

# Women in Educational Leadership Abstracts 2018

**Friday,  
October 5**

**Session # 1  
1pm-2pm**

## **Keynote Address**

**Leslie Atcher Alexander**

Principal, R.J. Reynolds High School, Winston-Salem

*Winston-Salem Forsyth County School District Principal of the Year 2017*

*Winston -Salem Outstanding Women Leaders Award 2018*

**Friday,  
October 5**

**Session # 2  
2:15pm-3:15pm**

## **Strategic Negotiation for Women in Higher Education: Contemporary Research**

**Presenters:** Leslie R. Zenk & Jules Keith-Le,

**Abstract:** Strategic Negotiation for Women in Higher Education is a 60-minute practice/performance session that will prepare attendees for smart and informed negotiations in the workplace. The session will address current research on gendered aspects of negotiation as well as the current state of compensation of women in higher education leadership positions. Specific attention will be paid to the demographics of women in leadership positions and disparities in: salary, workload, expectations, and benefits. The presentation of current research will last no more than 30 minutes, with the remainder of the session devoted to attendee participation in “mock negotiations” where participants will get to experience being on both sides of a negotiation and will learn about what types of negotiations exist, how gendered communication plays a role, and how to prepare to participate in negotiations. Attendees will be given “negotiation action planners” and other resources that will assist them in preparing for the next time they are part of a negotiation situation. The anticipated audience for this session is conference attendees who want to learn how to negotiate with colleagues and supervisors as well as how to navigate a job offer from either the job seeker or the hiring manager’s perspective. This session will be valuable for those who wish to learn more about the different types of negotiations that occur over the course of a career and want to practice mastering the art and skill of negotiation.

**Friday,  
October 5**

**Session # 3  
3:30-4:30pm**

***Life Coaching for Getting What You Want in Leadership***

**Presenter:** Fran Oates

**Abstract:** During this session, a professionally trained life coach will provide information about life coaching, a strategy for helping women identify and achieve personal leadership goals. After describing the concept of life coaching, the presenter will discuss various topics often covered during life coaching sessions including designing life and career goals, dealing with workplace issues, and planning for personal care. This session is open to all conference attendees. Subsequent 20-minute sessions are designed to be one-on-one and offered through a sign-up system available at the conference registration desk.

**Saturday,  
October 6**

**Concurrent Session # 1  
10:50 am—11:50 am**

***Access to Education for Women the World Over: A Discussion by Teacher-Leaders from Around the World***

**Presenters:** Visiting International \*TEA English & Science Teachers  
State Department TEA Fellows

**Abstract:** This session connects conference attendees with a panel of teacher-leaders, primarily, but not exclusively women, representing four continents of the world. Its focus is to reflect on and discuss key issues involved in access to education and leadership opportunities for girls women within a cultural and social context. Educators who are interested in gaining a greater understanding of educational issues in a diversity of countries will benefit from interacting with the panel. Panelists will alternate between responding to pre-prepared “critical questions” from their own settings, and questions generated and posed by the audience. The session will close with a reflection activity in which attendees characterize the major issues affecting (constraining, enhancing) women’s educational leadership in the United States, and what each of us can do about this.

***“You Can’t Sit with Us”—The Phenomenon of Mean Girls in Education***

**Presenters:** Dolores ‘Deigh’ Holland & Karen Serrell

**Abstract:** Currently in education and our society there is an awareness of bullying. Consequently, there are countless articles, books, workshops, trainings and anti-bullying initiatives. Bullying, despite all the preventative measures still exists. Specifically, the gang mentality of mean girls which is evident in education, the workplace and our culture. So, what is it about girls who are just mean--girls who tear each other down, isolate others, and choose not to be kind? What influences this type of behavior and cycle?

In this presentation we will explore the tenets of meanness in girls and share strategies for dealing with mean girls. Being mean requires intent to harm, motive of malice, and the act of saying or doing something harmful to another person. This behavior is disruptive to both the learning environment and school culture. Educators will learn how to intervene and change the behavior of mean girls in the classroom, and include female colleagues, female leaders, and address the overall school culture where this phenomenon exists. The intent is for Pre-K-12 educators to be able to guide girls with skills necessary to replace negative behaviors with positive ones. In so doing, it is the goal that these young women become compassionate future, exemplary leaders.

***Women Empowerment through Research Capacity-building: A Case Study of the University of Zululand***

**Presenters. Thandi Nzama**

**Abstract:** The aim of this paper is to explore ways in which women researchers can be empowered in order for them to reach their full capacity and compare favorably with men when it comes to research productivity. Gender disparity in research productivity is glaring making it imperative for every institution to make every attempt to find ways of minimizing it. This paper is based on the case study that has been implemented at the University of Zululand focusing on the empowerment of women through research capacity building, an initiative which is driven through the Faculty of Arts. The study was motivated by the studies which confirm that there is a gender gap in research productivity in institutions of higher learning with women academics publishing less on average than their male counterparts (Tower et al. 2007). This assertion is true in South African Universities and also at the University of Zululand. A report published by Elsevier (2017) also confirms that women publish fewer research papers on average than men. This means the research output and research productivity of women is generally lower compared to that of man as reflected in downloads or citations (Mobed, 2015). This disparity in research productivity between men and women academics is a common phenomenon which is evident in institutions of higher learning in general, and in South Africa in particular.

***Songs I Learned in Zululand***

**Presenter: Susan Wilson Mills**

**Abstract:** (1) The purpose of the session is to share and enjoy music learned in South Africa during the past 17 years and throughout the post-Apartheid reconstruction era. Music has been compiled and learned from choirs, school teachers, churches and community musicians in several sponsored research studies, collaborations with South African colleagues, and study abroad trips with students and teachers.

(2) The session category is presentation, but is intended to be highly interactive. Participants will sing, move and respond to musical leadership by the presenter.

(3) The content is comprised of a repertoire of traditional folkloric songs and the research that brought the music to Appalachian State University. Additionally, commentary and implications for educational settings when sharing stories from cultures other than one's own will be explored.

(4) The anticipated audience is broad, as the enjoyment and interest in music and arts in South African or American education may be academic, recreational or research-driven.

(5) Participants will enjoy and experience music from South African traditions and Higher Education curriculum revisioning as the powerful arts in education are brought to life in this presentation.

***Blending Adaptive Leadership with Design Thinking to Empower Change***

**Presenter:** Vachel Miller

**Abstract:** How do leaders build adaptive capacity that fosters organizational connectivity and creativity, while also attending to the cultural/political challenges of change? In this presentation, I will share both a theoretical framework of adaptive leadership and practical tools for “design thinking” in educational organizations. The theoretical framework will introduce notions of adaptive leadership and how leaders—at any level of the organization—can support adaptive change in an organization. Recently, this framework has been welded together with the practice of “design thinking,” a process of collective innovation used to generate creative solutions to organizational problems (Bernstein & Linsky, 2016). The presentation will introduce key principles and process steps in design thinking, to equip leaders with a new social technology that can foster adaptive work.

Within this session, we will discuss how leaders balance creative forms of “conversational leadership” (Hurley & Brown, 2010) such a design thinking or World Café strategies that promote collaborative change, with the more politically-oriented approach of adaptive leadership to broaden the leaders’ repertoire for adaptive work.

***Sink or Swim: a 24/7 Journey***

**Presenter:** Elizabeth Strimel

**Abstract:** My life...well it’s controlled chaos. Just when you think it’s all working like clockwork, left hook right to the face, but then again that’s life right. Case in point, when adopting our three children our oldest we were told was just developmentally delayed...left hook...myotonic muscular dystrophy. What do you do when suddenly life gets flipped on its head? When work and home turn into one seemly endless loop. In this critical conversation session you will learn about on new age family’s way of advocating, educating, loving, and keeping the conversations as real as they come

<b>Saturday, October 6</b>	<b>Concurrent Session # 2 12:00pm—12:50 pm</b>
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***Seeking a Social Justice Curriculum: Collaboration across Institutional Barriers***

**Presenters:** Elizabeth Bellows & Gayle Turner

**Abstract:** This critical conversation session invites participants to engage with the presenters around the need for social justice as an informing concept in undergraduate teacher

preparation. The session will be of interest to educators and administrators at any institutional or district level who may wrestle with the complex interplay of race, class, gender and sexual orientation on the social, emotional and intellectual lives of students, teachers and administrators in schools. The presenters discuss their roles in developing a new teacher education professional core curriculum – a curriculum they advocate should be infused with social justice throughout. Their work acknowledges the deep need for interdepartmental and university wide efforts while pointing to the importance of critique and engagement around existing gendered and institutional barriers to collaboration.

***The Achievement Gap and Racism: Separate but Equal 64 Years after Brown v. Board of Education: White Women and Classroom Race***

**Presenters: Michelle Gordon**

**Abstract:** This conversation will connect the achievement gap sixty-four years after Brown vs. Board of Education to white female teacher's perception of race in the classroom. Do white women view the achievement gap as racism in the classroom? White privilege? The achievement gap will never be closed until we connect the issue to human capital, the 83% of teachers who are white, female, and middle class. The dominant white female middle-class values and beliefs in the classroom. Until white women are collectively raced, and experience collective conversations about their race, the gap will remain. Being "woke" will not close the achievement gap for students of color, but the gap will not close until we are. As a woke white middle-class female educator my conversational experiences deconstructing white privilege with my white female peers are perceived as offensive. I am constantly told to "be careful not to shut them down." It's taken me 17 years to name my races' values for urgency, progress, right to comfort, and individualism but in one conversation my peers want to be woke. It is not woke or unwoke, but a continuum of wokeness that white female teachers must locate themselves on, intentionally acknowledging through peer dialogues. Collectively naming the cultural practices that structure student's life opportunities--the white supremacy practices we all uphold, whites and people of color, that have remained unreconstructed yet embedded in the teacher's toolkit, my toolkit, with no definition and explanation.

***Stress Reduction for Yourself & Others: Applying Two Proven Techniques***

**Presenter:** Wendy Kuhn

**Abstract:** Are you stressed?

- Do you lose sleep because you worry?
- Does life sometimes feel overwhelming?
- Do you wish you could be more focused and productive?
- Do you wish your colleagues or students would just CALM DOWN!
- Do you want to contribute to a greater level of coherence in your community?

Join me to learn HeartMath® an accessible stress management tool that will enable you to

- Prepare for an upcoming stressful event
- Assess a situation more accurately
- Reduce the stress level in a room
- Increase your ability to manage your stress
- Recover quickly after a stressful situation
- And, potentially improve your sense of health and well being

HeartMath® is a scientifically based stress reduction technique that is proven to reduce stress, increase coherence, and improve your body's reaction to stressful situations.

In the lively, interactive session, learn and practice two HeartMath® techniques and walk away with a specific actionable approach to reducing stress at home, at work and in your life.

***The Challenges that Hinder the Advancement of Women in Higher Education Leadership***

**Presenter: Maria Mabusela & Makhosazana Vezi Magigaba**

**Abstract:** The gender nature of Higher Education Institution (HEI) that emanates from institutional culture and the perception of leadership in women as a culture of service has impacted negatively on women and leadership. The under-representation of women in positions of senior management within educational institutions continues to be a matter of concern. This under-representation of women, attitudes and organizational biases, institutional culture, micro-environment (family), surrounding environment, male value and network have created much attention in the discussion of gender equity. It is difficult for women academics to break the class ceiling in terms of accessing leadership role and positions. There is also limited number of women applying for leadership roles and responsibility in higher education. Lack of accountability on the part of HEI in the implementation on national and international imperatives around women and leadership inhibited the advancement of women in HEI leadership. The number of universities in South Africa has increased from 23-26 but it is alarming as female Vice –chancellor remained five in 2018. The masculinity culture of higher education institutions is a problem for women academics as higher education institutions are organized in a way that perpetuate masculinity. Erickson 'psychosocial and Krumboltz Career theory (Happenstance learning Theory) will be used as a lens to base our discussion on challenged that impede on the advancement of women in leadership in higher education, (especially in rural based Institution). This paper is to investigate challenges and barriers that hinder the advancement of women in HEI leadership position and decision making.

***Communicating Beyond Your Silo: Strategic Tips***

**Presenter: Linda Coutant**

**Abstract:** As we advance as leaders, how do we take complex information we may be deeply familiar with and make it relevant to others? Awareness of our research, practical expertise,—or big idea!—often should extend beyond our own desk or academic journals into the understanding of those who can implement, fund, or benefit from, that information. The purpose of this five-minute Ignite session is to present four tips to help educational leaders—whether in K-12, community college, or higher education—begin communicating more strategically to maximize their message to the people they want or need to reach. The session's content will introduce and elaborate on four principles: identify your target audience, determine what you want to tell that audience, make your message relevant, and communicate with clarity. These principles are considered best practices in strategic communication, and while basic and important, they are often overlooked by leaders in many professional disciplines. The takeaway for participants in this session is four simple steps for strengthening how they communicate information and ideas, which can have a profound effect on how the field of education is understood and appreciated.

*Reinventing Yourself Where You Are*

**Presenter: Monica Headen**

**Abstract:** What does it mean to reinvent yourself? Sometimes people take it to mean starting over after a loss, and that is important to—but sometimes it’s not the loss of a job, or a loved one, sometimes it’s the loss of self. You are worth finding again.

<b>Saturday, October 6</b>	<b>Concurrent Session # 3 3:05-4:05 pm</b>
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*Women in STEM*

**Presenters: Jennifer L. Burris, Tracie McLemore Salinas, Claudia Cartaya-Marin & Maggie M. Sugg**

**Abstract:** The demand for professionals in STEM is higher than ever. The US Bureau of Labor Statistics latest report<sup>[1]</sup> (January 2017) indicates that the need for qualified STEM graduates will not slow down anytime soon. While progress has been made in diversifying STEM, a gender gap still exists in both industry and academia<sup>[2, 3]</sup>. In this panel discussion, each panel member will present a short narrative on their leadership journey and the challenges they faced as women in STEM. These short presentations will be followed by audience discussion, questions, and answers in order to help elucidate ways to support female students and faculty in STEM. Anyone who works with women interested in STEM or in the STEM fields is encouraged to attend.

*Gendered Experiences of Female Undergraduate Students*

**Presenters: Brandy Stamper & Nanci Burt**

**Abstract:** Participation in higher education is a time of substantial identity development for undergraduate students and the messages that female students receive from higher education environments shapes their major choices, career goals, and expectations. The purpose of this study was to explore the ways in which gender is constructed in female students’ higher education experiences specifically within STEM disciplines. Employing a qualitative phenomenological design, this pilot study gained insight into the embodied experience of female undergraduate students in STEM disciplines with a total of 26 female undergraduate participants. The purpose of the paper session is to report the researchers’ findings regarding females experiences in STEM undergraduate programs. The presenters will provide anecdotes reflecting female students’ experiences of being treated “differently” by their male counterparts and male professors, safety concerns, and lack of fit for leadership positions. Attendees can expect to hear what female undergraduate students are really saying about safety concerns, instructor-student relationships, expectations, and bias.

*A Woman’s Perspective in the Sustainability of Preschool Education in Belize, Central America*

**Presenter: Pamela R. Cook**

**Abstract:** Despite the convincing argument for the importance of early childhood education world-wide, it has been discovered that more than 200 million children that are under the age of five and living in developing countries do not reach their developmental

potential (Cook, 2017; McGregor, McGregor, Cheung, Cueto, Glewwe, Richter, Strupp, 2007). Early childhood educationalists have explored over a decade and still ask the same questions regarding appropriate health issues and proper growth and developmental opportunities for young children (Cook, 2017; 2010). This may be the explanation for the plight for extensive international early learning research to be considered a challenge and focus of current debates today (Cook, 2017; Abbott & Nutbrown, 2001). This session will discuss the importance of several up and coming Preschool educational prospects that are becoming available in Belize, Central America. And, the many ways that educationalists may become involved, as well.

***Ecology and Women: Leadership in a Time of Ecological Crisis***

**Presenter: Tracy Goodson-Espy**

**Abstract:** We live in a time of great ecological crisis. The erosion of democracy across the world, climate destruction, natural resource deletion, pollution, problems of waste disposable prevail while corporations enjoy a seemingly unchecked power and authority over the world of work and consumption. Strong ethical and empowering leadership has never been more important. Despite these problems, environmentalists are heartened by the increasing evidence of small, but widespread movements, many of them spearheaded by women, from across the globe that are working against the pervasiveness of corporate control, privatization, and ecological destruction. Grassroots groups are resisting and there is a heightened interest and focus on cultural life, human knowledge and positive human/nature relations. This session will highlight the work of many women worldwide who are engaged as leaders in these movements. In addition, a theoretical frame that offers ways that all women can be engaged in these efforts will be offered.

***Mapping the Professional Working Experiences of Women of Color***

**Presenter: Jewel Cherry & Samantheo Marcellus**

**Abstract:** Women of color are often struggling with developing an identity that can be viewed as professional and competent, while remaining true to their cultural or ethnic background. This presentation will explore how women of color working in community colleges describe their social identity as they aspire to be leaders in their professional roles. This presentation, based on the research of Dr. Marcellus, will specifically examine strategies for developing and retaining the social identities of minority women college professionals. We will also identify strategies to assist with establishing successful working environments and uncover how these professionals' experiences and aspirations are shaped through the social structures and interactions with others within their respective workplaces.

***Mindful Mentoring: Understanding Neuroscience to Flip and Mirror for your Mentees***

**Presenter: Beth Peddle**

**Abstract:** Drawing on your inner strength and inherit wisdom, learn a quick technique that will help you through many coaching and mentoring situations. Many times coaching teachers involves helping them through a complaint session about their students or the administration. As coaches and leaders, it is important to help teachers stay focused on what they want so they can achieve their goal. This session will help participants understand the neuroscience of the brain so they can respond to their mentees appropriately and with inspiration.

The anticipated audience of this session is anyone that works in the education field with teachers (Prek-12). The entire 30-minute session will be interactive with multiple activities.

***Being a Great Leader Does Not Depend on the Size of Your Biceps!***

**Presenter: Jane Williams**

**Abstract:** “I’ll tell you what’s wrong with schools today! There are too many women in charge! When the principal was a man you didn’t hear about all these behavior problems. A good man that swings a mean paddle would solve a lot of the problems we hear about on TV. The women need to stay in the classroom and let the men run the school!” Have you ever heard statements like this? Unfortunately, this kind of thinking is still alive and well in certain neighborhoods across the country. But, luckily for females, in today’s educational environment the outcomes that are desired are achieved not by invoking authority, relying on intimidation, or using coercion. Today’s world demands that the leader empower the staff, ignite their passion, and elevate the commitment of all. To this end, an entirely new approach to leadership is needed – one that is grounded in an understanding of internal motivation and its implications, the value of neuroscience, the importance of strong, trusting relationships, and a recognition of how the behavior of the leader impacts the success of everyone in the school. Through exciting, engaging activities participants will experience new and fresh approaches that they will be able to replicate as they create a culture that will lead to high levels of teamwork, problem-solving, and innovation.

<b>Saturday, October 6</b>	<b>Concurrent Session # 4 4:10 pm—5:10 pm</b>
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***Strategic Negotiation for Women in Higher Education: Tools & Practice***

**Presenters: Jules Keith-Le & Leslie R. Zenk**

**Abstract:** Strategic Negotiation for Women in Higher Education is a 60-minute practice/performance session that will prepare attendees for smart and informed negotiations in the workplace. The session will address current research on gendered aspects of negotiation as well as the current state of compensation of women in higher education leadership positions. Specific attention will be paid to the demographics of women in leadership positions and disparities in: salary, workload, expectations, and benefits. The presentation of current research will last no more than 30 minutes, with the remainder of the session devoted to attendee participation in “mock negotiations” where participants will get to experience being on both sides of a negotiation and will learn about what types of negotiations exist, how gendered communication plays a role, and how to prepare to participate in negotiations. Attendees will be given “negotiation action planners” and other resources that will assist them in preparing for the next time they are part of a negotiation situation. The anticipated audience for this session is conference attendees who want to learn how to negotiate with colleagues and supervisors as well as how to navigate a job offer from either the job seeker or the hiring manager’s perspective. This session will be valuable for those who wish to learn more about the different types of negotiations that occur over the course of a career and want to practice mastering the art and skill of negotiation.

### ***What Digital Literacy Means for Women's Empowerment***

**Presenters:** Theresa Redmond, Susan Colby, Kelly Rhodes McBride, & Joyce Ogburn

**Abstract:** In the proposed session, we will articulate a vision of digital literacy that moves beyond tools and devices to focus on advocacy and empowerment through media making and participatory culture. Our threaded session structure invites participants to engage in understanding a story of digital literacy for women's empowerment—beginning with identities and roles in the digital world and moving into the key dispositions needed to navigate the complexities of information and communication technology (ICT). Through the panel speakers, we will reveal how digital literacy may serve to cultivate and increase opportunities for women to address salient issues related to empowerment and equity. Through specific examples, such as the #metoo movement, #bringbackourgirls, and #equalpay, we will show how digital literacy has the potential to cultivate dispositions and competencies, ultimately preparing women and girls to engage digitally to foster social change. Further, we will share the power of learning communities to bring various experts together in order to tackle complex problems and promote new avenues for empowerment and advocacy.

### ***Leadership Opportunities for Women: Perspectives from Around the World***

**Presenter:** Maria Anastasiou Appalachian State University, & English & Science Teachers  
Representing Africa, Asia, Europe & Central/South America

**Abstract:** This session connects conference attendees with a panel of women teacher-leaders, representing four continents of the world. Its focus is to present different educational structures from different countries and how those affect leadership opportunities for women within a cultural and social context. Educators who are interested in gaining a greater understanding of leadership opportunities for women in a diversity of countries will benefit from interacting with the panel. Panelists will briefly present on the educational structures in their countries and women roles in leadership positions within their social contexts and then answer questions posed by the audience.

### ***The WIELS Mosaic Project***

**Expressive Arts Consultant:** Katrina Plato

**Abstract:** This project gives each attendee the opportunity to design an expressive, artistic square that will become a part of a collective art mosaic representing the attendees, experiences, expressions and thoughts emanating from the conference. Each attendee is urged to design a square to be sewn into the fabric of this year's conference. The WIELS Mosaic Project is available throughout the conference.

### ***Labyrinth Walk***

**Abstract:** You are invited to walk the labyrinth. This labyrinth was created in the spring of 2015 by a group of Appalachian State University faculty, staff and administrators who had gathered to form a learning community about art and social justice, self and community well-being. The labyrinth, painted by group members, was completed by May 2, 2015, World Labyrinth Day, and set up at ASU in Plemmons Student Union for students to walk during finals week. This labyrinth is patterned after the Circle of Peace Labyrinth. A description of this labyrinth and suggestions about how to walk a labyrinth are in the WIELS information packet. The labyrinth is available throughout the conference.

**Topic:** *Life Coaching for Getting What You Want in Leadership*

**Presenter/s:** Fran Oates

**Abstract:** During this session, a professionally trained life coach will provide 20-30 minutes one-on-one life coaching helping women identify and achieve personal leadership goals that could include designing goals, workplace issues, or personal care issues.