



19<sup>th</sup> Annual

WOMEN IN  
EDUCATIONAL  
LEADERSHIP  
CONFERENCE

October 9<sup>th</sup> & 10<sup>th</sup>

2005



## *Women in Educational Leadership Conference*

### **Sunday, October 9, 2005**

- 4:30 – 5:30 p.m. Registration
- 5:30 – 7:00 p.m. Introduction  
Dr. Marilyn Grady, Professor and Conference Coordinator  
University of Nebraska-Lincoln
- “What I Learned. . . .”  
Dr. Doreen Gosmire, Assistant Professor  
South Dakota State University  
Dr. Nancy Fuller, High School Principal  
Auburn, NE  
Dr. Trudy Salsberry, Associate Professor  
Kansas State University  
Dr. Harriet Gould, Elementary Principal  
Raymond Central Schools, Nebraska  
Dr. Flo Hamrick, Associate Professor  
Iowa State University  
Editor, *Journal of College Student Development*  
Dr. Linda Lyman, Professor  
Illinois State University
- 7:00 – 8:00 p.m. Special Presentation  
**“Woman’s Work”**  
Pippa White  
One’s Company, Lincoln, Nebraska
- 8:00 – 10:00 p.m. Reception

### **Monday, October 10, 2005**

- 7:30 – 8:00 a.m. Registration
- 8:00 – 9:20 a.m. Introductions  
Dr. Marilyn Grady, Professor and Conference Coordinator  
University of Nebraska-Lincoln
- Welcome  
Dr. Barbara Couture  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska-Lincoln
- “Mirrors, Brickwalls, and See-Through Panels: Barriers to Leadership Opportunities for Women”**  
Dr. Anita M. Pankake  
Professor and Director of the Doctoral Program in  
Educational Leadership, University of Texas-Pan American
- 9:30 – 12:20 p.m. Concurrent Sessions I
- 12:20 – 1:15 p.m. Lunch
- 1:15 – 4:05 p.m. Concurrent Sessions II

# 19th Annual Women in Educational Leadership Conference

## October 9 & 10, 2005

Monday, October 10

	Regent C	Regent D	Regent E	Regent F	Alumni
9:30 - 10:00	<i>The Interstate School Leaders' Licensure Consortium Dispositions and Gender Effect</i> Crawford	<i>Power and Resistance Among Women Professors</i> Hamrick & Benjamin	<i>Climbing the Career Ladder &amp; Professional Organizations</i> Joekel	<i>Women as Change Agents: A Cross-Cultural Analysis</i> Lyman	<i>A Difficult Journey: Academic and Leadership Experiences of a Catholic Faculty Woman at a Southern Public Research University</i> Delmas & Ivankova
10:05 - 10:35	<i>What Kind of Woman Wants to be a Principal?</i> Clisbee	<i>Challenges and Strategies: Perspectives From New Female Faculty Members</i> Carlson	<i>Women in the Middle: Leadership Experiences of Central Office Women</i> Whitaker	<i>Leadership Experiences of African American Women Student Affairs Administrators</i> Clayborne	<i>Qualified Women Need Not Apply</i> Harmer  <i>Having it All: A Qualitative Study of Women Presidents of Institutions of Higher Education Who are Members of Dual Career Families</i> Cahalan
10:40 - 11:10	<i>Differences in Perceptions of the Principalship and Leadership Aspirations Among Educational Leadership Masters Degree Seeking Students</i> Flood, Raiford, & Hodgins	<i>Women Superintendents Support Social Justice</i> Katz	<i>Teacher Ratings of Principal Applicants: The Significance of Gender and Leadership Style</i> Burdick	<i>Women's Issues in Educational Literature: 1994-2004</i> Brown	<i>A View of Leadership From the Community College Chair Position</i> Craig  <i>Women Administrators in College Health Sciences Divisions</i> Campbell
11:15 - 11:45	<i>Teaching Interview Dispositions and Appearance: Perspectives of Principals</i> Dappen & Adcock	<i>Developing a Research Agenda in Adult Professional Identity Development</i> Curry	<i>The Impact of the NCLB Act on Leadership Styles of Female Administrators: A Study of Select States of the Midwest</i> Avoseh, Gosmire, Morrison, & Wounded Head	<i>Women in Leadership for Change: The Transformational Link</i> Becker	<i>Women Leadership Since the Collapse of the USSR: Perspectives from Belarus, the Ukraine, and Azerbaijan</i> Bryant, Krupenikava, Volosevych, & Aghmammadova
11:50 - 12:20	<i>Creating a Growth-Fostering Classroom</i> Altana	<i>Supreme Court Decisions on Abortion: Roe v. Wade and its Progeny</i> Uerling	<i>Coming to Know One's Privilege</i> Anderson	<i>The Value of Professional Development Activities in Advancing the Careers of Women Chief Academic Officers in Community Colleges</i> Cejda	<i>Women Leadership Since the Collapse of the USSR: Perspectives from Belarus, the Ukraine, and Azerbaijan</i> Bryant, Krupenikava, Volosevych, & Aghmammadova

Regent C

Regent D

Regent E

Regent F

Alumni

## 12:20 - 1:15 Lunch in the Atrium

1:15 - 1:45	<i>Transformational Leadership Behaviors of a School Leader to Improve Reading Achievement</i> Gil-Garcia	<i>Considering the Reciprocity of Multiple and Interrelated Ecological Systems that Influence Selected African-American Female University Presidents</i> Ali	<i>Faculty Collaboration: A Model for Professional Development</i> Albrecht	<i>Professional Conversations</i> Devin, Miller, & Salsbery	<i>A Case Study of State College and University Governance and Policy Implementation</i> Davenport  <i>The Dual Role of Public University Administrators and Executive of an Institutionally Related Foundation: A Multiple Case Study</i> Hodson
1:50 - 2:20	<i>Nebraska STARS: A Possible Future for Assessment</i> Dappen & Isernhagen	<i>Leadership Through Technology</i> McDaniels	<i>Nurturing the Community: Increasing TANF Recipients' Access to Higher Education, Work, and Community</i> Safarik	<i>Women and Strategic Leadership</i> Knippelmeyer & Torrace	<i>Doing Feminist Research: Reflections From a Male Academician</i> Griesler
2:25 - 2:55	<i>The Balancing Act</i> Byrd-Blake	<i>Pursuing a Doctoral Degree in the Distributed Learning Environment: A Multiple Case Study of Three Female Educational Administrators</i> Ivankova & Stick	<i>Learning Organization or Still in School</i> Schwartz	<i>Moving Mindsets Leadership Training for Women Teachers Aspiring to be Urban Principals</i> Sperandio	<i>Women Charter School Leaders and For-profit Educational Management Organizations</i> Lamkin
3:00 - 3:30	<i>Teachers Behaving Badly: How Women Administrators Deal with Them</i> Brock & Grady	<i>Doctor, Heal Thyself</i> McKerrow	<i>Female Leadership and Rural School Districts: A Compatible Combination</i> Haar & Palladino	<i>Explanatory Mixed Method Program Evaluation of the NCA-UNL School Improvement Specialist</i> Mills	<i>Breaking the "Old Boys" Networks: Learning How to Make the Most of Mentoring Relationships</i> Tripses & Searby
3:35 - 4:05	<i>Eleanor Roosevelt &amp; bell hooks: An Ethic of Care and Feminist Leadership Style</i> Reeves	<i>Gender Wage Gap</i> LaCost	<i>Collaborative Leadership for the Empowerment of Foster Parent Involvement in High School Special Education Programs</i> Palladino & Haar  <i>The Empowerment of Arab American Women to Resolve Domestic Violence Within Their Culture</i> Palladino	<i>How Catholic Schools Serve Special Needs Students and Finance the Costs</i> Durov	<i>Toward Women Library Leadership Equality</i> Niu



*One's Company*  
presents  
Pippa White  
in  
**Woman's Work**

Some Thoughts on Work

Introduction

A Civil War Nurse

Mother Bickerdyke

A Pioneer

Anna Howard Shaw

A Newspaper Girl

Elizabeth Banks

An Immigrant

Tanya N.

A Charwoman

Ruth Draper

Rosie the Riveter      Lorraine Gaylord Moscow & Alison Campbell

A Civil Rights Worker of the 1950s

Virginia Foster Durr

A Factory Worker of the 1960s

Grace Clements

A Young Mother of the 1990s

Kathleen Mallery

A De-miner, 2000s

Vera Bohle

The Woman's Voice

Marian Howard

*Acknowledgments*

Several persons and groups have graciously granted their permission to perform these works, and Pippa would therefore like to thank The Draper Company for permission to perform *The Charwoman*; Jossey-Bass, Inc., for *Rosie the Riveter*; the University of North Carolina Press for *The Immigrant*; Kathleen Mallery for *A Young Mother*; and Sara Ann Friedman for *The Woman's Voice*.

## Biographical Sketch

### White, Pippa

Pippa White is in her twelfth year as a solo performer. She calls her One's Company Productions "part theatre, part storytelling, part history." Audiences call them unique, captivating, and touching. She has toured to twenty-two states, including California, New York, Connecticut, Florida, and in 2005, to Alaska. She has performed at colleges, conferences, museums, libraries, festivals and performing arts centers. For six consecutive years she has been featured at the Civic Center of Greater Des Moines in their Applause Program, the only artist with this distinction. Other venues include the University of Nebraska, Iowa State Center, Gallagher Bluedorn Performing Arts Center, the University of Colorado Hospital, the Connecticut Hospital Association, SUNY Orange, the Joslyn Art Museum, San Diego State University School of Nursing, and several storytelling festivals. The Kansas Storytelling Festival said her performance was "one of the high points in our festival history."

She offers workshops and residencies, and has been a teaching artist with the Arts Are Basic Program (associated with the College of Fine and Performing Arts at the University of Nebraska) and the Nebraska Arts Council for fifteen years. In 2005, she was a recipient of a \$1,000 merit award from the Nebraska Arts Council. Before doing solo work, she had an extensive background in theatre and television on the West Coast.



**Anita M. Pankake**

### **Keynote Presenter Biographical Sketch**

**Pankake, Anita M.**, Ph.D., Professor and Director of the Doctoral Program in Educational Leadership at The University of Texas – Pan American, Edinburg, Texas

Dr. Anita M. Pankake, a former teacher, team leader, assistant principal and principal, is currently a Professor and Director of the Doctoral Program in Educational Leadership at The University of Texas – Pan American, Edinburg, Texas. Dr. Pankake holds an undergraduate and a master's degree from Indiana State University, Terre Haute, Indiana and her doctorate from Loyola University-Chicago. She has published in the *Journal of Staff Development*, *Journal of School Leadership*, *Educational Considerations*, *People and Education*, *NASSP Bulletin*, *Educational Horizons*, *Urban Education*, *Journal of Instructional Psychology*, *Journal of Women in Educational Leadership*, and other professional journals. She has given numerous speeches and presented a variety of workshops focused on change, school improvement, and women's issues. She has authored two books, *The Effective Elementary School Principal* (co-authored with Emmett Burnett) and *Implementation: Making Things Happen*; she is the co-editor of three books: 1) *Women as School Executives: Realizing the Vision*, 2) *Women as School Executives: The Complete Picture*, and 3) the most recent, *Administration and Supervision of Special Instructional Programs, 2nd Ed.* She also has written chapters for several works edited by others. Her book, *Implementation: Making Things Happen*, was named the Outstanding Publication for the Year 2000 by the Texas Staff Development Council at their annual spring conference in Houston. She is currently working with Dr. Gayle Moller of Western Carolina University in writing a book for principals regarding teacher leadership.

She is an active member of several professional associations including National Staff Development Council, Texas Staff Development Council and Texas Council of Women School Executives, and Research on Women in Education. She served as President of the Texas Council of Women School Executives in 2001; she is the President-elect of the Texas Staff Development Council.

She was twice (2001-2002 and 1998-1999) the Texas A & M University-Commerce nominee for the Minnie Stevens Piper Outstanding Professor Award; she received the Texas Staff Development Council Award for Outstanding Contributions to Staff Development in 1998; co-recipient, Outstanding Affiliate Newsletter Award from the National Staff Development Council in 1999; and recipient of the Margaret Montgomery Leadership Award from TCWSE, 1999

She lives in Edinburg, Texas with her husband, David. They celebrated their 25th wedding anniversary September 28th; they are hoping for 25 more years together.

*Workshop Descriptions*



## **Faculty Collaboration: A Model for Professional Development**

The conceptual framework and themes that emerged from an exploratory case study which examined the impacts of collaborative teaming and planning upon faculty will be presented. An overarching theme, Teacher educators' commitment to improving teaching and learning through collaborative reflective practice and its transformational professional development will be discussed.

Nancy Albrecht

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## **Considering the Reciprocity of Multiple and Interrelated Ecological Systems that Influence Selected African-American Female University Presidents**

Five selected African-American female university presidents who were involved in the field experience portion of the dissertation will be identified. The major premise is based on Bronfenbrenner's (1979) Ecological System Model. Qualitative data were elicited that revealed the reciprocity of multiple and interrelated ecological systems that influenced life experiences.

Nasim Ali

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## **Creating a Growth-Fostering Classroom**

This session describes the experiences of female students in a college classroom and offers ways to create a classroom better suited for all students (female students in particular). The session includes a description of the "problem," and promotes a solution, namely, creating a powerful classroom that utilizes the relational-cultural theory of development as well as the connected teaching approach. A powerful classroom addresses women's ways of knowing, promotes significant learning, and enhances student's sense of well-being (and for women that is especially true). It is, indeed, a worthy goal to pursue.

Sandi Altena

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## **Coming to Know One's Privilege**

Learning and UnLearning About Privilege: Implications for Psychologists

In this workshop, I hope to facilitate interaction and discussion (via personal sharing and stories) between participants about privilege and how it impacts our lives and those we serve and work with as women in education.

Sharon K. Anderson

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## **The Impact of the NCLB Act on Leadership Styles of Female Administrators: A Study of Select States of the Midwest**

This session will be primarily interactive with brief introductory comments. There will be a short content summary outlining the purpose, method, and results of the research. Thereafter the findings and recommendations will be the basis of the interactive session.

Mejai Bola Mike Avoseh; Doreen Gosmire; Marcia Morrison, & Joanne Wounded Head

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## **Women in Leadership for Change: The Transformational Link**

This interactive session will include current research on leadership in higher education and the role of women leaders at 13 institutions. Women's ability to lead in times of change is the specific focus of the discussion that will follow.

Linda Wysong Becker

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## **Teachers Behaving Badly: How Women Administrators Deal with Them**

Women administrators share their strategies for dealing with teachers whose behaviors destroy school climate and threaten goal attainment: the negative, the inflexible, the gossiper, the complainer, the backstabber, and more.

Barbara L. Brock & Marilyn L. Grady

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## **Women's Issues in Educational Literature: 1994-2004**

This presentation will report the results of a comprehensive study of research related to women's issues in academia, from 1994 2004.

Kathy Laboard Brown

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## **Women Leadership since the Collapse of the USSR: Perspectives from Belarus, the Ukraine, and Azerbaijan**

**Gender Symmetry in Belarus.** This paper explores the realization of women's rights and opportunities in post Soviet Belarus. In present day Belarus, gender symmetry is still found in the labor market, in politics, and in education. This paper will describe the cultural and structural factors that cause women to tolerate institutionalized discrimination, including those forces as they impact women in higher education. (Krupenikava)

**The Iron Lady of the Ukraine.** This paper will discuss the career path of one of the Ukraine's most prominent political leaders, Julia Tymoshenko. Widely recognized around the globe as one of the most significant and influential leaders, this paper will introduce to session participants a remarkable female leader. (Volosevych)

**A Comparison of Women's Status Before and After the Collapse of the USSR.** This paper presents a broad view of what conditions were like for women under the highly centralized Soviet structure to the conditions that women experience today in contemporary Azerbaijan. Topics covered include labor participation, political participation, and educational participation. The impact of the religious influence of Islam will be discussed. (Aghmmadova)

Dr. Miles Bryant, Alesia Krupenikava, Iuliia Volosevych, & Farida Aghmmadova

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## **Teacher Ratings of Principal Applicants: The Significance of Gender and Leadership Style**

In this session, I will discuss the results of a study examining the relationship among gender, leadership style and principal selection. A sample of 64 Arizona elementary teachers participated in the study. Key issues related to gender and leadership style were identified through a literature review, teacher ratings of principals, coded comments, and survey results. Independent samples t tests on mean ratings were used to determine statistical significance. Major findings suggest that teachers selected principals based on leadership style rather than gender; reform principal applicants were rated significantly higher than traditional principal applicants by all teacher respondents. Although not statistically significant, gender was associated to respondent selections. Female teachers rated female reform principals higher than males, and male teachers rated male reform principals higher than females. Male teachers rated traditional female principals higher than traditional male principals, suggesting a gender interaction.

Deborah Burdick

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## **The Balancing Act**

Many female faculty at institutions of higher education are in the midst of a perpetual struggle as they try to sustain a balance between personal (family) and professional lives. There still exists for female professionals an expectation of total commitment to an academic career as well as expectations of total commitment to family life. This presentation will offer insight into the "balancing act" that many women continue to engage in as well as suggestions for change.

Marie Byrd-Blake

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## **Having it All: A Qualitative Study of Women Presidents of Institution of Higher Education Who are Members of Dual Career Families**

Although there have been an increasing number of studies exploring the role of women in higher educational leadership positions, including the presidency, I seek to study the experiences of five women who serve as president or chief academic officer of their institutions who are also members of dual career families. Through this study, I hope to identify the factors to which these women attribute their successes at work and at home as well as the perceived barriers and their responses to them. In addition, I seek to further explore the participants' perceptions of a work/home balance and how successful they are in achieving this in light of current research indicating the additional stresses brought forth in dual career families.

Jodi L. Cahalan

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## **Women Administrators in College Health Sciences Divisions**

The purpose of this session is to describe an interview study of women administrators in college health sciences divisions.

Suzanne Campbell

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## **Challenges and Strategies: Perspectives from New Female Faculty Members**

Attempting to balance multiple job responsibilities and one's personal life can result in multiple challenges for new professors. Using a focus group design, I examined issues of acclimatization experienced by 10 females new to the professoriate. Emergent themes and patterns were identified from challenges and strategies identified by the participants.

Julie A. Carlson

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## **The Value of Professional Development Activities in Advancing the Careers of Women Chief Academic Officers in Community Colleges**

Previous research has found that the career paths women follow to arrive at the chief academic officer (CAO) position in a community college are not clearly defined. Lacking a structured series of positions, it appears that a variety of experiences contribute to career advancement. From the literature, a survey including 19 professional development activities was developed. These activities are grouped into two broad categories, internal and external. This presentation examines the perceptions of women regarding the value of these professional development activities in furthering their advancement to the CAO position. The data are drawn from a survey of community colleges in 9 states. From a population of 202 institutions, 115 (56.9%) usable responses were received. Of these 115 responses, 45 (39.1%) were provided by women CAOs.

Brent D. Cejda

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## **Leadership Experiences of African American Women Student Affairs Administrators**

The primary objective of the study is to identify and explore the phenomenon of leadership from the starting point of the personal and professional experiences of mid-level African American women student affairs administrators employed at two-year and four-year predominantly white institutions.

Hannah Clayborne

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## **What Kind of Woman Wants to be a Principal?**

Who are these women who aspire to the principalship? Why are they interested in this difficult position? How have their aspirations affected their relationships with colleagues? This session will address these and other questions through the review of findings from a longitudinal study of aspiring principals in Massachusetts.

Mary Clisbee

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## **A View of Leadership from the Community College Chair Position**

Leaders in community colleges have been described as a unique body of educational practitioners. Leadership elements have been considered distinct and singular because of the special nature of the two-year institutions and their responsibilities. Effective leadership in the academic chair position is critical to institutional success. Research on the topic of leadership in the community college chair position has largely used quantitative methodology. This session explores the preliminary qualitative research findings of a multi-case study research project examining the views of leadership from this position.

Clarissa Craig

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## **The Interstate School Leaders' Licensure Consortium Dispositions and Gender Effect**

The focus of this presentation will be on the research findings of gender differences among Illinois public school administrators' perceptions about the Interstate School Leaders' Licensure Consortium Standards dispositions importance to administrative practice and administrator perceptions about the level of emphasis the dispositions received in their educational administration preparation programs.

Virginia Gayle Crawford

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## **Developing a Research Agenda in Adult Professional Identity Development**

The session will focus on my developing research agenda in the area of women's professional identity development.

Barbara K. Curry

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## **Teaching Interview Dispositions and Appearance: Perspectives of Principals**

Teacher educators have a responsibility to help prepare teacher candidates for appropriate dispositions and an appearance that will affect how well they are accepted in schools and the community at large. School principals are a key resource for educating teacher candidates about proper dispositions and appearance because they are decision makers in schools and interpret what would be the best fit for a teacher in the community school. Therefore a study was conducted by surveying area school principals to determine what they see as appropriate dispositions and appearances for teacher candidates.

Leon Dappen & Phyllis Adcock

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## **Nebraska STARS: A Possible Future for Assessment**

STARS is scrutinized by the Feds, watched by national audiences, and described as the nation's most innovative assessment system. Achievement data, portfolio results, and perceptions of stakeholders will be shared with implementations for value as a national model.

Leon Dappen & Jody Isernhagen

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## **A Case Study of State College and University Governance and Policy Implementation**

This presentation will discuss the findings from a study that explored the role that the New Jersey Commission on Higher Education played in determining higher education policy and implementation in relation to the role of New Jersey state college and university presidents, boards of trustees, faculty, and the legislature. The study found that while increasing institutional autonomy facilitated college and university presidents' ability to respond to an increasingly market driven higher education environment, states need to ensure that appropriate accountability measures are in place to protect access to public higher education and to ensure that the public good continues to be served.

Susan Davenport

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## **A Difficult Journey: Academic and Leadership Experiences of a Catholic Faculty Woman at a Southern Public Research University**

This is a qualitative case study of the academic and leadership experiences reported by a woman serving as a faculty member in an Educational Leadership program. She was the only member of her religion in a predominantly male department at a southern public research university.

Peggy Delmas & Nataliya V. Ivankova

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## **Professional Conversations**

A panel of three school leaders will share their professional stories as they moved from the classroom, into school leadership, and on to the university. The need to document and share insights from women's experiences will be discussed and interpreted in light of existing data regarding women in school leadership.

Mary Devin, Teresa Miller, & Trudy Salsberry

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## **How Catholic Schools Serve Special Needs Students and Finance the Costs**

This study sought to determine if a Midwestern group of diocesan Catholic school systems consider it their mission to include and educate "special needs students," the types of "special needs" students included, educational strategies used to serve them, and the means used to finance the additional costs incurred.

Patrick Durow

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## **Differences in Perceptions of the Principalship and Leadership Aspirations Among Educational Leadership Masters Degree Seeking Students**

The principalship is changing. Not only are more females taking principalships, but the behaviors associated with effective leadership at the school level are evolving. This study examined how these changes have shaped new educational leadership student's perceptions of the principalship and how educational leadership program's influence perceptions.

Pamela Flood, Simmie Raiford, & Diane Hodgins

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## **Doing Feminist Research: Reflections from a Male Academician**

I will share my reflections on conducting a qualitative study of a female executive director of a social services agency. The study offers three feminist epistemological research tools designed to address the problematic of "males who do feminist research." Suggestions for application in the academy are provided.

Mark A. Giesler

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## **Transformational Leadership Behaviors of a School Leader to Improve Reading Achievement**

This study attempted to verify how a female school leader creates and sustains an educational environment in which organizational members (teachers) embrace students' reading comprehension strategies and the teachers' perceptions on the leadership behaviors exhibited by the principal as implementing the reading initiative across school curriculum effectively.

Ana Gil-Garcia

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## **Promotion and Tenure Issues**

This session will focus on observations of the promotion and tenure process derived from service on a college promotion and tenure committee, as an external reviewer for promotion and tenure files, and as a university faculty member for 25 years.

Marilyn Grady

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## **Female Leadership and Rural School Districts: A Compatible Combination**

Female leadership can provide rural schools with the type of leadership needed to provide students with a substantive learning experience. At a time when many rural schools are faced with such challenges as declining enrollment, demographic changes, and financial hardships, the need for commitment, and caring leadership is crucial.

This presentation will provide an analysis of female leadership traits and the leadership traits of 15 female, rural superintendents. A description of how the superintendents have established sustainable school districts while confronting the challenges common to rural schools will also be shared.

Jean Haar & John Palladino

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## **Power and Resistance Among Women Professors**

Data for this study are from interviews conducted with women faculty members at professor rank. Stories of respondents who have held administrative appointments provided especially fruitful illustrations of power. We used traditional models of power as well as feminist and postmodern perspectives on power/knowledge as theoretical lenses to aid interpretation.

Florence A. Hamrick & Mimi Benjamin

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## **Qualified Women Need Not Apply**

In 1853, when the call came to Florence Nightingale to recruit women and create a nursing service to serve in the Crimean War, an expert nurse named Mary Seacole begged to join. She was turned away. With unyielding determination and facing racial, social and financial barriers, Seacole's life reveals a servant leader whose passions never waned and whose resourcefulness was seldom matched.

Bonnie McKay Harmer

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## **The Dual Role of Public University Administrator and Executive of an Institutionally Related Foundation: A Multiple Case Study**

Four theoretical propositions regarding individuals serving in the dual role were suggested by this study. The research was guided by the question of: How do individuals bridge the dual role of public university administrator and chief executive of an institutionally related foundation. A purposeful sample of 15 individuals who serve as public university administrators and executives of institutionally-related foundations was taken. Participants came from institutions with at least \$25 million in foundation assets, a student population of at least 5,000 students, who serve at the vice presidential level. Data collection occurred through personal interviews with each participant.

J. Bradford Hodson

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## **Pursuing a Doctoral Degree in the Distributed Learning Environment: A Multiple Case Study of Three Female Educational Administrators**

The presentation focuses on a multiple case study of three female educational administrators pursuing a doctoral degree in the Distributed Learning Environment. Four themes emerged in the analysis of each case and across cases: quality of academic experiences, online learning environment, support and assistance, and self-motivation.

Nataliya V. Ivankova & Sheldon L. Stick

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## **Climbing the Career Ladder & Professional Organizations**

Do you have a plan or road map to climb the career ladder? Career advancement typically does not happen by chance, but due to strategic thinking and the development of a plan. Does your plan include professional associations and leadership opportunities? How can professional associations/organizations help you move on the career ladder? These questions will be the focus of the session and Dr. Joekel will share what he has learned via his leadership and involvement in professional associations. It will culminate with 10 tips for career advancement via involvement in professional associations.

Ron Joekel

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## **Women Superintendents Supporting Social Justice**

This session presents preliminary data gathered from a study conducted during the summer of 2005 in four midwestern states with women school superintendents to investigate how they promote and support social justice and democratic community in their school districts.

Susan J. Katz

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## **Women and Strategic Leadership**

There will be a brief introduction and discussion by the presenters of the main issues and challenges facing women in strategic leadership. Participants will receive a handout with key issues and questions for discussion. The majority of the session will involve dialogue among all participants facilitated by the presenters.

Sheri Knippelmeyer & Rich Torracco

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## **Gender Wage Gap**

A synthesis of the historical picture and analysis of current gaps and closures in wage differences in education institutions for women professionals.

Barbara LaCost

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## **Women Charter School Leaders and For-profit Educational Management Organizations**

Through the results of action research during the set-up and early operation of three new charter schools, three female charter school administrators describe the similarities and differences of their experiences, analyze the difficulties of the role of new charter school leader, and offer recommendations for future female charter school administrators.

Marcia L. Lamkin

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## **Women as Change Agents: A Cross-Cultural Analysis**

The purpose of this session is to present a cross-cultural analysis of women principals as change agents in the United States and Greece. Data from qualitative studies in each country will be utilized to raise questions about women's leadership and change in the context of educational reform in both countries.

Linda L. Lyman

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## **Leadership Through Technology**

Women in higher education cannot always exercise leadership or advance using traditional pathways available in higher education. The problem of providing leadership is further compounded if one is a black, middle-aged and is committed to ethical principles that may clash with the male-dominated, often conservative and overwhelmingly white power structure. This paper addresses the complexities of leadership in such settings and how technology can even the playing field and provide a forum for continuous leadership.

Cynthia McDaniels

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## **Doctor, Heal Thyself**

This paper explores the use of undominated discourse as a fundamental predisposition for educators. It argues that the traditional narrative currently driving administration favors exclusion, not inclusion. Consequently, the narrative thwarts attempts to construct an ethical school that centers around the ethics of critique, care, and justice.

Kelly McKerrow

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## **Explanatory Mixed Method Program Evaluation of the NCA-UNL School Improvement Specialist**

Shirley J. Mills will present her findings from a sequential, explanatory mixed methods research study that is a program evaluation of a four-course program known as the NCA-UNL School Improvement Specialist program that prepares teachers and administrators to lead an effective school improvement process in their own school or district.

Shirley J. Mills

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## **Toward Women Library Leadership Equality**

Today, the percentage of women public directors has been much lower than the percentage of total women public library employees who have received the Master of Library Sciences (MLS) degree. In 1999, Mary Jo Lynch, the Director of ALA office for Research and Statistics, was appointed by ALA to conduct a survey. The findings were published in the Directory: Gender and Salary (1999) (<http://www.ala.org/ala/hrdr/libraryempresources/librarydirectors.htm>). The survey revealed the gender ratios and the salaries between the genders of library directors.

The study looked at the factors that affect women librarians' leadership growth. Comparisons were made between the education levels, leadership experience and other issues between women and men library administrators in midwest county libraries. Comparisons were also made between academic and county public libraries for women's leadership development issues.

Dana Z. Niu

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## **The Empowerment of Arab American Women to Resolve Domestic Violence Within Their Culture**

This session will share the results of a Department of Justice (DOJ) funded research project between Eastern Michigan University and a non-profit agency that serves victims of domestic violence in Detroit, Michigan's Arab American community that aimed to empower female leadership within the community.

John M. Palladino

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## **Collaborative Leadership for the Empowerment of Foster Parent Involvement in High School Special Education Programs**

This session will share the findings of a multiple case qualitative study about how secondary special education teachers and administrators perceive foster parent involvement in special education decision making. Implications for collaborative leadership to empower and sustain foster parent involvement will be discussed.

John M. Palladino & Jean Haar

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## **Eleanor Roosevelt & bell hooks: An Ethic of Care and Feminist Leadership Style**

It is said that Eleanor Roosevelt was a leader with conviction, compassion, competence, and conscience. Because of the personal hardship she overcame at a very early age, Eleanor was an example of a service leader who practiced an "ethic of care." African American scholar, bell hooks, has encountered similar invisible walls and ceilings. This session provides examples of the invisible walls and ceilings Roosevelt and hooks have encountered, focusing on how they have subverted the patriarchal order and changed our ways of seeing oppression in our lives.

LaVona L. Reeves

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## **Nurturing the Community: Increasing TANF Recipients' Access to Higher Education, Work, and Community**

In this ethnographic case study of a rural, southern community college program for welfare recipients, the process through which program leaders nurture the community through relationship brokering and creating emotional and social capital is explored.

Lynn Safarik

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## **Learning Organization or Still in School?**

Organization issues prevalent within Red Cross disaster services emerged after September 11, 2001, yet did not appear following the fall, 2004 Florida hurricanes. Debate and discussion will explore whether Red Cross has become a learning organization willing to accept ongoing organization development through examination of possible underlying organizational theory.

Kimberly Schwartz

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## **Moving Mindsets Leadership Training for Women Teachers Aspiring to be Urban Principals**

This session will include a description of the experiences of the women in a leadership program developed by Lehigh University and Philadelphia school district for teachers aspiring to become urban principals, and explore the insights the participants provide about the features of the program most useful to women aspiring to leadership positions.

Jill Sperandio

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## **Breaking the "Old Boys" Networks: Learning How to Make the Most of Mentoring Relationships**

This qualitative study investigated ways in which women protégés develop capacities to enter into and engage in mentoring relationships with more experienced leaders in education. Conclusions of the study have relevance to women aspiring to advance in leadership positions and organizations seeking to create strong mentoring cultures.

Jenny S. Tripses & Linda Searby

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## **Supreme Court Decisions on Abortion: Roe v. Wade and its Progeny**

Abortion is perhaps the most controversial issue of our time. In this session we will discuss selected United States Supreme Court decisions on the topic of abortion and the legal reasoning supporting those decisions.

Donald F. Uerling, J.D., Ph.D.

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## **Women in the Middle: Leadership Experiences of Central Office Women**

During the last three decades feminist research has attempted to explicate the issues surrounding the disproportionate number of women in school administration. This collective body of research includes feminism in all of its iterations and the social-historical forces that have created the current state of reality. This presentation will look at recent and emerging research that documents the experiences of women central office administrators. Women in the central office represent a group that has received little attention in the literature. The focus of this research is to understand the assumptions and beliefs that make-up their discourse and the discourse of those around them. It is based on the premise that in order to change gender patterns it is necessary to change the discourse.

Judy Whitaker

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