



2023 Women in Educational Leadership Virtual Symposium

Thursday, October 5
Session Descriptions

2:45-3:45 pm EST Invited Panel

Empathy and Empowerment: Women in Education Shaping a Culture of Campus Safety

This facilitated panel discussion will focus on the crucial role of women in promoting a safe and inclusive environment within higher education institutions. Recognizing the power of empathy in creating a supportive community and empowering women to actively contribute to these efforts, we will provide insight into five women's experiences in the broad area of campus safety. Panelists will share strategies for fostering empathy, developing effective communication skills, and implementing empowering practices that address issues such as community safety, discrimination, gender-based violence, threat assessment, and emergency management. By emphasizing the unique perspectives and experiences of women, this session aims to inspire positive change and cultivate a culture of safety, respect, and equality on campuses.

Moderator: Christine Reed Davis, Associate Vice Chancellor for Student Affairs and Dean of Students, University of North Carolina at Charlotte; Leslie Zenk, Assistant Provost, University of North Carolina at Charlotte

Panelists:

- Tina Nelson-Moss, Director of Risk Assessment/Risk Assessment Case Manager, North Carolina State University
- Angela Ortiz, Sergeant for Police and Public Safety, University of North Carolina at Charlotte
- Michelle Reinken, Assistant Vice Chancellor for Civil Rights and Title IX/TIX Coordinator, University of North Carolina at Charlotte
- Donyell Roseboro, Professor and Chief Diversity Officer, University of North Carolina at Wilmington
- Melissa Wilson, Executive Director for Business Continuity and Emergency Management, Central Piedmont Community College

4:00-5:00 pm EST: Concurrent Sessions (choose one session)

Panel: Dear Mama: Developing Cultural Capital and Fictive Kin Groups Building Resistance to Dominant Culture

As Black scholar-practitioners, it is challenging to increase navigational capital in institutional spaces that were not designed for us. The purpose of this presentation is to discuss, explore and define navigational capital as resources, social competencies, and cultural strategies (Stanton-Salazar and Spina, 2000). The panel will detail how their resilience elicits an inner set of resources, social skills, and cultural strategies to promote survival, recovery, persistence after racially traumatic incidents. While located at doctoral programs across the country, Black women gathered in a digital space to discuss their fictive kinship experiences. We draw from Wilcox et al. (2013) arts-based digital storytelling methodological approach that encompasses multimedia material that captures and shares the lived experiences of Black women in higher education. This approach develops an in-depth understanding of how fictive kin experience impacted, refined, and informed the current scholarly practices of Black women (Wilcox et al.). These digital stories provide an avenue for expression, creativity, and collaboration for Black women which serve as a sanctuary against systemic institutional oppression.

Moderator: Jerisha Farrer, Auburn University

Panelists:

- Bridgette Holmes, Indiana University- Bloomington
- Ma'Kayla Jones, Howard University
- Jessica McClain, Indiana University
- Dianne Wellington, Indiana University

Panel: Female Leadership in Rural Schools: Perspectives from Two Countries

Research about the provision of education tends to focus on urban schools and generalize the findings to rural schools and yet the delivery of education in rural schools has unique needs, challenges, and opportunities (North Carolina Public School Forum, 2019). Earlier studies by Leithwood et al. (2004) concluded that, “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (p. 4). Studies that investigated the experiences of female principals in rural districts revealed challenges that are steeped in gender stereotypes (Bartling 2013; Duma 2015), chronic absenteeism of teachers and students, and lack of management skills (Duma,2015), and staff turnover and inexperienced teachers in poor school districts (Grissom, 2021). Helterbran and Rieg (2004), listed several challenges faced by female principals that include questioning their qualifications, being perceived as weak in handling discipline of older male students, resentment of their leadership from males, preference of male leaders by educators in general, and lack of female role models and mentors. In this panel you will learn about the experiences of female principals leading rural schools from two different countries, their triumphs, challenges, and educational outcomes. This session will also broaden your understanding of the contexts in which rural education occurs and the coping strategies of navigating leadership challenges to sustain resiliency and the delivery of quality education.

Moderator: Precious Mudiwa, Appalachian State University

Panelists:

- Jeanene Burris, Jimmy C. Draughn High School, Burke County, NC
- Susan Mochem, Ashe Middle School, Ashe County, NC
- Emily Rycroft, Elkin Elementary School, Elkin County
- Lynnet Muzviona, Zambuko Primary School, Zimbabwe
- Violet Dube, Mavhudzi High School, Zimbabwe
- Molline Rumhezva, Denzva primary school, Zimbabwe

Panel: ADVANCING Change: Leveraging a Framework for Faculty Success

Institutional impacts benefit from shared values and understandings of the organizational structures within which they occur. As a result, a collaboratively-developed framework can be an effective way to ground initiatives and cultivate shared perspectives. In this presentation, we share a Framework for Faculty Success that is used to create alignment across multiple DEIJB initiatives and to both reveal and foster collaborative values. Combining efforts of the NSF-funded ADVANCE APPALACHIAN initiative, membership in the Aspire Alliance IChange Network, and institutional units yielded a nexus group whose goals merged through the lens of the Framework for Faculty Success to include 1) providing chair and faculty training to influence institutional climate, 2) promoting career success through professional development and mentoring, and 3) institutionalizing support for work-life related issues. The use of a framework focusing on faculty success to identify and address challenges is helpful in bringing a shared lens to creating institutional change and maintaining alignment through change processes.

Moderator: Tracie Salinas, Appalachian State University

Panelists:

- Andrew Bellemer, Appalachian State University
- Brooke Hester, Appalachian State University
- Claudia Cartaya-Marin, Appalachian State University

Friday, October 5
Session Descriptions

1:10-2:10 pm EST Keynote Presentation

Leadership for Wellbeing and Mental Health, Elaine Miller-Karas, Executive Director Emeritus of the Trauma Resource Institute

Elaine Miller-Karas will share the global reach of the Trauma Resource Institute and its contribution to individual and community healing. She will highlight how the Community Resiliency and Trauma Resiliency Models she has developed have been utilized in various contexts worldwide, including contributing to self-care and responding to natural and human-made disasters, violent conflicts, and in diverse cultural settings. She will discuss how her work has contributed to advancing trauma interventions, promoting resiliency, and fostering healing locally and globally.

2:30-3:30 pm EST: Concurrent Sessions (choose one session)

Panel: Access to Education for Women: A Panel Discussion by Teacher-Leaders from Around the Globe

This session connects conference attendees with a panel of teacher-leaders, primarily – but not exclusively – women, from around the world. The goal of this session is to reflect on – and facilitate a discussion of – key issues in access to education and leadership opportunities for girls and women within a cultural and social context. Panelists will alternate between responding to prepared “critical questions” from their own settings, and questions generated by the audience. Presenters are English and Science teacher-leaders from developing countries participating in the Fulbright Teaching Excellence and Achievement (TEA) Program. Fulbright TEA is sponsored by the U.S. State Department and

administered by IREX. Educators who are interested in gaining a greater understanding of educational issues in a global context will benefit from interacting with the panel.

Moderator: Chrissie Faupel, Appalachian State University

Panelists:

- Josefa Rubilar Matamala from Chile
- Marwa Tounsi from Tunisia
- Chisom Chinwero from Nigeria
- Lobar Musoeva from Uzbekistan
- Bhavna Sawnani from India

Research Paper Presentations (this session will include two research presentations)

● ***Learning From Testimonios About Equity in Educational Leadership: Experiences of Latina Public School Administrators***

The purpose of this qualitative study was to use an equity lens to explore the experiences/testimonios of 4 female Latina administrators: their perceptions and experiences as public-school administrators in North Carolina. This study explored the lived experiences of Latina school leaders in North Carolina in order to foster understanding about the importance of racial and ethnic representation among teachers and school administrators for all students. A basic interpretive qualitative study, the data sources for this study involved semi-structured, open-ended, one-on-one interviews with two male and four female Latinx PK-12 public school administrators in North Carolina. Results of the study indicate that participants were supported by colleagues, partnership programs, mentoring, and networking as aspiring and practicing administrators. Results also indicated that participants faced a variety of biases, systemic racism, and lack of mentoring and networking opportunities both as aspiring and practicing administrators. Implications included the need for additional administrative supports, changes within hiring practices and school/district cultures, an increase in Latina recruitment programs, and increased partnerships with higher education programs for Latinx educators.

Co-presenters: Cassie Bryson-Evans and Rebecca Shore, University of North Carolina, Charlotte

● ***Creating Leaders through Cultural Knowledge***

This Indigenous qualitative study was designed to address the lack of research regarding the impact of intergenerational mentoring on pathways to education, namely for educators from the Lumbee tribe of North Carolina. To address this gap in the research, the research question guiding the study was: What is the influence of intergenerational mentoring on becoming a Lumbee educator? To examine this question, each participant completed a demographic questionnaire about their teaching pathway and experience. To add another layer of analysis, participants took part in interviews, also called visits. Through Indigenous Storywork Protocol, participants shared their stories (interview responses).

In vivo coding aided in grouping similar patterns to find the following themes: Pathways Created by Elders and Identity Through Tribal Lineage. Through the lens of Tribal Critical Race Theory (TribalCrit), the themes revealed intergenerational mentoring influences the pathway to becoming a Lumbee educator. TribalCrit addresses intergenerational mentoring by focusing on maintaining cultural integrity and tribal identity and denying all forms of assimilation. The findings of this study can be used to establish programs to recruit and retain Lumbee teachers and educators from various backgrounds. To include varying perspectives, further research that broadens the study to other schools and populations is recommended.

Presenter: Alisha Strickland, University of North Carolina at Pembroke

Panel: What's Good for the Goose: Challenging Double Standards in Academic Leadership

The ways in which double standards impact those in educational leadership are numerous, from assumptions about gender roles to expectations about leadership styles. In many cases, women experience additional challenges to how they engage in leadership because of expectations of how they “should” behave, communicate, and make decisions, particularly when women are the first of their gender to inhabit a role. Double standards or gender-driven expectations are both indicative of and supportive of cultures that negatively impact opportunities for diverse leaders to develop and to thrive. In this panel discussion, we will explore the experiences of several women leaders and identify examples of how they experienced double standards and what strategies they used to challenge them. Discussions will also identify other potential double standards and how to call them out in organizational structures, processes, and expectations.

Moderator: Jennifer Burris, Lenoir Rhyne University

Facilitators:

- Connie Gores, Success Associates/Formal President
- Lori Medders, Appalachian State University
- Tracie Salinas, Appalachian State University

3:40-4:40 pm EST: Concurrent Sessions (choose one session)

Critical Conversation: Interplay of Culture, Politics, and Gender in Caribbean Higher Education Leadership: Observations, Experiences, and Lessons Learned by Three American Women

In 2021, a remarkable series of events created a concentration of expatriate female leadership in a previously male-dominated, tertiary-educational institution located in a small Caribbean island nation. The first female president of that institution was recruited from the United States and served during a COVID-19 situation that differed dramatically from the circumstances faced by other nations. The female vice-presidents who served under her and supported her shared in the unbridled microaggressions, bullying, and presumptions of incompetence that flowed from the patriarchal values embedded in Caribbean culture. The situation was then exacerbated by a nationalistic political upheaval that culminated in a systematic expulsion and exclusion of non-native individuals. This panel discussion will present the unusual circumstances that exposed all-too-familiar undercurrents of bigotry and prejudice, and the strategies they used to survive and excel for the benefit of the students and faculty they served by leveraging the opportunities and overcoming a broad assortment of challenges.

Moderator: J. D. Mosley-Matchett, University of North Carolina at Charlotte

Facilitators:

- Beverly Cotton Shuford, University of Houston-Victoria
- Stacy McAfee, University College of the Cayman Islands

Movement Workshop: Developing the Leader Within: An Interactive Exploration of Self-Awareness Through Meaningful Reflection

Are you a well-developed leader? This session will provide insight into your role(s) through the interactive exploration of self-awareness, character, and the ability to effectively reflect. Participants will take a deep dive into an authentic, research-based system that allows one to build capacity and develop their impactful leadership by prioritizing positive relationships, a safe and welcoming environment, and core values/norms and expectations. The result? A competent, caring, and committed leader focused on quality through continuous improvement.

Presenter: Brianne Hudak, Instructor, Western Carolina University

Panel: Collaboration! Together is the Only Way Forward

Isolation has been compounded over the last several years as organizations respond to limited resources, such as time and personnel. This session will examine the importance of collaboration through cross-sector partnerships. The way forward in a climate of mental and physical wellness is together. The urgency of staff and student wellness will be highlighted through storytelling, data analysis, partnerships, and best practices, such as mentorship. Participants will explore the comprehensive landscape of both rural and urban communities for staff support and student wellness. By embracing the “we” in our work, capacity can be amplified as individuals develop a greater network of support for their own ecosystem and for those around them.

Moderator: Tracie Metz, Regional Impact Manager, myFutureNC

Data Overview: Kim Case, Regional Impact Manager, myFutureNC

- April Tallant, Senior Educational Developer, Western Carolina University
- Margaret Annunziata, President, Isothermal Community College
- Caroline Williamson, Youth Education & Workforce Development Director, HIGHTS