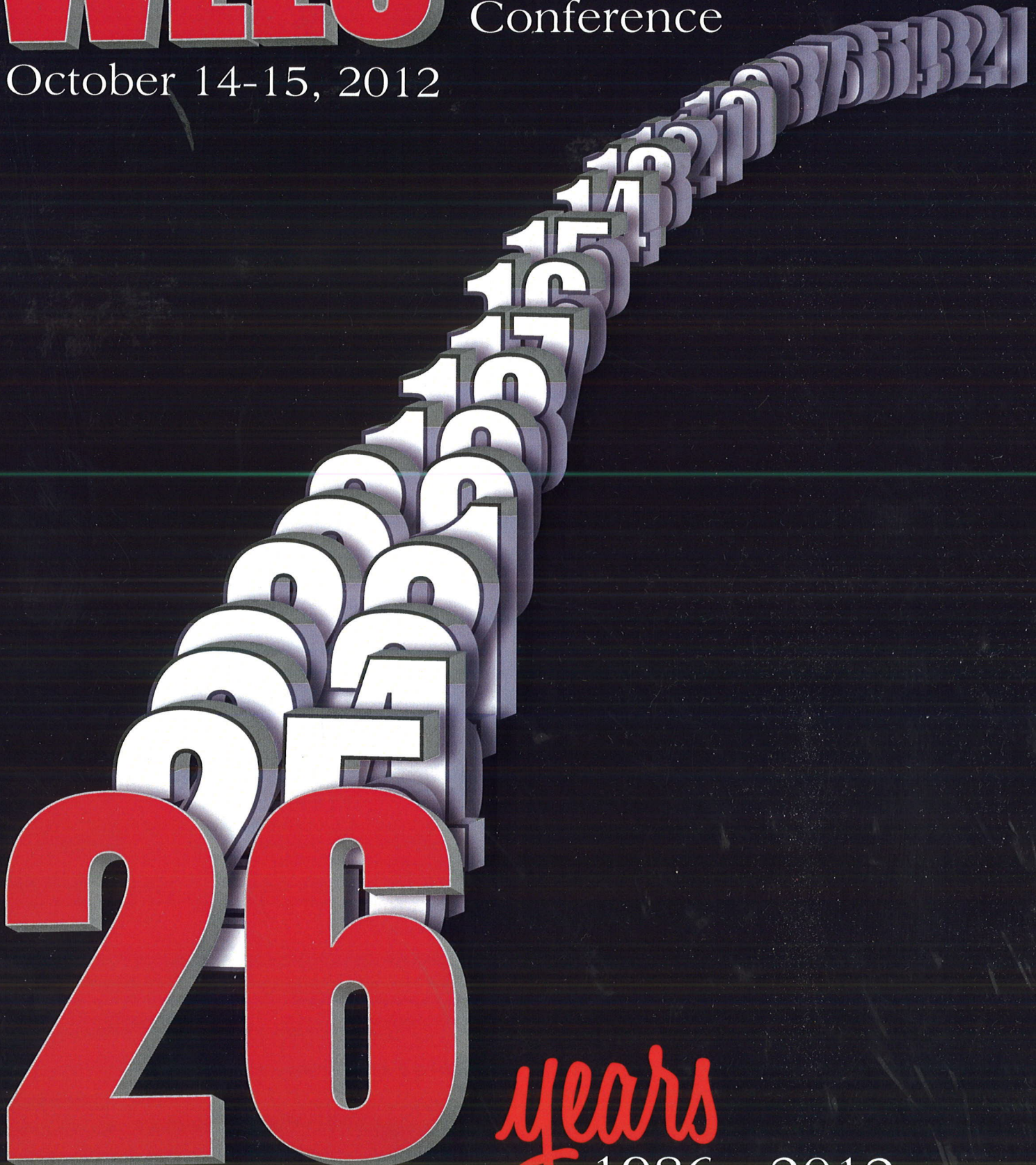


WELC

Women in
Educational Leadership
Conference

October 14-15, 2012



years

1986 - 2012

Research + Networks = A Source of Leadership



WELC Women in Educational Leadership Conference

Conference Overview

Sunday, October 14

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.

Katherine Haley, Ph.D.
Executive Search Consultant
Witt-Kiefer

8:00 – 10:00 p.m.
Regent C/D/E/F

Reception and Conversations

Monday, October 15

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

Brent Ceja, Ph.D.

Chair
Department of Educational Administration
University of Nebraska–Lincoln

Joel Martin, Ph.D.

Positively Powerful
Triad West, Inc.

9:30 – 12:25 p.m.

Concurrent Sessions I

12:30 p.m.

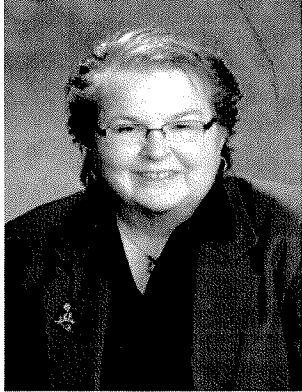
LUNCH—Hotel Atrium

1:30 – 4:00 p.m.

Concurrent Sessions II

Conference Founder

Dr. Marilyn L. Grady



Marilyn L. Grady is a professor of educational administration at the University of Nebraska–Lincoln (UNL) and the founder of the annual Women in Educational Leadership Conference. 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, UNL's Award for Outstanding Contributions to the Status of Women, the College of Education and Human Sciences' Faculty Student Mentoring Award, and The Corwin One Million Dollar Author Award.

Grady has held teaching and administrative roles in PK-12 school settings in Ohio and Illinois, in the Medical School at the University of Illinois at Champaign-Urbana, at the Dental College at The Ohio State University, and at Washburn University.

She received her bachelor's degree in U.S. history from Saint Mary's College, Notre Dame, Indiana, master's degree in Russian and German history from Eastern Illinois University, and doctor of philosophy in educational administration with a specialty in leadership theory from The Ohio State University.

Keynote Speakers



Katherine Haley, Ph.D.

Dr. Katherine Haley is an executive search consultant in Witt/Kieffer's higher education and not-for-profit practice. She conducts senior leadership searches, particularly at the presidential level, on behalf of colleges and universities. Kate brings personal experience and first-hand knowledge of today's higher education landscape to her executive search practice. Prior to joining Witt/Kieffer, Kate served as the first woman president of Gettysburg College, Gettysburg, PA. She has also held the positions of president of Whittier College, Whittier, CA; provost and professor of English at Kenyon College in Gambier, OH; and dean of graduate study and director of general education at Augustana College in Sioux Falls, SD.



Joel Martin, Ph.D.

Dr. Joel Martin is a behavioral scientist and specialist in Team Building, Leadership Development, Culture Change, Executive Communications and Diversity. She is acknowledged as one of the first women owners of a national full-service advertising agency, has earned a PhD in Communications, a Masters in Psychology and is a Wharton Fellow of Wharton Business School. She is the author of three books and the creator/producer of the Positively Powerful Woman Awards and The Conversation On Leadership Summits.

WELC Women in Educational Leadership Conference

9:30 – 9:55

- Regent B** *Nebraska's New Disappearing Student – Dave Hamilton*
Nebraska community colleges have recognized that students placed in remedial education generally do not succeed. They have begun to use cut scores to limit admissions to those most likely to be successful. This closes the door on students who have been out of the education pipeline for a period of time and those needing a second chance. Where will they go? This session addresses these issues.
- Regent C** *Applying Judicious Discipline: Creating a Climate of Respect through Intrinsic Motivation – Therese Kent*
This session presents a democratic school and classroom management model based on creating school rules and making discipline decisions from ethical, educational, and legal perspectives, allowing even the most challenging students the opportunity to thrive academically in an atmosphere of respect and dignity.
- Regent D** *Add a Book to Your Bookshelf – Theresa Ourada and Tanya Hilligoss*
As leaders, our charge is to motivate, inspire, and challenge others. We live in an ever-changing world of technological advances, yet we can think of no better way to stimulate scholars than to invite them to read a good book. One attendee will leave with a new book to add to their bookshelf.
- Regent E** *Lift as You Climb – Heidi Sherick*
This session highlights a proposed dissertation study investigating the process through which a new generation of higher education leadership is fostered. The purpose of the study is to identify the explicit, purposeful actions effective leaders employ to empower other leaders.
- Regent F** *Perceptions of Pre-K by Nebraska School Administrators – Jackie Florendo and Jody Isernhagen*
The long-term benefits of early childhood education supported by brain research affirm that quality early childhood education positively influences academic achievement. This session provides information about a research study that examined Nebraska school administrators' perceptions about Pre-K, its benefits, and its role in closing the achievement gap.
- Chancellor 1** *Unbreakable Divas: Building Life Skills with Female Students through an After School Program – Lisa Spencer*
Looking for ways to instill essential life skills in teenage girls? The Unbreakable Divas program provides female students with opportunities to grow, learn about each other, gain confidence, and give back to the community. This session presents an explanation of the group and provides a template for replicating the program.
- Chancellor 2/3** *Supporting Women Veterans in Higher Education – Corey Rumann*
Increasing numbers of women military service members and veterans are enrolling in college. This session will address challenges faced by women veterans and identify strategies to help facilitate their successful transitions.

10:00 – 10:25

- Regent B** *Ready or Not: Development and Implementation of a Community College Reading Program – Lisa Ebert and Shirley Davenport*
In response to a 2010 college readiness mandate from the Missouri Community College Association, Jefferson College set about instituting a campus-wide reading requirement. This session describes the institution's subsequent creation and implementation of a developmental reading program and the challenges and successes of that process.
- Regent C** *Don't Be Left Behind: The Importance of College Preparation for Low-Income and First-Generation Students– Allison Kinney-Walker*
This session focuses on the importance of college preparation activities for low-income and first-generation students to ensure that they are academically prepared for college. College access is no longer enough; low-income and first-generation students must have the academic skills to successfully complete college.
- Regent D** *Three New Women Deans – One Institution: Exploring Diverse Collective Leadership – Jean Haar, Brenda Flannery, and Kimberly Greer*
Women remain poorly represented in the academic deanship. University leaders at one Midwest institution recently changed their gender ratio by selecting three women to serve as academic deans. The deans share their career paths and describe their approaches to leadership in conjunction to diverse collective leadership.
- Regent E** *Cowgirl Up: Surprisingly Feminine Lessons on Leadership from an Arizona Rancher – Mary Culver*
This session describes the unexpected encounter with an octogenarian rancher that led to insights in the application of feminine leadership theories in life. The rugged rancher espoused female gender role traits necessary in personal, family, entrepreneurial, and community leadership. Mentoring, cooperating, listening, supporting, and celebrating mirrored transformative leadership, so crucial in schools today.
- Regent F** *Technology: An Emerging Source of Social Capital – Julie Gaddie*
In this session, participants explore the role of social capital in the formation of resiliency. The use of technology, social media and digital expression are also examined through the social capital lens and assessed as an emerging source of capital.
- Chancellor 1** *The Best of Both Worlds? Graduate Student Perspectives of Hybrid Courses – Sarah Hall and Donna Villareal*
This session presents the experiences and suggestions of graduate students regarding hybrid courses in order to understand the online and face-to-face elements of hybrid courses as well as the interaction between the two. Suggestions are discussed to enhance the development of effective online and face-to-face elements of hybrid courses.
- Chancellor 2/3** *Leading for Change: Using Culturally Relevant Pedagogy and an Arts Curriculum to Create Socially Just Schools – Donna Davis and Shirley McCarther*
The session presents the activities of several teacher-leaders who engaged in a culturally relevant teaching experience to enhance student learning. Through videotaped interviews, a view of their insights into the curriculum, their own students' level of engagement, and their own feelings about adopting an arts approach to learning are also shared.

10:30 – 10:55

- Regent B** *The Problem of the Academic Ronin – Miles Bryant*
Holger Bretjaupt observed in 2004, "In feudal Japan, a ronin was a warrior, a samurai without a master, who traveled the country offering his service to anyone in need of a sword for hire" (Bretjaupt, 2004, p. 831). The session develops an analogy using qualitative interview data from a contemporary study of adjunct professors in colleges and universities.
- Regent C** *Underprepared Community College Students' Transition to College: Nonacademic Factors that Influence Persistence – Ann Paulson*
This session presents research on students from the system of 34 community colleges in Washington state. Quantitative research using logistic regression illustrates how gender, age, family status, financial aid, enrollment status, race/ethnicity, and purpose predict underprepared students' successful transition to 15 college-level credits.

- Regent D** *Another Side of Education: Governing Boards – Carole Makela*
What is it like to serve as the faculty representative on the governing board of a major university? In this session, the presenter shares her impressions of being on a governing board and encourages attendees to participate in the “other side of education,” whether on a local school board, a governing unit of a post secondary institution/system, or their committees.
- Regent E** *How Female Professionals Successfully Process and Negotiate Involuntary Job Loss within Higher Education – Debra Cunningham*
In this tenuous economy, job loss is a reality for many. This session presents the findings of a study that examined the experiences of women who were involuntarily released from senior-level positions at a university; how they dealt with devastation and pain that accompanied the job loss; and how they successfully transitioned to another position.
- Regent F** *A Letter from God – Community Perspectives on a Rural Southern School District in Distress – Sharon Hoffman and Marilyn Grady*
The session presents findings from an exploratory qualitative study focusing on a rural southern school district in distress; community members’ historical perspectives; and their responses to contemporary challenges facing the district. Recommendations for current and future educational leaders are shared.
- Chancellor 1** *Perspective of Faculty in their Integration of Technology – Suzanne Becking*
This session discusses context and the milieu or perspective the faculty noted in their integration and use of technology in the classroom. Characteristics of this focus include attitudes and perceptions; resistance; and 20th and 21st century beliefs.
- Chancellor 2/3** *Breaking into a Sensing/Thinking Pedagogy: Sentipensante - Stephanie Bondi*
Traditional pedagogies are not serving many of today’s youth and college students. Breaking the rules common in schools brings new possibilities for teaching and learning. This session will introduce Sentipensante pedagogy, a pedagogy for wholeness and social justice, and the possibilities imaginable for teaching, learning, and healing in our schools.
- 11:00 – 11:25**
- Regent B** *The Role of the Principal in the Professional Development Process – Marlie Williams*
This session focuses on the role of the school principal in the design and implementation of meaningful professional development in schools. Principals must be engaged in the planning and implementation of all professional learning that occurs in schools to ensure that students benefit from the professional development teachers receive.
- Regent C** *Introduction to Community College Success: One College’s Attempt at Student Retention – Amy Goings*
The session shares one institution’s attempt at first-time college student retention and success. A College 101 or the Introduction to College Success course overview is also shared, as well as the College’s critical review of the program three years after its inception.
- Regent D** *The Utility of Cultural Historical Activity Theory (CHAT) to Investigate Leadership and Coaching Practices in Literature and in Practice – Connie Fulmer and Michelle Nimer*
This session presents the utility of three frameworks in analyzing and predicting leadership practices. Two conceptual frameworks that most closely depict comprehensive leadership practices, VAL-ED and Bryk, are detailed. The utility of Cultural Historical Activity Theory (CHAT) framework as an analytic framework is also presented.
- Regent E** *Women Educational Leaders: Internal Agreements We Can Make with Self for Success – Teri Marcos*
The session dialogues the unconscious places women leaders are quick to feel unworthy or devalued and strategies for preventing the replaying of moments that cause their organizational suffering. Identifying what we are compelled to keep feeling, and finding our center are first acts to resolving the unhealthy internal agreements we make with ourselves.

- Regent F** *Leaders, Louts and Losers: Images of Educators in Children's Choice Award Books – Shirley Mills and Anita Pankake*
This session describes images of school personnel in selected Children's Choice Award Books for 2008 through 2011. Definitions for the three categories – leaders, louts and losers – are given and text examples are offered to illustrate the educators' images.
- Chancellor 1** *A Circle of Women: Teaching Future Leaders Online – Anne Schoening and Barbara Brock*
For centuries, women have come together in small groups, known as "circles." Presenters at this session describe how this model, which capitalizes on the communal nature of women, was used as a framework to develop an interdisciplinary, online women and leadership course.
- Chancellor 2/3** *Ten Minutes Can Make a Difference – Mary Beth Lehmanowsky*
The average adult reports being listened to less than 10 minutes per week. In this session, learn how to recognize and avoid conversation chain stoppers and, instead, use behaviors that encourage people to speak.

11:30 – 11:55

- Regent B** *A Report on the Women in Educational Leadership Conference and second year at Chautauqua Institute – Marilyn Grady & Elizabeth Grady*
Data from 26 years of the Women in Educational Leadership Conference and our experiences from a second visit to The Chautauqua Institute are the subjects of this presentation.
- Regent C** *The Ropes to Know about the Proposal Presentation – Miles Bryant*
This is an interactive session for doctoral students who have yet to have their dissertation proposals approved. It is intended for students who have questions and concerns about the proposal meeting.
- Regent D** *Messages of Trust and Distrust: Higher Education – Paul Shelton and Carole Makela*
The session discusses the role of trust in individual, group/organizational, and public relationships. Specifically, trust and distrust within higher education is explored. This session takes the position that there is not one continuum between trust and distrust. Rather, there are two separate continuums (trust-no trust and distrust-no distrust).
- Regent E** *Women under Fire: The Impact of Stress on Performance and Personal Well Being– Sandra Watkins and Andrea Guerrero*
Women face a multitude of barriers and challenges that create undue stress that, in turn, influence their personal and professional performances. Come join this lively presentation to assess your stress level and to motivate you to design wellness strategies that maintain your high performance.
- Regent F** *When RTI Becomes "Refusing to Implement": What New Teachers Need from Their Administrators – John Palladino*
As the K-12 profession moves forward with Response to Intervention (RTI) special education practices, a need exists for administrators to understand and overcome recently reported disdain among certain novice educators towards this type of evidence-based instruction and intervention.
- Chancellor 1** *Minnesota State Mankato P-20 Professional Development School Partnership: The Cornerstones of 24 Years of Success – Ginger Zierdt*
Minnesota State Mankato's partnership with eight school districts, encompassing fifty-four P-12 sites and post-secondary programs involved in educator preparation was one of five PDS partnerships recognized by the National Association for Professional Development Schools (NAPDS) for exemplary PDS achievement in 2012. This session discusses the comprehensive mission and signature leadership themes of the PDS partnership through the lens of the NAPDS Nine Essentials.
- Chancellor 2/3** *The Role of Administrative Leadership in Japanese Secondary Education – Travis Brady*
Much discussion of the Japanese education model is ongoing, but little in the area of administrative roles. This session presents some of the major findings in a study that examined administrative leadership at Senshu University Matsudo Junior and Senior High School. Thoughts and reflections of Japanese secondary administrators are also shared.

12:00 – 12:25

- Regent B** *Academic Freedom in the Courts: A Review of Post-Garcetti Case Decisions 2006-2012 – Christy Hutchison*
Since the 2006 US Supreme Court decision in Garcetti v. Ceballos, free speech rights of faculty members employed by public colleges and universities have been in doubt, casting a shadow over academic freedom. This session reviews the legal landscape of faculty free speech rights following the landmark Garcetti decision.
- Regent C** *Be Somebody: College through the Eyes of Five African-American Students at the University of Nebraska-Lincoln – Aundria Duncan-Wagner*
Many African-American students come to college with the goal of making a family member proud. Although this is an admirable intention, it generally is not a strong enough motivator to progress the student toward graduation. This session discusses some of the experiences faced by African-Americans in a university setting.
- Regent D** *Terry L. Fairfield: Exploring a Portraiture of Nonprofit Leadership in Educational Fundraising Using Mixed Methods Research – Stephanie Davis*
This session explores the leadership of former University of Nebraska Foundation President and Chief Executive Officer Terry Fairfield. The results of a biographical study from a qualitative approach with portraiture as a method of inquiry to capture his impact on the University of Nebraska system and the University of Nebraska Foundation are presented.
- Regent E** *Superintendents: Invest in Your Professional Growth and Make a Difference for Students– Jerry Robicheau, Mark Wolak and Melissa Krull*
“Developing leaders, driving change, and improving outcomes” is the mission of the Board of School Superintendents (BOSS). This session presents an overview of a professional development model that provides superintendents the opportunity to grow their skills to effect change within their dynamic organizations.
- Regent F** *Discovering Special Education Teacher Persistence – Sally Thorp*
Factors related to special education teacher persistence based on a mixed methods study are addressed in this session. Teachers with 5+ yrs longevity in the special education field were participants in the study, which encompassed 8 states/10 school districts.
- Chancellor 1** *Dissertation Avoidance Got You Down? Manuscript Revisionitis Making You Miserable? Who You Gonna Call? – Anita Pankake*
This session focuses on efforts to establish a new career direction of service to others and based on the presenter’s skills and experiences, i.e., dissertation and manuscript coach.
- Chancellor 2/3** *Diversity: Theory to Practice – Christine Aguilar*
The session examines current practices in teaching pre-service teachers’ diversity and implementing those practices into classrooms and school communities. Participants are engaged using multiple interactive learning strategies to increase authentic learning and practice principles in diversity and cultural competence.

Lunch - Hotel Atrium
12:30 - 1:25

1:30 – 1:55

- Regent B** *Assessing Adjuncts: An Evaluation of Institutional Assessment Practices of Adjunct Faculty – Michael Jolley*
This session explores recent research examining institutional assessment practices of adjunct faculty. The qualitative study reviews the experiences of adjunct faculty from various institutions. Understanding existing procedures will aid in creating new assessment procedures and practices designed to improve adjunct faculty teaching performance and ensure students receive quality instruction.
- Regent C** *Increasing Access to Post-Secondary Education: The Clemente Program – Mariane Doyle*
The Clemente Program targets potential students who are economically-disadvantaged and provides a tuition free nine-month course in the humanities. Along with free books, childcare, and bus passes, the program culminates in six units of college credit and a unique learning experience. This session presents the Clemente Program as a potential outreach model supporting college access.

- Regent D** *Enlisting Spiritual and Moral Leadership to Enhanced Professional Practice – Julie Delaney and Sandra Watkins*
Exemplary female leaders appear to have more good fortune than other leaders. Is this really good fortune or is there a connection to the spiritual and moral dimensions of leadership? This session gives insight to participants on the values and practices of these leaders and provides a self-assessment opportunity.
- Regent E** *Legacy Women Part I – Teri Ourada, Olha Ketsman, Kathy Wesley, Jill Arth, Eva Bachman, Aundria Duncan-Wagner, Anh Le, Jenna Lichter, Maria Vasquez, Emily Lopez Padilla, and Marilyn Grady*
Based on a framework developed by the participants, the leadership attributes of nine legacy women who represent national and international settings will be presented.
- Regent F** *Equity, Adequacy, and School Finance – Rachel Bruce*
Through a brief historical review, the session examines the major literature surrounding the ideas of equity and adequacy in the world of school finance. It highlights what the research says about the shift from equity to adequacy and illustrates the implications of equitable and adequate funding in schools.
- Chancellor 1** *Bloom's Taxonomy and iPads – Sushma Jolly*
Bloom's Taxonomy in education is a highly effective framework used to design learning. With the increasing use of iPad devices, it is essential to understand how to implement Bloom's Taxonomy in the classroom, using available apps. The framework and levels of Bloom's taxonomy, along with a demonstration of how apps' levels of interactivity intersect the taxonomy, are shared in this session.
- Chancellor 2/3** *A Walk in Our Shoes: Development of a Competency Tool for Use in Educator Preparation Programs for the Advancement of Social Justice Advocates – Shirley McCarther and Donna Davis*
This session presents the progress made to advance the development of the Social Justice Advocacy Scale and the Teacher Social Justice Advocacy Scale into an analytical instrument for use in the preparation of educational leaders in the 21st century.
- 2:00 – 2:25**
- Regent B** *Super PACs – Donald Uerling*
This session explores the First Amendment basis for the formation of "super PACs," which are political action committees that may engage in unlimited political fundraising and spending as long as they operate independently of political parties and candidates.
- Regent C** *A Review and Critique of Educational Programs for Transitioning Academically Underprepared Adults into College and the Workforce – Richard Torracco*
An estimated 42% of working age adults lack the skills needed to succeed in college and the workplace. Several educational programs exist to help this population transition into college and the workforce; however, the effectiveness of these approaches varies substantially.
- Regent D** *Personality and Panhellenic Sorority Recruitment: A Quantitative Study of Personality Type and Persistence in Formal Sorority Recruitment Practices – Laura Roof*
This session presents the research to be conducted concerning personality type and persistence during formal Panhellenic sorority recruitment at the University of Nebraska-Lincoln.
- Regent E** *Legacy Women Part II – Teri Ourada, Olha Ketsman, Kathy Wesley, Jill Arth, Eva Bachman, Aundria Duncan-Wagner, Anh Le, Jenna Lichter, Maria Vasquez, Emily Lopez Padilla, and Marilyn Grady*
Based on a framework developed by the participants, the leadership attributes of nine legacy women who represent national and international settings will be presented.
- Regent F** *The Lived Experiences of Faculty who Use Instructional Technology-Heath Tuttle*
An in-depth analysis of faculty experiences while adopting and using technologies suggests significant paradigm shifts for all parties in higher education. Presenter will share findings from phenomenological study conducted for his dissertation.

Chancellor 1 *Instructional Designers in Higher Education – Tami Moskal*
This session presents the findings of a research study designed to explore the roles, qualifications, and employment experiences of instructional designers in higher education.

Chancellor 2/3 *Cultural Competency and Teacher Education Programs – Lori Piowski*
The session highlights the journey pre-service instruction has taken and the new direction it must take as a result of the increasingly diverse classrooms.

2:30 – 2:55

Regent B *Service lessons learned from Mayo Clinic - Jolene Palmer*
The purpose of this study was to explore the meaning of service for the parents of school or college-aged patients at Mayo Clinic. Four domains were identified: How we were treated, How they made us feel, What they gave us, and How they accomplished it.

Regent C *Roles and Responsibilities of Doctoral Specialists in the Big 10 – Eva Bachman*
Doctoral program specialists may be a part of the doctoral students' experience. A review of the role that specialists within the Big 10 conference have in their institutions; their relationships with other members of the university community; and the changing work environment is presented as part of a proposed study during this session.

Regent D *Conversations with Provosts – Nathan Miller*
This session reviews current research on new program development at Research Intensive/Very High and Research Intensive/High public universities. The emerging themes from interviews with academic officers responsible for new program development at universities is presented and discussed.

Regent E *Women in Nontraditional Occupations: A Case Study of Motivation – Kathy Wesley*
The surprising findings of a recent study on what motivates women in nontraditional occupations are presented in this session. The session concludes with an open dialogue on the implications these data pose for curriculum development.

Regent F *Gender Coding "That's so Gay": The Meaning of the Message for Bullying Intervention – John Palladino*
This session includes a synthesized literature review about sexual orientation, gender messaging targeted towards youth, and bullying. The presenter also guides participants' consideration of how to acknowledge and incorporate gender messaging into school bullying policies and intervention practices.

Chancellor 1 *Multimedia Technology-Enhanced Instruction in the Foreign Language Classroom – Olha Ketsman*
Foreign language classrooms can benefit from pedagogically sound technology-enhanced multimedia teaching due to the nature of language instruction. This session reports on a mixed methods study that describes creative use of pedagogically sound multimedia-enhanced foreign language instruction in Midwest public schools.

Chancellor 2/3 *Best Practices in Culturally Responsive Teaching – Megan Geerts*
This session introduces participants to current best practices in culturally responsive teaching (CRT) through literature review, case studies, and an overview of system-level CRT programs in Nebraska school districts.

3:00 – 3:25

Regent B *Digging In: The Ground Work to Doing Grounded Theory, Vulnerable Individuals with Diabetes Navigating the Healthcare System – Dorothy Sansom*
This is a personal account of doing grounded theory, which can seem overwhelming to the novice researcher. The focus of discussion will be data analysis, memos, theoretical sampling, and the importance of context.

Regent C *Freshman Year Living Arrangements and College Experiences for Local Students – Sara Sanchez*
This session presents results from a mixed-methods study that compared freshman-year college experiences of local-area university students based on whether they lived in a residence hall or at home.

- Regent D** *Positively Leading – Medea Boguslaw*
In an era of high stakes accountability charged with the educational race to the top, does positive leadership impact student performance? This session introduces PsyCap constructs of hope, efficacy, resilience and optimism. Discourse of PsyCap's state-like traits and probable contagion affects within educational settings provides insight for research implications.
- Regent E** *Adoption and Adoptive Identity Development: Experiences of Adopted Women of Color – Natasha Billie*
This session discusses research on collegiate adopted women of color. Adoption and adoptive identity development and its relevance to student affairs are addressed.
- Regent F** *Diffusion of a Math Intervention Program within a Secondary Level – Stuart Lentz*
This session presents the reflections of a group of secondary math teachers who participated in a newly implemented math intervention program. Reflections shared include why teachers are using the program; what concerns they have about the program; who or what is influencing their use; and how their use of the new program has changed over time.
- Chancellor 1** *Life Skills for Success: A Story of Collaborative Development – Sushma Jolly & Julie Johnson*
This session presents the leadership and collaboration efforts that guided the development of a unique high enrollment undergraduate level course which built essential lifelong skills in students. The course was developed in partnership among five departments and five entities in the University of Nebraska–Lincoln.
- Chancellor 2/3** *Thirty Years of Catholic Lay Leadership - Kristine Correia*
Thirty years ago Catholic higher education saw its first lay established college; since then it has transitioned from overwhelmingly religious to majority lay leadership. Is it undergoing eventual secularization? What can thirty years of lay leadership teach those institutions that have transitioned to it?
- 3:30-3:55**
- Regent D** *A View of Condoleezza Rice through the Lens of Leadership - Lindsay Wayt*
Condoleezza Rice, a well-known leader in both politics and higher education, will be considered through the lens of leadership. Utilizing the biographical work of Elisabeth Bumiller, the presenter will discuss Rice's upbringing in a middle-class black family, her background in international relations, and her growing leadership roles in politics and higher education.
- Regent E** *Leadership in the Era of Accountability – Tracy Mitchell*
The presentation provides an overview of a qualitative research proposal exploring the role of educational leadership in an accountability driven school environment. The proposal examines the evolution of educational leadership at the district and school-level designed to positively affect student achievement and the impact on the relationship between administrators and teachers.
- Regent F** *Nebraska's Learning Community: A Policy Review of the Finance Implications – Matt Blomstedt*
This session explores finance policies and policy goals embedded into the Learning Community of Douglas and Sarpy counties in Nebraska. Like many metropolitan areas of the country, Omaha, Nebraska, has faced de facto socio-economic segregation, typical of urban and suburban school district development. The session explores how the unique Nebraska policy has changed the face of education in Metro Omaha.
- Chancellor 2/3** *What Matters Most in New Teacher Mentoring – Christina Warner*
The importance of providing a quality, comprehensive mentor support program for new teachers is discussed in this session, highlighting the voices of new teachers as they describe the support they received from mentors. A framework for support roles, as well as effective strategies and challenges, are also shared.