

WELC

Women in Educational Leadership Conference

1986

2007

October 7-8, 2007

*Research + Networks -
A Source of Leadership*



WELC Women in Educational Leadership Conference

Conference Overview

Sunday, October 7

3:30 – 4:30 p.m.
Conference Area

Registration

4:30 – 6:30 p.m.

Welcome and Introductions

Regent A/B

Marilyn Grady, Professor and Conference Coordinator, University of Nebraska–Lincoln

How in the World Are They Leading? A Panel on the Status of Women in Educational Leadership Worldwide - Helen Sobehart, Jill Sperandio, Bettie Bertram, Marilyn Grady, and Katherine Houghton.

UCEA Women's SIG members emphasized understanding the status of women in educational leadership internationally. At a small invitational conference, summer of 2007 in Rome, scholars represented six continents. This panel, including the Rome chair and several participants, will highlight outcomes, propose research, and engage WELC participants to discuss ongoing work.

6:30 – 8:30 p.m.
Regent A/B

I Can't Give You Anything But Songs: The Life and Work of Dorothy Fields - Pippa White with Vince Learned at the piano

Dorothy Fields gave us some of the greatest songs of the 20th century during a career that spanned five decades. She wrote close to 500 melodies for both Broadway and Hollywood. Listen to those unforgettable songs, the stories behind the songs, and meet the fascinating woman who wrote them. Pippa White, with Vince Learned at the piano, present a cabaret play in two acts, highlighting Fields' major musical contributions to our American culture.

8:30 – 10:30 p.m.
Regent A/B

Reception and Conversations

Monday, October 8

7:30 – 8:00 a.m.

Registration

8:00 – 9:20 a.m.
Regent C

Welcome, Marilyn Grady

Dance: Metaphor for Women in Educational Leadership - Keynote presentation by Dr. DeLois P. Weekes, DNSc, RN, President - Clarkson College in Omaha, Nebraska

9:30 – 12:25 p.m.

Concurrent Sessions I

12:25 – 1:15 p.m.

Lunch – Hotel Atrium

1:15 – 4:10 p.m.

Concurrent Sessions II



Helen Sobehart is Associate Provost/Academic Vice President of Duquesne University. She was Associate Director, Laboratory for Student Success, one of nine federally funded research labs. She was superintendent for the Fox Chapel Area School District. She has served on numerous state and national boards/advisory panels, and community boards. She founded and edited the monograph for AASA's Women Administrators Conference and chairs the Women's SIG of UCEA, publishing/presenting nationally/internationally on women's leadership. Helen obtained a B.A. in psychology/sociology, an M.S. in special education, and a doctorate in history from Carnegie-Mellon University in Pittsburgh, Pennsylvania.



Jill Sperandio is Assistant Professor in the international school educational leadership program at Lehigh University in Bethlehem, Pennsylvania. After earning a B.A. at the University of Wales, United Kingdom., and M.Ed. from Massachusetts State Teaching College, her professional career spanned all aspects of international education as teacher, principal, teacher trainer, program evaluator and college lecturer. She has worked in Uganda, Kuwait, Malta, Tanzania, Venezuela, Azerbaijan, and Holland. Jill's research interests are gender issues in education and experiences of women seeking leadership roles in education. Her current research interests are gender issues in Bangladesh and Uganda.



Bettie Bertram has been an educator for 15 years and is currently Supervisor of special education/ESL for the Upper Adams School District in Adams County, Pennsylvania. Her master's degree in curriculum and instruction is from Western Maryland College. She holds certifications for supervisor of curriculum/instruction, superintendent, administration K-12, and supervisor of special education. Bettie is the 2007 winner of the Richard D. Miller Award, given by the American Association of School Administrators, which provides incentive, honor, and financial assistance to outstanding graduate students in school administration. She is completing doctoral research on women leaders and spirituality at Duquesne University in Pittsburgh, Pennsylvania.



Marilyn L. Grady is the founder and coordinator of the Women in Educational Leadership Conference. A Professor of educational administration at the University of Nebraska-Lincoln, she is the author or coauthor of 20 books. Her research focuses on leadership, mentoring doctoral students, new professors of educational administration, the principalship, and superintendent-board relationships. She has more than 200 publications to her credit. She edits two journals and is the founding editor of the *Journal of Women in Educational Leadership*.



Katherine Houghton has worked in higher education administration for over twenty years in the United States and Caribbean. She has circumnavigated the world twice as administrator on the Semester at Sea program, University of Pittsburgh, and Institute for Shipboard Education. She was dean of academic administration at Ross University, Island of Dominica. Currently, Katherine is the campus director of The Salter School in Tewksbury, Massachusetts. She has expertise in issues relevant to adult learning, access to non-traditional learners, and educational support systems for marginalized populations. Her most recent scholarly pursuits combine her background as a photographer, extensive international travel, expertise in qualitative research, and commitment to furthering the cause of underrepresented women and children.



Pippa White - Entertainment

Pippa White is in her fourteenth 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.

Pippa has a B.A. in English from the University of Nebraska-Lincoln. 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-Lincoln, and the Nebraska Arts Council for seventeen years. In 2005, she was recipient of a \$1,000 merit award from the Nebraska Arts Council, and in March 2007, she received the Artist of the Year Award from the Lincoln-Lancaster Women's Commission.

Before doing solo work, Pippa had an extensive background in theatre and television on the West Coast, including five years hosting a daily morning television show on ABC in San Francisco.



DeLois Weekes - Keynote Speaker

Dr. Weekes was appointed president of Clarkson College, Omaha, Nebraska, in January 2007. Prior to this appointment, she was President and Chief Executive Officer at Cox College of Nursing and Health Sciences in Springfield, Missouri, for six years. Preceding her presidency at Cox College, Dr. Weekes was Associate Vice President, Division of Research and Graduate Studies at Florida International University.

Among numerous accomplishments throughout her career, Dr. Weekes was responsible for the development of new and creative nursing and health care programs that fostered increased enrollment. In addition, she provided leadership fostering achievement of continued Higher Learning Commission accreditations for a health science college.

Dr. Weekes also serves as chair of the executive committee of The National Advisory Council on Nurse Education and Practice.

Dr. Weekes holds a Doctor of Nursing Science from the School of Nursing, University of California, San Francisco, California; a Master of Science from the College of Nursing, University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma; and a Bachelor of Science in health education from Oklahoma City University, Oklahoma City, Oklahoma. She received a Diploma in nursing from St. Anthony Hospital School of Nursing, Oklahoma City, Oklahoma.

WELC Women in Educational Leadership Conference

October 8, Monday Schedule

9:30 – 9:55

- Regent C** *Working Relationships – Barbara Curry*
Educational organizations have their own rules governing relationships on the job. The rules are narrower than the range of possibilities for human interactions. This session focuses on the kinds of work relationships people fall into because of their personal ethics, experiences, family and friendship traditions, and beliefs about relating to others. The session raises the issues of workplace and relationships.
- Regent D** *Keeping it in the Family: Mother/Daughter Leaders – Kate Hyland and Kelly Hansen*
This presentation examines the careers of two women currently serving as administrators in two high-performing Chicago suburbs. The unique nature of the presentation focuses upon the inter-generational and familial aspects of their careers, since the presenters are mother and daughter.
- Regent E** *The Myth of Effortless Perfection – Jan Deeds and Allison Bitz*
Across the United States, women students report that they are expected to be perfect academically, socially, in their physical appearance and in their careers. As the commercial said, “Never let ‘em see you sweat.” Learn effective strategies for working with college women experiencing the pressures to be effortlessly perfect.
- Regent F** *Female Leadership: Perspectives from Saskatchewan, Canada, and Tianjin, China – Bing Cui*
This session presents the challenges female principals face in Saskatchewan, Canada, and Tianjin, China in becoming principals and in their leadership practices. Findings show similarities and differences in the way in which females practice leadership in both countries.
- Chancellor 1** *Filipino Immigrant Teachers’ Search for Their Place in an American School District: Implications for School Leaders – Stacey Roberts*
This session presents research from a study of Filipino immigrant teachers in a large American school district. It examines the factors that affected their socialization and discusses the implications for leadership in an increasingly global society.
- Chancellor 2/3** *Spirituality as Capacity for Women Leaders Dealing with Stress – Bettie Bertram*
Spirituality is described as a synergy through which all people are connected. This presentation describes research that focuses on the role spirituality plays as educational leaders cope with stress, with an emphasis on gender differences.
- Alumni** *Why Hispanic Undergraduate Women Persist in Higher Education – Brent Cejda, Nataliya Ivankova, and Sheldon Stick*
This session presents qualitative data analyses of interviews with 35 Hispanic women, between the ages of 23 and 36, which reveals marked personal strengths driving their educational success. Attitudes of Hispanic males in their immediate families do not mirror the stereotypic beliefs of the woman’s role in a Hispanic culture.

10:00 – 10:25

- Regent C** *“Bad Girl” Goes Hollywood: The Female Adolescent Delinquent in American Film, 2000-2007 – Mark Giesler*
This presentation explores the depiction of the female adolescent delinquent persona in eight recent American films. The prevalence of the “bad girl” in American movies suggests cultural anxieties both girls and the women they become must contend with and contest.

- Regent D** *Female Leadership and District Instructional Improvement: Converging Fields in the Era of Accountability – Jeanne Fiene*
Feminine leadership theory and superintendent instructional leadership models are converging. Women employ web-like organizational structures to lead from the center, with a child-centered vision of increasing achievement for all students. District improvement models emphasize empowering stakeholders through consensus building around excellence and equity for student outcomes. Implications of converging models are discussed in this session.
- Regent E** *Too White or Too Black? African American Women's Reflections of Race in College – Rachele Winkle-Wagner*
Using the data from a larger critical ethnographic study of the college experiences of African American undergraduate women, this presentation explores the findings related to peer relationships and racial tensions between being perceived as “too White” or “too Black.” Implications for educational policy and practice are discussed.
- Regent F** *Contemplation of 'Next Steps': A Reflection on Women Leadership Research – Jean Haar and John Palladino*
This presentation provides a brief literature review of the women in leadership research, an overview of a women leadership study by Haar, Palladino, Grady, and Peery, and a reflection by the presenters concerning next steps to further the research agenda for women in leadership. The inspiration for developing this presentation and for continuing the research agenda was derived from the 2006 Women in Leadership Conference keynote address by Sara Boatman.
- Chancellor 1** *Professional Pioneers: Women Administrators in Architecture – Margaret Woosnam and Frankie Keels Williams*
What factors characterize 10 women administrators in nationally accredited architecture programs? This session presents conclusions drawn from a qualitative study that provides an answer to this question. Their journeys to leadership in male-dominated settings are discussed along with implications for administrators.
- Chancellor 2/3** *Leadership Perceptions of Assessment and Accountability – Jody Isernhagen and Shirley Mills*
National audiences continue to watch Nebraska's School-based Teacher-led Assessment and Reporting System (STARS), which is described as one of the nation's most innovative assessment systems. This presentation examines the perceptions of K-12 leaders as they implement the STARS process in schools and districts.
- Alumni** *Tort Liability for Today's Educational Leader – Betty Cox*
Educational leaders face legal challenges in today's litigious society. Tort liability is the area in which most litigation is filed in the school context. This session addresses tort liability and its meaning.
- 10:30 – 10:55**
- Regent C** *A Slow Path to the Superintendentcy: Women's Negotiation Skills – Carol Montz and Carolyn Wanat*
This session recommends strategies for the training and professional development of women seeking superintendentcy. The research suggests women lack negotiation skills and social networks for a successful superintendent search. In this session, findings are shared from interviews of women superintendents in one state and recommendations for training and mentoring women superintendents are offered.
- Regent D** *Good Intentions Gone Awry: How Compassion Fatigue is Detrimental to the Well-being of Special Education Teachers – John Palladino and Sharon Hoffman*
This multiple case study examines the relationship between compassion fatigue and special education teachers' burnout. The findings suggest the need to infuse compassion fatigue constructs in administrative responses to special education teachers' burnout. Implications for pre-service and in-service professional development are also addressed.
- Regent E** *Experiences of Women Administrators in Higher Education – Kate Mueller, Jane Souza, and Suzanne Campbell*
This session presents the results of a research study that examined the lived experiences of six community college presidents. The purpose of the research was to explore the career paths that led these women to their current positions and to identify commonalities in their experiences. Key information for women seeking administrative positions in the higher education environment is also shared.
- Regent F** *Women of Color School Leaders: A Leadership Source Schools Should Not Ignore – Jean Haar and Jerry Robicheau*
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.
- Chancellor 1** *Leaders and Entrepreneurs: Learning From One to Teach the Other – Tammy Moerer and Margareta Knopik*
Motivated, visionary, energetic, hard working, creative, tough-minded, responsible. Do these words describe leaders, entrepreneurs, or both? Based on current entrepreneurship and leadership research, this session examines similarities and differences between leaders and entrepreneurs and discusses the implications for teaching these topics to college students.

- Chancellor 2/3** *Successful Bridging of Teacher Preparation through the Collaborative Efforts of a Local University and Community College – Phyllis Adcock and Kathryn Halverson-Rigatuso*
This session explores how community colleges and four-year universities can successfully come together in a collaborative effort to produce a seamless transition for college students who want to become teachers. Some students who chose to attend a community college at the beginning of their college years are reluctant to begin their education at a four-year university. However, after community colleges build connections with four-year universities, students can successfully complete their teacher preparation program that leads to certification. This session addresses these connections.
- Alumni** *Age Discrimination in Employment – Donald Uerling*
May age be a factor in employment decisions? This session provides an overview of state and federal laws that extend protections against age discrimination in employment. The intent is to inform employees and applicants of their legal rights and to inform employers of their legal responsibilities.

11:00 – 11:25

- Regent C** *Women Leaders and Resiliency: Their Stories – Danna Beaty and Anita Pankake*
Resilience is the ability to “bounce back” from a stressful or traumatic experience. This session shares stories of women educational leaders’ development of resilience. Interviews with more than 50 women from various locations, age groups, ethnicities, and administrative positions were analyzed for events and individuals the women believe assisted them in becoming resilient.
- Regent D** *Support for Aspiring Female Leaders – April Peters*
This session presents the unique experiences of a female principal aspirant who participated in a district sponsored leadership program. The data and implications are presented utilizing a personal narrative methodology.
- Regent E** *Mentoring Functions and Their Application in the American Council on Education (ACE) Fellows Program – Sheri Knippelmeyer and Richard Torrace*
While mentoring appears to be an ideal developmental relationship for those in higher education, few formal programs exist. One program, the ACE Fellows, provides mentoring opportunities. This session presents the research in progress in identifying and measuring mentoring functions and their application to the leadership development of the ACE Fellows participants.
- Regent F** *Building Trust in Schools through Appreciative Inquiry – Cynthia Lemmerman and Megan Tschannen-Moran*
Many school district personnel feel discouraged by the accountability movement pressures. Appreciative Inquiry (AI), a strength-based approach to transformational change, can turn around that discouragement at the speed of imagination. Learn how one superintendent led her school district in using AI to strengthen the culture of trust and respect throughout the system.
- Chancellor 1** *Career Pathway Realities: Feedback from First-Generation Women Administrators and Others Concerning Factors Affecting Their Career Satisfaction and Career Development – Sandra Seay*
A comparison of perceptions of work experiences obtained from surveys completed by 349 women higher education administrators in North Carolina (of whom 134 were the first in their families to obtain an undergraduate degree) is presented in this session. Feedback concerning responsibilities for child, spousal, and elderly care are also described.
- Chancellor 2/3** *Finding Education Sources: 25 Tips – Sharon Kenan*
When you need information, do you always turn to Google or Wikipedia? Have you ever wondered how your colleagues find just the right journal article or are always up on the most recent events/trends in education? This session assists you in both areas. You will not be bored as you hear 25 helpful tips for locating education information.
- Alumni** *Special Education Directors’ Collaborative Leadership on Behalf of Foster Care Students – John Palladino and Jean Haar*
Presenters share a qualitative study that involved six female special education administrators’ self-disclosed accounts of their collaborative initiatives on behalf of foster care populations. The research provides unique insights from which implications for pre-service and in-service special education administrators are proposed.

11:30 - 11:55

- Regent C** *Toward a Conceptual Framework of Leadership Capacity – Connie Fulmer, Dorothy Garrison-Wade, Hilary Lang Greenebaum, Brooke Gregory, Vernita Mickens, and Kelly Williams*
This session presents the results of a literature review and the development of a conceptual framework for leadership capacity by comparing the construct to (a) transactional leadership, (b) transformational leadership, (c) servant leadership, (d) professional learning communities, (e) distributed leadership, (f) inclusive leadership, and (g) issues of gender, race, and leadership.
Note: This is a two-session presentation.

- Regent D** *Sisters or Saboteurs? When Sisterly Support Turns to Sabotage Against Women Leaders – Barbara Brock*
Most women who aspire to leadership positions enjoy support and mentoring from other women. However, some women also experience sabotage from women that threatens their career goals. This presentation explores the dynamics of sabotage experienced by women in educational leadership positions.
- Regent E** *From Practice to Theory (...and Back Again): Exploring the Career Paths of Women Professors in Educational Leadership – Sandra Tomnsen, Jacque Jacobs, and Ann Alexander*
This session presents a panel discussion led by three faculty members who have served in a number of educational roles. Its focus is on how serving as a school administrator influences the teaching of school administration courses and how this teaching informs practice when professors return to administrative positions.
Note: This is a two-session presentation.
- Regent F** *Women in Higher Education and School Administration: What Qualities are Required for Academic Women to Succeed in Educational Leadership in the 21st Century? – Susan Day Scherz and Precious Guramatunhu*
This session includes a presentation of research findings to date regarding leadership roles for women aspiring to or are already in leadership roles within higher education and public school administration.
- Chancellor 1** *Responding to Faculty and Staff Childcare Needs – Marie Byrd-Blake*
The issue of adequate childcare services was explored at a Midwestern university in the spring of 2007 as the population of faculty and staff of childbearing age increased and the childcare service facilities offered by the university remained unchanged. This session presents a summary of the results of a university-wide childcare assessment and provides researched-based suggestions for enhancing childcare policies and services.
- Chancellor 2/3** *Career Development for Leaders – Angela Provart*
This session provides useful information about preparing for a career move into a community or technical college leadership position. The art of resume writing, cover letter preparation, and revisions are shared. Presentation and answering questions in an interview situation are also discussed.
Note: This is a two-session presentation.
- Alumni** *The Hijacked Ed.D - Melissa Byington, Miles Bryant, and Rich Torracco*
The Carnegie Project on the Education Doctorate has challenged professors and students of educational administration to "Reclaim the Education Doctorate." Many of us, perhaps, did not know the Ed.D. had been abducted and needed to be reclaimed. However, assuming it must be brought back bruised but still worth rehabilitation from its abduction, what should be its major features? Can and should it be different than it is? This session is a town hall meeting seeking to identify major attributes in an Ed.D. designed for educational leaders. The conversation will initiate with this question: As you reflect on your doctoral education, what discoveries did you make about your own learning?
Note: This is a two-session presentation.

12:00 – 12:25

- Regent C** *Toward a Conceptual Framework of Leadership Capacity – Connie Fulmer, Dorothy Garrison-Wade, Hilary Lang Greenebaum, Brooke Gregory, Vernita Mickens, and Kelly Williams*
Continued from previous session
- Regent D** *Principal Preparation: Common Attitudes of Second-Year Principals in Low-Performing Schools –Kathy Brown*
This session presents results of an investigation into the perceptions of 10 PK-12 second-year principals about the quality of the college experience in developing interpersonal and technical skills. The tasks and functions of supervision for leading low-performing schools are also shared.
- Regent E** *From Practice to Theory (...and Back Again): Exploring the Career Paths of Women Professors in Educational Leadership – Sandra Tomnsen, Jacque Jacobs, and Ann Alexander*
Continued from previous session
- Regent F** *A Mentor and a Mother Hen: Just What I Needed as a New Professor – Linda Searby and Lourencia Collins*
This session focuses on the experience of a new female faculty member in educational administration as she was mentored by a senior female faculty member in her department. Her mentor provided information about tenure and promotion expectations, the inside politics of the department and school, and research protocols at the university which led to her early success in academia.

- Chancellor 1** *The Great Divide: Women's Experiences with Mentoring – Whitney Sherman and Ava Muñoz*
The lack of mentoring opportunities available for women who aspire to educational leadership provides an area for action toward growth. Mentoring is one way to promote women in educational leadership. This session discusses the ways in which mentoring or lack of mentoring has affected women leaders at various levels.
- Chancellor 2/3** *Career Development for Leaders – Angela Provart*
Continued from previous session
- Alumni** *The Hijacked Ed.D. – Melissa Byington, Miles Bryant, and Rich Torracco*
Continued from previous session

Lunch – Hotel Atrium 12:25 – 1:15

1:15 – 1:40

- Regent C** *Enhancing Communication Through Metaphor – Carole Makela*
As education leaders, we must reach our audience with the intended message and appropriate force. Metaphors are a unique communication tool empowering us to do this while navigating necessary political paths. Learn how metaphors are created and how to maximum their impact, like many women university presidents have done.
- Regent D** *Close the Revolving Door of Teachers: Leadership for Sustainable School Reform – Hilary Lang Greenebaum and Dorothy Garrison-Wade*
This session focuses on leading schools for sustainable growth. Teacher retention is a national issue. What can we do about it? Using the theoretical framework of educators like Dewey, Giroux, and Goodman, the presenters discuss how leaders can explicitly address the learning environment for learners of all ages.
- Regent E** *Preparing Women to Lead: An Interview Study of Women's College Graduates – Melinda Rhodes*
The number of women's colleges in the United States continues to decline, threatening the existence of this unique educational experience. This session presents an interview study with women leader graduates from a small women's college in the Midwest. The study illuminates the benefits of single-sex education and what higher education leaders can learn from and about women's colleges.
- Regent F** *Learning Communities – A Sustainable Venue for Professional Development School Relationships – Ginger Zierdt and Patricia Hoffman*
Minnesota State University, along with seven professional development school districts, has been engaging in on-going professional development work for more than five years. As these relationships and interconnections have deepened, a transformation has occurred whereby systemic educational reform, through professional learning communities, has become the focus for both leadership and staff development. Learn more about this transformation during this session.
- Chancellor 1** *Education's Funding Battles in Small Population States – Patrick Durow and Pam Redfield*
This presentation describes the demographic and political issues affecting a sustainable and adequate system of public school funding in small population states such as Nebraska. A number of solutions are also proposed.
- Chancellor 2/3** *A Question of Balance – Melissa Byington and Miles Bryant*
This presentation's scope moves from global to local, considering the implications of work life balance. This session addresses four main research questions: What does current research reveal about this as a worldwide issue? What is the significance of the problem, including the unintended outcomes, in the United States? What are the responsibilities and benefits of working toward a more balanced approach for both organizations and individuals? Finally, where are female educational leaders on the continuum of work life balance?
- Alumni** *Perceptions of Parents Regarding Body Mass Index and Overweight in School-Age Children – Misty Schwartz*
In the last three decades, the prevalence of obesity has quadrupled among children in the United States. This session presents a research study exploring the perceptions of parents whose school-age children have received a body mass index referral letter stating their child is overweight.

1:45 – 2:10

- Regent C** *The Weight of a Another Feather: Balancing Strategies Used by New Female Faculty Members – Julie Carlson*
 Recognizing that work balance is precarious for new professors, and can sometimes tip suddenly out of sync by the simple weight of another feather, this presentation identifies actual strategies used by new female faculty members in attempting to equalize or tip the scales in their favor in meeting the challenges of their new positions.
- Regent D** *Diminishing the “Returned Manuscript” Syndrome: Quality Writing Characteristics – Marilyn Grady, Barbara LaCost, and Sharon Hoffman*
 The “publish or perish” challenge can be daunting at times. In some cases, having a manuscript selected is a matter of luck, opportunity, and timing. However, under most circumstances the quality and focus of a manuscript drive selection decisions. In this session, presenters discuss the self-imposed barriers to publishing writers create and offer suggestions to increase manuscript acceptance.
- Regent E** *Leadership and Learning: Women’s Instructional Strategies in the Higher Education Classroom –Maude Yacapsin*
 This session presents leadership types of female professors as they relate to instructional strategies practiced in higher education. Statistically significant correlations were found between instructor leadership type and curricular presentation preferences. This session highlights these correlations and the methods by which female faculty facilitate student learning through leadership.
- Regent F** *Implications of Gender-Related Learning Preferences on the Design of Effective Professional Learning Communities – Kathleen Foord*
 Qualitative research on effective adult learning in a professional learning community revealed gender-related learning style preferences for a nearly all female group. This session discusses the implications of gender composition and learning preferences for development of effective professional learning communities.
- Chancellor 1** *A Decade Later: Where are We Now? – Doreen Gosmire, Marcia Morrison, and Joanne Wounded Head*
 Have women in the upper Midwest kept pace with the nation when it comes to administrative positions in elementary and secondary schools? This session provides a quantitative analysis of women in K-12 educational leadership over the past decade in the states of North Dakota, South Dakota, and Nebraska from 1995-2006. Results from a qualitative inquiry about females’ perceptions of their support systems and career ladder who serve as high school principals are also presented.
- Chancellor 2/3** *Living the Legacy of Lydia Moss Bradley to Benefit Mankind – Jenny Tripses*
 This session presents the life story of Lydia Moss Bradley, founder of Bradley University, from a counter narrative perspective. The presentation provides another point of view about the ways in which Lydia Moss Bradley’s life continues to inform and influence others with the need to work with others to “benefit mankind.”
- Alumni** *Presidential Fundraising: A Case Study – Corday Goddard*
 This session presents the initial findings of research exploring the lived experiences of the presidents of a consortium of private colleges and universities in one Midwestern state. Of particular interest are their experiences trying to raise funds for their institutions.

2:15 – 2:40

- Regent C** *Leadership, Culture, and the Human Spirit – Bernita Krumm*
 This session focuses on the life story of one Native American woman and the educational and social experiences that influenced her leadership development. Based on multiple interviews, this is a personal story of survival of the human spirit, set in historical context with anecdotes that allow insight to a composite view of significant factors.
- Regent D** *The Female Secondary Assistant Principal: Stepping Stone or Stumbling Block to the Principalship – Mary Jane Gregg*
 This session presents research on five former assistant principals and their experiences and insights regarding their advancement in administration. Their experiences provide beneficial information for all women who aspire to go into administration and for those who teach administrative classes.
- Regent E** *The Last Frontier: Alaska’s P-16 Educational System – Characteristics,, Challenges, and Implications - Xiaogeng Sun and Sharon Hoffman*
 In this informative session, presenters share some of the Alaskan P-16 educational system’s unique demographics and challenges educational leaders are facing. The impact on leadership training and implications are also presented.

Regent F *The Journey Begins: Phase I of a Longitudinal Study of Women Alumni of Educational Leadership Graduate Programs in a Private University – Debra Touchton*

This interactive session reports the preliminary results of a longitudinal study of women alumni of an educational leadership graduate program. A discussion on the implications for educational leadership preparation programs and the needs of women aspiring for administrative positions is also facilitated during this session.

Chancellor 1 *Afghan School Administrators' Program (ASAP) – Kay Keiser*

Women educators in Afghanistan face enormous challenges to overcome a war-torn past and an uncertain future. Afghani teachers, principals, and professors have traveled to the University of Nebraska at Omaha to learn about school leadership. This session presents their touching and profound stories that lead to insights about the true power of education.

Chancellor 2/3 *Spice up Your Online Courses - Deborah Jesseman*

This session is a "how to" presentation demonstrating a couple of simple, but effective, ways to add some creativity to online courses.

Alumni *Adolescent Girls and Technology: Tablet PC Computers as Learning Tools – Terrie Scheckelhoff*

This session presents limited results of a case study that explores adolescent girls' use, perceptions, interests in, likes and dislikes, and utilization of the Tablet PC.

2:45 – 3:10

Regent C *The Impact of Relational Aggression on Women in Educational Leadership Positions - Mary Culver*

This session describes the impact of woman-to-woman relational aggression among female educational leaders in Arizona. Using a snowball sample to represent various levels of leadership and types of schools, this qualitative study hopes to further the understanding of the impact of relational aggression on leadership.

Regent D *Educational Leaders: Resilience Strategies to Remain Strong in the Face of the Storm - Are There Gender Differences? – Diane Reed*

Participants learn how to build leadership capacity and efficacy in the face of adversity during this session. The presenter draws on her own research and Patterson's book, *Resilient School Leaders* as she discusses the six strengths of resilient school leaders and the similarities and differences between males and females.

Regent E *Factors Influencing the Diffusion of an Assessment Innovation on a University Campus – Ann McCann*

This session highlights the findings from a study of the adoption of an assessment innovation on a university campus. Factors that explain and predict the extent of adoption are presented, as well as recommendations for other campuses seeking to improve the acceptance of assessment systems.

Regent F *Pathways to Success: Teacher Perceptions of Nebraska's School-based Teacher-led Assessment and Reporting System – Shirley Mills and Jody Isernhagen*

Nebraska is unique among the 50 states in incorporating criterion-referenced tests into their student accountability process. This presentation focuses upon teacher perceptions of Nebraska's assessment system, STARS, and examines the impact upon classroom instruction.

Chancellor 1 *A Late-Start Career, Moving from the Tower to the Trench: The Challenges of District Monitoring– Gini Doolittle*

Opportunity sometimes knocks when you least expect it. This session describes one such opportunity and explicates the multiple challenges of a late-career academic serving as chairperson for a state-mandated external monitoring team for a District in Need of Improvement under the No Child Left Behind Act.

Chancellor 2/3 *Freshmen Weight Gain – Janice Jewett*

The Freshmen 15: Fact or Fallacy? What factors cause students to gain weight? What can colleges do to help students avoid excessive body weight changes that may be detrimental to their health? This session presents the findings of recent research addressing these questions and discusses recommendations.

Alumni *Administrative Recognition and Facilitation of Talent and Leadership Skills – Peggy Mackey*

This session presents the results of a qualitative inquiry, consisting of interviews and focus groups, which examined the contributions of the speech language pathologist (SLP) to literacy instruction. Perspectives include those from the principal, the teachers, and the SLP. The resulting themes reveal unique qualities of the school and its use of shared leadership and collaboration.

3:15 -3:40

Regent C

Strategies for Successful ELL/Early Childhood Advocacy via Learning Communities – Ginger Zierdt

Minnesota State University, Mankato's P-16 Professional Development School (PDS) partnership identified early childhood, family-school-community partnerships and ELL as critical focus areas of attention for all stakeholders. Learning communities studied the research, developed action plans, implemented pilot projects, and became advocated voices at the state-level. This presentation shares this endeavor's strategic planning documents and successful "road map."

Regent D

Female Superintendents and The Professional Victim Syndrome: Preparing Current and Aspiring Superintendents to Cope and Succeed – Walter Polka

This session presents the findings of two recent studies of female superintendents and the consequences of their career choices and strategies that may be used by others to cope with the trials and tribulations of contemporary school leadership.

Regent E

What Student Tell Us They Learn in the First Year of College – Catherine Holbrook

This session focuses on the findings of a sophomore survey of first-year student experiences at a Massachusetts state college. The study was conducted as part of a plan to assess the quality of the transitional experience and student learning outcomes.

Regent F

I Hear Voices: Leading an Inclusive School Community – Vernita Mickens, Dorothy Garrison-Wade, and Jean Jackson

During this session, participants discuss and interactively engage in a variety of communication structures that facilitate the development of an inclusive culture and promote spaces where people can exchange ideas, confront issues, challenge assumptions, probe their understanding and brainstorm solutions in a safe and non-threatening environment.

Chancellor 1

The Passing of the Mantle: New Millennium 'Lens' - Developing Effective Leaders through the Self-Efficacy of the Protégé – Marla B. Johnson

This session challenges individuals to move towards becoming leaders who are more effective in the 21st century. Leadership, mentoring, and the protégé's self-efficacy as leaders in the 21st century are this session's foci.

Chancellor 2/3

Perceptions of Multi-Contextual Leadership Roles: Reflecting on Gendered Leadership Preferences – Liesl Eberhardt

This presentation explores different leadership contexts and issues of gender roles as they relate to leadership preferences and perceptions as measured by the Bem Sex-Role Inventory and the Attitudes Toward Women as Managers instrument.

Alumni

School Social Workers' Provision of Integrated Special Education Services: Administrative Implications – Mark Giesler and John Palladino

The Individuals with Disabilities Education Act (IDEA) delineates the role of school social workers in the provision of special education services. This presentation includes the findings from a mixed-methods study about Michigan school social workers and their special education services. Implications for educational administration are also offered.

3:45 -4:10

Regent E

From Paper Dolls to the Presidency: A Glimpse into the Childhood Years and Life Experiences of Five Female College and University Presidents – Gina Toman

What was growing up like for five women who are now college and university presidents? This session provides a glimpse into the childhood years and life experiences of each participant. Relevant theories of child and career development are addressed within the context of the study's findings.