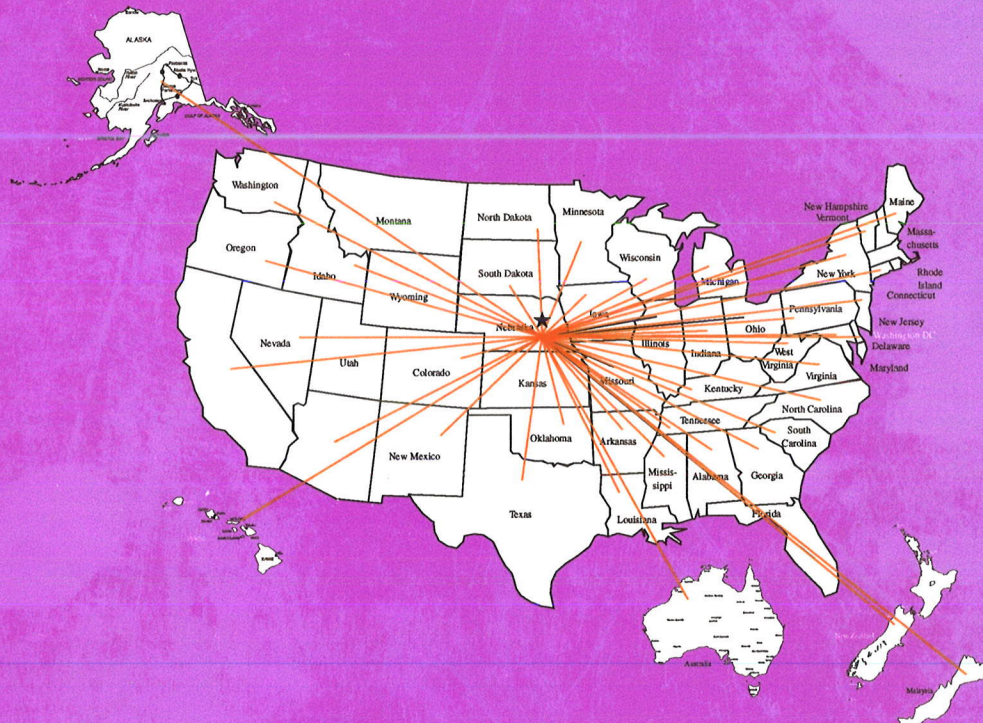
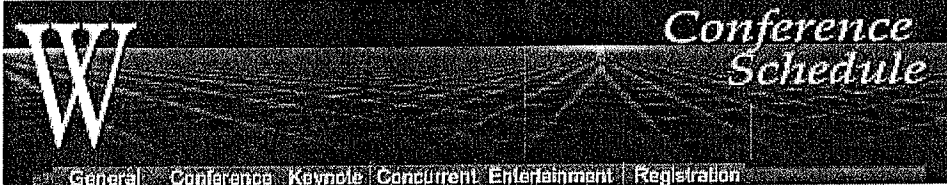


15th Annual Women in Education Leadership Conference



Sept. 30 - Oct. 1, 2001
Embassy Suites
Lincoln, NE



W Conference Schedule

General Information Conference Schedule Keynote Speaker Concurrent Sessions Entertainment Registration

Conference Schedule

Sunday, September 30, 2001

| | |
|----------------|--|
| 6:00 - 6:45 PM | Registration |
| 6:45 - 7:00 PM | Welcome - Dr. Marilyn Grady |
| 7:00 - 8:00 PM | Jazz Performer - Annette L. Murrell |
| 8:00 - 9:00 PM | Reception |

Monday, October 1, 2001

| | |
|-----------------|---|
| 7:30 - 8:15 AM | Registration |
| 8:15 - 8:30 AM | Welcome - Dr. Marilyn Grady |
| 8:30 - 9:30 AM | Keynote Speaker - Jane Close Conoley <i>Dean of Education at Texas A&M University</i> |
| 9:45 - 12:00 PM | Concurrent Sessions I |
| 12:00 - 1:00 PM | Lunch |
| 1:15 - 5:00 PM | Concurrent Sessions II |

Fifteenth Annual Women in Educational Leadership Conference

Monday, October 1, 2001

Morning Sessions

| Time | Regency C | Regency D | Regency E | Regency F | Chancellors |
|--------------|--|--|--|---|--|
| 8:30 - 9:30 | Keynote Speaker Jane Close-Conoley | | | | |
| 9:45- 10:15 | The Superintendent of schools: A perfect target Tacconi-Moore Clisbee, Flaherty | The education and professionalization of black women theory: Madame J.C. Walker and Oprah Winfrey Nelson | Creative Insubordination in women's leadership practices : Study of Illinois women school leaders Ashby Lyman Tripses | Harmless flirting? Bad manners? Or, is it sexual harassment? Uerling | Weaving a Life: Women in Higher Education Mockelstrom |
| 10:20-10:50 | The Frontier of Child Care on the Santa Fe Trail Peery | Latina educational leaders' role models and mentors Mendez-Morse | Promoting gender equity in the classroom Ayot | Promotion and Tenure Issues Grady | Step-up or step out? Perspective on teacher leadership Wetfig |
| 10:55-11:25 | Mentoring a partnership that works Isernhagen Dappen | Windows Into the Past: A Historical Multi-Case Study of Five Women Who Experienced Pregnancy as Unmarried Teens Valerio | Stress? Stop complaining and do something Brock | In search of connections: How graduates from all girls high schools describe their leadership involvement at coeducational university Conway | Experiences with a formal mentoring program for aspiring administrators in Virginia: A comparison between men and women Sherman |
| 11:30- 12:00 | Women Leaders and Learning Communities Haar | Two worlds: An ethnographic study of six teachers' multicultural frameworks McDonald | The best of times, The worst of times, Part II: Men and women in educational leadership Coxwell Tebben | The man in the principal's office (re) visited by a women Andrews Schockley -Lee Hayden | The new millennium principal: Leadership styles in effective middle schools Shepard |
| 12:00- 1:00 | Lunch | Lunch | Lunch | Lunch | Lunch |

Fifteenth Annual Women in Educational Leadership Conference

Monday, October 1, 2001

Afternoon Sessions

| Time | Regency C | Regency D | Regency E | Regency F | Chancellor |
|---------------|---|--|--|---|--|
| 1:05- 1:35 | Developing leadership skills in young women Hollenbeck Salsbury | The importance of communicating with urban mothers to effectively teach their children Johnson | Preparing educators for leadership roles: A collection of experiences of women professors Thompson, Davis, Amoyt, Caruthers, Thompson | Helps & hurdles to the development of female leaders Schroth | |
| 1:40- 2:10 | The organizational socialization of first-year intermediate teachers: Surprise and sense making Peterson | The experiences of African-American women administrators at predominantly white institutions of higher education Hinton | Moving women into higher education administration Burnette Wilson | The necessity of caring to the success of women in leadership: Suggestions for survival Stine | The role of an ethic of care in the educational leadership discourse Gohn |
| 2:15-2:45 | Take action: Women are needed in our new, technology –driven economy Bruning | Organizational transformative leadership skills using black womanist spirituality perspective, quantum mechanics, and chaos theory Lee-Fall | "I think I can, I know I can." Tracking success for women in leadership Bigby Hutchinson | Correlation between gender and attrition in the occupations of education and social services Stine | Career education for the global economy Andersen |
| 2: 50 – 3: 20 | Using the NCATE standards to assess administrators and their preparation programs Bruckner Schulte | New skills for school leaders Dlugosh Isernhagen | Women and the college presidency: Transforming hope to action in smashing the glass ceiling Magnuson | Award-winning secondary school principals LaCost Rhodes | |
| 3: 25 – 3: 55 | The leadership enhancement and advancement program: A model for leadership development Ray Brown | Teaching interpersonal social skills Sanders | A FIPSE grant for welfare mothers: A writers workshop model of empowerment Reeves | | The foundation for leadership development: For you and your organization McCall Shenbaum |

CONCURRENT SESSIONS
Morning Sessions

9:45 – 10:15 a.m.

| | | |
|-------------|---|--|
| Regency C | <p style="text-align: center;"><i>The Superintendent of Schools: A Perfect Target</i></p> <p>This session will explore positional issues that impact women in the superintendency. The information presented is based on doctoral level research and includes discussion of the hiring process, political activity surrounding the superintendency, the superintendent/school board relationship and a historical perspective. A reading list will be provided.</p> | <p>Lorraine J. Tacconi-Moore Westford Public Schools, MA</p> <p>Mary A. Clisbee Merrimack Special Education Collaborative</p> <p>Dorothy A. Flaherty Masconomet Regional School District</p> |
| Regency D | <p style="text-align: center;"><i>The Education and Professionalization of Black Womenist Theory: Madame J.C. Walker and Oprah Winfrey</i></p> <p>The history of education has long bypassed information on the contributions of women, and in particular black women, so much so that today they are inclusions in Multicultural Education. With this in mind two phenomenal women who have made a dynamic impact on that history render a comparative analysis.</p> | <p>Marilyn Nelson SUNY Plattsburgh</p> |
| Regency E | <p style="text-align: center;"><i>Creative Insubordination in Women's Leadership Practices: Study of Illinois Women School Leaders</i></p> <p>Twenty-two women were the subjects of a qualitative exploration of leadership practices of successful women K-12 school leaders. Illinois Women Administrators supported the research project. The study focused on exploration of relational leadership and discretionary decision making. The presentation will include concrete examples of women school leaders' approaches to their work.</p> | <p>Dianne Ashby Illinois State University</p> <p>Linda Lyman Illinois State University</p> <p>Jenny Tripses Bradley University</p> |
| Regency F | <p style="text-align: center;"><i>Harmless Flirting? Bad Manners? Or, is it Sexual Harassment?</i></p> <p>It is not always clear whether or not certain workplace behaviors constitute unlawful sexual harassment. Most instances of flirting or incivility would not; however, some behaviors with sexual overtones would rise to the level of prohibited sex discrimination. This session will discuss the distinction.</p> | <p>Donald F. Uerling University of Nebraska – Lincoln</p> |
| Chancellors | <p style="text-align: center;"><i>Weaving a Life: Women in Higher Education</i></p> <p>The complexity of women's lives is explored through the metaphor of weaving a tapestry. The linear career choices available to men become a convoluted path for women. The presentation will focus on the weaving of one woman's life. From the early years and the setting of the loom to the finished tapestry, her life's story is told.</p> | <p>Nancy Mockelstrom Nebraska Methodist College</p> |

10:20 – 10:50
Regency C

Quality Childcare in a Rural Setting-How to Make It Happen

Quality childcare in the rural setting is often non-existent. Springer Municipal Schools has utilized many different resources to develop a unique model program that provides quality childcare to teen parents, employees and the community, as well as a parent education program, Family Resource Center, K-12 At-Risk Prevention and Intervention Programs, Child Development Tech Prep courses and more. This program works because it is a collaborative effort between several school programs and other community organizations. The presenters will discuss how the programs were developed and the many different funding sources used to support and sustain each component.

Kaye L. Peery
Springer Municipal Schools,
NM

Regency D

Latina Educational Leaders' Role Models and Mentors

This paper contains a report of a qualitative study of Latina educational leaders in West Texas investigating the impact of role models and mentors on these women's decisions to become campus leaders. Findings indicate that both role models and mentors came from various arenas, including some unexpected cultural and gender influences.

Sylvia Mendez-Morse
Texas Tech University

Regency E

Promoting Gender Equity in the Classroom

The pervasiveness of the schools' inequity toward girls has been highlighted in the AAUW Report: How Schools Shortchange Girls. Although the education of girls has made significant progress since the 1972 passing of Title IX of the Education Amendments, gender equity in the classroom has not been a national priority. This conference session presents a clear vision of the inequities that exist in America's schools and institutions. Upon completion of this session, conference participants will possess the resources needed in order to return to their institutions and communities as agents of social change.

Gloria Ayot
Eastern Washington University

Regency F

Promotion and Tenure Issues

This session will focus on issues and strategies related to promotion and tenure. The basis for the presentation will be research findings and relevant vignettes.

Marilyn Grady
University of Nebraska-Lincoln

Chancellor

Step-Up or Step Out? Perspective on Teacher Leadership

This session will review the findings regarding teachers who served in the leadership role of 'clinical instructor' in a Professional Development School Partnership (PDS). Teachers who served in the clinical instructor role, the PDS under study acted as: mentors, supervisors, role-models, collaborators, researchers, presenters, and professional developers. The findings regarding how clinical instructors in a PDS partnership: (a) defined leadership, (b) described the personal/professional characteristics needed to serve in this role, (c) identified the supports and professional development opportunities available, as well as (d) the benefits and challenges of involvement in PDS will be discussed.

Sandra L. Wetig
University of Nebraska at
Omaha

10:55 – 11:25
Regency C

Mentoring: A Partnership That Works

This session reflects the perceptions of students, teachers, mentors and parents relative to the TeamMates program outcomes that include personal/social competency, caring/respect, and future aspirations. Survey results were compared to determine their similarities and differences between populations as well as relative strengths and weaknesses within populations. Also considered was the viability of the TeamMates Model for use in other settings.

Jody C. Isernhagen
University of Nebraska-Lincoln

Leon Dappen
University of Nebraska at
Omaha

Regency D

Windows Into the Past: A Historical Multi-Case Study of Five Women Who Experienced Pregnancy as Unmarried Teens

Every year approximately one million teenage girls in the United States become pregnant. Contrary to common perception, teen pregnancy cuts across all cultural, ethnic, and socioeconomic groups and is not unique to poor, minority, and disadvantaged youth. The purpose of this qualitative multi-case study was to gain a historical view of unmarried teen pregnancy from the experiences of five women from five different decades (the 1940s through the 1990s) who became pregnant as unmarried teens. The study captured the value of giving women the opportunity to tell their stories. In addition, the study findings supported the need for families and communities to engage in the meaningful dialogue to collaboratively assess the needs of youth, and to develop and implement strategies that foster primary prevention of unwed teen pregnancy.

Marilyn Valerio
Nebraska Methodist College

Regency E

Stress? Stop Complaining and do Something

Women administrators are not innocent victims, but rather the designers and creators of their own stress. Experts at stress creation include the perfectionists, the over-achievers, the super moms, the perpetual nurturers, the competitors, the worriers, and the martyrs. The good news is, if administrators have the power to create stress, then they also have the power to defuse it. This presentation includes tips for regaining personal power over stress based on stress reduction strategies used by seasoned administrators.

Barbara L. Brock
Creighton University

Regency F

In Search of Connection

Women have long asked themselves the question: "How do I fit in?" This session focuses on research identifying graduates from all-girls high schools and how they describe their leadership involvement and their search for connection at a coeducation university.

Jody I. Svartoién-Conway
St. Leo University

Chancellors

Experiences With a Formal Mentoring Program for Aspiring Administrators in Virginia: A Comparison Between Men and Women

Women are underrepresented in educational administration. One reason for the underrepresentation is the lack of mentoring. This research project studied a formal mentoring program for aspiring administrators and the experiences both men and women have had with it. Strengths and weaknesses of the program will be discussed with a specific focus on women's responses.

Whitney H. Sherman
University of Virginia

11:30 – 12:00

Regency C

Women Leaders and Learning Communities

This session will feature the findings of a study of Leadership and Learning Communities. Highlights will focus on women's leadership skills in creating these communities.

Jean Haar

University of Nebraska-Lincoln

Regency D

Two Worlds: An Ethnographic Study of Teachers' Multicultural Frameworks

The ethnographic interviews describe the multicultural frameworks of six in-service teachers. The study contributes to: (a) teacher knowledge of cross cultural leadership, and (b) qualitative methodological perspectives. The session includes visuals. The study is presented interactively for collaboration in building leadership exemplars of effective practice in multicultural classrooms.

VernaLynn McDonald

University of the Redlands

Regency E

The Best of Times, The Worst of Times, Part II: Men and Women in Educational Leadership

Current survey results of attitudes and experiences of men in educational leadership positions in South Dakota will be compared to attitudes and experiences of women in educational leadership positions. Last year, a survey was sent to each woman in a position of educational leadership in K-12 and higher education institutions in South Dakota. The survey included demographic information, a Likert scale questionnaire, and an open-ended response section about the best and worst things about being a woman in educational leadership. We received a sixty-nine percent response to the survey. Response themes were compared to literature findings about leadership styles of women and men.

Margaret Coxwell

Northern State University

Sharon Tebben

Northern State University

Regency F

The Man in the Principal's Office (Re) Visited by a Woman

This session presents a preliminary comparative data analysis of an ethnographic research project that began in the fall of 1999. Data suggest that Wolcott's (1973) "Man in the Principal's Office" is fundamentally different than the work of the "Woman in the Principal's Office."

Margaret Andrews

Sharon Shockley-Lee

Southern Illinois University,
Edwardsville

Sharon A. Hayden

Perryville Elementary School,
IL

Chancellors

The New Millennium Principal: Leadership Styles in Effective Middle Schools

This research is asking the question, If it was the gender of the principal or the gender orientation of the principal that was associated with effective leadership? Principals were chosen from award winning schools. The schools had been assessed on contextual and cultural factors. Principals were asked to complete the Bem-Sex-Role Inventory, an indicator of gender orientation.

I. Sue Shepard

Southeast Missouri State
University

LUNCH

1:05 – 1:35
Regency C

Developing Leadership Skills in Young Women

The professional literature clearly establishes the differences in how men and women experience leadership. Not as much is known about how leadership skills are developed in our youth, especially our young women. "Girls Speak Out" is a leadership development program established at Kansas State University to provide teenage girls an opportunity to examine leadership issues and to be mentored by women in leadership on campus and in the community. This presentation will provide information on (a) the research about how leadership is developed in young girls, (b) the characteristics of the "Girls Speak Out" program, (c) the impact this program has had on the participants, and (d) the potential for implementation of similar programs in other communities.

Missy Hollenbeck
North Lawn Elementary
School, KS

Trudy Salsbury
Kansas State University

Regency D

The Importance of Communicating With Urban Mothers to Effectively Teach Their Children

Teachers in the urban centers are significantly hindered when they don't know the unique profile of the typical inner city mother, and are ill-equipped to meet the special needs and challenges of her children. This seminar profiles this population and offers specific suggestions to effectively communicate and encourage parental support and involvement.

Amanda Johnson
University of Michigan

Regency E
1:05 – 2: 10

*Preparing Educators for Leadership Roles:
A Collection of Experiences of Women Professors*

We propose a session that explores the cultured and gendered issues confronting women scholars in academic leadership roles. This interactive session. will engage participants in a focused dialogue around several key issues related to women as professors:

- Invisibility in and among the dominant culture - male and white
- Sexism and Racism in educational communities
- Student perceptions
- Culture of education communities
- In loco parentis

Donna Davis
Carolyn Thompson
Cynthia Amyot
Sue Thompson
Loyce Caruthers
University of Missouri-Kansas
City

Regency F

Helps & Hurdles to the Development of Female Leaders

Organizational experiences teach aspiring leaders critical lessons. Not all experiences are positive, some end in failure. Some are planned, others occur informally. Six successful female superintendents were interviewed as to what organizations can do to encourage and stifle aspiring leaders. They reported that providing opportunities to lead encourages leaders but "pigeon-holing" stifles them.

Gwen Schroth
Texas A&M - Commerce

1:40 – 2:10
Regency C

*The Organizational Socialization of First-Year
Intermediate Teachers: Surprise and Sense Making*

Kathleen Peterson
Sherman Academy, Omaha, NE

This power point presentation will be based on the presenter's dissertation study. Ten first-year intermediate teachers were interviewed three times during the 2000-2001 school year to determine what surprises they encountered during the course of their first-year teaching experiences and the process through which they reconciled the job they anticipated with the reality of the job that they encountered.

Regency D

*The Experiences of African-American Women Administrators at
Predominantly White Institutions of Higher Education*

Kandace Hinton
Indiana University –
Bloomington

This session will present data that examines the experiences of African American women administrators at predominantly white institutions using the intersections of race, gender, and sexual orientation as a conceptual framework. It more specifically examines the professional realities of mid- to senior-level African American women administrators who serve in student affairs and academic divisions at large research institutions.

Regency E

Continuation of Preparing Educators . . .

Regency F

*The Necessity of Caring to the Success of Women
in Leadership: Suggestions for Survival*

Deborah Stine
California State University,
San Bernardino

This presentation focuses on the importance of the narratives of women in site leadership positions, particularly principals. It addresses two major questions, "Why are there so few women leaders?" and "What principles need to be incorporated into the daily life of women in leadership positions to assist in their success?"

Chancellors

*The Role of an Ethic of Care in the
Educational Leadership Discourse*

Janelle Gohn
Miami University, Ohio

Many scholars recognize the need for relational leadership for the transformation of schooling and call for a moral basis for leadership. An ethic of care could serve as the philosophical basis for transformative leadership. Discussion will include viability of the theory and examples from experiences of participants.

2:15 – 2:45
Regency C

*Take Action: Women are Needed in Our New,
Technology-Driven Economy*

Monica Bruning
Iowa State University

As we transition to a new economy and information age, a diverse and technologically literate workforce is essential. The contributions of women to these professions are vital, yet young women considering these historically male-dominated careers, remains at unacceptably low levels. This study examines this phenomenon from the standpoint of young women and the role language has in developing their contextual understanding,

Regency D

*Organizational Transformative Leadership Skills Using Black
Womanist Spirituality Perspective, Quantum Mechanics,
and Chaos Theory*

Tonja Lee-Fall
Miami University, Ohio

Black womanist spirituality theory, quantum mechanics, chaos theory (Wheatley, 1994) and Fairholms (1997) tenets are useful theories in helping organizations transform. These three theories seek to transform the organization by "connecting" people through common goals. Leadership transcends mere managerial skills. These three theories compel leaders to go beyond mechanically "managing" employees to potential leaders through creating meaning from within the organization

Regency E

Moving Women into Higher Education Administration

Ada Burnette
Florida A&M University
Thelecia Wilson
University of North Florida

This interactive session is designed to provide information on the cognate areas and to offer strategies for preparing women to obtain and succeed in postsecondary education leadership positions. The theoretical base will be coupled with practical applications that resulted in community college and university administrative positions for women.

Regency F

*Correlations Between Gender and Attrition in the Occupations of
Education and Social Services*

Deborah Stine
California State University, San
Bernardino

The correlation between gender and attrition in the occupations of education and social services are explored in answering the research question, "Why do some beginning teachers terminate employment in the first two years and some do not?" Suggestions for remediation are given.

Chancellors

Career Education for the Global Economy

Patricia Andersen
Iowa State University

The global economy requires constantly changing positions. Workers are encouraged to see change as opportunity, while constantly upgrading skills to add marketable value. Women and minority groups could lose legal protections for equal and fair treatment at work. How women careerists can become informed, politically active, creative and realistically visionary will be examined.

2:50 – 3:20
Regency C

Using the NCATE Standards to Assess Administrators and Their Preparation Programs: Analyzing Perceptions and Asking About Gender Differences.

What do the NCATE Program Standards for Educational Leadership help us learn about new school administrators and about educational leadership preparation programs? Surveys of new administrators and their supervisors determined that the standards measure two unique dimensions of administrative skills. In a follow-up survey, the researchers searched for gender differences.

Martha Bruckner
University of Nebraska at Omaha

Laura Schulte
University of Nebraska at Omaha

Regency D

New Skills for School Leaders

What new skills are needed by school leaders to help them guide educational organizations in the future? University of Nebraska professors Larry Dlugosh and Jody Isernhagen investigated new leadership skills advocated by executive leaders in business organizations and then surveyed educational leaders to determine if agreement existed among business and educational leaders on the new skill sets. Many of the skills identified by businesses are skills educational leaders perceive as being necessary for survival in the 21st Century.

Larry L. Dlugosh
University of Nebraska-Lincoln

Jody C. Isernhagen
University of Nebraska-Lincoln

Regency E

"I think I Can, I know I Can" Tracking Success for Women in Leadership

Women play an important role in education and have an increasing interest in securing positions in educational administration. Many may experience unique obstacles as they strive to assume leadership roles. In this session, potential obstacles will be identified. Skills and strategies will be highlighted to assist women in developing and pursuing careers in educational administration. With an understanding of the barriers and persistence, women can achieve their career goals.

Linda Bigby
Central Missouri State

Sandra Hutchinson
Shawnee R-III School District

Regency F

Award-Winning Secondary School Principals

This session shares challenges and inspirations faced in the career paths of "Secondary Principal of the Year" winners in five states. In-depth interviews at their worksites provided opportunity to highlight aspects of successful leadership among successful women

Barbara Y. LaCost
University of Nebraska-Lincoln

Patricia Rhodes
Bryant Elementary School, NE