

WELC

Women in Educational Leadership Conference

1986

2010

October 10-11, 2010

Ascent to the Superintendency...

...Successful Secondary Collaboration

Motivation for School Leadership

Laboring in a Globalized World...

Ascent to the Superintendency...

...Virtual Leadership Development

...Response to Large Scale Change

Leading with Culturally Responsive Strategies

*Research + Networks -
A Source of Leadership*



WELC Women in Educational Leadership Conference

Conference Overview

Sunday, October 10

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: Journeys
Teri Marcos, Azusa Pacific University, Azusa, California
Frankie K. Williams, Mississippi State University, Mississippi State, Mississippi
Connie L. Fulmer, University of Colorado, Denver, Colorado

7:30 p.m. **A Portrayal of Catherine Beecher**
Mary Ann Bede

8:00 – 10:00 p.m.
Regent C/D/E/F **Reception and Conversations**

Monday, October 11

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
Alice Eagly
Professor of Psychology, James Padilla Chair of Arts and Sciences, Faculty Fellow in the
Institute for Policy Research, and Professor of Management and Organizations, all at
Northwestern University

9:30 – 12:25 a.m. **Concurrent Sessions I**

12:30 p.m. **LUNCH – Hotel Atrium**

1:30 – 3:30 p.m. **Concurrent Sessions II**



Teri Marcos, Ed.D., chairs the Department of Educational Leadership at Azusa Pacific University, in Azusa, California. She is interested in strengths-based teaching, school leadership, and learning, as well as policy measures which affect education in the state of California, and the nation as a whole. She completed her doctorate in 2004 on the effects of legislated educational reform on student achievement in California public schools and is currently researching the effects of Strengths-based theories on student achievement in the U.S. Being a former junior high school assistant principal and summer school principal, Teri is concerned with creating and building engaged constructivist school cultures throughout California's P-12 public school system. Teri earned an Ed.D. in Organizational Leadership from the University of La Verne, a M.Ed. in Education

from Azusa Pacific University and her B.S. in Kinesiology from Cal Poly, Pomona. Her areas of expertise include Educational Reform, Assessment and Accountability, Building Strengths-Based Campuses, Research for Educational Leaders and Educational Leadership and Change. tmarcos@apu.edu



Frankie K. Williams serves as the Department Head and Associate Professor of Leadership and Foundations in the College of Education at Mississippi State University. Program responsibilities include the Ph.D. in Elementary, Middle, and Secondary School Administration, Ph.D. in Community College Leadership, M.S. in School Administration, M.A.T. in Community College Education, and M.S. in Workforce Education and Leadership. She earned a Ph.D. in Educational Leadership from the University of South Carolina, a M.S. degree in business education from South Carolina State University, and a B.S. degree in business education from Winthrop University. Career positions include high school teacher; faculty and department chair at the community college level, vice president at the community college level; senior-level administrator at the State Board for Community Colleges in South Carolina; and associate professor, coordinator

of an educational leadership doctoral program, and department head at the university level. Career activities have focused on P-16 curriculum and administrative content. Her research agenda and scholarly work include leadership preparation and diversity issues in P-16 settings along three lines of inquiry: women in leadership roles, curriculum and teaching issues related to academic achievement, and contemporary P-16 system practices and policy issues. She has conducted research to assess the impact of individual and organizational factors influencing personal and professional experiences of individuals in leadership positions. fwilliams@colled.msstate.edu



Connie L. Fulmer, Professor at the University of Colorado Denver, teaches in the Ed.D./Ph.D. programs and prepares future principals for school leadership with her colleagues. During her 18 years of public school service in the Juniata County School District in Pennsylvania, she earned three degrees at Pennsylvania State University (B.S., M.Ed., Ph.D). Her first academic assignment was with the Educational Administration and School Business Management faculty at Northern Illinois University in 1990. She joined the Administrative Leadership and Educational Policy Studies faculty at the University of Colorado Denver in 2000. Her research interests are focused on issues of urban school leadership that make schools more productive organizations for students, teachers, and administrators. Connie also is a great shot with a release and a compound bow

and holds a national archery title. She now lives in a little piece of heaven in the foothills of the Rockies near Denver. Connie.Fulmer@ucdenver.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. mgrady1@unl.edu



Alice Eagly is Professor of Psychology, James Padilla Chair of Arts and Sciences, Faculty Fellow in the Institute for Policy Research, and Professor of Management and Organizations, all at Northwestern University. She also held faculty positions at Michigan State University, University of Massachusetts in Amherst, and Purdue University. Her research and writing pertain to the study of gender, attitudes, prejudice, cultural stereotypes, and leadership. She is the author of numerous journal articles and three books, *Sex Differences in Social Behavior: A Social Role Interpretation* (1987), (with Shelly Chaiken) *The Psychology of Attitudes* (1993), (with Linda Carli), *Through the Labyrinth: The Truth About How Women Become Leaders* (2007). eagly@northwestern.edu



Mary Ann Bede was an elementary educator for 37 years in Omaha, Lincoln and Columbus, Nebraska. Mary was also with Instructional Television in Lincoln during this time. Mary has served on the Board of Directors of Midwest Mission Distribution Center in Chatham, Illinois for 6 years, led two mission trips for an average of forty women, has been on the Usher staff at the Lied Center for Performing Arts for twenty years, a volunteer at Ten Thousand Villages since 1986, and the hospitality co-chair at Christ United Methodist Church. Mary provides an entertaining portrayal of ten women with dimensional, inspirational lives.

WELC Women in Educational Leadership Conference

9:30 – 9:55

Regent B

Practices of Instructors Who Integrate Technology into their Teaching - Suzanne Becking

The world has witnessed several waves of technology innovation. With each wave, changes appear greater and effects are deeper. This session explores the experiences of instructors' technology use and describes their practices in integrating technology into their teaching to understand what they face in real-world situations.

Regent C

The Impact of Mobility on Student Performance and Teacher Practice - Jody Isernhagen

This session examines the effects that high mobility can have on highly mobile students, non-mobile students, teachers, and schools, with particular focus on its effect on academic achievement. This session also provides recommended strategies that administrators can implement to help address mobility-related issues.

Regent D

Swimming in an Ocean of Gender Conduct: Understanding Behavior Disorders from a Gender Studies Perspective - John Palladino

The goal of this semi-structured conversation is to make connections between how the discipline of gender studies addresses the variance among men and women (and not between them) and how the knowledge could help educators best understand and address the needs of youth with emotional-behavior disorders.

Regent E

Motivation for School Leadership - Kay Keiser

While the need for excellent administrators increases, many educators choose not to seek building leadership. Candidates in educational administration acknowledge many incentives and deterrents to becoming school leaders. This session explores women's and men's responses to the Administrator Index of Motivators and discusses implications for recruiting and supporting quality administrators.

Regent F

IBEST Program Start-Up Challenges - Dave Hamilton

To address the growing number of low-skilled adults and immigrants, a new type of job training opportunity was created in Lincoln called Pathways out of Poverty. Following the award of a \$2.3 million dollar DOL grant to SCC, UNL and CFPIN, we built a unique green construction laboratory/classroom. We began teaching ESL, ABE and green construction. We designed a unique curriculum using the integrated basic education and skills training model (IBEST). In spite of extensive case management, individualized instruction and elimination of many barriers such as transportation, housing, food, clothing and medical; student retention remained a big issue. These challenges and how much we really do not know about student services to this population are the focus of this session.

Chancellor 1

Have We Asked Them Yet? Graduate Student Preferences for Online and Web-Enhanced Learning - Julie A. Carlson and Deborah Jesseman

Online learning and its web-enhanced variations have been increasing at significant rates. An especially high-use group of online learners is graduate students. The purpose of the study presented in this session was to determine graduate students' preferences for and perspectives of instructional strategies that do or do not work well for adult online learners.

Chancellor 2/3

Catholic School Principals Share Secrets to their Success - Barbara Brock

The mission, characteristics, and needs of Catholic schools are uniquely different than their public school counterparts. Although leadership functions are similar, the mission and context of Catholic education adds a variable that influences and shapes the leader's choices and actions. This presentation includes results of a qualitative study that explored the strategies used by 11 successful principals leading Catholic schools in Nebraska and New South Wales.

10:00 – 10:25

- Regent B** *Student Success in One High-Poverty, Urban Elementary School - Shavonna Holman*
This session focuses on how one elementary principal aggressively reorganized and redeveloped a high-poverty, urban elementary school to take them from failing status to receiving multiple statewide and national awards and recognitions.
- Regent C** *The Community College Baccalaureate: A Case Study - Bonnie Hofland and Barbara A. LaCost*
Heard about community colleges offering baccalaureate degrees? Some believe this is mission creep, while others believe this is an extension of the community college mission. This session presents the national trends and the differing baccalaureate programs that select community colleges offer. The session also explores the impact that offering four-year degrees made on one specific community college.
- Regent D** *Characteristics Using Jung's Four Archetypes - Anita Pankake and Shirley Mills*
In this continuation study, both male and female characteristics in children's books are analyzed using four Jungian archetypes: Great Good Mother, Wise Old Man, Hero, and Trickster. A review of the literature, presentation of the character analyses, and conclusions comparing characters' gender and their development as leaders are also presented in this session.
- Regent E** *Partnering with Schools: Combining Service-Learning and Research - Misty Schwartz*
Providing service and research experiences for college students can be challenging, but Creighton University School of Nursing (CUSON) accomplished this through a partnership with schools in their community. Identifying an increasing number of overweight children compelled CUSON to develop and implement a two-year study with 3rd and 4th graders.
- Regent F** *Building a Model for Successful Secondary Collaboration - Marlie Williams*
This session outlines the development of instructional collaboration in secondary schools. With scheduling and skilled supervision, collaboration can remove the barriers of isolation for secondary teachers. Attendees will experience one high school's model and may walk away with ideas they can implement in their own schools.
- Chancellor 1** *Are Video Games to Blame for the Lack of Women in Computer Fields? - Carol Buse and Carole Makela*
Lack of video game play has been assumed a factor in gender inequity (women's presence) in computer-related fields. To explore this assumption, a study analyzed and compared video game preferences including genre, platforms, and playing frequency of 378 undergraduate males and females in various academic majors. This session presents the study's findings.
- Chancellor 2/3** *Leading with Culturally Responsive Strategies for Promoting Inclusive Education - Dorothy F. Garrison-Wade and Vernita Mickens*
This interactive workshop examines some of the effective communication structures for moving a school community toward inclusive environments. Through a real-life case study, workshop participants are invited to engage in discussion to gain a better understanding of culturally responsive practices and research-based strategies for creating inclusive education environments.

10:30 – 10:55

- Regent B** *Laboring in a Globalized World: Women Leaders Networks - Teri Marcos*
Globally, women are addressing complicated issues that affect the fabric of their personal and professional communities. A proliferation of courageous women's groups is emerging all over the world. From Peru, to Uruguay, Cambodia, Thailand, Ghana, U.S.A., and Nepal, eight groups are highlighted as offering hope for change.
- Regent C** *25 Tips for Finding Education Resources - Sharon Kenan*
This session provides tips for locating credible education resources. Topics include selecting appropriate online databases; conducting effective searches; understanding search terminology; using Boolean operators; finding reliable internet sources; and accessing articles in Google Scholar.
- Regent D** *In Their Own Words: Latina Success in Higher Education - Brent Cejda*
Latinas have the lowest high school graduation rates of any racial or ethnic group; thus, they have a low rate of participation in higher education and a low rate of baccalaureate completion. This presentation draws upon interviews with 36 Latinas who completed a bachelor's degree between 2003 and 2006. The participants provide valuable insight regarding the paths they followed to success in higher education.

- Regent E** *At Ruth's Table: Intentional Conversations among Practicing and Aspiring Women Leaders - Jean Haar, Candace Raskin, and Jerry Robicheau*
This session focuses on how one university collaborated with a professional organization to intentionally address underrepresentation of women school leaders. The method used to engage practicing and aspiring women leaders was to frame World Café conversations around key topics identified by effective women leaders.
- Regent F** *Know Before You Go! Research University Educated – Regional University Employed – Sharon Hoffman and Marilyn L. Grady*
This session presents the similarities and differences of an educational leadership faculty position in a Research University and a Regional University, both serving doctoral students. Mission, student demographics, resources, culture, expectations, peers, research, and responsibilities are some of the topics addressed in this session.
- Chancellor 1** *Online Harassment of Administrators by Students - Gretchen Oltman and Donald Uerling*
School administrators have long been the subject of public criticism, but in today's online culture, some school administrators are facing inaccurate, scathing, and even personally harmful comments posted online by students. The presenters will discuss recent case law dealing with online free speech issues in situations where school administrators have been the subject of a student's rage. As part of the discussion, the presenters will provide advice to practicing administrators on how to best deal with online public criticism by students.
- Chancellor 2/3** *Experiences of Mixed Race Students in Public Schools - Germaine Huber*
This session provides a summary of interviews of mixed race adults 19 years and older who reflected on their K-12 school experiences. Findings from the interviews may help formulate strategies to assist teachers, counselors and other helping professionals to work more effectively and be more sensitive to the challenges and celebrations of this growing population of individuals and their families.
- 11:00 – 11:25**
- Regent B** *Results-Based New Teacher Induction Models - Christina Warner*
A comprehensive induction program can help new teachers improve practice, learn professional responsibilities, and positively affect student learning. These benefits can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success. This session focuses on successful initiatives that support new teachers in urban school settings.
- Regent C** *"Motion Leadership": A Key for Organizational Transformation and Innovation within Teacher Education -Ginger Zierdt*
This session presents how one university has activated the eight elements and two underlining communication concepts of "Motion Leadership" to move a transformational teacher education initiative forward. Specific examples and strategies are illustrated for each element, along with success stories and vignettes of "opportunities-for-improvement."
- Regent D** *Children on the Move - Julie Gaddie*
This session is designed to help school professionals better understand the needs of children just passing through. The United States, with about one fifth of the population moving annually, has one of the highest national mobility rates in the world. Examining the impact of changing schools on the academic attainment and social capital development of children who are on the move in the public school systems across America is this session's focus.
- Regent E** *Women in Positions of Influence: Exploring the Journeys of Female Community Leaders - Mary Pflanz*
This session focuses on themes found in a study of three women who are leaders within the community. The stories of their individual and collective journeys are shared, providing an illustration of the successes and achievements of female community leaders.
- Regent F** *Satisfied Superintendents - Zachary Kassebaum*
This presentation examines the current state of the superintendency. Both the incentives and disincentives of the position are described. The current superintendent shortage will be discussed.
- Chancellor 1** *Developing a Culture of Caring and Collaboration in Response to Large-Scale Change - Patricia Hoffman, Anne Dahlman, and Kathleen Foord*
This session focuses on the process of transforming a department from individual competition to collaborative research and co-teaching. Presenters outline the key elements that fostered this transformation including building trust, engaging in collaborative inquiry, capitalizing on individual strengths and interests, focused planning, and celebration.
- Chancellor 2/3** *Make Time for Books... What's on Your Bookshelf? - Theresa Ourada and Tanya Hilligoss*
Being equipped with a repertoire of motivational resources is important because leaders encourage others and ultimately impact how they lead. An essential element of leadership is to draw upon the skills of others to achieve excellence which will inspire others to do the same. This session will highlight books that are "must-haves" for any educational leader.

11:30 – 11:55

- Regent B** *Conducting Research with Individuals who have Intellectual Disabilities: Ethical Considerations and Strategies – Sarah Hall*
It is important for research to give voice to people with intellectual disabilities (ID). Confidentiality and other ethical issues arise because they are considered a vulnerable population. This session presents strategies to develop interview protocols, gain access to participants, communicate with review boards, and conduct interviews with people with ID.
- Regent C** *Pathways to Educational Administration - Kathy Wesley and Marilyn Grady*
This session describes the career trajectories of 20 educational administrators interviewed regarding the pathways they took leading to their current positions.
- Regent D** *Career Advancement of Women Academic Administrators in Indonesian Higher Education: Motivation and Challenges – Cecilia Murniati*
This session presents the findings of a qualitative study on the career advancement of women senior academic administrator in higher education in Indonesia. This presentation highlights how women senior academic administrators in Indonesia perceive gender inequality and reports on their individual experiences and struggles to succeed in their career.
- Regent E** *Middle of Nowhere to Somewhere! - Melody Schopp*
The presenter in this session describes her journey from small town school teacher in the middle of nowhere to Deputy Secretary of Education. A tale of people and events along her path giving her the courage to open new doors and embrace opportunities is the focus. The session is meant to encourage other women to dream big and to reach for the stars!
- Regent F** *Developing Excellence in Academic Leaders (DEAL): A Home-Grown Program Model - Heidi Sherick*
This presentation shares the lessons learned from the first-year implementation of a university's leadership development program. DEAL was formed with the purpose of creating a positive culture of leadership and enhancing leadership capacity by deepening the university's talent pool of leaders.
- Chancellor 1** *About Retention: The Importance of Multi-Level Discussions in Higher Education – Eva Burns Bachman*
Retention of undergraduate students has been the focus of discussions in higher education for decades. Although doctoral education has experienced an equal if not higher risk of attrition in programs, discussion of doctoral student retention has only recently occurred. This session will focus on the importance of having multi-level discussions about retention.
- Chancellor 2/3** *Low Alcohol Usage at HBCUs: What is Motivating African American Males to Succeed? - Tasha Billie*
This session discusses programs and initiatives at selected historically black colleges and universities (HBCU) that are geared toward retaining, motivating, and challenging African American males to be positive examples on campus and obtain a college degree. This presentation stimulates dialogue about how selected programs may be implemented at other institutions.

12:00 – 12:25

- Regent B** *Student Ambassadors – Karen Kassebaum*
College recruiters traditionally target white students who either have high ACT or SAT scores, educated parents or wealth. There has been a definite shift in recruitment and access practices since the Supreme Court's decision in 2003 that allowed universities and educational institutions to use race as a factor in admitting prospective students. Prior to the Supreme Court's decision in 2003, African Americans attended Historically Black Colleges & Universities (HBCU's) and Native Americans attended Tribal Colleges & Universities (TCU's) and, Latinos attended Hispanic serving colleges & universities (HSP's). The purpose of this narrative study is to tell a vivid story of diverse student ambassadors' experiences recruiting for diversity at a predominately white institution. Perrin (2010) states that diversity is not just about acknowledging differences but is about fully leveraging those differences.
- Regent C** *Service Lessons Learned from Mayo Clinic: A Qualitative Study Exploring Implications for Education - Jolene Palmer*
The Mayo Clinic is well known worldwide for their medical expertise and their strong commitment to service as an organization. Their core value is, "the needs of the patient come first." This session explores the meaning of service at the Mayo Clinic and begins to identify implications for education.
- Regent D** *Women Community College Chief Academic Officers: Who Are They? - Melanie O. Anderson*
Many women are currently serving as chief academic officers at community colleges across the United States. They have taken a significant leadership role in these organizations. This session examines the demographic information and environmental factors for these women leaders.

- Regent E** *State-Wide Analysis and Implications of Increasing Numbers of Women at Nebraska Colleges and Universities - Carna Pfeil and Barbara McCuen*
From college-going rates to the number and percentage of degrees earned, women are outnumbering men in postsecondary education. Women are also an increasing percentage of the faculty in higher education. This session presents a summary statewide gender analysis of college-going rates in Nebraska high school students, Nebraska college enrollment, degrees awarded at Nebraska postsecondary institutions, and faculty positions at Nebraska colleges and universities. This analysis includes comparisons to national statistics and a discussion of the cultural, economic, and educational leadership implications of these important trends.
- Regent F** *Lessons Schools and Principals Can Learn from High Reliability Organizations - Connie L. Fulmer and Amir Nizami*
This presentation compares public schools to high reliability organizations (HROs) and shows how schools can foster employee engagement, communication, and a process of collective mindfulness through which the organization can emulate HRO processes and practices, thereby creating the interactions necessary to maintain reliable operations and reduce the risk of catastrophe.
- Chancellor 1** *Reconstructing Barbie: A Creative Body Image Workshop - Janice Deeds and Casey Tallent*
How do you combine thrift store dolls, fabric scraps, and social influence theory to engage students in powerful reflections about body image and self-esteem? Learn to facilitate hands-on workshops that open discussions about popular culture, gender expectations, and healthy/disordered eating in this session.
- Chancellor 2/3** *Investigating Connections: Self-Efficacy, Women, and the Leadership Values They Hold - Julie A. Carlson*
Women's perceptions of their own leadership capabilities can influence their performance, especially when faced with role and gender stereotypes. This session presents a two-year study's examination of the changing levels of leadership self-efficacy in women and the leadership values they hold after participating in a graduate-level course focused on women's leadership issues.

LUNCH – Hotel Atrium 12:30 – 1:25

1:30 – 1:55

- Regent B** *Ways Parents Labeled “Indifferent” or “Reluctant” Define Parental Involvement - Jocelyn Perkins*
Parents support their children beyond school-based activities that contribute to their children's educational experience in many ways. This session demonstrates how gender, race, access, class and equity (G.R.A.C.E.) shape how parents enact their involvement.
- Regent C** *Educational Pathways for Low-Skilled Adults: Overcoming Persistent Barriers to Success - Rich Torracco*
Educational attainment among working-age adults in the U.S. is declining. Eighty-two percent of ninth graders are lost at the “leakage points” along the educational pipeline, including a growing number of adults. New programs, called “career pathways,” have been developed to meet the distinctive educational needs of low-skilled adults. However, problems have become apparent in some programs that hinder the success of participants. This session examines three persistent problems encountered by programs for low-skilled adults and discusses what might be done to resolve them.
- Regent D** *Developing Cultural Attitudes in Teacher Candidates - Victoria Valentine*
This session features findings of a study on the development of cultural attitudes in teacher candidates who participated in a cross-cultural service-learning intervention experience on a Lakota Indian Reservation. Quantitative and qualitative data indicating significant changes in the cultural attitudes of participants are discussed.
- Regent E** *Using Results from the VAL-ED Assessment for Leadership in Education to Plan for Gains in Student Achievement - Connie L. Fulmer*
An overview of 360-degree evaluations used for assessing organizational leaders generally and for use with school leaders specifically is presented in this session. The VAL-ED Assessment is featured and data from one administration of that tool (principal, the principals' supervisor, and teacher data) are used to identify strategies for improving student achievement.
- Regent F** *Women and the Science Culture - Jody Hubbell*
The focus of this session is how the science culture affects women in STEM fields. Recent controversial examples of inequity toward females in the sciences will be presented. The session also includes an interactive activity.

Chancellor 1 *The "Miss Latina" Support Group: A Higher Education-Secondary Education Partnership to Empower Young Women - Belinda Hinojos and Jan Deeds*
 Collaboration between a local middle school and a university women's center created a support group for "at-risk" Latina students. The "Miss Latina" weekly support group integrated culture and gender into key topics selected by the students. Issues in developing this partnership and outcomes for the group are presented in this session.

Chancellor 2/3 *Perspectives of Higher Education Business Unit Leaders on the Creation and Implementation of a Strategic Plan - Jody Woodworth*
 Higher education has a duty of accountability to the public, governmental and private sources of funding with a direct movement toward concepts of efficiency and accountability. This qualitative study revealed the perspectives of higher education business unit leaders on the creation and implementation of a strategic plan. The study revealed the established elements of planning used, modifications needed and gaps in the strategic planning models.

2:00 – 2:25

Regent B *African-American Women in Higher Education: A Dual Sword, the Double Whammy, or Twice Blessed? - Cynthia Gooch*
 This session addresses whether or not race supersedes gender in matters of higher education leadership. Questions to be discussed are: Is one attribute more dominant regarding decision making, leadership style, mentors and career? Why are Black women often subtly encouraged to choose which banner to prop up? What have been obstacles with regard to gender and race and how have the obstacles been overcome?

Regent C *Gendered Leadership Preferences: A Thematic Analysis of Focus Group Findings - Liesl Eberhardt*
 This study was based on focus group research and thematic analysis to explore perceptions of women leading in corporate organizational and higher educational contexts to gain an understanding of women in leadership. Relationships between leadership styles and gender roles are explored.

Regent D *The Evolution of Ambition in Women - Gina Toman*
 The Merriam Webster Dictionary (1997) defines ambition as "An eager or strong desire to achieve something." Unfortunately, the desire for achievement by women is not always viewed in a positive light. The history of ambition in women, as well a survey of the literature on women's ambition, is presented in this session.

Regent E *Transforming a School District's Professional Development Program - Sandra Gaspar*
 This session reports findings and recommendations from a mixed methods study designed to describe the transformation of a school district's professional development program. Actions that school leaders took to dismantle a traditional, workshop-based program and replace it with a model designed to create professional community and strengthen teacher leadership will be described.

Regent F *Expectations of Women Presidents vs. Male Presidents in Higher Education - Kathleen V. Davis and Frankie K. Williams*
 A qualitative study of four sitting University/College Presidents, two male and two female, is this session's focus. Expectations placed upon the study participants by way of board of trustees, cabinet, faculty, staff and self are shared. Results from the study are compelling and yet, in some cases, quite predictable.

Chancellor 1 *The Need for Virtual Leadership Development - Tami Moskal*
 Higher education has a responsibility to prepare students for their futures, which includes virtual work environments and virtual teams. Instructors need to use technology to model and to teach virtual leadership. Researchers have a responsibility to explore the methods and environments in which such teaching and learning occurs. These are the topics of this session.

Chancellor 2/3 *Student Athletes Make it to Home Base Off the Field: A Review of the Literature on the Hypersexuality of Student Athletes - Amanda Kinkade*
 This session offers a review of the literature pertaining to the hypersexuality of student-athletes. It focuses on current trends, common themes that connect research, and provides connections to student-development opportunities.

2:30 – 2:55

Regent B *When You Have an "S" on Your Chest... - Cynthia Gooch*
 Family, school, football mom, career, church, associations/organizational involvement, publishing, conference participation/presentations... What are hobbies and a social life? Having work/life stability was an emerging theme in a recent study that explored successful career paths of women who were previously or currently community college presidents. This interactive session will share what they reported and is certain to be of benefit to all women in higher education by providing strategies for successful work/life balance.

- Regent C** *Moving Beyond the White Male Theoretical Framework: Implications for the Use of W.E.B Du Bois in Educational Research – Rachelle Winkle-Wagner and Aundrea Duncan-Wagner*
Higher education continues to diversify while the theoretical frameworks often used in educational research remain centered on the ideas of White male theorists. This presentation will offer an alternative theoretical framework from sociologist, W.E.B. Du Bois along with examples of the use of these ideas in research with underrepresented students.
- Regent D** *Dissecting the Needs and Curriculum Challenges in the Special Education Classroom - Lori Piowski.*
This session explores the struggles that special educators have in creating curriculum for pull out special education classes--from student selection, research-based curriculum or lack of curriculum provided, expanded job responsibilities, State Testing and AYP implications, research vs. practice in special education instruction, and data usage to drive instruction and IEP goals.
- Regent E** *Ascent to the Superintendency: Showing Women the Way - Sandra Watkins and Vicki VanTuyle*
This presentation focuses on the barriers and challenges women experience in their ascent to the superintendency, as well as the challenges they face as sitting superintendents. Current research, along with tools and techniques, are shared.
- Regent F** *Getting Ahead - Barbara Duncanson*
Many programs and policies focus on helping low-income students gain access to higher education. However, access alone does not ensure success. This presentation describes how one community college is using a program entitled Getting Ahead to help students from generational poverty build resources to succeed in college, work and life.
- Chancellor 1** *High Expectation No Matter What: A Multiple Case Study – Olha Ketsman*
This session presents findings from a multiple case study of high school Spanish classes and expectations of teachers and students in them. Findings of the study revealed that expectations shape learning processes in Spanish high school classrooms, and therefore, contribute to student's achievement and behavior in those classrooms.
- Chancellor 2/3** *Mother-to-Mother: A Cry for Educators to Enhance Foster Mothers' Support of Birth Mothers - John Palladino*
The goal of this qualitative research project was to determine how early special education teachers (N=50) advocate for foster care toddlers with disabilities. Findings indicated that educator bias might cause a rift between foster and birth mothers. The session focuses on the discussion of the role of female leadership in resolving the problem.
- 3:00 – 3:25**
- Regent D** *Swimming Upstream: Female Superintendents in Rural Schools – Jeanne Surface*
The challenges to the rural superintendent are intensified by limited resources, personnel shortages, population decline, poverty and quantifiable accountability. A female at the hub faces additional challenges because of her gender and she often finds herself swimming upstream.
- Regent E** *Gender Differences: Perceptions of School Board Members' Roles, Relationships, and Responsibilities - Sandra Watkins and Vicki VanTuyle*
Join this lively presentation on research conducted in Illinois regarding differences between female and male school board members' perceptions of roles, relationships, and responsibilities of school board leaders. In addition, data are shared regarding challenges and barriers of board campaigning and current challenges of "sitting" board members.
- Regent F** *Understanding the Family Educational Rights and Privacy Act (FERPA) - Erin Sayer and Donald Uerling*
What is an educational record? What can I say? These are common questions for parents, educators, and administrators concerning student records. This session explores the Family Educational Rights and Privacy Act (FERPA), which protects educational records of students. Resources are also presented for understanding and applying the law.
- Chancellor 1** *Unintended Benefits: Understanding the Impact of Educational Policy on Student Achievement – Tracy L. Mitchell*
This presentation examines the impact of No Child Left Behind on the teaching and learning environment in several large, urban school districts. Did No Child Left Behind achieve its goal of eliminating or closing the achievement gap and what are the unintended benefits of this educational policy, if any?