

# Women in Educational Leadership Abstracts 2019

<b>Friday, October 4</b>	<b>Session # 1 1pm-2pm</b>
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## Keynote Address

**Dr. Patricia “Trish” Rhyne Johnson**  
Associate Superintendent, Caldwell Public Schools (retired)

<b>Friday, October 4</b>	<b>Session # 2 2:10pm-3:10pm</b>
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## We Should All Be Feminists: Responses from Male Educational Leaders

**Organizer: Roma Angel**

**Panelists: Vachel Miller (Moderator), Chris Osmond, Matthew Reid-Thomas**

<b>Friday, October 4</b>	<b>Session # 3 3:20-4:20pm</b>
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**Precious Mudiwa & Roma Angel**

**Cross-racial & Cross-cultural Mentoring in Academia:**

**A Persistent Journey for Understanding a Mentoring Relationship**

**Presenter: Roma Angel & Precious Guramatunhu-Mudiwa**

**Abstract:** The purpose of our paper is to share an informal mentoring experience of two women (White and African) in academia who work at a predominantly White university located in the southeastern part of the United States. We share our mentoring experience by exploring mentor functions outlined by Johnson and Huwe (2003). They identified nine career functions of the mentor: (a) sponsorship, (b) exposure and visibility, (c) coaching, (d) protection, (e) challenging assignments, (f) role modelling, (g) acceptance and confirmation, (i) counselling, and, finally, (j) friendship/mutuality. We use counter stories to describe our experience and our approach mirrors Johnson-Bailey and Cervero’s (2002) study. In discussing these mentor functions, we highlight how our assumptions about race, gender, culture, power and privilege were challenged and how we came to acknowledge that differences matter (Ferrogia, 2011), and how we used the mentoring process as learning about

self and each other to achieve a meaningful productive relationship (Johnson-Bailey & Cervero, 2002). In cross-racial and cross-cultural mentoring, issues of race, gender, power and privilege influence the relationship and these have to be addressed (Johnson-Bailey, 2002, 2004; Feroglia, 2011). The dynamics involved should not be ignored as Feroglia (2011) stated, "...social structure and power, particularly in regards to privilege, affect trust between people from varied cultural backgrounds" (p. 7). Throughout this process, we learned to wade through "protective hesitation" (Thomas, 2001, p. 105), wherein both the mentor and mentee refrain from talking about touchy issues. This mindset, Thomas warns, can potentially cripple the relationship.

<b>Saturday, October 5</b>	<b>Concurrent Session # 1 10:35 am—11:35 am</b>
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***Leadership Opportunities for Women Perspectives from Around the World***

**Presenters: Fulbright Teaching Excellence & Achievement (TEA) Program Participants**

**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.

***Taking Social Emotional Learning Action: Giving Students a New Voice***

**Presenters: Valeria Kouba, Angelica Shornack, Gregory Bowman, Emily Young and Tiffany Hinton**

**Abstract:** For years, we have known that English Language Learners (ELLs) need educators who will make content accessible to them. But, what about their social-emotional learning? This panel session will focus on how educators at Doris Henderson Newcomers School in Guilford County, NC and community partners are leading change by addressing the socio-emotional needs of ELLs through writing and art expression. The session main goal is to be interactive allowing panel members and audience to share their field experiences in building capacity as well as community partnerships to empower students by supporting their socio-emotional growth. This panel presentation facilitated by lead teachers will include individual panel member presentations followed by audience discussion and questions and answers.

***What If She Is Not 'Naturally Quiet'?***

**Presenters: Matthew Thomas-Reid**

**Abstract:** What if she is not "naturally quiet?" Bearing this question in mind, in this paper session a phenomenological framework will be utilized to explore liberatory feminist and queer pedagogies that empowers young women and girls to resist the construction of the

"quiet Girl" while allowing a space for agency and subjectification of the silenced female voice to flourish. Educators and educational leaders committed to feminist liberatory pedagogies are invited

***Barriers to Collaborating & Connecting as Women of Color in Academic Settings***

**Presenter: Stacey D. Garrett, Stella Jackman-Ryan and Iwinosa Idahor**

**Abstract:** The purpose of this critical conversation is to provide attendees with an opportunity to openly discuss their experiences with connecting and collaborating as women of color in academic spaces, whether as a graduate student or faculty member, in a safe and inclusive space. During this critical conversation, presenters will briefly identify some of the barriers to establishing healthy, fruitful and intentional professional relationships in academia and its effect on the educational and working experiences of women of color in academia and higher education. Attendees will leave this critical conversation not only with a better understanding of how systemic, cultural and personal obstacles hinder the opportunity for learning and collaboration in academia, but will also gain practical strategies that can be utilized to build and maintain positive connections and momentarily, be a part of a community and a village where they can connect, exchange ideas, and be heard.

***Leading Inclusively across Generations***

**Presenter: Brandy Bryson**

**Abstract:** The purpose of this critical conversation is to present the important components of leadership necessary for effecting institutional change in an era where four generations of stakeholders live and thrive together. This session will unpack some generational differences between Boomers, Gen X, Millennials, and Centennials and how these differences impact leadership expectations. With a particular emphasis on leading for inclusion, this session will hone the importance of authenticity and leaders naming and claiming our "why." Participants will have the opportunity to begin to explore their leadership manifesto—their "why." Leaders, educational leaders, and those interested in inclusive leadership strategies can benefit from this session.

<b>Saturday, October 5</b>	<b>Concurrent Session # 2 11:45pm—12:45 pm</b>
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***Building Capacity through Service-Learning as Teaching, Scholarship and Service***

**Presenters: Lisa N. Mitchell, Marisa Scott, Karen Granger, and Jennifer Whittington**

**Abstract:** The purpose of this session is to address the support and leadership development of teacher candidates and colleagues in the midst of implementing service-learning in Educator Preparation Programs. Capitalizing on collaboration with faculty and community partnerships, our faculty have developed scholarship aligned with practice in the School of Education, strengthening scholarship, teaching and service. In 2018-2019, service-learning components, focused on public school service, were implemented in 21 education courses. Implementing service-learning as a component of field experience and structured experiences presents challenges regarding curriculum, student and faculty supports, and increased workload for faculty. This session will share our strategies and obstacles as we examine service-learning opportunities engaging collaborative partnerships developed to

support candidates and colleagues and discuss how our leadership development has impacted our faculty and leadership roles.

***The Academy Reading Clinic: Creating Teacher Leaders & Avid Readers***

**Presenters: Amie Snow**

**Abstract:** This paper session will explain the AppState Summer Reading Clinic that will be held in July 2019 at The Appalachian State University Academy at Middle Fork. Our clinic focuses on implementing high-quality assessments and reading instructional strategies. I will share the impact this reading clinic has on elementary students struggling with reading, teachers beginning their masters in reading program, and teacher leaders in Year 2 of their masters program. The focus will be on the structure of the reading clinic as well as the outcomes for students and teachers who participate. Teachers, teacher coaches, administrators, and reading researchers will find value in the work I will share on our reading clinic and its ability to change both teachers and students. An evaluation of our program will be provided to show both the quantitative and qualitative impact of our work.

***Practicing Visual Journaling as a Strategy for Self-Care & Community Building in Higher Education***

**Presenters: Theresa Redmond, Jewel Davis, Tempestt Adams, Jennifer Luetkemeyer, and Martha McCaughey**

**Abstract:** Higher education leaders and faculty are increasingly required to address a range of complex demands with dwindling resources and support. These demands include, but are not limited to: larger course loads, bigger class sizes, mounting competition for student enrollments, budget cuts, and unhealthy competition surrounding teacher quality and performance (Lackritz, 2004; Shanafelt, 2009). Further, many of our students face trauma and anxiety brought on by a range of factors in early childhood through adolescence that impacts their learning (Souers & Hall, 2016). In the context of these tremendous pressures, the authors have come together as a community of practice (CoP) whose priority is to develop agency through and for self-care— of ourselves, of each other, and of our students and institutional community at large. Over the past year, our CoP has delved deeply into the practice of self-care through visual journaling and has seen the beneficial effects emanate into aspects of faculty life. The purpose of our practice/performance session is to practice visual journaling as a strategy for self-care and community-building. Session participants will come away with an experience in self-care for sustaining engaged and creative communities of leaders, faculty, and students, as well as insights into the practice of visual journaling and first-hand experience using visual journaling as a technique for self-care.

***Using Restorative Practices as Interventions for Equity in Education***

**Presenters: Brooksie Sturdivant**

**Abstract:** During this Practice/Performance session, participants will learn about Restorative Practices as an intervention for equity in education. Restorative Practices, which evolved from restorative justice, is an emerging field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative Practices builds healthy communities, increases social capital, reduces the impact of trauma, decreases antisocial behavior, repairs harm, and restores relationships. family and friends.

Supported by extensive research, Restorative Practices has demonstrated positive outcomes in a wide variety of settings. Findings reveal improved behavior and decreased bullying and violence in schools, better workplace morale, and emotional healing for victims. The practices can be used to demonstrate empathy and offer restoration to students of all ages and colleagues, and even. Participants will receive an overview of Restorative Practices and details to plan for full implementation in their organization. This session is perfect for directors, professors, principals, and teachers who wish to promote and impact outcomes for all students.

### ***Increasing Student Engagement and Teacher Confidence Through Arts Integration***

**Presenter: Emily Howard, Sarah Bean, and Elizabeth Droessler**

**Abstract:** The purpose of this panel discussion is to share ideas and experiences, as well as invite discussion, on increasing Arts Integration as a vital instructional strategy for the K-6 setting. This session is for leaders from K-12 schools, community colleges, and universities interested in learning more about how to lead arts integration efforts including design, implementation, and on-going support. Three questions will be addressed through this interactive session including exemplars that are in current practice. How does arts integration contribute to inclusive education for diverse student populations? How do you structure a professional development program for in-service teachers and/or pre-service educators in a Higher Ed setting? How do you advocate for arts integration in your institutional context? Join us as we craft preliminary action plans to increase student engagement and teacher confidence through arts integration.

### ***Don't Give Up Before Your Break-Through: The Mentoring Experience***

**Presenter: Crystal Gathers-Whatley Monica E. Allen**

**Abstract:** “A mentor empowers a person to see a possible future and believes it can be obtained” –Shawn Hitchcock.

### ***Reclaiming My Time: The Power of “No!”***

**Presenters:** Monica E. Allen and Crystal Gathers-Whatley

**Abstract:** On August 1, 2017, Rep. Maxine Waters (D-Calif.) reminded us that time is valuable and it is important not to let others dictate or take away your time. As women in leadership in various educational arenas, we wear many hats and have a vast amount of responsibilities that require continuous juggling. One challenge that many of us have is giving ourselves permission to say “NO!” Although we know that we can not do it all, and that we can not be everything to everyone, why do find it so difficult to protect ourselves from burnout. This catalyst talk is designed to encourage dialogue and the sharing of ideas on how to limit the “blankty-blankty” that chomp away at our time, without leaving much left for ourselves.

### ***An Examination of the Psychological Health among Black Female Faculty***

**Presenter: ZaDonna M. Slay**

**Abstract:** The purpose of this poster presentation is to outline a literature review for a study that examines the psychological health among Black female faculty. Data from the literature review is helpful in determining barriers and challenges to leadership among Black

faculty. The intended audience are all conference attendees, specifically Black female faculty who aspire to obtain leadership roles in the academy and those who hire or have influence over selection for leadership positions in the academy.

<b>Saturday, October 5</b>	<b>Concurrent Session # 3 2:50-3:50 pm</b>
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***Educator, Creator, Leader: What You Need to Know about Intellectual Property***

**Presenters: Joyce L. Ogburn, Robin S. Tyndall, and Ece Karatan**

**Abstract:** The creation of intellectual property is exploding due to growing interest in innovation and entrepreneurship both in society at large and within education. What is IP? It includes anything that can be copyrighted or patented - typically such things as documents, music, inventions, software, artistic artifacts, designs, and business processes. But there are contextual nuances that apply in educational settings. In higher education, for example, policies govern the management and protection of IP that include its use in research and education, as well as its potential to generate corporate partnerships and revenue. Intellectual property is not just a concern of higher education; faculty, staff and students of many ages and types of educational institutions are nurturing creativity in their teaching, learning and research. With hands on experiential learning in K-16 settings, tangible products may be generated even by young students while the question of who owns these products may not even be considered. Because IP is an essential, but unfamiliar subject to many educators, the panel should draw people seeking to expand their knowledge in this area. The panel will cover legal, policy and procedural issues as applied to education. The question and answer period will allow for the sharing of stories and deeper inquiry into specific situations.

***High Impact Leadership Development***

**Presenters: Susan Colby and Emily Wilson**

**Abstract:** The authors of this session will discuss a framework for and basic components of high impact leadership development programs that focus on the needs of participants throughout their career. As higher education faces new challenges, leadership development is becoming increasingly more critical (Carpenter, 2018; Paine, 2016). High impact leadership development programs have the capacity to bring about real organizational improvement by helping leaders become more effective, providing leaders with feedback as they learn on the job, and creating positive relationships between groups on campus. The authors will share their experiences establishing leadership development programs for faculty and staff at Appalachian State University. We will discuss the Three E Framework (Kaye & Giulioni, 2012) and the core principles of high impact programs (Paine, 2016) that serve as the basis for quality leadership development and strategically provide education, exposure, and experience to participants throughout their leadership journey.

***Thai Culture & Values in the Workplace & Their Effects toward Leadership Style & Organization Scenario: A Four-Year Observation from a Thai Teacher's Perspective***

**Presenters: Natamon Keeratichotigool**

**Abstract:** The aim of this observation is to understand Thai culture and values in workplace and their effects toward leadership style and organization scenario for instance politics in workplace, position promotion and team's spirit. Since Thai culture and values has uniqueness and complexities, there have been a number of research conducted to study Thai leadership style and organization management in both public and private sectors. However, this observation offers a scenario of a laboratory school which is rooted from government school and there are some teachers who used to be civil servants or government employees before. Even though the school is now considered as a private school, it still remains strong conventional culture and certain values that result in leadership style and organization scenario. As analyzed by Hofstede as a country with highly collectivistic culture and low individualism, Thai people tend to avoid confrontation, such as giving different opinions, with colleagues, especially with senior colleagues or supervisors, in order to save face, hopefully work harmoniously, and be secure with position held. And leaders tend to create their collective group who share the same values. The data reported here is from personal observation, experiences and interviews.

***Resilient African-American Women: Autoethnographic & Narrative Inquiry of Subjectivity & Agency***

**Presenters: Brooksie Sturdivant**

**Abstract:** This paper presentation highlights findings from a qualitative research study that examines the narratives of African-American women. The researcher applied autoethnographic and narrative inquiry, utilizing one-on-one, semi-structured interviews as data collection methods to examine two participants' stories and the story of her lived experiences for the subjectivities, identities derived from childhood maltreatment and neglect. The researcher uses black feminism and poststructural theory to analyze the participants' subjectivities and their agency and discusses ways they demonstrate resilience to achieve academically and to access agency, despite their circumstances. The researcher includes personal experiences with childhood maltreatment to support the participants' stories for a greater understanding of risk, resilience, subjectivity, and agency among African-American women. Findings reveal four themes related to subjectivity and five themes related to resilience and agency.

***An Argument for Well-Structured Psychosocial Support for Women Leaders in Residential Youth Care Centres in South Africa***

**Presenters: Juliet Ramohai and Nthuseng Davids**

**Abstract:** This paper presents an argument for the need for deliberate well-structured psychosocial support for women leaders in Residential Youth Care Centres in South Africa. The motivation for such an argument arose from a view that in education systems such as in South Africa where there are gross misrepresentations of women in leadership, there is a social and moral obligation to provide nurturance and support to women who break the glass ceiling to occupy senior positions. The need for support becomes more urgent in youth care centres, where women face challenging responsibilities (Thurman, Yu & Taylor, 2009) of ensuring the successful provision of care, protection and support for vulnerable adolescents (Singh & Singh, 2014; Children's Act 38 of 2005). Adopting a narrative approach, this paper shares the life histories of five women leaders from a secure care centre, school of industry, and the Department of Education in the Free State Province of South Africa. The deliberations

in the paper are couched within Engel’s Biopsychosocial Model (Nel, 2018; Lehman, David, & Gruber, 2017) which highlights the influence of social, psychological and personal factors on individuals’ wellbeing and effectiveness. Data gathered through face-to-face interviews and then analysed thematically, indicates that while there are positive experiences, women leaders face many challenges that affect their psychosocial wellbeing. This calls for support for these vulnerable women within their specific departments.

***Leveraging Change***

**Presenters: Jane Rex and Kim Morton**

**Abstract:** All too often we get so busy with our own job responsibilities and/or academic focus that we forget how important it is to understand the big picture of national, state, and local policies and trends that impact education. For women, collaborating with partners of all levels and being knowledgeable of changing forces will aid us in becoming better decision makers and will enhance our professional development and career growth. This session will focus on the importance of being aware of changing trends, the use of data, and how it impacts your decisions, practices, and policy both in and out of the classroom. Attendees will identify potential partners and discuss networking opportunities, recognize the changing landscape of higher education, and develop strategies to adapt to these changes successfully.

***REACH: Realizing Equity by Advancing Cultural Horizons***

**Presenter: Tiara Mahoney Paulino**

**Abstract:** The purpose of REACH is to create fertile ground for the advancement of all peoples through education. The educational landscape continues to shift, but many of its hardwired components remain stagnant and therefore have not adjusted well to the individual needs of education’s most valuable stakeholders: students and their families. As a practice/performance workshop, this session invites participants to think critically about how their organizations engage with clients and colleagues and identify and practice ways to move further toward equity through expanding cultural knowledge. This workshop is designed for educators at any level who desire to increase equity within their organization. Participants will clarify their goals around equity through vision mapping, solidify the mindsets necessary for achieving their goals, identify concrete steps toward those goals, and practice utilizing one of those steps.

<b>Saturday, October 5</b>	<b>Concurrent Session # 4 3:55 pm—4:55 pm</b>
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***Deconstructing the Educational Panopticon: Student Teacher Narratives using Photovoice***

**Presenters: Nicole Baron**

**Abstract:** The purpose of this study is to use narrative-photovoice in order to deconstruct how teacher identities form within the liminal space in student teaching. Turner (1969) used the phrase “betwixt and between” to capture his theory of liminality. Student teacher identity in the liminal space brings to light the inevitable negotiating with positions of power. The place where the transitions unfold is ambiguous, neither here nor there, betwixt and between



all fixed points of classification, she or he is neither what she or he was nor what she or he will become (Turner, 1969). By grounding this research in poststructuralism supported by feminist theory, I will deconstruct the knowledge, power, and subject of “truths” in a traditional midsized southeastern university college of education. Narrative-photovoice is a blend of narrative inquiry and photovoice. Bogden (1988) pointed out that, while photos on their own may not reveal gaps, using them in conjunction with other types of data collected, can add to a growing pile of evidence. Reflecting on Foucault’s (1977) image and discussion of the panopticon, student teacher identity is constructed by different discourses from university setting to school setting. In addition, student teachers find themselves in power negotiations and constant identity shifts. This research study is intended for anyone interested in educational reform and learning about an exciting methodology known as narrative-photovoice. The attendees will be encouraged to look at several photographs from this study so far and engage in dialogue about identity and the power of narrative-photovoice methodology.

### ***The Effects of Underrepresentation and the Plight of Black Women in Leadership at Historically White Universities***

**Presenters: Jana Walser-Smith**

**Abstract:** As early as the 19th-century Black women in the U.S. have been participants, contributors, founders, and leaders in higher education. Moreover, Black female student populations have increased across our nation’s campuses, as these women earned 66% of bachelor’s degrees, 71% of master’s degrees and 65% of all doctorates awarded to Black students (NCES, 2017). Even as Black women have become increasingly armed with the appropriate educational credentials, over the past twenty-five years they have made only slight gains in obtaining senior-level leadership roles at our nation’s colleges and universities. Black women are underrepresented among the ranks of tenured faculty, full professors, college chancellors and presidents, and various other senior-level leadership roles. The purpose of this presentation is to enlighten, illuminate, and elucidate readers as to the views of Black, female, senior-level leaders at predominantly White institutions in the U.S. South. The session category is a Paper Session and is grounded in qualitative, narrative research. Some issues explored will encompass Black women's ascension and retention as it relates to the intersectional nature of race and gender. The anticipated audience is any current senior-level leader who desires a better understanding of the effects of underrepresentation and the plight of Black women in leadership positions at historically White universities. The presentation also has the propensity for building a pipeline so that greater numbers of future generations of women of Color can demonstrate, hone their skills, and forge new pathways to academic leadership at all institutions.

### ***The Trends of Intersectionality Relating to Minority Subgroup Populations***

**Presenter: Barbara Ross**

**Abstract:** A productive learning environment is essential for anyone to maximize his/her capabilities within an educational setting. Minority subgroup populations have the unique opportunity to be recognized and to be understood how they learn in varying educational settings. This premise may be analyzed through short questionnaires to give leaders the information needed to further identify this population. By doing this, it would give administrators more adaptable means to facilitate

and better equip these groups that are challenged with their identity and their voices being heard within the classroom.

The anticipated audience will be educational leaders, scholars, and doctoral students from the community colleges, private colleges, doctoral granting and research universities from visiting counties within North Carolina.

Within my proposed presentation, I would like to discuss the intricacies of varying stereotypes. In addition, I wish to give examples of questionnaires that would be helpful for this initial research as well as incorporate manageable ways to have conversations with the educational leadership forum.

The framework for this proposal is based on the research of Kimberlé Crenshaw.

Kimberlé Crenshaw is an American Civil Rights Advocate and professor at UCLA School of Law and Columbia Law School. Kimberlé Crenshaw coined the term intersectionality. It is a way of identifying various types of inequality or disadvantage that “compound themselves and they create obstacles that often are not understood within conventional ways of thinking about ant-racism or feminism or whatever social justice advocacies’ structures we have.” It is deemed less of theoretical application and more of a concept to understand problems. The race and gender stereotypes can be identified within various scenarios in a classroom setting, i.e., teacher - student relationships, student-student relationships, and students-administrators relationships. As these scenarios emerge, the intersectionality concept could moderate a more positive outcome and allow educational opportunities across the board. Furthermore, Crenshaw defines identity as a relationship across various platforms, i.e., history, communities, and institutions. She believes the schools would excel as they understand this concept through curriculum development: “You can’t change outcomes without understanding how they’ve come about”.

In summary, I believe that it is important to engage in conversations regarding the issue of intersectionality. Although this term has been used for various forums that may have strayed away from its original intent, my hope is to use the conference platform to bring attention to the important measures that can be obtained to improve better learning environments for all.

### ***Constituent Support and Sustainability: Tacit Activities for the Leader Efficacy of Black Women in Academic Leadership***

**Presenters: Quintara A. Jernigan**

**Abstract:** The purpose of this contribution to the panel discussion is to build a conversation around the necessary activities and experiences of Black women in academia as they seek positions of academic leadership. Additionally, the presentation aims to disseminate research findings from a phenomenological study which explored the social networks and leader efficacy beliefs of Black female academic deans at HBCUs (historically Black colleges and universities). Through this research, four themes emerged. Specifically, the theme of constituent support and sustainability, emphasized the building and maintaining of social networks for the purpose of leadership development and access to leadership positions. Constituent support and sustainability (as a theme) was described by the participants as a perceived need and importance of internal and external support networks. This concept also proved useful for the leaders as it related to influencing leadership initiatives as well as acquiring and maintaining financial resources. Mutually beneficial relationships, political savvy and proximity were also considerations described by the participants as it related to the theme. Emerging, experienced and aspirational leaders will benefit from this presentation, as they

consider the contexts and environments contributing to their leader efficacy and leadership development.

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

**Presenters: Fulbright Teaching Excellence & Achievement (TEA) Program**

**Participants**

**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.