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**WELC**

**IN THE SPOTLIGHT:**  
**WOMEN WHO LEAD**

*Women in Educational  
Leadership Conference*

**OCTOBER 13-14** **2013**

*Research + Networks = A Source of Leadership*

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# **WELC** Women in Educational Leadership Conference

## *Conference Overview*

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Sunday, October 13

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  
Greetings - Brent Cjeda, Professor and Department Chair  
UNL Department of Educational Administration

7:00 – 8:00 p.m.  
Regent C/D/E/F

**Spotlights**

8:00 – 10:00 p.m.  
Regent C/D/E/F

**Reception and Conversations**

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Monday, October 14

8:00 – 8:30 a.m.  
Regent C

**Registration**

8:30 – 10:30 a.m.  
Regent C

**Nancy J. Adler, Ph.D., McGill University**

### **LEADERSHIP ARTISTRY**

Twenty-first century society yearns for a leadership of possibility; a leadership based more on hope, aspiration, innovation, and beauty than on the replication of historical patterns of constrained pragmatism. Luckily, such a leadership is possible today. For the first time in history, leaders can work backward from their aspirations and imagination rather than forward from the past. The gap between what managers can imagine and what they can accomplish has never been smaller.

Responding to the challenges and yearnings of the twenty-first century demands anticipatory creativity. Designing options worthy of implementation calls for levels of inspiration, creativity, and a passionate commitment to beauty that, until recently, have been more the province of artists and artistic processes than the domain of most managers. The time is right for the artistic imagination of each of us to co-create the leadership that the world most needs and deserves.

10:35 – 12:35 p.m. **Concurrent Sessions**

12:40 p.m.

**LUNCH**

1:30 – 4:00 p.m.

**Concurrent Sessions**



## Keynote Speakers



*Linda Wysong Becker*

LINDA WYSONG BECKER is Vice President for Student Services at Union College in Lincoln, Nebraska, a post she has held for the past twelve years. She has had varied work experience as an elementary school principal, youth pastor, hospital administrator, and as Director of Human Resources at Andrews University. She completed her doctorate at the University of Nebraska – Lincoln in higher education administration with an emphasis in leadership. Her areas of special interest are leadership and continuous improvement. She co-authored *A Handbook for Chairs, Second Edition*. She has consulted in healthcare, in higher education, and in industry. She has been a Baldrige examiner and presented papers for the Oxford Roundtable, American Association for Higher Education, and the ASHE Chairs Conference.



*Ferial Pearson*

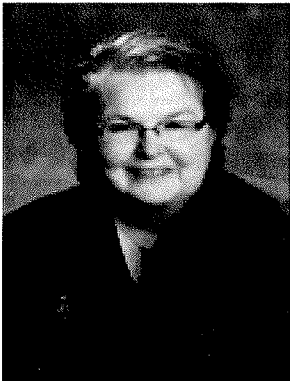
FERIAL PEARSON Ferial, born and raised in Nairobi, Kenya, came to the United States to pursue her Bachelor's degree at Gustavus Adolphus College in Minnesota. She earned a master's degree in education and a graduate certificate in urban instruction from the University of Nebraska at Omaha (UNO). She has received the National Education Association's Virginia Uribe Award for Creative Leadership in Human Rights, the Gay Lesbian Straight Education Network's Educator of the Year Award, and was a finalist and Nebraska representative for the National Council of Teachers of English Academic Freedom Award. She currently serves as instructional coach and instructor for the College of Teacher Education at UNO.



*Melody Schopp*

MELODY SCHOPP is South Dakota's Secretary of Education and brings more than three decades of experience to her position. She started her career teaching in a country school followed by 23 years as an elementary and technology teacher. She began work at the South Dakota Department of Education as a technology integration specialist in 2000. She then served as the state's Director of Accreditation and Teacher Quality, Deputy, and then Interim Secretary. She was appointed by South Dakota's Governor to serve on his cabinet as Secretary of Education in April of 2011.

Schopp's accomplishments include leading the state's education system in assuring that all students graduate college, career, and life ready. The initiatives that have developed since her appointment include creation of a new accountability system, teacher and principal standards and evaluation systems, rigorous standards training and implementation, and a longitudinal data system.



### *Dr. Marilyn L. Grady*

Dr. Marilyn L. Grady, professor of educational administration at the University of Nebraska-Lincoln, is the founder of the annual Women in Educational Leadership conference and the founding editor of the *Journal of Women in Educational Leadership* (JWEL). She is the author, coauthor, or editor of 24 books as well as more than 175 articles and book chapters.

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.

She is the mother of five—ages 19-36.

### *Nancy J. Adler*



NANCY J. ADLER is the S. Bronfman Chair in Management at McGill University in Montreal, Canada. She received her B.A. in economics and M.B.A. and Ph.D. in management from the University of California at Los Angeles (UCLA). Dr. Adler conducts research and consults on global leadership and cross-cultural management. She has authored more than 125 articles, produced the films, *A Portable Life* and *Reinventing Our Legacy*, and published 10 books and edited volumes, including *From Boston to Beijing: Managing with a Worldview*, *International Dimensions of Organizational Behavior* (5 editions), *Leadership Insight*, *Women in Management Worldwide*, and *Competitive Frontiers: Women Managers in a Global Economy*.

Adler consults to private corporations and government organizations on projects in Africa, Asia, Europe, North and South America, and the Middle East. She has taught Chinese executives in the People's Republic of China, held the Citicorp Visiting Doctoral Professorship at University of Hong Kong, and taught executive seminars at INSEAD in France, Oxford University in England, and Bocconi University in Italy. She received McGill University's first Distinguished Teaching Award in Management and was one of only a few professors to receive it a second time. Honoring her as one of Canada's top university professors, she was named as a 3M Teaching Fellow.

Adler is also a visual artist working primarily in water-based media. Her "Serendipity Suite" and "Reality in Translation: Art Transforming Apathy into Action" exhibitions were held at The Banff Centre in Alberta, Canada, and her "Going Beyond the Dehydrated Language of Management" exhibition opened in Montreal. Her paintings are held in private collections worldwide.

# WELC Women in Educational Leadership Conference

10:35 - 10:55

- Regent B** *Preparing Culturally Proficient Teachers – Lori Piowski*  
*This session helps frame the demographic and educational changes that are resulting in the restructuring of teacher preparation programs. Discussion of a qualitative study provides a platform to begin reflecting on how to deliver a comprehensive teacher education program that instills cultural proficiency.*
- Regent C** *Words from a Wise Woman...Leadership Lessons on Resilience, Tenacity, and Ensuring Access to Education – Cynthia Gooch and Katherine Fletcher*  
*Contemporaries who have the privilege to learn from those who paved the way for others should seize those opportunities. Visiting with these forerunners can provide thick, rich, and priceless qualitative data. This session allows participants to “listen at the feet of their elders” and glean from the lessons on leadership strategies that are still applicable today. Katherine Fletcher offers timeless anecdotes to being a successful leader in education administration.*
- Regent D** *Sheryl Sandberg, Meet Frances Willard – Allison McFarland*  
*Frances E. Willard rallied a nation and inspired thousands of followers by preaching her own “lean in” message. How does Willard’s life and leadership style align with current leadership theory and Sandberg’s bestseller, *Lean In: Women, Work, and the Will to Lead*? This presentation introduces and analyzes the leadership traits of a prominent, yet largely ignored 19th century leader.*
- Regent E** *Dispelling Fears and Facilitating Success for New Online Ed.D. Students – Barbara Brock and Peggy Hawkins*  
*New online Ed.D. students experience a mixture of fear, insecurity, excitement, and anticipation as they begin their doctoral journey. This session shares the results of a SoTL study that examined the mixture of personal feelings and assistance needs of new Ed.D. students and includes suggestions for instructors who teach online doctoral students.*
- Regent F** *Authentic Leadership for Women Leaders – Kathy Thornhill*  
*Based on an interpretive phenomenological study, this session outlines the components of authentic leadership and shares how seven higher education female administrators practice authentic leadership.*
- Chancellor I** *Transgender and in the Military – Corey Rumann and Anh Le*  
*The repeal of Don’t Ask Don’t Tell (DADT) made it possible for gay and lesbian U.S. military service members to serve openly in the military. That is still not the case for military service members who identify as transgender. This session discusses the challenges and discrimination faced by transgender veterans and current military service members.*
- Chancellor 2/3** *Nebraska’s Response to Remedial Education Reform – Dave Hamilton*  
*Remedial education in community colleges has been under the microscope. Compete College America called remediation “higher education’s bridge to nowhere.” So much negative press has been released that the American Association of Community Colleges (AACC) declared “remedial education is broken.” As a result, the AACC called on its member community colleges to make remediation reform a national priority. This session presents what is being done in Nebraska to address this issue.*

**11:00 - 11:20**

- Regent B** *Valuing Diversity in the Classroom – Gerry Huber*  
*Why all of the focus on diversity and cultural competency in education? What does it mean for my school, classroom, and students? Educators who use and respect their students' languages, cultures and life experiences can find some understanding of the lives of their students and what they bring to their education. We can build on those strengths by getting to know all students and their families on an individual basis, with openness and respect. This session facilitates a discussion of these issues.*
- Regent C** *Sister Pat Farrell – A Legacy Leader for Women in the Church – Jenna Lichter*  
*This session outlines a research project that addresses the challenges faced by the Leadership Conference of Women Religious. Additionally, it presents Sister Pat Farrell's comments regarding her involvement in these challenges.*
- Regent D** *Why Do They Leave, Why Do They Stay? – Allison Kinney-Walkers*  
*Low-income and first-generation students are less likely to earn bachelor's degrees compared to their higher income peers. Upward Bound is a federally funded program that prepares these students for college, but why do many still drop out after the first semester? For those that persist, what makes them stay? This session addresses these questions.*
- Regent E** *The Influence of Gender and Perceived Needs to Attain Career Goals on Organizational Commitment: A Cross-sectional Study on Philippine Information Technology Professionals – Minette Tulliao*  
*This session examines the perceived needs in attaining career goals among Filipino information technology (IT) professionals and its relationship to organizational commitment (OC). Results suggest that those with perceived needs for non-training and development to help meet career goals have higher OC compared to those with perceived needs for training and development or the need for both. Cultural factors and implications for human resource management practices is also discussed.*
- Regent F** *Trust Communication in Higher Education – Carole Makela*  
*This session discusses how trust is experienced in higher education through language and communication. Specific attention is given to types of communication and their messages and impact on each of two continuums: 'trust to no trust' and 'no distrust to distrust' in the context of gender. Actual messages were previously analyzed and are presented.*
- Chancellor 1** *School Counseling Programs for the 21st Century – Brenda Leggiadro*  
*The profession of school counseling has changed dramatically over the past several years. Educational leaders can benefit from understanding the role of the school counselor and how to effectively evaluate school counseling programs. This session describes the role of the professional school counselor and examines evidence of how school counseling programs impact student outcomes.*
- Chancellor 2/3** *From Adjunct to Career Services: Forging the Path to Career Services in a Community College – Monique Cribbs*  
*This session presents the complex multiple roles of working in a community college's career services to assist students in creating and refining successful job tools and job search skills. How to connect students to community resources and help them see the linkage between their education and career goals are also discussed.*

**11:25 - 11:45**

- Regent B** *Managing Millennial Men – Laura Hickman*  
*Social bias against women in leadership positions persists. This session discusses this issue and presents recent studies that found pre-professional young men express a high degree of acceptance of women assuming leadership though they continue to think male when thinking leader.*
- Regent C** *Sum it Up by Pat Summitt -- Janice Supplee, Steve Patchin, and Farrah-Marie Gomes*  
*This discussion session is based on the book, Sum it Up, and an examination of Summitt's leadership using the Kouzes and Posner framework. The discussion will include responses to Summitt's experiences and leadership.*

- Regent D** *The Fall of Women in Higher Education – Charlene Gilbert*  
*This session examines the available educational data and literature on the status of female students in higher education. One of the primary goals of the session is to explore the fissures between the data on key educational indicators and the growing public discourse focused on the “decline of men” in higher education.*
- Regent E** *Cyber School Leadership Role – Jacob Jefferis*  
*This session focuses on the role of the principal in the cyber school setting. It also presents leadership trends that appear in Pennsylvania’s cyber schools, but easily can be applied to future issues facing other states.*
- Regent F** *Unique Relationships: Roles of Adult Siblings of People with Intellectual and Developmental Disabilities – Sarah Hall*  
*This session presents the relationships between people with intellectual and developmental disabilities (IDD) and their adult siblings. The informal and formal roles of their siblings are highlighted, and suggestions are discussed to support siblings as they navigate their changing roles and support their sibling with IDD throughout the lifespan.*
- Chancellor 1** *Why Social Capital Matters – Julie Gaddie*  
*This session explores the role social capital plays in the development of resiliency among mobile children. It provides an understanding to how schools can stabilize the social capital bundle of students who move frequently and endure continual disruption to their education. An overview of the connectivity between social capital and academic success is also presented.*
- Chancellor 2/3** *A Conceptual Framework for Investigating the Structural Impact of First-Year Programs – Deryl Hatch*  
*This presentation describes recent efforts to identify and conceptualize so-called high impact practices (HIPs) at community colleges in order to account for structural and curricular elements that make a difference in student experiences and student outcomes.*

11:50 - 12:10

- Regent B** *Principles of Principal Leadership in the Retention of Special Education Teachers – Sally Thorp*  
*Research supports factors that lead to the retention of special education teachers. For example, support and appreciation of teachers are identified factors with their retention. This session presents data from a study on special education teacher retention and identifies the role principals contribute to teacher retention.*
- Regent C** *Grace and Grit by Lilly Ledbetter and Lanier Scott Isom —Katherine Najjar, Brenda Leggiardo, and Tania Reis*  
*This discussion session will examine Lilly Ledbetter’s actions and life choices. The discussants will describe their reactions to the book and involve the audience in the discussion.*
- Regent D** *Leaning In: Making the Transition from Advisor to Supervisor – Wendy Robinson and Shanna Fountain*  
*This session provides a candid look at the challenges and opportunities of moving from a front line position to an administrative role. Participants get an inside look at the hiring process as well as practical tips and strategies from moving up as women in higher education.*
- Regent E** *Preparing Teachers and Administrators in a Global Generation – Suzanne Becking*  
*This session presents how one graduate department moved from a recognized Learning Management System (LMS) to free resources to empower students in their learning, prepare them as educators, and provide them with tools to pass on to their students.*

- Regent F** *When Males Interview Females – Miles Bryant*  
 Graduate students and professors in educational fields often design qualitative studies without due consideration of the role that gender plays in impacting their data. This session looks specifically at the issues that are in play when a male scholar sets out to gather qualitative data from women.
- Chancellor 1** *A Quantitative Study of Texas Middle School Students' Physical Fitness Levels, Reading, and Mathematic Scores – Marie Simonsson, Shirley Mills, and Lin Wang*  
 This session presents the findings of a quantitative research study that investigated the relationships, if any, between the Texas FitnessGram results to the Texas Assessment of Knowledge and Skills (TAKS) reading and mathematics results for one school district in South Texas. The study's sample population included more than 1,000 middle students in grades six, seven, and eight.
- Chancellor 2/3** *Assessing Retention Initiatives in the Community College – Hallie Feil*  
 This session presents retention initiatives that are considered best practices in the community college setting. Information regarding the state of assessment with respect to these best practices is also provided

**12:15 - 12:35**

- Regent B** *Coaching Leadership – Jill McCaslin-Timmons*  
 This session presents information on how district administrators in one school district have used coaching to develop staff capacity.
- Regent C** *Where are the Female Superintendents? – Beth Anne Gregory and Nissa Ingraham*  
 Are there more female superintendents than 10 years ago? How does the salary of women superintendents compare to the salary of male superintendents? This presentation highlights the results of a 10-year trend mixed-methods study on Missouri superintendents and answers these questions and more.
- Regent D** *Transforming Organizations by Bridging the Gender Gap in Training Programs – Debora Colbert and Kathy Thornhill*  
 Higher education training programs need to become more learner centered and include an examination of the learning environment culture. Using a "gendered lens" to evaluate how trainings are using gendered pedagogy, this session illustrates the importance of infusing the principles and practices of women's leadership into training programs.
- Regent E** *What Makes Young Women More Resilient? Leadership, Work, Independence, and Participation – Susan Toohey*  
 This session presents recent research on the factors in the home and in the high school that impact resilience in young women. There are many things that both the school administration and parents can do to impact and teach resilience.
- Regent F** *Personal Development and a Touch of Utopia—Marilyn Grady and Elizabeth Grady*  
 This session is a report of three years' experiences in an environment that focuses on personal growth and development. These findings and observations may be useful to those who design professional development programs.
- Chancellor 1** *The Landscape of Minnesota School Board Members: A Study of the Characteristics and Work of Public School Board Members Serving Minnesota Public Schools – Barbara Wilson*  
 This session presents online survey results of school board members in an attempt to better understand how school board leadership affects student learning and success in Minnesota schools. Their responses and recommendations for action and follow-up are also highlighted in this session.
- Chancellor 2/3** *A Critical Challenge: The Engagement and Assessment of Contingent and Adjunct Faculty Professors in U.S. Community Colleges – Michael Jolley and Emily Cross.*  
 This session shares recent results from a qualitative study that examined the perceptions of twenty contingent, part-time faculty in community colleges regarding the evaluative and assessment practices in place at their institutions. The results revealed feelings of disengagement with the institution and a lack of meaningful assessment procedures.



**1:30 - 1:50**

- Regent B** *Teacher Recruitment: Identifying Quality Teacher Candidates to Meet the Needs of P-12 Districts – Robbie Burnett*  
*This session introduces the teacher recruitment and retention efforts targeting students of color into a university-based teacher preparation program. Highlighting the Teachers of Tomorrow (ToT) program as the catalyst driving essential retention methods that include scholarships, mentoring, and support for state licensure exams is also discussed.*
- Regent C** *Women Presidents in Higher Education – Tania Carlson Reis*  
*This session identifies and describes the leadership conceptual framework to be used in a study of successful traits and skills utilized by women presidents who lead large doctoral granting institutions.*
- Regent D** *Disaggregating the Relationship between Faculty Professional Networks and Career Advancement – Elizabeth Niehaus*  
*Faculty professional relationships, both on and off campus, are instrumental in shaping career experiences. This may be especially true for traditionally marginalized faculty, e.g. women and faculty of color. This session presents a study that examined the ways in which the relationship between professional networks and career advancement differed for different groups of faculty.*
- Regent E** *Coaching and Editing: Helping Students Achieve – Dissertation Done! – Anita Pankake*  
*This session focuses on lessons being learned and changes being made in both self and services as Anita follows a new career direction. Based on skills and experiences accrued during 25+ years as a professor of educational leadership, she has begun working independently as a dissertation editor and coach. Experience really is the best teacher, and her purpose in this session is to share what she has learned after two years of engaging in this new form of working.*
- Regent F** *Building Alliances – A Crucial Educational Leadership Skill – Shari Hoffman*  
*This session presents one best practice in developing alliance building in future educational leaders. Attributes of alliance building and components of writing an alliance action plan, along with constructs to building effective coalitions within communities are presented. Suggestions in how this guided practice may be integrated within other disciplines are also offered.*
- Chancellor 1** *A Hole in the Bucket: The Issue of Teacher Attrition – Alisha Bollinger*  
*This session presents current data related to the issue of teacher attrition in U.S. public schools. Research that identifies effective retention strategies for new career teachers is also presented.*
- Chancellor 2/3** *Employment and Workforce Development in the U.S. – Richard Torracco*  
*Job opportunities in the U.S. appear as “business-as-usual.” Shifts in the labor market seem to ebb and flow as they always have. However, under the surface, transformative change is occurring in the composition and availability of jobs that, if sustained, portends negative consequences for the quality of life and social stability of our nation. This session examines our stagnant labor market, technological unemployment, and the responsiveness of our education system to these challenges.*

**1:55 - 2:15**

- Regent B** *High School Counselors' Interventions for LGBT Victims of Bullying – John Palladino*  
*Findings from an in-depth qualitative research project through which secondary school counselors shared their insights about addressing the mental health needs of LGBT victims of bullying is discussed in this session and includes implications for in-service counselors and those within the academy who prepare them.*
- Regent C** *A Linkage between Innovation and Expatriate Life – Katherine Najjar*  
*This session presents research findings that reveal a linkage between working or studying as an expatriate and improved creativity and intelligence, which is frequently the result of this type of experience.*

- Regent D** *Adult Student Retention: Why it Matters and Notes from the Field – Nathan Miller*  
 This session addresses post-traditional student retention. Current data on the importance of focusing on this subject from a national educational system, institutional, and student perspective is presented. In addition, retention efforts at Columbia College are discussed in the spirit of a case study.
- Regent E** *Breaking Down the Barriers to IRB Approval: Is the Process as Difficult as You Think? – Becky Freeman*  
 Graduate students are on campus for a short period. Many will submit only one IRB protocol for review and approval prior to obtaining their degrees. Research Compliance Services provides resources and tools to make the process as smooth as possible for these graduate researchers. This session arms students and faculty with tools to submit a protocol that addresses IRB concerns the first time, without the need to go through multiple rounds of revisions.
- Regent F** *Native Hawaiian Women Leaders in Hawai'i's Higher Education System – Farrah-Marie Gomes*  
 This session presents an overview of how native Hawaiian women are underrepresented in higher education leadership roles across Hawai'i. One proposed study's methodology on identifying factors that limit and promote advancement of native Hawaiian women leaders in the state is also shared.
- Chancellor 1** *Shall we Revisit Dewey? – Medea Boguslaw*  
 This session discusses the growing trend in homeschooling. Approximately 4% of the nation's K-12 population learns outside the public educational lens. Homeschooling, once thought a subversive religious movement, is increasingly becoming an alternative to public school attendance. Does homeschooling mirror the goals of historical educator, John Dewey, thereby building stronger citizen leaders? This session addresses that question and others.
- Chancellor 2/3** *The Woven Art of Indonesia: Makers, Weaving and Significance—Barbara Turner*  
 Traveling to Indonesia, I observed the power of cloth in recording, honoring, holding spiritual and cultural importance and telling the stories of the lives of the people. That tradition has been in practice for millennium, now vast changes are making the practice more difficult to sustain. This is a story of the woven art of Indonesia, makers, meaning and significance.
- 2:20 - 2:40**
- Regent B** *Building a Positive School Culture from A-Z – Tarina Cox*  
 This session presents 26 ways to promote a positive school/department culture. These 26 ideas, strategies, and activities are all user and time friendly to put into action.
- Regent C** *Writing Women's Stories—Marilyn Grady and Jenna Lichter*  
 This session provides a discussion of the writing of women's stories. A format for conducting the studies, including methodologies, analysis, and writing, will be presented. Individuals who are in the process of conducting these studies will be part of discussion leadership.
- Regent D** *The Humanity: Increasing College Access to Economically Disadvantaged Adults – Mariane Doyle*  
 This session presents a study that examined the impact and efficacy of the Charleston Clemente Program in increasing college access to economically disadvantaged adults. The Clemente Program uses a humanities curriculum to introduce adults to college and to provide a bridge to post-secondary study.
- Regent E** *An Investigation of the SOAR Method for Learning from Multiple Online Resources – Tareq Daher*  
 This session presents results of a mixed method research study that examined the use of the SOAR study method with multiple online resources. The study was conducted to provide a better understanding of learning from multiple online resources.
- Regent F** *The Retention Question: How Are Staff and Faculty Development Being Utilized to Address this Issue? – Lindsay Wayt*  
 This session provides a brief overview of the retention issues facing universities today and the importance that university faculty and staff play in student retention. Consideration of the roles that professional development of faculty and staff can play on their effectiveness at addressing student retention is also presented.
- Chancellor 1** *Contours of Great Female Leadership – Mary Culver*  
 Fifteen years of research on leadership skills and characteristics, achieved with research teams consisting of university scholars and administrator practitioners, serve as the basis for this research session. The act of acquiring learning is a

*deliberate act of bringing together experiences, knowledge, skills, and values that may result in great leadership.*

**Chancellor 2/3** **Guiding Light: The Impact of Mentors on the Decision to Attend College and Beyond – Aundria Green**

*This session discusses how the positive interactions with mentors in both high school and college helped shape the paths of 20 African-American college graduates.*

**2:45 - 3:05**

**Regent B** **Instructional Leadership: A Model of Best Practices for Instructional Leadership in Elementary Schools – Lisa Nelson**

*This session discusses a rationale to research elementary principals' understanding of instructional leadership. The session also addresses the need to provide a model of best practices taken from elementary principal practitioners across Nebraska.*

**Regent C** **Point—Counterpoint: Radical by Michelle Rhee—Julie Delaney, Devonnie Johnson, Jill McCaslin-Timmons, and Lindsay Wayt**

*This discussion session is based on the book, Radical, framed in contrast to the expressed opinions and news reports about Michelle Rhee. The conversation will include the audience.*

**Regent D** **The Texas Experiment: State Accountability and College Readiness – J. Eli Crow**

*This session examines the results of more than 20 years of state standardized testing in Texas. An overview of the evolution of the state's testing system is discussed, followed by an examination of the impact on college readiness and college-going rates.*

**Regent E** **A Mixed Methods Study of Technology-Enhanced Multimedia Instruction in Secondary School Classrooms – Olha Ketsman**

*This session reports the findings of a mixed methods study describing pedagogically sound technology-enhanced multimedia language instruction in secondary public schools in the Midwest. The study has implications for secondary school teachers, faculty, administrators, and policy makers.*

**Regent F** **Deconstructing Common Teaching and Learning Practices – Stephanie Bondi**

*This session examines common teaching and learning practices in higher education through a neocolonial lens. It addresses the harms of these practices and possibilities for more inclusive approaches. Some practices discussed include using assigned readings, failing to address group dynamics, and maintaining teachers' roles.*

**Chancellor 1** **Look at the State I Am In – Corporate Reform's Debilitating Effects on the Louisiana Public School System – Shari Hoffman**

*In following the money, this session presents and discusses an array of Louisiana state legislative measures that have minimized educational funding by redirecting that funding to support privatization efforts led by corporate entrepreneurs. The impact of these endeavors on faculty, students, and administrators is also discussed, along with recommendations in developing educational leaders within similar political landscapes.*

**Chancellor 2/3** **Lela Knox Shanks: A True Legacy Woman – Aundria Green**

*This session describes the life and experiences of Lela Knox Shanks and identifies her leadership attributes, actions, and accomplishments. Through active leadership, Lela Knox Shanks helped shape a community through her efforts.*

**3:10 - 3:30**

**Regent B** **Lessons Learned: Through the Eyes of an Assistant Principal – Shavonna Holman and Marilyn Grady**

*This session summarizes lessons learned as an assistant principal moving from one building to another in a setting of high poverty and low student achievement. The schools were turnaround schools that demanded effective leadership implementing successful practices.*

**Regent C** **A Megamodel of Leadership Theories as Related to Gender and Education--M. Elizabeth Down**

*In this session we will examine seven prevailing leadership theories from the perspective of gender to determine the similarities and differences between male and female leadership styles. How to achieve a higher level of effectiveness in leadership and leadership education will be discussed.*

**Regent D** **Tax Equity and Educational Opportunities Support Act (TEEOSA): The Purpose and the Evaluation – Jeff Espineli**

*This session explores the intended purpose of TEEOSA and provides an analysis of whether or not it has fulfilled its intended purpose. The session is not intended to explain or define TEEOSA; however, it will review the historical trends of TEEOSA and future policy implications.*

- Regent E** *Does Membership Have Its Benefits: Exploring Women Networks in Professional Organizations – Andrea Guerrero*  
*This session explores and discusses the current research behind women networks in higher education, reflecting on the networks professional organizations provide for women leaders*
- Regent F** *Optimizing Learning for 21st Century Students – Stephanie Bondi, Stacy Dam, Amy Holland, and Adam Smith*  
*How can educational leaders know what their students need to optimize learning? Ask them! This session presents the findings of a study that focused on graduate students' needs in the online classroom and the use of cogenerative dialogues to improve learning. Learning theory and implications for educators inside and outside the classroom are also presented.*
- Chancellor I** *The Prevalence of Poverty in Rural Schools – Julie Delaney*  
*The 2010 film, Waiting for Superman, focused on inner city schools. America's rural children who live in poverty also experience the same lack of access to quality education. In this session, data are presented that support the need for focused attention on rural schools.*
- Chancellor 2/3** *Exploring the Relationship between Admissions, Financial Aid, and the Financial Health of Faith-Based Colleges and Universities – Janice Supplee*  
*This session presents a quantitative research study that will assess the relationship between five enrollment variables and the financial health (measured by the Composite Financial Index score) of private, faith-based institutions. The purpose and importance of the study, a review of relevant literature, and the research methodology are also addressed in the session.*
- 3:35 - 3:55**
- Regent B** *Faculty and Administrator Perspectives of Merit Pay Compensation Systems in Private Higher Education – Anne Power*  
*Money, Money, Money. Merit pay in faculty compensation is considered a controversial issue within the higher education environment. This session offers results of a recent survey of attitudes and perceptions of administrators and faculty on merit pay compensation in private, higher education.*
- Regent C** *Overcoming Cultural Containment Through Education – M. Elizabeth Down*  
*This session's focus is understanding cultural containment's potential to negatively affect American educational institutions' productivity thus limiting the potential for competitive advantage. Strategies for decreasing cultural containment and increasing student access to social capital are also discussed.*
- Regent D** *Holistic Approaches to Student Success: Practical Strategies – Lindsay Wayt, Kelli King, and Emira Ibrahimasic*  
*The William H. Thompson Scholars Learning Community at the University of Nebraska – Lincoln is a comprehensive program that fosters student success through multiple elements considered to be best practices. This session addresses how one university has implemented a multi-faceted approach to designing the learning community on its campus.*
- Regent E** *Flipped Classrooms – Matt Kutscher*  
*This session examines the pros and cons of the flipped model of teaching, compares it to existing instructional design theory, and presents current mobile tools to create a flipped lesson.*
- Regent F** *Leadership Practices of Women in the Superintendency--Jessica Garrett-Staib and Amy Burkman*  
*The Leadership Practices Inventory (LPI) was administered to 82 superintendents in Texas. The LPI was selected based on validity, reliability and because it measures leadership practices rather than theoretical applications. The goal of this study was to look at practices and behaviors of male superintendents compared to female superintendents.*