

1986

**WELC** Women in  
Educational Leadership  
Conference

2006

October 8 & 9, 2006

A Celebration  
of Leadership:

Past  
Present  
Future

20th Annual Conference



**Sunday, October 8**

4:30 – 5:30 p.m.  
Conference Area

Registration

5:30 – 7:00 p.m.  
Regent A

Welcome and Introductions  
Dr. Marilyn Grady, Professor and Conference Coordinator,  
University of Nebraska-Lincoln

▪ **2006 HERS Summer Institute: Lessons Learned**

*Jean Haar*, a 2006 HERS (Higher Education Resources Services) Summer Institute participant, shares lessons learned (formal and informal) from the experience. The Summer Institute offers women administrators and faculty intensive training in education administration.

▪ **Grant Writing and Administration: The Ins and Outs of Success**

*Doreen Gosmire*, with more than 25 years of grant writing experience, shares her knowledge in the field. She offers pointers to consider when writing a proposal – how to pursue a grant, what are the roadblocks, and why the details get funded. Her experience managing grants across the region will also be shared.

7:00 – 8:15 p.m.  
Regent A

▪ **Special Presentation : “Angels and Trouble Makers” by Pippa White**

8:15 – 10:00 p.m.  
Regent B

Reception and Conversations

**Monday, October 9**

7:30 – 8:00 a.m.

Registration

8:00 – 9:20 a.m.  
Regent C

Introductions, Dr. Marilyn Grady

Welcome  
Vi Schroeder, University of Nebraska-Lincoln

Keynote Speaker: Dr. Sara Boatman, Nebraska Wesleyan University  
“Twenty Years of Women’s Leadership: Have We Come A Long Way, Baby?”

9:30 – 12:25 p.m.

**Concurrent Sessions I**

12:25 – 1:15 p.m.

**Lunch – Hotel Atrium**

1:15 – 3:40 p.m.

**Concurrent Sessions II**



**Dr. Jean Haar** is an Associate Professor of school administration at Minnesota State University Mankato and the Director of the Center for Engaged Leadership. Her research addresses school policy and leadership, professional development for school leaders, and female leadership.



**Dr. Doreen Gosmire** is an Assistant Professor at the University of South Dakota in Vermillion and a graduate of the University of Nebraska-Lincoln. She has worked in various capacities as building and central office school administrator in South Dakota. She has written and managed more than \$25 million of grant-funded projects. Her most recent grant experience was managing a \$9 million technology innovations challenge grant awarded by the U.S. Department of Education focused on distance learning. The Interactive Learning Campus grant was showcased at former U.S. Secretary of Education Rod Paige's NCLB Summit on e-Learning.



**Pippa White** is a professional actor with extensive theatre and television experience. She grew up in San Francisco, appeared regularly on stage and television as a child, trained at the American Conservatory Theatre Academy, and for five years was seen as host of a daily morning television show at ABC. Moving to the Midwest led her to pursuing an education, starting a family, and reestablishing a career with work in theatres, arts in education programs, and finally, not just one but several one-woman shows drawing on many different sources for a collection of unusual and entertaining solo productions. She has performed in 17 states.



**Viann Schroeder** -Vi Schroeder has been employed by the University of Nebraska-Lincoln in one capacity or another for more than 34 years. When she completed her bachelor's degree and moved to Lincoln 36 years ago, her highest aspiration was to teach high school English. She never did teach high school students, but she has had limitless opportunities at UNL to determine what she did and did not want to do as a career.

Service. That's one word that frames the activities with which Vi has been involved. Service to faculty, administration, staff and students, in a wide variety of positions, including director of publications management; printing, mail and distribution services; and the University Bookstore, both as part of the University and as an outsourced store; assistant director of University Information (public relations); taught management development for faculty and staff; assistant to the vice chancellor for business and finance (responsible for parking and transit services, landscape services, transportation services, publications management, printing, mail and distribution services); and currently manager of publications and photography as part of University Communications.

## Sara A. Boatman, Vice President for Student Life and Campus Community



Dr. Boatman is Vice President for Student Life and Campus Community and Associate Professor of Communication at Nebraska Wesleyan University. From 1990-1994, she was Chair of Wesleyan's Department of Communication and Theatre Arts. From 1978-1990, she was Director of Campus Activities and Programs at the University of Nebraska-Lincoln. Prior to that time, she taught communication and theatre arts courses at UNL, Doane College, Lincoln Southeast and Dorchester, Nebraska, high schools.

Sara has consulted widely and has made several hundred presentations at local, regional and national conferences on leadership, communication, student and staff development, volunteerism and organizational development. She has published 40 articles and book chapters, has served as editor for the book *Supporting Student Leadership*, and as author of the monograph *Student Leadership Development: Approaches, Methods and Models*.

Her current research interests are in leadership education models and processes.

Sarah has served on a number of community, state, and national boards, and is involved in Leadership Lincoln, a community leadership development program. She has served as Chair of the National Small College Network of the National Association for Student Personnel Administrators, and was Chair of the Board of Directors of the National Association for Campus Activities. She was the first recipient of that association's "Sara Boatman Award of Outstanding Volunteerism." She received the University of Nebraska-Lincoln's Sue Tidball Award for Creative Humanity, the National Association of Student Personnel Administrators Outstanding Dean Award, Nebraska Wesleyan's Alumni Achievement Award, and the Roy Story Award for Enhancing the National Stature and Prestige of Nebraska Wesleyan University.

Her doctoral studies were at the University of Nebraska in organizational communication, where she also received her M.A. in instructional communication. She received a bachelor of arts degree in English, speech and theatre from Nebraska Wesleyan University.

Sara and her husband Tom, who is President of Cabela's World's Foremost Bank, have lived in Lincoln since 1967. Their daughter and son-in-law, Elizabeth and Bradley Allen, live in Boulder, Colorado.

## Monday Session Schedule

**9:30 – 9:55**

- Regent C** *The Creation of a School: A Female Charter School Principal's Vision and Experience – Becky Pitkin*  
The focus of this session is on a principal's experience of designing, implementing, and directing a charter school for diverse students in an urban city. The session features the respondent's challenges from the community, reflections, and successes in developing the school as well as her leadership style.
- Regent D** *Perceptions of Isolation Among Female High School Principals – Barbara Mallory*  
This presentation is based on a qualitative study conducted by Molly P. Howard as a doctoral candidate in educational administration at Georgia Southern University. The study explores principals' perceptions of isolation and strategies they employed to cope with isolation.
- Regent E** *In Their Own Words: Women Chief Academic Officers in the Community College – Brent Cejda*  
This session is based on in-depth interviews with six female chief academic officers (CAO) who work at community colleges. The participants discussed reasons that led to employment in the community college; the issues and challenges they experienced in obtaining a chief academic officer position; how they developed the skills and abilities to be successful in the position; and personal and professional recommendations for women who aspire to the CAO position.
- Regent F** *The Practice of Transformational Leadership of Female Secondary Principals – Gaetane Jean-Marie*  
This study provides the experiences of a diverse group of female secondary principals in one southwestern state. The study's findings create significant discourse for understanding school leadership nested in complex social, political and cultural contexts. It also provides an understanding of how gender impacts the participants' accession to and work at the secondary level.
- Chancellor 2/3** *Mary Church Terrell: A Pioneer of African American Early Childhood Education – Vernessa Curry and Nataliya Ivankova*  
This presentation, featuring a narrative research study, constructs the chronology of the events in Mary Church Terrell's life and discusses the meaning of related epiphanies that made her a pioneer of African American early childhood education.

**10:00 – 10:25**

- Regent C** *Portrayals of American Administrators in the Popular Media – Terri Scheckelhoff and Miles Bryant*  
In the popular culture of America, the school administrator has been a popular antagonist. Generations of wily school boys (rarely girls) have been able to outwit and outshine generations of school administrators. This session provides clips from popular television shows and films depicting the school administrator and what cultural influences so frequently require that the administrator be the object of derision. In addition, a paper will be distributed, summarizing these administrative exploits as portrayed in the media.
- Regent D** *Profile in Educational Leadership: A Parent's Influence – Bernita Krumm*  
This session provides a study's findings that was conducted to explore how the background and life experiences of a Native American woman shaped her attitude toward education and influenced the academic aspirations of her children. Factors contributing to academic success in higher education for American Indian students will also be presented.
- Regent E** *Engaging Elementary Students in Economics Education: Assessing A Collaborative Partnership Between Elementary & University Students and Junior Achievement – Sandra Wetig*  
Instructors, to enhance traditional modes of learning in higher education as well as in K-12 schools, use service-learning pedagogies. This presentation outlines the implementation and evaluation of a service-learning project that focused on increasing students' understanding of economics education through Junior Achievement curriculum.
- Regent F** *Women's Studies: Program Expansion the First 10 Years vs. the Last 10 Years – Kathy L. Brown*  
This session highlights the findings on expansion of women's studies programs at Research I institutions from establishment to the first 10 years compared to expansion in the last 10 years, 1995 - 2005.
- Chancellor 2/3** *Leadership in Context: A Comparative Case Study Analysis of Female Presidents in the Public Research University and Private Enterprise Business Sectors – Angela Hernquist*  
The experiences and perceptions of female public research university presidents and female private enterprise business sector presidents are presented in this session.



**10:30 – 10:55*****Leading Like a Women - Not Like a? – Donna McCaw, Mary Parker, Jane Michael, and Tami Roskamp*****Regent C**

Why do female principals and superintendents begin to lead like men? Pink, in his recent book *A Whole New Mind*, points out the need for the 21st century leader to demonstrate skills innate to females. Yet, in order to lead with strength, some women begin to lead with force. This presentation examines the emotional intelligence of feminine leadership and discusses ways of “staying female” in a male dominated world.

***The Top 10 Things We learned About Being a Department Chair – Lana Danielson and Laura Schulte*****Regent D**

This presentation documents the top 10 things learned in a transition from a faculty member to a department chair.

***Exploring Mentoring Opportunities and Experiences for Women in Higher Education – Sheri Knippelmeyer and Richard Torrace*****Regent E**

While the purpose of higher education is the development of students, to what extent should higher education offer developmental opportunities for faculty? Mentoring, a common method of employee development may seem to be an ideal developmental tool for faculty, few mentoring programs exist in higher education. This interactive session explores why faculty mentoring is not more accessible.

***Revisiting the Broken Pyramid – Ellen Bueschel*****Regent F**

This session presents findings of a study addressing seven veteran female administrators in relation to McIntosh's (1984) Broken Pyramid. The study's emerging themes have the potential to inform leadership preparation.

***A Study of Women University Presidents Who Are Members of Dual Career Families – Jodi Cahalan*****Chancellor 2/3**

In this session, the findings in which experiences of five women university presidents who are members of dual career families are presented. Factors contributing to success in attaining a work-home balance as well as any barriers to achieving this balance are also the focus.

**11:00 – 11:25*****Mentoring Women Central Office Administrators – Ava Muñoz and Anita Pankake*****Regent C**

The purpose of this session is to share information on a mixed-methods research study that examined the effects of mentoring on women central office administrators who aspired towards the superintendency.

***Free Speech and the American Civil Liberties Union: Lessons Learned from District Lawsuit – Elizabeth Kirby*****Regent D**

Lawsuits can be career breakers. Learn firsthand from the female principal who imposed discipline on a student for lewd and vulgar speech and became the target of a lawsuit against the school district by the parents and ACLU.

***How Female Educational Leaders Develop Resilience Capacity in Tough Times – Diane Reed*****Regent E**

In this session, participants learn why resilience is necessary for success and how to apply their own values, efficacy and energy. The presenter draws from her own experience as a superintendent for 14 years and the research interviews she conducted with 15 females who have faced adversity and bounced back.

***Principled Negotiation & Behavioral Norms of Women in Administration – Therese Slanec*****Regent F**

This session presents another way to bargain that provides success, especially for women. Principled negotiation, unlike a more positional stance, rests on the merits of the process, deals with the shadows beneath, and relies on shared problem solving and collaboration.

***Unintended Consequences: Sex-based Discrimination in the Tenure Process – Elizabeth O'Callaghan*****Chancellor 2/3**

The concepts of sex-based employment discrimination, tenure and disparate impact theory are explored in this session. A review of relevant literature, case law and data-driven evidence derived from the National Study of Postsecondary Faculty are used to evaluate the claim that the tenure process has an adverse negative impact on women faculty.

**11:30 -11:55**

- Regent C** *Experiences of Women in Higher Education Administration – Jane Souza, Kathryn Mueller, and Suzanne Campbell*  
This session is based on the findings of a study of women administrators at higher education institutions across the United States. The purpose of this grounded theory study is to develop a common set of experiences shared by women administrators in higher education.
- Regent D** *Relational Aggression & Burnout: Fight, Hide, or Run? – Mary Culver*  
This session focuses on woman-to-woman relational aggression using a single case study to illustrate factors involved in the choice to “fight it out,” to submit and try to avoid conflict, or to “cut and run.” Research is presented on the connection between each response and the likelihood of “burnout.”
- Regent E** *So Many Books, So Little Time: Books to Nurture Your Leadership – Charlene Brown and Harriet Gould*  
In this session, a two-person panel facilitates dialogue on new and “tried and true” leadership books. Join participants in gaining strategies to nurture the leader within while enjoying conversation with colleagues.
- Regent F** *Leadership Opportunities for Bangladeshi Women in the Formal, Non-formal and Private Education Sectors – Jill Sperandio*  
Bangladeshi women are under represented in educational policy making and in leadership positions in secondary schools. The constraints on women aspiring to leadership, the part they have played in developing private and non-formal education, and their future prospects at all levels of educational leadership is addressed in this session.
- Chancellor 2/3** *Writing for Publication: Helpful Tips and Myths – Ronald Joekel*  
How to get published is a common question new faculty and neophytes ask. Are there trade secrets that lead to publication? Do you have to have a “name” to have an article selected or “know someone” on the inside? Answers to these questions and a number of helpful tips will be the focus of this presentation. If you want to be published, you won’t want to miss this session.

**12:00 – 12:25**

- Regent C** *If You Lead, Who Will Follow? – Doreen Gosmire, Marcia Morrison, and Joanne Wounded Head*  
Leadership cannot occur without followership. What are the keys to creating a learning community that has effective leadership and followership? This session provides an overview of what effective leaders and followers do. The results of a research study involving eight schools of varying sizes and grade levels are analyzed through the lenses of gender, experience and educational levels of the leader.
- Regent D** *Career Development Factors of Women in Community and Technical College Leadership – Victoria Seals*  
This session presents the research process, data collection, and research findings related to the career development of women in community and technical college executive leadership.
- Regent E** *Racism, Agency, and Praxis: Life Histories of Three Educational Leaders in the Mississippi Delta – Jenetta Waddell*  
This session presents a study of the life histories of three women educational leaders – two Black, one White. Their personal experiences as children and teenagers during the era of school integration are presented. How these experiences influenced their choice to become educators and how these experiences continue to influence their practice are also presented.
- Regent F** *Lighting the Shadows: Recognizing, Supporting, and Sustaining Women Leaders in the Academy – Patricia Shaw*  
This presentation focuses on the ways in which women lead, often quietly, in their own right. Strategies designed to both foster and sustain leadership among “quiet” women leaders will be discussed.
- Chancellor 2/3** *Qualified Women Need Not Apply – Mary Alexander-Lee*  
This session identifies key characteristics of successful African-American women in positions of power in higher education administration.

## Lunch – Hotel Atrium

### 12:25 – 1:15

#### 1:15 – 1:40

- Regent C** *Women as Servant Leaders in a School-Community Collaboration: A Case Study of an Urban Elementary School – Lori Scroggs and Jenny Tripses*  
The case study research reported in this session describes the collaboration among two women volunteers and a principal of a high poverty urban school to overcome disadvantages of poverty faced by the majority of students. Study of this school-community collaboration offers insight into women community leaders who demonstrated servant leadership to effect change.
- Regent D** *Creating Racially Identifiable School Districts in Omaha: Exploring the Constitutional Issues – Donald Uerling*  
In 2006, the Nebraska Legislature enacted LB 1024, which provides for the creation of a Learning Community involving all the school districts in Douglas and Sarpy counties. Much state and national media attention has been focused on Section 41 of this legislation, pursuant to which the Omaha School District would be divided into three smaller school districts, each of which would have an enrollment with a different racial majority than the other two. Some are contending that this provision amounts to state-sponsored segregation that violates the Equal Protection Clause. A lawsuit has been filed. This session explores the law and the facts pertinent to the implementation of Section 41.
- Regent E** *A Comparison of Maternity Leave Practices in the Republic of Georgia and the United States – Nino Zhvania and Miles Bryant*  
All over the world there are dramatic differences in national practices for providing new mothers, and sometime fathers, with maternity leave. This session presents descriptive information comparing practices in the Republic of Georgia and in the United States and identifies some of the cultural and social economic causes that lead to these differences.
- Regent F** *If Only I Had Known... – Julie Carlson*  
Attempting to balance multiple responsibilities and expectations can result in extreme challenges for new professors. Using a focus group design during a two-year period, this qualitative study examines issues of acclimatization experienced by 18 females new to the professoriate and focuses on the challenges experienced by these women.
- Chancellor 2/3** *Career Paths of Women Clinical Laboratory Scientists Who Have Become Higher Education Administrators – Suzanne Campbell*  
This session focuses on the qualitative research findings of the experiences, training, obstacles, and opportunities that directed and influenced the career path of women clinical laboratory scientists who hold administrative positions at the dean level within a university.

#### 1:45 – 2:10

- Regent C** *Quest for College: An Early College Awareness Initiative – Gina Coleman*  
*Quest For College* is an educational board game designed to provide 8th and 9th graders with early awareness of the opportunities afforded by higher education. This session demonstrates how college recruitment professionals and secondary school college counselors may use this tool to inspire students to be future college applicants.
- Regent D** *Female School Social Workers: An Ally for Special Education Administration – John Palladino and Mark Geisler*  
The female school social worker (SSW) voice does not appear in the special education administration literature. This mixed-methods study of Michigan's female SSWs exposed unique gender-based leadership traits that this population offers practitioners and the academy. The presenters share implications for research and practice to further enhance female SSWs' leadership.
- Regent E** *Inquiry into Post Disaster Students' Performance Data – What is the New Norm for Schools? – Linda Blount*  
This session identifies the problems disaster-stricken personnel face regarding missing student data needed for adequate yearly progress, AYP. In addition, gaps and inconsistencies in student assessment and progress monitoring systems used by the state departments of education for accreditation and AYP are also presented.



**Regent F** *Just Do It: Women Superintendents Speak to Aspiring Women – Susan Katz*  
Discussion of research conducted with women school superintendents in four Midwestern states is presented in this session. The findings provide rich description of women's work lives as superintendents while offering advice to aspiring women.

**Chancellor 2/3** *Teachers Behaving Badly: Strategies Used by Veteran Principals – Barbara Brock and Marilyn Grady*  
This session features strategies used by veteran principals in preventing and curtailing negative and disruptive teacher behaviors. The presentation is based on results of a study of 20 experienced principals in public and nonpublic Nebraska schools.

**2:15 – 2:40**

**Regent C** *Storytelling and Alternative Teaching Techniques – Misty Schwartz and Amy Abbott*  
This session focuses on how nursing faculty utilized storytelling as a teaching and learning tool in the classroom and clinical setting to positively impact patient care.

**Regent D** *Efficacious Theory: a Potential Framework for Research on Behalf of Female School Leaders – John Palladino, Jean Haar, and Marilyn Grady*  
Qualitative interviews with rural female superintendents during their first five years of appointment yielded data that highlighted the women's cognitive and behavioral engagement throughout their leadership. Self-efficacious theory best describes their thoughts and actions; a theoretical framework implication for female school leadership constitutes the discussion during this session.

**Regent E** *Non-profit Organizations: Marketing and Budgeting Tips – Barbara LaCost*  
This session explores marketing of non-profit organizations and issues related to budgeting in these organizations. Non-profits include P-12 and postsecondary institutions, their foundations, and community organizations dedicated to furthering social capital investments of the citizens. Education professionals working in these environments, or with these environments, will profit from this session.

**Regent F** *Exploring Alumnae Long-term Perceptions of an Undergraduate Leadership Course: A Case Study – Kelli Smith*  
This presentation reviews a qualitative study that explored the long-term impact on women of an undergraduate leadership course. The study found all the participants perceived the course to be a beneficial experience, supported by five themes that emerged from the data. Several recommendations for leadership educators are also offered.

**Chancellor 2/3** *Mentoring Women for Academic Career Mobility: Reflections of a Protégé – Margaret Mwenda*  
This session argues that mentoring is critical to increasing women's participation in higher education leadership in Kenya. Using relevant literature and personal experiences, the presenter explores some benefits and challenges of mentoring and proposes a framework for generating effective mentor relationships for women faculty in order to bridge existing leadership gaps.

**2:45 – 3:10**

**Regent C** *Panel Review of Women Administrators in Campus Recreational Sports – Chris Oelling and Jennifer Keil*  
This session provides insight from a panel discussion with five women directors of postsecondary, multi-million dollar campus recreation facilities throughout the country. The session shares their insights of their paths to the director position, their challenges, and their successes as women administrators in recreation.

**Regent D** *Critical Reflections that Improve Teaching and Learning – Nancy Albrecht*  
Teacher education programs that provide opportunities for trial and error through reflection encourage healthy attitudes for professional development and for reducing fear that can be an obstacle to instructional improvement. This case study examines the impacts of critical reflection upon pre-service teachers enrolled in a professional development school (PDS) teacher preparation program.

**Regent E** *Finding That Breath of Fresh Air! – Ann Petersen*  
Finding appropriate professional development can be a challenge. This session approaches professional needs and the different formats professional associations have implemented to offer members updated information. The study is based on *A Multi-case Study of Membership Trends and Membership Responses: 1980-2004*.

***R': Roles, Rules, Relationships, and Results – Lillian Ann Farris*****Regent F**

Leading as women is incredibly important, characterized by both opportunities and challenges. Women's effectiveness is predicated on building a strong foundation of soft skills. The foundation's ingredients include roles, rules, relationships, and results. This session presents key concepts, generates examples, and identifies skills associated with the 4 Rs.

***Leadership Issues in Assessing Online Courses – Jody Woodworth*****Chancellor 2/3**

Academic leaders are facing increased pressure to balance the faculty's right to academic freedom with the administration's desire to assess the quality of online courses. This instructor-led presentation examines components of several online course assessment tools that accommodate these often-opposing needs. Strategies are offered for implementation of these assessment instruments.

**3:15 -3:40*****"What My Faith Has Inspired Me to Do:" Catholic Women Religious as Faculty at Public Research Universities in the South – Nataliya Ivankova and Patricia Bauch*****Regent C**

This presentation is based on a multiple case study of the academic and leadership experiences of three Catholic women religious serving as faculty members at southern public research universities.

***Voices: Overcoming Systemic Silencing of Women's Influence in the Workplace – Natasha Chapman and Minisa Chapman-Huls*****Regent D**

Based on a chapter in the book, *Enlightened Power: How Women are Transforming the Practice of Leadership*, this session reviews the challenges women leaders face regarding power and influence in the workplace; power and influence factors; gender communication's affect on women's abilities to influence; and actions and behaviors characteristic of effective influencers. The session also presents strategies for women to strengthen their own voices.

***Optimizing Leadership Venues: Margit Slachta in Government, Organizations, and Humanitarian Concerns – Ruth Biro*****Regent E**

The life of Margit Slachta, the first woman member of the Hungarian parliament in 1920, is presented in this session. As founder of the Sisters of Social Service, Slachta left a legacy of vision, action, and human rights. Her life of contributions is the session's focus.

***From Bedside to Classroom: The Transition of Novice Nurse Educators – Anne Schoening*****Regent F**

Schools of nursing are struggling with rapidly increasing enrollment and a shortage of qualified nursing faculty. Novice nurse educators often possess superior clinical skills, but lack formal preparation for the academic setting. This session describes a research study designed to examine the transition from bedside nurse to educator.

***Online Learning – What Are We Doing? How Are We Doing? Where Do We Go from Here? – Deborah Jesseman*****Chancellor 2/3**

This session includes models, suggestions, and conversations on the topic of online learning at different educational levels. Utilizing active learning strategies, the session facilitates ideas and provokes discussion regarding the pros and cons of online learning.