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Educational Administration, Department of

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1-2003

## Welcome to a New Journal!

Marilyn L. Grady

*University of Nebraska-Lincoln*, [mgrady1@unl.edu](mailto:mgrady1@unl.edu)

Barbara LaCost

*University of Nebraska-Lincoln*, [blacost1@unl.edu](mailto:blacost1@unl.edu)

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Grady, Marilyn L. and LaCost, Barbara, "Welcome to a New Journal!" (2003). *Journal of Women in Educational Leadership*. 74.  
<http://digitalcommons.unl.edu/jwel/74>

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# Welcome to a New Journal!

Marilyn L. Grady, Editor  
Barbara Y. LaCost, Associate Editor

We are very excited about the possibilities inherent in this new journal. The publishers who identified the need for the journal and who are sponsoring this showcase of scholarship on women in educational leadership deserve acknowledgement for their enterprise. The support we have received from our professional colleagues in many disciplines has been spectacular.

The success of a journal is determined by a number of factors; but for us, the most important factors are the readers and the contributors. We have witnessed the unfortunate demise of fine academic journals due to a lack of subscribers and contributors. Therefore, the future of the *Journal of Women in Educational Leadership (JWEL)* rests with you—we hope that you will subscribe, submit papers, and spread the word!

The manuscripts featured in the inaugural issue of *JWEL* reflect a small slice of the broad range of topics germane to the study of women in leadership. They are just the beginning. The authors examine topics that reveal personal as well as professional challenges in settings that include elementary and secondary schools, tribal colleges, and a university academic department. The reports include personal stories derived from interviews and self-reflection, an examination of theoretical perspectives in relation to problems of administrative practice and a new leadership theory. The manuscripts suggest the diversity, depth and complexity of the scholarship that exists concerning women in educational leadership.

In this issue, Valerio explores a topic that is fundamental and exclusive to women, their roles as child bearers and mothers. She reports the stories of five women who were pregnant as unwed teens during the last five decades of the twentieth century. The women's stories are framed by the historical literature that tracked societal attitudes and public opinion concerning unwed teen pregnancy.

Krumm describes the leadership traits of four women tribal college presidents and the influence of organizational culture and language on leadership. The tribal college presidency is unique since the number of women who serve in the presidential role in the tribal colleges is higher than in other post-secondary settings. According to the 2002 roster of member colleges reported by the American Indian Higher Education Consortium, 42% of the tribal college presidents are women.

Lyman provides a portrait of collaborative leadership in practice. The Soul Sisters model leadership in their pursuit of a shared vision in a challenging, high-risk educational environment. The portrayal of these individuals highlights their personal contributions to student achievement.

The differences in the Soul Sisters' personal, cultural and educational backgrounds contribute to the richness of the portrait. The article is a testament to the leadership possibilities that exist in educational settings.

McGovern-Robinett and Ovando address the challenges and contributions of women principals serving in male-dominated, secondary school settings. Through their report of the leadership experiences of three women high school principals, they broaden the understanding of female educational leadership at the high school level. The integration of the literature on culture, gender and leadership is prominent in the manuscript.

Wesson and Carr reflect on their understanding of a change process grounded in theory, defined by practice, and influenced by an executive coach. The manuscript is written in the voices of the department chair and the executive coach. The department chair identifies her postmodern visionary belief system and her role in a leadership department "riddled with dilemmas." The executive coach defines her role as coach and describes how the transformation of the department chair occurred.

Brown and Irby present a synergistic leadership theory. They note that the theory was developed by female researchers, utilized a female sample and included the female perspective. The gender-inclusive theory includes attributes, experiences and abilities inherent in both male and female leaders. The theory is applied in an analysis of narrative vignettes of four female leaders.

Together these writings form the beginning of a scholarly discussion of the directions, choices and challenges facing women in educational leadership.