

WELC

Women in Educational Leadership Conference

October 2-3, 2011

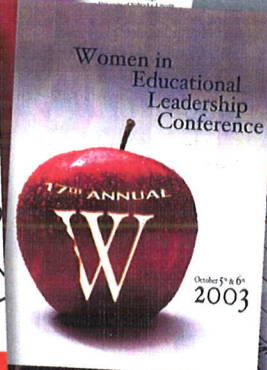
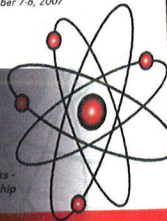
1986 - 2011

25

years



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



WELC

Women in Educational Leadership Conference

Conference Overview

Sunday, October 2

4:30 – 5:30 p.m.
Regent C/D/E/F

Registration

5:30 – 7:00 p.m.
Regent C/D/E/F

Welcome and Introductions

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

7:00 – 8:00 p.m.

Kitchen Wisdom: Recipes as Culture and Memory

Jennifer Cognard-Black, Ph.D
Associate Professor
Department of English, and Coordinator
Women, Gender, and Sexuality Program
St. Mary's College of Maryland

8:00 – 10:00 p.m.
Regent C/D/E/F

Reception and Conversations

Monday, October 3

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

Message from Dean Marjorie Kostelnik
College of Education and Human Sciences

Keynote Presentation

Smart Girls in a New Millennium

Barbara Kerr, Ph.D.
Williamson Family Distinguished Professor
Of Counseling Psychology
University of Kansas

9:30 – 12:25 p.m.

Concurrent Sessions I

12:30 p.m.

LUNCH—Hotel Atrium

1:30 – 4:00 p.m.

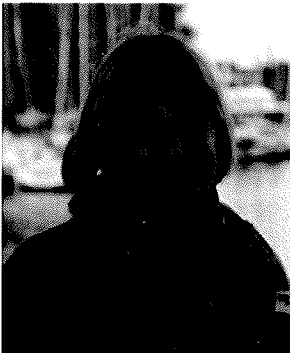
Concurrent Sessions II

Keynote Speakers



Jennifer Cognard-Black, Ph.D.

Dr. Jennifer Cognard-Black is an award-winning writer of the literatures of food, feminist essays, short fiction, a writing textbook, and critical studies of women writers. Her critical work includes articles in *Ms. Magazine*, *College English*, *American Literary Realism*, and the *Popular Culture Review* as well as four books: a study of cultures of letters among women writers, *Narrative in the Professional Age* (Routledge 2004); a writing textbook, *Advancing Rhetoric* (Kendall / Hunt 2006); an anthology of letters by women writers, *Kindred Hands* (University of Iowa Press 2006); and a forthcoming anthology of food writing, *Words Rising: The Making of a Literary Meal* (University of Nebraska Press 2012). Cognard-Black has received a Fulbright, the Norton T. Dodge Award for Creative and Scholarly Achievement, and has been nominated for a Pushcart for her short fiction, which appears under the pen-name J. Annie MacLeod in many literary journals such as *Another Chicago Magazine*, *The Magazine of Fantasy and Science Fiction*, and, most recently, *So to Speak*. She earned a M.A. in creative writing at Iowa State as well as a Ph.D. in Victorian women writers at Ohio State and currently coordinates the Women, Gender, and Sexuality Program as well as teaches fiction writing and nineteenth-century literature at St. Mary's College of Maryland. In addition to writing and teaching, Cognard-Black is ever perfecting recipes for her special topics class on the literatures of food, *Books that Cook*.



Barbara Kerr, Ph.D.

Dr. Barbara Kerr holds an endowed chair as Distinguished Professor of Counseling Psychology at the University of Kansas and is an American Psychological Association Fellow. Her M.A. from the Ohio State University and her Ph.D. from the University of Missouri are both in counseling psychology. Her research has focused on the development of talent, creativity, and optimal states, while training psychologists and counselors to be talent scouts who provide positive, strengths-based services. She founded the Guidance Laboratory for Gifted and Talented at the University of Nebraska; was Associate Director of the Belin-Blank National Center for Gifted and Talented at the University of Iowa; and co-director of the National Science Foundation projects for talented at risk girls at Arizona State University. She is editor of the recent *Encyclopedia of Giftedness, Creativity, and Talent Development*, and author of *Smart Girls: A New Psychology of Girls, Women, and Giftedness*; *A Handbook for Counseling Gifted and Talented*; co-author of *Smart Boys: Talent, Masculinity, and the Search for Meaning, Counseling Girls and Women* and over one hundred articles, chapters, and papers in the area of giftedness, talent, and creativity. She currently directs the Counseling Laboratory for the Exploration of Optimal States (CLEOS) at the University of Kansas, a research through service program that identifies and guides creative adolescents. Barbara Kerr has two adult children in creative professions and lives on a Civil War era farm where she engages in sustainable farming and natural horsemanship.



Dr. Marilyn L. Grady

Dr. Marilyn L. Grady is a professor of educational administration at the University of Nebraska–Lincoln (UNL). She is the author, coauthor, or editor of 24 books, including *Leading the Technology-Powered-School* (2011); *From Difficult Teachers to Dynamic Teamwork* (2009) with Brock; *Getting It Right From the Start* (2009) with Kostelnik; *From First-Year to First-Rate: Principals Guiding New Teachers* (2007) with Brock; *194 High-Impact Letters for Busy Principals* (2006); *20 Biggest Mistakes Principals Make and How to Avoid Them* (2004); and *Launching Your First Principalship* (2004) with Brock.

She is the recipient of the Stanley Brzezinski Research Award, the National Council of Professors of Educational Administration's Living Legend Award, the Donald R. and Mary Lee Swanson Award for Teaching Excellence, UNL's Distinguished Teaching Award, and UNL's Award for Outstanding Contributions to the Status of Women.

She received her bachelor's degree in history from Saint Mary's College, Notre Dame, Indiana, and her doctorate in educational administration with a specialty in leadership from The Ohio State University.

Dr. Marjorie J. Kostelnik



Dr. Kostelnik came to UNL in 2000 as dean of the College of Human Resources and Family Sciences. In 2003, Human Resources and Family Sciences combined with Teachers College to become one of the first colleges of Education and Human Sciences in the United States.

Receiving a bachelor of sciences degree in child development from the University of Pittsburgh, through the School of Health Related Professions, Dr. Kostelnik began her career working with Head Start before receiving her masters and doctoral degrees in Human Development and Family Studies from the Pennsylvania State University. She was on faculty at Michigan State University for 22 years, serving first as program supervisor of the Child Development Laboratories and then as chair of the Department of Family and Child Ecology. During her time in Michigan, she worked with educators in more than 100 programs inside and outside the United States designing developmentally appropriate curriculum, enhancing children's school readiness and working with teachers to develop positive child guidance strategies. She also won numerous teaching and service awards at MSU, including the MSU Teacher Scholar award and the MSU Teacher of the Year award.

An author of more than 40 articles and 16 books, Dr. Kostelnik has also taught a variety of classes at both the undergraduate and graduate levels, and her research focuses on early childhood education and community coalition building. She currently serves on the Lincoln Public Schools Community Learning Center Advisory Board (focused on before and after-school education), the Malaika Foundation Board (focused on global education), and the Dimensions Foundation Board (focused on nature education). She is also a member of the Leadership Lincoln Executive Series program advisory group.

Nationally, Dr. Kostelnik has served as vice president of the National Association for the Education of Young Children, treasurer and board of directors member for the Board on Human Sciences, and chair for the Great Plains Interactive Distance Education Alliance, a consortium of universities engaged in distance education. She is currently chair of the Great Plains IDEA Cabinet, a governing group for more than 50 universities focused on providing masters degrees through distance education to students worldwide.

WELC Women in Educational Leadership Conference

9:30 – 9:55

- Regent B** *A Collaborative Team Approach to Women's Health Research in a Leadership Focused Ph.D. Program*
– Rebecca Hartman, Mary Ellen Symanski, and Elizabeth Matteo
This session provides an overview of a doctoral study model based in a culture of community service and women's leadership. Key features of the program are explored using an example of a dissertation that emphasizes interdisciplinary collaboration and a holistic perspective on a multi-faceted women's health issue.
- Regent C** *Why and When Do Girls Opt Out of Leadership Opportunities?* – Sue Schlichtemeier-Nutzman, Sherry Sivey, and Carol White
A study of 700 Omaha area girls and boys ages 8-18 that examined barriers and facilitators regarding girls' participation in leadership opportunities is presented in this session. Findings demonstrate that gender differences do influence perceptions of girls as leaders and may continue to impact women as they move toward leadership ranks.
- Regent D** *A League of Their Own: What Can Schools Do to Increase Girls' Participation in the Physical Sciences?*
– Isabelle Cherney
Despite the rapid shifts in the education of women in the United States, there is still an underrepresentation of women in science, technology, engineering, and math (STEM) fields. This presentation highlights the latest research showing what factors account for that gender gap and what schools and parents can do to help girls.
- Regent E** *Forming Positive School & Community Partnerships* – Marlie Williams and Julie Gaddie
This session provides school leaders workable ideas to form school-community partnerships and to help principals become community liaisons in many areas, spanning education, healthcare, housing and economic stabilization for impoverished families.
- Regent F** *Developing Leadership Competencies in the Heartland* – Brent Cejda
Although many issues facing community colleges are similar, research identifies that rural community colleges face additional leadership challenges due to limited resources, geographic isolation, and static economies. This presentation focuses on the impact of location on the interpretation and development of the leadership competencies included in the AACC Leading Forward project. Suggestions for women who aspire to senior-level positions in rural community colleges regarding the implications to their career advancement in rural settings are also presented.
- Chancellor 1** *The Doctoral Student Voice: Perceptions of the Journey* – Eva Bachman
This session discusses the perceptions of midwestern university graduate students concerning the impact of administrative processes and personnel on their doctoral experiences. The results of a 2010 study pertaining to these experiences are also presented.
- Chancellor 2/3** *How "Hard-To-Reach" Populations Support Their Children's Educational Experiences* – Jocelyn Perkins
Experience a Grounded Theory method study that explores the definition and parameters of involvement from the perception of parents who self report as "reluctant" or "resistant." This session presents the context, beliefs, and theoretical views that lead parents in a large urban school district to legitimize certain involvement practices and reject others.

10:00 – 10:25

- Regent B** *Leadership Response to State Policy Mandates to Combat Student Obesity in a Largely Hispanic Population – Marie Simonsson, Shirley Mills, and Lin Wang*
Texas was one of first states to mandate bills with the aim of increasing physical activity levels of elementary students. This session presents the findings of a mixed method research study that explored the response of leadership to the level of implementation of Texas Senate Bills 19 and 530.
- Regent C** *Summer Institute for Online Teaching: An Approach to Faculty Development – Suzanne Becking*
This session describes a professional development opportunity focused on enabling faculty to design pedagogically sound online courses. The Institute helps instructors new to teaching online 1) develop online teaching skills; 2) learn how to use a course management system; and 3) experience what it is like to be an online learner.
- Regent D** *High School Women: Christian Faith Experiences in a Public High School – Bernadine Knittel and Carole Makela*
Two female students' experiences in the public high school regarding their faith and its influence on their leadership roles on campus are shared in this session. The presenters discuss how these students' faith helped and/or hindered their leadership and school experiences.
- Regent E** *Sustaining and Growing a Feminist Counseling Service on a University Campus – Jan Deeds, Casey Tallent, and Belinda Hinojos*
For more than four decades, the University of Nebraska – Lincoln's Women's Center has provided counseling services from a feminist therapy model. Learn how these services evolved into an essential campus resource and training ground for several generations of counselors who now provide feminist therapy across the country.
- Regent F** *The Educational Pipeline – What's Happening in Nebraska? – Richard Torracco*
The Nebraska educational pipeline, rather than viewing K-12 and postsecondary education as separate entities, views student progress as a continuum leading from high school into postsecondary education and through to the completion of a degree. However, there are significant leaks at several points along the educational pipeline. This session discusses why so many are lost from Nebraska's education system and discusses what can be done to fix our leaky educational pipeline.
- Chancellor 1** *The Experiences of Mixed Race Students in an Urban Area – Gerry Huber*
One of the fastest growing segments of the U.S. population is the unique experiences of mixed-race students as they matriculate through K-12 education. This session provides an overview of a qualitative phenomenological study that seeks to examine the experiences, strengths, and challenges experienced by mixed-race students in relation to their racial and ethnic identity; their social and emotional experiences; and how these relate to their academic experiences within large urban public school areas.
- Chancellor 2/3** *Women in Leadership – New Roles & New Rules? – Kent Mann*
In the K-12 setting, the number of women in the superintendency and the building principalship continues to grow. This session presents an overview of possible reasons for this growth and some of the new emerging "rules" for women in leadership.

10:30 – 10:55

- Regent B** *Seeking Tenure? Consider the SoTL – Barbara Brock*
Are you seeking a fast track to tenure? If so, consider using the SoTL model of research. Although the primary purpose of a SoTL is the improvement of teaching and learning, the process can yield multiple benefits, including publications, presentations, improved course evaluations, and fulfillment of professional growth requirements. This session presents an explanation of the SoTL method, outlines benefits for individuals seeking tenure, and provides a practical model for development of a SoTL.
- Regent C** *Let Me Tell My Story – Deborah Jesseman*
Recent research has determined that individuals retain more information when instruction is delivered in a narrative rather than a lecture. With the growth of technology, digital storytelling is an emerging trend. This session touches on some of the research and basics of the Story and Narrative – Digital Style.

- Regent D** *The Chautauqua Institution: Transformative Professional Development – Marilyn Grady and Elizabeth Grady*
We had our first experience at the Chautauqua Institution during Summer 2011 through the encouragement and support of a key supporter of the Women in Educational Leadership Conference. This session includes the history and mission of the Chautauqua Institution and a description of the incredible opportunities available to Chautauqua participants. Enrichment, learning, and self-improvement are hallmarks of the experience.
- Regent E** *“Nice Girls Don’t Ask” and Other Fallacies: How Young Women Perceive Assertiveness – Ginny Curley*
Studies have shown that pay inequities stem from discrimination and a harsh reality: women often avoid negotiating their salaries. This session reports the findings of a pilot study with female high school students and how they described assertiveness, ideal learning environments, and the road to confidence.
- Regent F** *Creating Safer Systems for LGBTQA Students in Higher Education – Pat Tetreault*
National and local data are presented in this session regarding campus climate and needs at college and university campuses along with ways to improve climate and meet student needs.
- Chancellor 1** *Support for New Teachers in an Urban School District – Christina Warner*
A comprehensive, effective, and intentionally planned induction program can help new teachers improve practice and increase student learning. This session highlights the work that is being done to support new teachers in one of the largest school districts in the nation. Findings from interviews conducted with central office administrators, principals, mentors, and new teachers are shared.
- Chancellor 2/3** *Using a Fall Norm-Referenced Test to Predict Performance on the Spring State Test and Inform Remediation Decisions – Carina McCormick*
This session outlines steps districts and schools can take to more effectively utilize results from a fall norm-referenced test to predict performance on a spring state test. Demonstrations of how relatively simple statistical procedures can produce valuable data that can inform efforts to improve state test performance are also presented.
- 11:00 – 11:25**
- Regent B** *Who Benefits? Examining the Texas Top Ten Percent Plan from a Critical Race Theory Perspective – Rosemary Edzie and Rachele Winkle-Wagner*
As a result of the late 1990s Supreme Court decision in *Hopwood v. Texas*, 78 F.3d 932 (5th Cir. 1996), the use of race in the college admissions process was deemed unconstitutional. Policymakers devised a “race neutral” alternative to affirmative action, crafting the Top Ten Percent Plan that guaranteed admission to all Texas high school graduates who were in the top 10% of their graduating classes. In this presentation, the Texas Top Ten Percent Plan is examined through a Critical Race Theory perspective.
- Regent C** *What It Takes to “Teach” Online – Mary Culver*
This interactive session provides a literature review in the area of online teaching, including methods, style, and format most likely to produce actual “learning” rather than simple “completion.”
- Regent D** *School Choice: Déjà vu or Free Market Enterprise? – Sharon Hoffman*
Segregation academies in the Deep South during the 1970s were a means of circumventing *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954). This session presents common characteristics of southern segregation academies from the past and examines those reoccurring characteristics in contemporary alternative school configurations of choice, particularly as it relates to school funding.
- Regent E** *Life Changers: Epiphanies and Turning Points of Five Female College and University Presidents – Gina Toman*
This session explores the life epiphanies and turning points of five female college and university presidents. The significance of these experiences is addressed within the context of the study’s findings. A survey of the literature on epiphanies and turning points in the lives of leaders is also presented.

- Regent F** ***The Importance of Personal Strategic Plans – Jodi Cahalan***
 We wouldn't dream of running our organizations without using our mission statements and core values to shape our strategic plans. Attend this session if you are interested in learning more about creating personal strategic plans using these corporate tools and strategies in our personal and professional lives.
- Chancellor 1** ***Developing the Teacher Leader – Melia Franklin***
 In times of decreasing budgets and increasing demands, schools are asked to do more with less. Nowhere is this truer than in the rural school. How do schools combat these overwhelming and conflicting realities? By developing the teacher leader! Come hear at this session how to best build your teacher leaders.
- Chancellor 2/3** ***Accountability in School Systems – Tracy Mitchell***
 This session will provide a historical snapshot of the evolution of the accountability system under No Child Left Behind.

11:30 – 11:55

- Regent B** ***Cross Walking Diffusion of Innovation Theory and the Nine Essentials of Professional Development School (PDS) Partnerships – Ginger Zierdt***
 This session presents the essential strategies used by one Midwestern PDS partnership during the past ten years in effectively cross walking diffusion of innovation theory with the nine PDS Essentials in leading toward the vision of creating a coherent, unified E-20 system with teacher preparation at the core.
- Regent C** ***Who Are the Instructional Designers in Higher Education? – Tami Moskal***
 Research has focused on competencies needed of instructional designers in order to work in corporate and industrial organizations. This session investigates the preparation of and competencies possessed by instructional designers, specifically in higher education, in order to answer the question, "Who are the instructional designers in higher education?"
- Regent D** ***Developing Ethical Faculty Using Mentorships and Journaling – Rebecca Wentworth***
 Novice teachers are often placed in the awkward position of having to navigate ethical contexts that are vague, confusing, and filled with land mines. To facilitate ethical integration, this workshop instructs veteran mentors in the use of journaling as a method of aiding in new teacher acculturation.
- Regent E** ***When You Wear an "S" on Your Chest...An Exploration of Strategies for Women in Higher Education to Achieve Work/Life Balance – Cynthia Gooch***
 Having work/life stability was an emerging theme in a dissertation that explored successful career paths of female college administrators. This interactive session shares how participants found satisfaction in both personal and professional arenas, what literature disclosed, and a discussion of beneficial strategies for women in higher education.
- Regent F** ***Social Constructs of Family Structure, SES, Gender Expectations, Ethnicity, and Ethical Decision Making Found in Children's Choices Award Winning Books – Anita Pankake and Shirley Mills***
 This session addresses context and character issues related to the social constructs of socio-economic status, family structure, language differences, gender, racial and ethnic influences and social, emotional and special needs, and ethical decision making found in three years of Children's Choices Award winning books. Analysis includes both quantitative and qualitative methods.
- Chancellor 1** ***A Study of Motivation Related to Women in Nontraditional Occupations – Kathy Wesley***
 Women face significant barriers to their full and effective participation in nontraditional occupations. This session invites an open discussion concerning current doctoral dissertation research on how motivation inspired by mentorship contributes to the long-term success in the nontraditional career paths of women.
- Chancellor 2/3** ***Special Education Teacher Persistence – Sally Thorp***
 In a field where 50% of the educators leave the profession within 5 years, what factors lead to the retention of special education teachers? In this session, factors contributing to special educators' decision to remain are reviewed.

12:00 - 12:25

Regent B

Make Your Research Fun and Professionally Rewarding with the Critical Incident Technique – Miles Bryant

This session presents an overview of a long standing research design that can be clearly structured, fun to carry out, and professionally rewarding. The Critical Incident Technique is rarely featured in books on research methods, yet has been employed by thousands of researchers in dozens of different fields. Come learn more about this research process that focuses on actual practice in applied settings.

Regent C

School District Mergers: Analyzing Changes in the Profile of General Fund Expenditures – Michael Jolley

This session discusses the evaluation of pre- and post-merger general fund expenditures for eighteen Nebraska school district mergers, identifying shifts in general fund expenditures.

Regent D

Perceptions of Belonging: A Qualitative Study of Latino Community College Students – Elizabeth Przymus

Latino students at community colleges are a rapidly growing segment in American higher education. Yet, retention and graduation rates of these students are astoundingly low. This session discusses a plan for researching an understudied area – the sense of belonging/connectedness experienced by Latino community college students.

Regent E

The Mentorship Experience: Lessons Learned from Junior Faculty Members – Sarah Hall and Rosaire Ifedi

This session presents the mentorship experience of three junior faculty members at a private mid-sized university and describes the impact it had on their development as faculty members. Suggestions are discussed for new faculty, mentors, and the university to enhance the mentorship experience for new faculty members.

Regent F

Mentoring Women in Higher Education: Strategies to Excel – Vicki VanTuyle and Sandra Watkins

True stories are better than fiction! Learn from the lived experiences of a former graduate student and her dissertation chair as they tell the story of their student-teacher relationship, collegial partnering, and supportive mentoring that resulted in achieving a position in higher education.

Chancellor 1

Herzberg's Two-Factor Theory of Motivation Revisited – Kevin Wesley

This session involves the discussion of a mixed-methods doctoral dissertation study examining worker motivation in a Nebraska manufacturing company. This study builds on the fundamental tenets of Herzberg's Two-Factor Theory of Motivation to provide insight into factors that motivate today's workforce. From this research, leaders and educators can develop new curricula for workforce training that incorporate the factors of individual worker motivation.

Chancellor 2/3

Pathways Out of Poverty – David Hamilton

This session reviews where the Lincoln Pathways out of Poverty grant program stands and discusses some of the interviews with students about why it has been such a tough road. The session also presents some new insights into improving future programs.

Lunch - Hotel Atrium 12:30 - 1:25

1:30 - 1:55

Regent B

The Impact of Early Education – Jody Isernhagen, Jackie Florendo, Valorie Foy and Diane Bruha

Preschools within an education system generally did not exist in Nebraska rural areas prior to 1990. However, one female superintendent engaged the community in developing a district preschool program targeting 15 "at risk" children; today it serves over 160. This session examines the impact early education had on student learning.

Regent C

Academic Capital Formation: An Emerging Theoretical Perspective for Educational Research – Renee Batman and Rachele Winkle-Wagner

Human, social, and cultural capital theories are often used in educational research to help explain issues of inequality and to rationalize outcomes of education. The theory of academic capital formation, however, intersects social, human, and cultural capital theories to better explain the underlying issues of educational equity in higher education. This presentation explores the emerging academic capital formation theoretical perspective and applies the theory to a research study investigating the purpose of land-grant institutions in the 21st century.

- Regent D** *Understanding, Encouraging, and Supporting Informal Teacher Leadership: A Qualitative Study – Jana Hunzicker*
This session presents research findings that describe how teachers learn to exercise informal leadership in the schools and districts where they work. Learn what informal teacher leadership looks like; how teachers learn to exercise informal leadership; and what school leaders can do to encourage and support teacher leadership during this session.
- Regent E** *Rethinking Achievement Ideology: The Intersection of Race and Gender in Higher Education Administration – Brenda Lloyd-Jones*
Inherent in our nation's social fabric is the widely held belief that anyone can attain success through education and hard work despite factors such as race and gender. This session presents a qualitative single-case-study highlighting the challenges that emerge from intersectionality as an African American woman senior-level administrator strives to realize her dreams in higher education.
- Regent F** *The Analysis and Distribution of Sports Cooperatives in Nebraska – Lesli Rawlings*
This session addresses Nebraska's declining rural population, which has reduced the number of students to support extracurricular activities in small schools. Some schools have addressed the problem by forming cooperatives. Special attention is given to the distribution of sports cooperatives in Nebraska.
- Chancellor 1** *Miss Latina II: Academic and Career Perceptions of Adolescent Latinas in an After-School Support Group – Belinda Hinojos*
Last year you were introduced to the Miss Latina support group, a higher education-secondary education partnership to empower young women. This year's session provides a brief follow-up and describes the academic and career aspirations of these young ladies, including their perceived supports and barriers.
- Chancellor 2/3** *Policy Implementation and Leadership Issues: Texas Senate Bills 19 and 530–Marie Simonsson, Shirley J. Mills, and Lin Wang*
The purpose of this mixed method research study was to investigate the level of implementation of Texas Senate Bills 19 and 530, mandating 30 minutes per day of moderate to vigorous physical activity, and assessment of fitness levels. Three levels of implementation (central office, campus and classroom) were analyzed.
- 2:00 – 2:25**
- Regent B** *Self Care for Pre-service Educators: A Trans-disciplinary Approach to Pre-Service Education – Maude Yacapsin*
This session highlights the importance of implementing self-care plans for student teachers during the pre-service semester. Self care has been recognized as a factor that leads practicing psychologists as well as graduate and intern students, to "personal and professional lifelong success" (Berry-Krazmien, et. al., 2006, p. 3).
- Regent C** *American Women and Girls in the 21st Century: A Profile – Barbara LaCost*
The presentation of a profile of American women and girls that focuses on five critical areas: demographic and family change, education, employment, health, and crime and violence. Women have made great progress in education and employment arenas but lack opportunity and wage equity. Women's health problems are growing in specific areas, and they are subject to specific types of violence. This profile will offer to all some perspectives to ponder as we engage in our educational endeavors that are expected to enhance our lives.
- Regent D** *The Female District Office Executive: Don't Get Thrown Under the Bus! – Sandra Watkins and Vicki VanTuyle*
This presentation focuses on the cultural and situational factors that lead to success or derailment in an executive position. Come join us and explore the role emotional intelligence plays in thriving, surviving, or dying as a female educational executive.
- Regent E** *Comparing Two Female Superintendents' First Years: Challenges and Successes – Jody Isernhagen*
This session compares and contrasts the experiences of two first-year female superintendents to examine the factors that impacted their initial year as superintendents. The session offers recommendations for skills and strategies that new superintendents should learn, as well as what situations to prepare for before entering this role.
- Regent F** *Culturally Responsive Teaching – Lori Piowski*
The changes in cultural demographics within our classrooms necessitates a new approach required within pre-service training to ensure effective culturally responsive teaching techniques in new teachers. A qualitative study that addresses the understanding of how university professors are embedding culturally responsive teaching strategies into pre-service teacher required courses to improve the quality of education for diverse learners is the focus of this session.

Chancellor 1 *It's NOT All Greek to Me: Do Multicultural and Traditional Greeks Understand Each Other? – Sammi Mosier, Lorena Zamarripa-Lovo, and Sara Sanchez*

Multicultural and traditional Greek organizations share a presence on campus but often lack awareness about each other. Limited research exists describing the interactions between these two Greek communities. This session discusses perceptions as barriers to collaboration between multicultural and traditional Greeks, based on results from a focus group-based research study.

2:30 – 2:55

Regent B *Service Lessons Learned from the Mayo Clinic: Exploring the Implications for Education – Jolene Palmer*

This session provides valuable reflections and perspectives gained during interviews with parents of school or college-aged Mayo Clinic patients. Findings of the study linking implications for education and what schools can do to improve their school culture through service are presented.

Regent C *A Wave of Change – Early Women Pioneers in Educational Reform – Maria Baxter-Nuamah*

This presentation focuses on several women in United States history who have shaped and influenced the country's educational systems during and since their time. Dialogue about these seminal women and others is also this session's focus.

Regent D *Women in Community Leadership – Mary Pflanz*

This qualitative research study explores the common features in the paths of women who have attained community leadership positions. Ten interviews were conducted and six core themes emerged from the stories collected. Themes include power vs. influence; inciting change; role models; challenges and obstacles; self-efficacy and identity; and effectual styles.

Regent E *Expand Your Professional Portfolio When Your College Downsizes – Amy Goings*

This session reviews a case statement that illustrates five inspirational stories of how community and technical college female administrators have expanded their professional portfolios even as their institutions were forced to downsize due to state budget cuts.

Regent F *Life Trajectories as a Reflective Tool for Women in Leadership – LaCreta Clark*

This session focuses on understanding our life journeys through the use of life trajectories. Participants are introduced to the phenomenological approach to understanding leadership and the use of life trajectories as a reflective tool.

Chancellor 1 *Internal Governance of New Degree Approval – Nathan Miller*

This session presents initial findings of a study that investigated internal processes for new degree approval at public, doctoral/research university-extensive institutions. While similarities between operations in participating schools were expected, institutional rules and state regulations resulted in differences. An understanding of these variations allows common or best practices to be detailed, providing information for process development and refinement.

Chancellor 2/3 *A Comprehensive Evaluation of One School System's Cultural Proficiency Training and Development Program – Marc Cohen*

As school districts across the United States continue to struggle with identifying ways to raise the bar and close the gap between the academic performance of students of color and their white student counterparts, one Mid-Atlantic school district has developed an approach that they believe will make a sustainable difference. In this session, initial research on this school district's endeavors is presented.

3:00 – 3:25

Regent B *Hidden Treasure: Experiences of Collegiate Adopted Women of Color – Natasha Billie*

This session discusses the initial phase of doctoral dissertation research on collegiate adopted women of color in the United States. The session provides an open format to allow for dialogue about adoption and its relevance to higher education, more specifically, student affairs.

Regent C *Digital Media and the Digital Divide: Access, Poverty, and Instruction – Suzanne Becking, Olha Ketsman, Kathy Wesley, Sharon Hoffman, and Marilyn Grady*

This panel explores how digital media has caused a divide for young people in our country. Discussion relates to issues derived from research on digital media and access, poverty, and instruction.

- Regent D** *Academic Freedom: Myths and Realities – Donald Uerling*
 Academic freedom is treasured in American education. Its principles serve to promote the pursuit of knowledge and the free exchange of ideas by both faculty and students, as well as to protect the autonomy of the academy from state authority. In public education, academic freedom is grounded in the First Amendment; in private education, academic freedom is grounded in contract and policy. But the protections of academic freedom are not absolute. This conference session explores the scope of those protections.
- Regent E** *Every College Student Needs Leverage into Leadership: Student Ambassadors Learn and Lead through Recruiting and Retaining Prospective Students – Karen Kassebaum*
 It is important to cultivate student leaders in a safe environment while encouraging them to lead and mentor prospective students. This session is designed for those who work with student groups and/or student organizations. Discussing the keys to teaching successful leaders to lead, mentor, and become lifelong leaders during their pre-professional years is the focus.
- Regent F** *A Portrait of International Students' Experiences – Anh Le*
 This session presents some of the major findings from a study that examined international students' experiences at a midwestern university. Different aspects of their student lives are also shared in this session.
- Chancellor 1** *The Support and Assessment of Part-Time, Adjunct Classroom Instructors – Miles Bryant and Michael Jolley*
 This interactive session both offers and solicits formative and evaluative practices aimed at helping the growing population of adjunct faculty members who contribute to the education of undergraduate and graduate college students.
- Chancellor 2/3** *N'Djamena English International School: Moving on Despite Everything Else – Bonodji Nako*
 This presentation describes the process and challenges of starting and running a school that strives to offer an international curriculum and instruction in the English language in a francophone and Arab speaking, politically unstable country with one of the highest illiteracy and poverty rates in the world.
- 3:30 – 3:55**
- Regent B** *Video-enhanced Instruction: Benefits and Challenges – Olha Ketsman*
 Target language videos provide an excellent context for learning a language and offer the unspoken visual clues common to conversational language. Videos can also be detrimental to students' learning if designed and introduced inappropriately. This session discusses issues related to effective design and integration of videos in the classroom.
- Regent C** *Merit Pay in Postsecondary Institutions – Anne Garreans*
 In this session, the parameters that contribute to the support and resistance to the use of merit pay of professional college salaries are presented. A comparison of the use of merit pay in private and public colleges is also discussed.
- Regent D** *Navigating the Labyrinth: The Rise of Christian Women in Higher Educational Leadership – Teri Marcos*
 This session presents women executives' views within the Council of Christian Colleges and Universities (CCCU) about the impact their spiritual formation has on their current leadership practice. Women college presidents, vice-presidents, provosts, associate provosts, and deans across the CCCU share their not-so-well-worn paths to executive leadership while balancing person and persona.
- Regent E** *What the Kids Are Wearing – Gretchen Oltman*
 An overview and discussion of recent cases and newsworthy events involving troublesome student t-shirt controversies in public schools is presented in this session. While First Amendment law seems to be well-established, students are finding new messages to wear on t-shirts and schools are firing back with questionable responses.
- Regent F** *Women in Non-Traditional Degree Programs: A High School To College Transition Program – Mariane Doyle*
 Freshman transition into college degree pathways from high school is challenging for all students. However, the data show that young women entering non-traditional college programs require supportive measures to ensure retention and success. This session addresses how successful transition, persistence, and graduation for these young women can be facilitated through support programs that include mentorships, peer support, and faculty involvement.