

WELC

Women in Educational Leadership Conference

1986

2009

October 4-5, 2009

**Research + Networks -
A Source of Leadership**



WELC Women in Educational Leadership Conference

Conference Overview

Sunday, October 4

4:00 – 5:00 p.m.
Regent C/D/E/F

Registration

5:00 – 7:30 p.m.
Regent C/D/E/F

Welcome and Introductions

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

Panel Presentation: New Initiatives

Cynthia Gooch, Metropolitan Community College, Omaha, Nebraska
Deborah Jesseman, Minnesota State University, Mankato, Minnesota
Jean Haar, Minnesota State University, Mankato, Minnesota

7:30

T. Marni Vos
Humorist, Lincoln, Nebraska

8:30 – 10:30 p.m.
Regent C/D/E/F

Reception and Conversations

Monday, October 5

7:30 – 8:00 a.m.
Regent C

Registration

8:00 – 9:20 a.m.
Regent C

Welcome

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

Keynote Presentation

Kit Boesch
Human Services Administrator, Lincoln – Lancaster County, Nebraska

9:30 – 12:25 a.m.

Concurrent Sessions I

12:30 p.m.

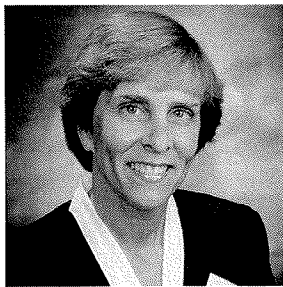
LUNCH—Hotel Atrium

1:30 – 3:55 p.m.

Concurrent Sessions II



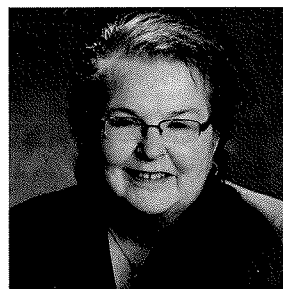
Cynthia K. Gooch is the Associate Vice President of Equity and Diversity at Metropolitan Community College in Omaha, Nebraska. Her research interests are access for women and people of color in higher education administration and the recruitment and retention of students of color in postsecondary education. cgooch@mccneb.edu



Deborah Jesseman is an associate professor in the College of Education K-12 and Secondary Programs Department at Minnesota State University, Mankato. She is the coordinator of the Educational Technology and Library Media programs. She received her MSL from Indiana University and Ph.D. from the University of Nebraska–Lincoln. deborah.jesseman@mnsu.edu



Jean Haar is Chair and Associate Professor in the Department of Educational Leadership at Minnesota State University, Mankato. She teaches courses in educational leadership and develops and facilitates professional leadership for school leaders. Jean has been a principal and secondary English teacher. jean.haar@mnsu.edu



Marilyn L. Grady is the founder and coordinator of the women in educational leadership conference. A Professor of Educational Administration at UNL, she is the author or coauthor of 23 books and the founding editor of the Journal of Women in Educational Leadership. mgradyl@unl.edu



Kit Boesch

Kit Boesch, MA is the Human Services Administrator for Lincoln – Lancaster County, NE. In that capacity, she has the privilege of staffing the New Americans Task Force and the Medical Translation and Interpretation Leadership Group. Kit Boesch received her BS degree from the University of Wisconsin-LaCrosse and her MA from The Ohio State University. She taught high school for 2 years, college for 7 years, and has served the city and county for the past 24 years. She is a long-time Green Bay Packer backer and founder of the Lincoln Fencing Club.



T. Marni Vos, Humorist

T. Marni Vos is as funny as she is inspiring. She became one of only seven women in 20 years to be a Finalist in the prestigious San Francisco International Stand-up Comedy Competition, where more than 400 comics compete each year. She has performed on Life Time's "Girls Night Out" and opened for Jay Leno at the Comedy and Magic Club in Hermosa Beach.

A former high school instructor in a stressful environment, T. Marni Vos used humor and creativity to inspire and motivate students to go beyond their potential. Through laughter and communication she continues to educate people in all walks of life to meet their challenges with a light heart and the echo of laughter. She has earned 42 hours of instruction from the Institute for the Advancement of Human Behavior at conferences in Saratoga, New York, Chicago, and Los Angeles.

WELC Women in Educational Leadership Conference

9:30 – 9:55

- Regent B** *Empathy Fatigue Reconfigured: Healing the Mind, Body, and Spirit of Female Educational Leaders - Mark A. Giesler*
The tendency for female school leaders to be empathic, compassionate, and intuitive makes them prime candidates for empathy fatigue. This session provides a definition of empathy fatigue, its applicability to the experiences of female educational leaders, and suggestions for combating this elusive, yet potentially debilitating, condition.
- Regent C** *Instructional Leaders Who Incorporate Technology into Their Teaching- Suzanne Becking*
The learning process has been transformed by the emergence of technology. Instructional leaders who model and extend the learning process for students provide them the opportunity to be more independent, self-directed, and in depth learners. This session identifies the practices of instructional leaders who incorporate technology into their teaching.
- Regent D** *The Principal's Academy – A California Perspective of School Leadership Preparation Programs: Twelve Urban Superintendents and Assistant Superintendents Speak Out - Teri Marcos*
This presentation reports current findings of urban superintendents' and assistant superintendents' views of Tier I school leadership preparation programs. Superintendents reported that Tier I candidates are academically well prepared for general school leadership with strong instructional leadership and management skills, but not necessarily prepared for urban leadership.
- Regent E** *Leadership and Gender: Practitioner Journal Perspectives - Adrienne E. Hyle, Ava Muñoz, and Bernita Krumm*
This session presents findings from research using the Feminine Phase Theory to analyze articles in determining the status of gender awareness/influence on school leadership. Data sources include *Educational Leadership*, *NASSP Bulletin*, *Principal*, and *School Administrator*. Results indicate gender is no longer a literature focus, but still an underlying concern.
- Regent F** *Fixing a Leak in the Educational Pipeline - Dave Hamilton and Richard Torracco*
Current adult basic education methods are not working. This session introduces a promising solution in career pathways which include integrated basic education with skills training (IBEST) contextualized learning. In the first five year study, IBEST participating students earned five times more college credits than traditional ABE/ESL students.
- Chancellor 1** *Transitioning to a Balanced Assessment System - Jody Isernhagen*
In the spring of 2008, the Nebraska legislature passed legislation requiring a statewide test in reading, mathematics, and science. This session presents the results of a study conducted in the 2008-2009 school year to examine the transition from a criterion-referenced assessment system to a balanced statewide approach.

Chancellor 2/3 *Perceptions of Gender-Oriented Behavior among Leaders - Jody Hubbell*

This session discusses society's perceptions of gender-oriented behavior in individuals in leadership positions. The session stresses current literature and statistics and focuses on future trends.

10:00 - 10:25**Regent B** *Doing "Women's Work" - Men as FACS Teachers - Carol R. Werhan*

This session explores the unique path of two men who entered the highly gendered profession of family and consumer sciences teacher education. The repercussions of societal devaluation of "women's work," gender bias exhibited by both men and women, and the implications for teacher education recruitment are discussed.

Regent C *Developing Distance Faculty - Tami Moskal*

Effective online faculty training programs are needed for institutions employing distance faculty. This session describes how a teaching support system that mirrors the most effective learning environments will create a better teaching staff, improve distance faculty relationships with academic institutions, and improve student-faculty relationships.

Regent D *A Profile of Illinois Women Superintendents: How Their Profile Can Pave the Way for Others - Vicki VanTuyle*

This session presents barriers women face as superintendents and reasons why they leave the superintendency. Understanding the characteristics, career pathways, and barriers common among women superintendents will aid aspiring women superintendents in personal and professional decision-making. Dialogue and discussion will advance mentoring and networking support for women as superintendents.

Regent E *The Principal's Playbook - Zachary G. Kassebaum*

This session provides a game plan of how to establish unified and consistent practices at the school, in the classroom, and at the individual level to ensure the safety and success of all students. Principal's Playbook is guided by a synthesis of current research, interviews with more than 20 school leaders, and authentic experience.

Regent F *If legalized, are administrators ready for marijuana? - Natasha Billie*

Do administrators in higher education understand the implications of legalizing marijuana and the affect it could possibly have on college campuses? This presentation stimulates dialogue about marijuana, its perception, and usage among today's youth. Campus prevention, treatment, and resources are also discussed.

Chancellor 1 *Professional Development of Early Childhood Administrators within a Professional Development School (PDS) Learning Community: A Case Study - Ginger L. Zierdt*

Through the stories and observations of early childhood administrators who participated in a Professional Learning Community within a Professional Development School (PDS) partnership, new insights about the leadership and management skills needed to lead quality early learning programs are identified in this session.

Chancellor 2/3 *Educational Pathways for Low-skilled Adults - What's happening in Nebraska? - Richard Torracco*

Although the need for postsecondary education is increasing, educational attainment among adults in Nebraska is declining. What is Nebraska doing to help low-skilled adults acquire the education they need? This session explores the educational needs of low-skilled adults and examines how well existing programs in Nebraska are meeting these needs.

10:30 - 10:55**Regent B** *Voices in the Field: Following the Career Experiences of Women Chief Academic Officers in the Community College - Brent Cejda*

This session presents the professional life experiences of six women chief academic officers and themes pertaining to their professional lives. Through formal and informal communication, the presenter has followed the issues and challenges the participants face in their professional lives, with a special focus on their future career plans.

- Regent C** ***Professional Development for Technology Integration: A Case Study within a One-To-One Laptop Initiative - Leah McKeeman***
This session examines research findings from a case study of a rural high school that recently implemented a one-to-one laptop initiative. The findings and implications highlight topics that administrators should consider when organizing and providing professional development regarding the integration of technology into instruction.
- Regent D** ***Sugar and Spice and Everything Nice...Does That Make Us Leadership Worthy? - Janet R. Wojtalik***
This session presents current research on the impact of childhood themes on women's aspirations towards leadership. Implications for change and motivational strategies for young women are also shared.
- Regent E** ***The Etiquette of Engagement: Convergence, Collision, Collaboration or Collusion? - Jocelyn Perkins***
This session describes how large urban school districts operationalize and strategically embed best practices for authentic engagement of families and communities in order to diminish the barriers of gender, race, access, class and ethnicity and maximize students' educational experiences.
- Regent F** ***Equal Pay for Equal Work - Donald F. Uerling***
This session explores the protections provided by the Equal Pay Act of 1963 and Title VII of the Civil Rights Act of 1964 against unjustified discrimination in compensation based on the sex of the employee. Pertinent statutory provisions and judicial opinions are examined.
- Chancellor 1** ***The Uses and Abuses of Cultural Capital: Explorations into an Important Theoretical Concept in Educational Research - Rachelle Winkle-Wagner***
The theoretical concept cultural capital, initiated by French sociologist Pierre Bourdieu, has been increasingly utilized as a theoretical framework and substantive topic of study in educational research. This presentation explores the definition of this concept and the way it has been used and potentially misused in educational research.
- Chancellor 2/3** ***A Study of the Interaction of Constructs and Contexts in a Teacher Pay for Performance System: Implications for Leadership Development and Student Achievement - Kathleen Foord and Daria Paul Dona***
This session explores interactions among theoretical constructs related to teacher efficacy, collective efficacy, and transformation leadership based on the results of a longitudinal mixed methods study. The study explored how reform practices, embedded within a teacher pay for performance system, interacted with teacher self-perceptions of competencies, transformation leadership structures, and multi-dimensional contextual factors.
- 11:00 – 11:25**
- Regent B** ***Gender Equity: National & International Perspectives - Carole J. Makela***
This session presents descriptions and addresses questions about the recently released 2008 Gender Equity Index, which provides comparable data for 157 countries exploring education, economic, and empowerment gaps between women and men. Data on the United States and issues of awareness are also presented.
- Regent C** ***Gender Considerations for Interaction in Online Courses - Doreen Gosmire, Marcia Morrison, and Joanne Van Osdel***
Online courses and communication are commonplace in today's educational institution. This presentation highlights a study of graduate students' perceptions of interaction in online courses and provides insight into the approaches for online communication. Students' perceptions were analyzed by age, gender, number of online courses taken, and teacher feedback methods.
- Regent D** ***Certifiably Superintendent - Ava Muñoz, Shirley J. Mills, and Anita Pankake***
This session reports on the reflections of Central Office respondents on why they pursued a superintendent's certification including career advancement, salary increase, and student impact. The meaning these findings may have for creating parity in the number of men and women superintendents is addressed.

- Regent E** **Promotion and Tenure Issues - Marilyn Grady**
The focus of this session is the promotion and tenure process. The report is based on service on a college promotion and tenure committee, as an external reviewer of promotion and tenure files, and as a university faculty member for 28 years.
- Regent F** **Faculty v. Family: Work Life Issues - Lisa Carver**
This interactive session focuses on issues surrounding work life balance in institutions of higher learning. Aspects including work, family, balance, and "spillover" are discussed. Participants have an opportunity to share best practices and leave with practical and applicable ideas to initiate work life balance conversations in their schools.
- Chancellor 1** **School Leadership Candidates' Professional Dispositions and the Effect of Gender - Kay Keiser and Jeanne L. Surface**
Developing positive dispositions within potential administrators is critical to their success and to the school community. This session explores the student- and community-centered dispositions of men and women as they complete their educational administration program and discusses implications for those entering school leadership as well as those who teach them.
- Chancellor 2/3** **Two Paradigm Shifts in Theory Development: Precursors to Transformational Leadership - Sharon Hoffman**
This session traces the influence of two significant paradigm shifts in leadership theory during the twentieth century: the 1940s Ohio State Leadership Studies and the 1970s New Leadership School. An argument is presented that these two shifts in theory development set the stage for the introduction of transformational leadership theory.
- 11:30 - 11:55**
- Regent B** **"The Devil's In the Details": An Investigation of the Administrative Impact on Doctoral Education - Eva Burns Bachman**
This session presents a study that evaluates doctoral student perceptions of the impact that administrative processes imposed by educational institutions have on doctoral education.
- Regent C** **Supporting New Teachers in an Urban School Setting - Christina Warner**
This session focuses on successful initiatives that support new teachers in urban school settings. Current research, strategies, and promising practices to support new teachers, improve teacher retention, and strengthen student achievement are described. The role of new teacher induction programs that provide specific support and professional development is discussed.
- Regent D** **One State's Trends of Women Advancing into School Leadership Positions - Jerry W. Robicheau, Jean M. Haar, and Candace F. Raskin**
This session presents the findings from supply and demand studies of school leaders conducted in Minnesota during 1999, 2006, and 2009. Findings are presented regarding the trends of women advancing to school leadership positions including Superintendent, Principal, Director of Special Education, and Director of Community Education.
- Regent E** **Strategies of Successful Principals in Catholic Schools: Perspectives from Nebraska and New South Wales - Barbara L. Brock**
Find out what makes principals in Catholic schools successful. This session reveals principals' perceptions of the strategies that work best for them. Participants in this qualitative study, who were nominated by their peers, are currently employed in schools in Nebraska and New South Wales.
- Regent F** **Qatari Student Values of Women Education, Employment, and Leadership - Selma Haghamed and Miles Bryant**
This session presents data from an exploratory study of how students in one of the Gulf States describe the values they hold relative to the role of men and women in their society. It is important to understand that different Islamic cultural settings yield differing sets of values about women and women's leadership.

Chancellor 1 *Leadership Institutes - Deborah Jesseman*
This presentation discusses three leadership institutes: HERS Bryn Mawr Summer Institute, Minnesota State University President's Leadership Institute, and the Midwest Women's Leadership Institute. The benefits of attending a leadership program are also presented.

Chancellor 2/3 *Making a New Mold: Using a Self-Efficacy Model to Develop Digital Assimilators - Royce Ann Collins and Teresa N. Miller*
Technology use has increased dramatically over the past 20 years, but many university faculty members remain skeptical about changes to the traditional instructional format. This presentation shares ways to move faculty members forward by developing efficacy and by addressing generational and gender issues common to most universities.

12:00 – 12:25

Regent B *De-structuring Instruction: Encouraging Autonomy in Laboratory Settings - Beth L. Vealé and Lynette K. Watts*
This session focuses on moving away from prescribed, predetermined, formal laboratory settings toward more student-centered, self-directed instruction. Specific examples are presented and discussed from two different radiography lab courses.

Regent C *Mum's the Word on Mom: Special Education Administrators' Dispositions Towards Birth Mothers of Foster Care Infants - John Palladino*
This multiple case study explored Michigan special education administrators' interpretations and implementations of the Individuals with Disabilities Education Act (IDEA)-Part C on behalf of foster care toddlers with disabilities. Findings expose how their practices contract typical standards of child welfare practices. Implications for higher education preparation programs are discussed.

Regent D *Two Texas Leaders: Beating the Odds with Hispanic Students - Maria Banda Roberts*
This presentation examines how two female principals led their Texas campuses toward an exemplary rating using instructional practices that have successfully eliminated the achievement gap for Hispanic students. The high-performing campuses were chosen due to their consistently high achievement on the Texas Assessment of Knowledge and Skills.

Regent E *Portfolio Analysis Longitudinal Study: Preparing Leaders for Diverse Populations - Teresa N. Miller*
One university in the Midwestern United States has institutionalized a performance-based portfolio assessment for master's students in educational administration. This session presents preliminary findings in determining the impact of preparation on practice and student readiness to lead staff in instruction of increasingly diverse student populations.

Regent F *Reflective Practice for College Faculty: Teaching, Learning and Leadership Enhancement - Maude Yacapsin*
This session presents successful professional development and mentorship models in providing faculty with opportunities to engage in reflective practice and active collaboration for improving their art of teaching. Part of the session focuses on using technology (i.e., skype, Wimba, Moodle, BlackBoard) to enhance engagement opportunities for practitioners.

Chancellor 1 *Exploring Women's Career Assumptions at the Oxford Round Table: Perceptions of a Participant Observer - Barbara LaCost*
Forty women from numerous professions travel from around the world to gather together by invitation with no understanding of "why" they were invited. They spend five 10-hour days together in an age-old academic setting in Oxford, England. The results include expanded perspectives about self, influence on others, and camaraderie.

Chancellor 2/3 *The Jagged Edges of the Glass Ceiling - Victoria L. Robinson*
Have the gray-haired generation of women focused on developing efficacy in young women, yet neglected to discuss the sharp edges of the shattered glass ceiling? Women in educational leadership still face challenges and barriers. This interactive session identifies old and new challenges and offers strategies to overcome them.

Lunch - Hotel Atrium 12:30 - 1:25

1:30 - 1:55

- Regent B** *Quality of Life in Nurses with Chronic Back Pain: A Phenomenological Study - Meg Blair*
This session presents a phenomenological study describing the lived experience of nurses who have chronic back pain and how it affects their quality of life.
- Regent C** *Widening the Crack in the Door...Keys for Undergraduate Women of Color to Consider for a Career in Higher Education - Cynthia K. Gooch*
This session presents the importance and rationale for undergraduate women of color to consider careers in higher education. Women who have worked in higher education settings share their experiences.
* This is a one-hour presentation
- Regent D** *What is technology doing for those developing language? - Peggy Mackey*
This session presents a brief overview of what is known about the prerequisites for language development in young children interfaced with observations of what is happening to adult time and responsiveness with our current technology. Recommendations for family members and professionals are provided.
- Regent E** *Job-Embedded Professional Development - Marlie Williams and Julie Gaddie*
This session focuses on the development and implementation of job-embedded professional development designed to focus daily instructional practices in P-12 schools on current research; the analysis of student work; the development of specific lessons for classroom implementation; and the opportunity for collective reflection of lesson design.
- Regent F** *Children's Books as a Source of Influence on Gender Role Development: Analysis of Female Characters Using Jung's Four Archetypes - Anita Pankake and Shirley Mills*
This session presents the findings from a study of female characters in children's literature using Jung's four archetypes as a template for analysis. Books from the "Children's Choices for 2008" list were selected and reviewed using a common form.
- Chancellor 1** *I Think I Can: Leadership Self-Efficacy in Women - Julie A. Carlson and Katie L. Boone*
Perceived self-efficacy has been found to influence leadership effectiveness. This session presents the results of a study that measured pre and post efficacy levels, based on Bandura's self-efficacy scales, in women who participated in a five-day challenge course experience that focused on increasing leadership efficacy.
- Chancellor 2/3** *Did NCLB Work for Children of Color? - Tracy L. Mitchell*
This presentation examines the extent that educational policy mandates impact student achievement at the district, school, and classroom levels. Considerations are presented on how school districts address the NCLB mandates and how they impact the teaching and learning environment.

2:00 - 2:25

- Regent B** *Women and Tenure: Reversing Inequity - Anne M. Schoening*
This session explores the reasons behind the low number of tenured female faculty in American higher education and proposes strategies for reversing this trend. Specific suggestions for improving the collegiate work environment for women at the individual, department, and institutional levels are presented.

- Regent C** *Continuation: Widening the Crack in the Door...Keys for Undergraduate Women of Color to Consider for a Career in Higher Education - Cynthia K. Gooch*
This session presents the importance and rationale for undergraduate women of color to consider careers in higher education. Women who have worked in higher education settings share their experiences.
** This is a one-hour presentation*
- Regent D** *Cowgirl Up! Rural Women Leading the Educational Rodeo - Jeanne Surface*
This presentation describes the story of two female superintendents in rural, remote areas of Wyoming and the challenges they faced in their tiny districts as a result of No Child Left Behind, declining enrollment, isolation, and poverty.
- Regent E** *Leading a Non-Profit Board of Directors: The Accomplishments of a Young Woman President - Sarah A. Hall*
This session describes the experiences and accomplishments of a young woman in her first year as the president of a non-profit fencing club's board of directors. The processes she went through with the board, suggestions for future leaders, and examples of expectations, procedures, and resources are presented.
- Regent F** *Leading with Global Competence - Gerard Ras*
This session examines global competence. Frameworks of globalization are presented. Global competence and global competencies are examined. Discussion focuses on the questions: Can educational leaders across the globe agree on a universal definition of global competence? How do educators develop global competence in students today?
- Chancellor 1** *Sharing the Voices of Women Leaders: Past and Present - Amanda Rodriguez Morales, Sarah Bradford, and Mary Tolar*
This session focuses on gender schemas and methods for using history, children's literature, and the role of motherhood as tools for reframing the prevailing schemas of women, which place them at a disadvantage in society. Presenters share artifacts and stories that highlight women's abilities to lead and influence change.
- Chancellor 2/3** *Planting the Seeds of Health: Parental Perceptions of Body Mass Index (BMI) Notification - Misty Schwartz*
This session presents the findings of a multiple case study that investigated perceptions of parents whose school-age child received a Body Mass Index (BMI) notification letter indicating they were overweight. A cross-case thematic analysis was completed and perceptions about causes, capabilities, barriers, and the role of parents and others are also presented.
- 2:30 – 2:55**
- Regent B** *Dedicated Education Units (DEUs) for Nursing Clinical Learning - Bonnie Harmer*
All interdisciplinary staff members in DEUs have expertise that is pertinent for nursing students. Thus, nursing students can be taught by non-nursing staff instead of just the nursing instructor. Rogers's Diffusion of Innovation model is used to present the opportunities and challenges associated with adopting a DEU approach.
- Regent C** *Spellings to Bologna: The International Challenge of Higher Education Accountability - Ginny Russell Curley, Larysa Mytsyk, and Marilyn Grady*
From the Spellings Report to the Bologna Process, the challenge of accountability has been applied to higher education globally. This session presents a summary of research on American and Ukrainian accreditation and discusses the role of accreditation and its relationship to academic quality.
- Regent D** *Impact of Race, Class, Gender, Access and Equity for Children of Mixed Race and Heritage - Germaine W. Huber*
This session presents an overview of a study of the history, social-emotional development, education, identity and impact of gender, race, class, equity and access challenges for children of mixed race and/or heritage in American society.

- Regent E** *Evidence of Gender Bias – Denial in Pre-Service Principals - Connie L. Fulmer*
 This presentation describes instances of denial for pre-service principals including denial of gender, denial of injustice, and denial of responsibility. Findings are presented on how they intend to deal with reducing or eliminating their gender bias/denial status and how they will handle gender bias issues in their future roles as school leaders.
- Regent F** *Follow the Yellow Brick Road to Success – Motivational Factors Influencing Women to Advance in Upper-Level Higher Education Administration - Kelline Sue Cox*
 Women are motivated to advance in upper-level administrative positions by “following the yellow brick road” to success through courage, heart, and brain. This session presents the findings of a qualitative case study that investigated factors motivating women to pursue upper-level administrative positions in higher education using Bandura’s Model of Reciprocal Determination.
- Chancellor I** *So Many Books, So Little Time Redux: Literature for and about Women Leaders - Marie Simonsson, Anita Pankake, and Maria Roberts*
 This session offers reviews of books important in the continuous learning of women leaders. A written review of each book and a section describing the common themes that connect the works are provided. Participants are asked to share their recommendations and add to the list presented.
- Chancellor 2/3** *The Transformative Power of Walk-Through Visitations: Situated in a Culture of Trust for Teacher Evaluation and Supervision - Nancy Albrecht and Climetine Clayburn*
 One way to provide teachers with meaningful instructional feedback is with “walk-throughs” that offer a context for thoughtful continuous discourse about teaching. This session describes research findings in the context of a culture of trust with preservice school leaders who were trained to evaluate and supervise professional development.
- 3:00 – 3:25**
- Regent B** *Women’s Decision-Making Processes When Planning a Home Birth - Katie Godfrey*
 Many women are unaware about the choices and misconceptions of childbirth. This presentation examines the decision process of women who made the choice to plan a home birth. Information on incorporating women’s choices related to birth in the higher education classroom and its policies is included.
- Regent C** *Leaders and Entrepreneurs: Describing the Difference(s) - Margareta Smith Knopik and Tamara Moerer*
 This session presents the results of a primary research study on the differences between female leaders and entrepreneurs. The findings support the hypothesis that female leaders have a different order of priorities than female entrepreneurs.
- Regent D** *Servant Leadership in Today’s Schools - Mary K. Culver*
 This session defines and describes “servant leadership” as it applies to schools today. Aspects of the theory are described using scenarios from real-life school leadership. Both effective and ineffective servant leadership are examined in an attempt to develop the best understanding of how to live this leadership philosophy.
- Regent E** *Principal Behaviors that Enhance Teacher Self Efficacy - Michelle Charf*
 This presentation describes the outcome data from a study on teacher efficacy and their perceptions of principal behaviors that have enhanced their teaching practices and experiences. The specifics and uniqueness of using a mixed methods approach in research are also presented.

Regent F *Ten Effective Ways to Infuse Child Welfare Topics into Educational Leadership Preparation Programs - Mark Giesler and John Palladino*

Schools leaders require knowledge about and experiences with child welfare systems for effective school-social welfare collaboration. This session provides educational leadership faculty with ten effective ways of infusing child welfare topics and experiences into existing coursework and internships.

Chancellor 1 *The Passing of the Mantle - Phase II: The Journey of the Protégé towards Becoming an Effective Leader - Marla Bonacile Johnson*

This presentation engages participants in a discussion to walk with the protégés as they move towards realizing their potential as an effective leaders in the 21st century.

Chancellor 2/3 *Group Poster Project from a Women, Education and Leadership Course: Purpose, Process, and Product - Sarah Bradford, Amanda R. Morales, and Mary Tolar*

In this session, presenters describe their experiences in developing a class project for the Women, Education and Leadership course at Kansas State; share the collaborative learning process they used to create it; and exhibit the powerful final product that illustrates schemas held by campus students toward women in leadership and women as leaders.

3:30 - 4:00

Regent B *What Research Says School Leaders Should Know About Young Children - Jackie Florendo*

Quality early education programs should be the foundation for children and schools to build upon. This session highlights research about how the components of a quality early education environment work together to support and maintain a positive culture as well as positively enhance the holistic development of young children.

Regent D *Power Teaching - Kay Keiser*

Power Teaching is a strategy to enhance active learning for all students. This technique was developed for P-12 classroom teachers and combines gestures, call and response, higher-level thinking, and humor. Transferring Power Teaching to graduate students' study of leadership theories also provides many insights into adult learning styles.

Regent F *Attracting College Men to Sexual Violence Prevention - Jan Deeds*

Interviews were conducted with college men to identify their perceptions of sexual violence within the college community and their experiences with sexual violence prevention education. Five themes emerged as important for engaging men in sexual violence prevention. This session presents the research findings and applications to campus program development.