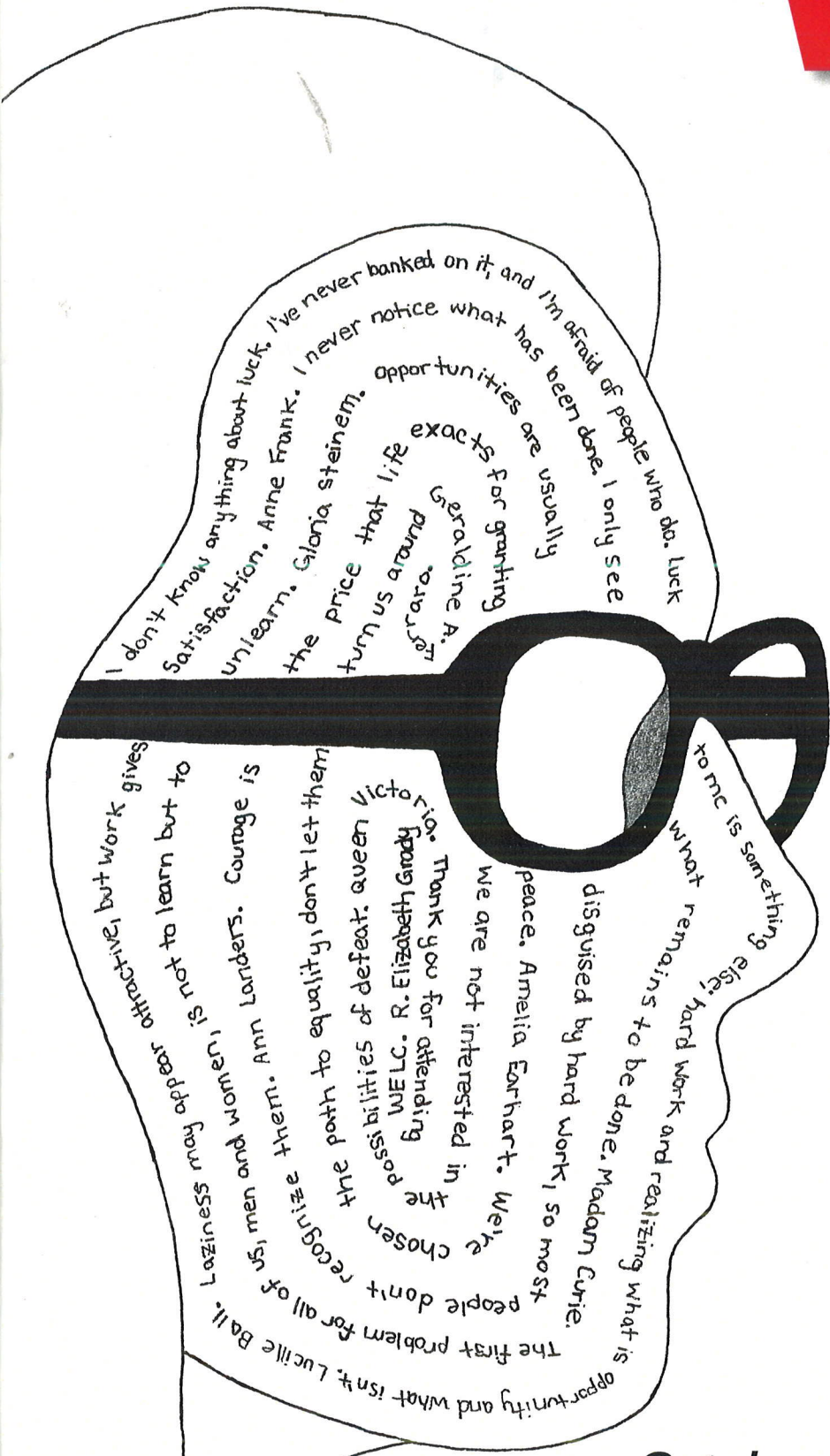


# WELC

## Women in Educational Leadership Conference



October 12-13, 2014

Research + Networks = A Source of Leadership

[www.welc.unl.edu](http://www.welc.unl.edu)



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# WELC

# Women in Educational Leadership Conference

1987-2014

## *Conference Overview*

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### Sunday, October 12

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  
Brent Cejda, Professor and Department Chair  
University of Nebraska-Lincoln

7:00 – 8:00 p.m.  
Regent C/D/E/F

**Dr. Teri Marcos, Professor**  
National University, Los Angeles and Woodland Hills

8:00 – 10:00 p.m.  
Regent C/D/E/F

Reception and Conversations

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### Monday, October 13

7:30 – 8:00 a.m.  
Regent C

Registration

8:00 – 9:20 a.m.  
Regent C

**Welcome**  
Marilyn Grady, Professor and Conference Coordinator  
**Dr. Raymonda (Ray) Burgman**  
Director of HERS Institutes

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



### *Teri Marcos*

TERI MARCOS is Professor of Educational Leadership at National University where she leads the Master of Science in Educational Administration and Administrative Services Credential programs in Los Angeles and Woodland Hills, California. Having served for twenty years as a teacher, assistant principal, and a district coordinator, as well as site mentor teacher and school improvement program coordinator, she additionally served at the state level in California as Program Quality Review Consultant to schools undergoing state review and assessment for curricular and instructional compliance. She currently supervises school leadership candidates as they prepare to become principals and teaches Supervision of Curriculum and Instruction, Leadership Studies, Human Resources in Diverse Communities, and Research.

Teri completed her doctorate in 2004 while studying the effects of legislated educational reform on student achievement in California public schools. She is currently researching distributed leadership across affiliated partnerships in California districts and their local universities, which particularly engage high school students to perform at their optimum with the goal to earn college admission. In 2013, Teri completed an empirical study of ten fully online principal leadership-training programs across the United States, reporting their themes, strategies, and recommendations for developing what she terms, iPrincipals.

Through the loss of her dad and brother in 2010, Teri internalized several deeply personal tenets of leadership critical to her emotional survival. While searching for answers to her own questions, she expanded the conversation to other women leaders in the Council for Christian Colleges and Universities (CCCU) in hopes of discovering themes specific to their spiritual formation, and how this 'framing and forming' may deeply affect their leadership roles as college presidents, vice-presidents, provosts, and deans.



### *Raymonda "Ray" Burgman*

RAYMONDA "RAY" BURGMAN is the Director of HERS Institutes. Higher Education Resource Services (HERS), an educational non-profit affiliated with the University of Denver (DU), is dedicated to advancing women leaders and advocating gender equity in higher education. Dr. Burgman leads the planning and delivery of the three signature HERS programs for leadership development for women in higher education – the HERS Bryn Mawr Summer Institute, the HERS Denver Summer Institute and the HERS Wellesley Institute. She is an alumna of the HERS Wellesley Institute, 2006.

In her role as Associate Provost at New College of Florida, located in Sarasota, Dr. Burgman had a broad range of responsibilities. She supported programs focused on student academic success, assisted with faculty development efforts, served as a resource for diversity efforts, worked on assessment and accountability issues, and assisted the Provost in dealings with external relations, including the Board of Governors of the University System and the Southern Association of Colleges and Schools (SACS).

Previously, Burgman was an Associate Professor of Economics and Management and Special Advisor to the President at DePauw University in Indiana. At DePauw, she also served as Assistant Dean in Academic Affairs and the program coordinator for the national Consortium for Faculty Diversity (CFD). In addition, Burgman served on the faculty at the University of South Florida – St. Petersburg and Santa Fe College in Gainesville, Florida. She received her doctorate in Economics from the University of Florida, with a specialty in public finance.





### ***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 20-37.

### ***WELC Background***

The first conference on women in educational leadership (WELC) was held at the University of Nebraska-Lincoln in 1987. The conference theme was based on results of a survey of women administrators in K-12 and higher education settings. The respondents identified skills women needed to pursue careers in educational administration.

Although at one time, the entire faculty in the Department of Educational Administration at UNL was male, as were the students, by 1987 a significant number of students in the leadership preparation programs were women, and the department had hired a woman faculty member.

As the woman faculty member, I was challenged to provide "something" for the women students. Thus, my colleagues encouraged my initiative to create a conference on women in educational leadership.

The first conference was primarily a Nebraska event with UNL graduate students and Nebraska teachers and administrators as the audience and administrators from K-12 and higher education settings as the concurrent session presenters.

The audience for the conference has changed. The conference is no longer strictly a Nebraska phenomenon. Individuals from all 50 states as well as a variety of countries have attended or given presentations. An incredible network of professional associations has been established for the conference attendees. Individuals have related many stories of the benefits they have experienced through attendance and participation in the conference.

Thank you for your participation in the 28th Annual Women in Educational Leadership Conference (WELC).

# WELC Women in Educational Leadership Conference

9:30-9:55

- Regent B**      ***The Four Cores of Credibility – Vicki Highstreet***  
*Integrity, intent, capabilities, and results comprise the core of our credibility. In this session, actively participate in discussions and learning strategies that will further your ability to behave with credibility in any and all situations.*
- Regent C**      ***Continue the Conversation with Dr. Raymonda (Ray) Burgman***
- Regent D**      ***Principals Who Supervise Teachers of the Deaf – Tanya Hilligoss***  
*School principals are responsible for supervising educational staff. With the majority of students who are deaf or hard of hearing currently being served in public schools, it is important for principals to understand supervision of teachers of the deaf. This session focuses on the role of school principals who supervise teachers of the deaf in public schools in the United States.*
- Regent E**      ***League of Women Voters – Linda Duckworth***  
*League of Women Voters is a multi-faceted, multi-issue organization that takes a great interest in politics while at the same time remaining nonpartisan. This session presents the work and accomplishments of the League, including the online voters' guide and activism around climate change and voter rights.*
- Regent F**      ***The Cost of Learning in the Land of the Free – Jeff Espineli and Kelly Reske-Espineli***  
*This session presents a phenomenological study to obtain an in-depth understanding of the experience and perception that international students have concerning the F-1 visa process. The presentation also provides information and demonstrations regarding the F-1 visa process.*
- Chancellor 1**      ***Leadership in the Shadow of Chimney Rock – Travis Miller and Tammy Tillman***  
*This session highlights two executive educational leadership experiences in a small school in rural America. Strategies and perspectives will also be shared on what it means to lead within this context.*
- Chancellor 2/3**      ***Sexual Violence in College – Corey Rumann***  
*Institutions of higher education are being held more accountable for their responses to sexual violence in college. This session describes the federal government's latest efforts to do that through the Campus Sexual Violence Elimination (SaVE) Act. One institution's response to the Act through programs and initiatives is also discussed.*

**10:00-10:25**

- Regent B**      **Survival 101: Relationships Built on Trust – Vicki Highstreet**  
*Your propensity to trust is a function of your own life experiences, inclinations, and attitudes toward others. The way you behave in any given situation communicates trust and is critical to survival. Are you behaving in a trustworthy manner that will build positive, lasting relationships personally and professionally? This session addresses these topics.*
- Regent C**      **BEWARE of the Collision between Cultural Proficiency and Teacher Candidate Performance Assessment – Lori Piowski**  
*An issue facing teacher preparation programs is that higher education must be able to measure teacher candidates' competencies that can be considered internal dispositions, which directly impact the quality of their instruction. This session delves into the teacher performance assessment (edTPA) scores candidates are earning in correlation to their Intercultural Development Inventory (IDI) levels.*
- Regent D**      **The Next Generation of Women Leaders: Developing Middle School Girls' Self-Leadership Awareness – Teri Marcos and Ivonne Contreras**  
*This session presents findings of a case study on struggling southern California middle school females, considered at risk. Receiving various forms of advocacy, the majority of the participants demonstrated academic and social success, with improved self-efficacy related to both their capacity to learn and leadership skills.*
- Regent E**      **Current Literature for and about Women Leaders – Marie Simonsson and Shirley Mills**  
*This session offers reviews of books important in the continuous learning of women leaders. A paper containing a written review of each book and a section describing the common themes that connect the works is provided. Participants will be asked to share their recommendations and add to the list.*
- Regent F**      **Miles to Go – Kathie Uhrmacher**  
*This session focuses on the current issues and challenges facing women in Nebraska, including financial and employment status, health, childcare concerns, and domestic violence. These concerns affect families and children. Programs that address these needs and possible changes in legislation and policy will also be discussed.*
- Chancellor 1**      **Making Time and Taking Time – Marilyn Grady and Elizabeth Grady**  
*Opportunities for personal and professional development are offered but often declined. Too many commitments, too much work, too little energy, or too many family obligations are some of the responses to the invitations to take time for personal and professional development. In this session, presenters discuss three opportunities that were outside the mainstream professional conference circuit and the benefits they provided.*
- Chancellor 2/3**      **Changing Campus Culture: A Dating Violence Course, Its Components and Outcomes – Timothy Dickel and Ginny Curley**  
*Dating violence on college campuses has garnered front-page attention. This session shares the results of a pilot study conducted in a dating violence course. Can a class on dating violence begin to create a student culture that will not tolerate dating violence, that is willing to intervene to stop dating violence, and that is knowledgeable of the resources available to help victims and perpetrators of dating violence? These topics are discussed in this session.*

**10:30-10:55**

- Regent B**      **Are Your Psychological Contracts Impacting Your Career Success? – AnnMarie Marlier**  
*Psychological contracts are unwritten expectations in an employment relationship. They both influence, and are influenced by, organizational behavior and experiences. During this session, explore how our psychological contracts can work to our advantage and our disadvantage when negotiating employment relationships and seeking career satisfaction.*
- Regent C**      **Be a Post-It Note – Mary Beth Lehmanowsky and Sue Showers**  
*Using Sid Simon's IALAC description of self-esteem, participants will learn how to promote well-being in any organization in this session. IALAC can be used to talk with students about bullying and equally as effective in a work setting to promote teamwork and civility on the job. Families can also benefit.*

- Regent D**      **Mentoring in the Academe: A Cross-Cultural Experience – Precious Guramatunhu-Mudiwa**  
*This session presents a woman-to-woman mentoring journey between the mentee, a foreign-born African, and her mentor, a Caucasian professor. The solid mentoring relationship that developed is analyzed using Johnson and Huwe's (2003) framework. The session concludes with a discussion about challenges of cross-cultural mentoring and recommendations.*
- Regent E**      **College to College Partnerships: This is Why We Collaborate! – Maude Yacapsin**  
*This session presents the St. Cloud State Co-Teaching Project Excellence grant as a collaborative initiative among three colleges in Pennsylvania. Messiah College educational leaders participated in this opportunity because of the benefits to students and faculty. The grant provided a springboard to professional development among college faculty and administrators.*
- Regent F**      **Influence of English Language Proficiency on Chinese International Students' Sense of Belonging – Christina Yao**  
*Despite the large number of international Chinese students in the United States, little research exists on their experiences with how English language proficiency affects their connections with peers and their perceptions of belonging. This session illuminates those experiences in their new collegiate home.*
- Chancellor 1**      **Toward Developing a Theory of Community College Change – Dave Hamilton**  
*This session highlights developmental education changes in community college currently happening and proposes a theory of reform for future research.*
- Chancellor 2/3**      **Inequity and Disparity of Latina/os in Public Higher Education in Light of Demographic Changes: A National Portrait to Locate Challenges and Opportunities – Deryl Hatch and Jeff Espineli**  
*In this session, an empirical study using equity indices to quantify the degree of (in)equitable participation of Latina/os in U.S. higher education over the last decade, including their representation among the faculty and leadership ranks, accounting for structural population changes to show where inequity may be relatively more pressing is presented.*
- 11:00-11:25**
- Regent B**      **Consider a Professional Development Retreat – Janice Supplee**  
*This session shares life-transforming opportunities available when women leaders gather to be renewed, share common experiences, build networks, and encourage each other to maximize their potential at the Women's Professional Development Institute sponsored by the Council for Christian Colleges & Universities (CCCU).*
- Regent C**      **Discourses of Cancer Diagnosis: Narratives of Women Academia – Sara Mata**  
*This session presents research findings using online journaling and photovoice to give voice and visibility to female faculty members diagnosed with breast cancer maneuvering the gendered institutional structure of higher education. This study examined narratives of the experiences of how breast cancer shaped participants' personal and professional roles.*
- Regent D**      **Decision-Making Power Relationships in Public Schools – Jiangan Xia**  
*This session presents a study that addressed a theoretical controversy concerning principal-teacher's decision-making power relationship. The study applied a hierarchical linear modeling method to a national school and staffing survey. The results indicated that the power relationship was characterized as a win-win situation among six out of the seven school level policy areas.*
- Regent E**      **Why Here? Why Now? What Next? – Margareta Knopik and Tina Freestone**  
*This session compares the paths and aspirations of women to the environments and opportunities provided by both traditional and online institutions. The research findings indicate that online colleges and universities may be creating workplaces more conducive to retaining and promoting women. The results inform women as they make career choices involving higher education, emphasizing that they are not alone.*

**Conference Sessions**

- Regent F**      **Establishing a Work/Life Balance: A Self-Study in Professional Leadership – Leah McKeeman and Blanca Oviedo-Loredo**  
A formula does not exist regarding how to establish a work/life balance. However, a self-study of career women has led to the discovery of particular trends and strategies to help establish successful professional and personal leadership. Discover in this session specific technologies that can streamline the processes when balancing work and life.
- Chancellor 1**      **The Persistence of Working Poor Families in a Changing U.S. Job Market – Richard Torracco**  
This session explores the persistence of working poor families in the U.S. – families that live on the threshold of poverty despite at least one family member working full-time. The relationship between the persistence of poverty and changes in the job market are also examined.
- Chancellor 2/3**      **Promoting the Success of Women Online Doctoral Students – Barbara Brock and Peggy Hawkins**  
Although women and men share similar feelings of anticipation, excitement, apprehension, and fear as they embark on doctoral studies, the origin of their feelings and perceptions are gender specific. This session shares the results of a SoTL study that examined the personal feelings and assistance needs of women doctoral students and includes recommendations for instructors and advisers of online doctoral students.
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- 11:30-11:55**
- Regent B**      **Eight Years Later: The Continuing Benefits of the HERS Institute Experience – Jean Haar**  
After attending the HERS Summer Institute in 2006 as an associate professor and founding director of the Center for Engaged Leadership, the presenter shares her experiences in how this event shaped her thinking about leadership in higher education. It also prepared her for her current position as a dean. She shares lessons learned from HERS and what she does to further strengthen her leadership skills.
- Regent C**      **iPrincipals: Innovative Themes, Strategies, and Recommendations of Ten Fully Online University Educational Leadership Preparation Programs – Teri Marcos**  
This session presents insights on the growing national and state trends to deliver fully online programs in school leadership. It reports comparative data findings of the thematic strategies and constructs ten fully online educational leadership programs engage within their innovative designs as they develop iPrincipals for traditional and virtual schools.
- Regent D**      **Women in Higher Education: Leadership and Challenges – Nicole Buckley**  
What are the challenges and opportunities for women leaders in higher education? Numerous studies reveal women are better leaders yet they hold only 3% to 4% of the jobs worldwide at the CEO level. What is this women as leaders' phenomenon and how does that correlate for women in higher education? This session provides answers to these questions.
- Regent E**      **Strategies for Helping Students Develop Dissertation Writing and Organizational Skills – Sharon Hoffman**  
The dissertation writing process is overwhelming for some students, particularly for those who do not have the essential skills in getting started. This session presents basic strategies for helping doctoral students who struggle with organizing research and writing as they initiate this process.
- Regent F**      **International Doctoral Students and Their Advising Relationships – Katherine Najjar**  
This session describes the mentoring and advising experiences of international doctoral students at a Midwestern research institution.
- Chancellor 1**      **Overcoming the Lifelong Impact of Poverty – Jill McCaslin-Timmons**  
This session presents literature on poverty from different points of view and examines resources in relation to the experiences of one individual who lived in poverty as a child and now witnesses poverty in a public school as a school administrator.
- Chancellor 2/3**      **Myrna Grandgenett, PhD: A Legacy of a Woman Leader in Higher Education – Peggy Hawkins and Donna Ehrlich**  
Few studies have identified the application of women leadership styles in higher education. Awareness of effective women leadership characteristics enables others to consider unique contributions of women leaders in higher education. This session shares the results of a qualitative case study that describes the leadership characteristics of a woman higher education administrator.



**12:00-12:25**

- Regent B**      **Developing School Leaders – Marlie Williams**  
*Supporting the professional growth of school leaders is a key component to school success; however, it is often neglected because of a singular focus on teacher professional development. Liberty Public School District's Leadership Series presented in this session models the district's focus on building leadership capacity and reminds leaders that their growth is a priority.*
- Regent C**      **I Wish Someone Told Me... Before I Became a School Administrator – Dana Martin**  
*Are you looking for your first administrative position? The excitement, dreams, and hope you have to shape the school into how you know it should be for children and their learning success drive this search. In this session, one administrator shared some pointers she wished someone had told her before that first administrative position.*
- Regent D**      **Work-Life Balance among Childfree Women – Gina Toman**  
*As more women that are professional invest in their careers, many are childfree for variety of compelling reasons. Some are childfree by choice and some are childfree by chance. This session discusses women's motives/reasons for remaining childfree, dispels myths, and facilitates insights on the importance of individual choices and maintaining work-life balance for women.*
- Regent E**      **Support Staff Roles in the Success of Doctoral Students – Eva Bachman**  
*The diversification of the graduate student population, rate of non-completion, and graduate student development needs have driven a review of processes and support for graduate students. How non-academic staff view their roles in the success of students is discussed in this session.*
- Regent F**      **Education to Employment of Women Refugees – Minerva Tuliao**  
*This presentation reviews the literature on educational resources available for women refugees as they prepare for employment. It addresses factors that support or challenge women refugees from fully engaging in educational programs. Recommendations for educational program administration and development are also discussed.*
- Chancellor 1**      **The Role of the Hybrid Instructor: Perspectives from Graduate Students – Sarah Hall**  
*This session presents the evolving role of the hybrid course instructor from the experiences and perspectives of graduate students. The findings of this qualitative study highlight the instructor's role related to technology, accessibility of materials, course schedule, communication and personal interactions, real life perspectives, interactive activities, and learning styles.*
- Chancellor 2/3**      **Diversity Recruitment at a Predominately White Institution – Karen Kassebaum**  
*In this session, stories of 20 diverse student recruiters' experiences recruiting for diversity at predominately white institutions where affirmative action has been eliminated are presented.*

**1:30-1:55**

- Regent B**      **Discover Your Passion: Helping Undecided Students Uncover Their Passion with MCC's E2V app – Monique Cribbs**  
*This session provides an overview of how and why one community college's career services migrated from paper assessment to creating an interactive tool based on its programs and career opportunities. Bring smart devices because this is an interactive session.*
- Regent C**      **Research Illuminating Superintendent Turnover – Joe Sherwood**  
*There is much attention paid today to teacher and principal accountability due to the necessity to improve student test scores. What is the current research that offers a framework to understand factors that impact superintendent turnover? The research presented in this session provides insight to improve school stability, thereby improving student performance.*
- Regent D**      **The Life and Legacy of Sister Mary Faith Schuster O.S.B. – Alisha Bollinger**  
*This session explores the life of Sister Mary Faith Schuster, a noted educator as well as an accomplished author and poet. Through an examination of her personal letters, journal entries, and other primary sources, the portrait of a woman of amazing faith, passion, creativity, and love emerges.*

**Conference Sessions**

- Regent E**      **Purpose and Calling: Dimensions of Women's Leadership – Marilyn Grady, Sharon Hoffman, and Raymonda Burgman**  
This session's focus is purpose and calling as dimensions of women's leadership. It highlights the literature on purpose and calling, personal experiences of purpose and calling, and future research directions that have emerged from the collaborative. Audience discussion will be encouraged on the topic of purpose and calling as dimensions of leadership.
- Regent F**      **A Journey in Instructional Technology Integration Using Google Apps for Education – Suzanne Becking**  
This session explores the journey of providing support to rural schools in a time of reductions in funding, increased accountability, and rapidly developing technologies. The impact that Google Apps for education has had in rural settings is also presented.
- Chancellor 1**      **Raising Awareness of Transgender College Students' Needs on Campus – Lynn Huynh and Corey Rumann**  
Institutions of higher education need to increase their level of support and awareness for transgender college students on campuses. This session presents what colleges and universities can do to more effectively support and address prejudice toward this marginalized student population. Examples of policies, programs, and resources are provided.
- Chancellor 2/3**      **Understanding Social Capital and Talent Development as a Means to Build Resiliency – Julie Gaddie**  
This session explores the connectivity of talent development to academic resiliency in urban education. The global job market demands a wide array of skills and interests beyond the necessary skills assessed by state and local testing. Talent assessment, goal setting, and high quality feedback are explored in this session to better understand and build on at-risk student's strengths.

2:00-2:25

- Regent B**      **Teacher Alternate Compensation – Heidi Taylor-Eliopoulos**  
This session provides a historical context of teacher compensation. It reviews teacher alternate compensation models from around the world and in the United States. The session identifies the gaps in compensation research and proposes research direction to inform school district leaders considering alternate compensation.
- Regent C**      **Navigating the Leadership Labyrinth: Successful Traits of Women University Presidents – Tania Reis**  
This session presents initial findings of a qualitative study to identify and describe the leadership traits of women presidents who lead large research institutions. The session correlates the theme of leadership connections by channeling the words of women presidents as a platform for leadership discussion and development.
- Regent D**      **Paths to Leadership of Native Hawaiian Women Administrators in Hawaii's Higher Education System – Farrah-Marie Gomes**  
With implications for Native Hawaiian women aspiring for career advancement and for institutions interested in supporting and promoting Native Hawaiian women leaders within the higher education environment, this presentation describes the researcher's methodology for exploring the career pathways of Native Hawaiian women administrators in Hawaii's single system of higher education.
- Regent E**      **Academic Libraries and Innovation – Curtis Brundy**  
Academic libraries are facing a time of unprecedented change. Technology, finances, library staff demographics, and trends in higher education, such as assessment and accountability, are contributing factors. Faced with uncertainty and shifting expectations, academic libraries must innovate to maintain their effectiveness and relevance. This session explores a literature review on innovation in academic libraries.
- Regent F**      **Implications for Educational Leaders based on Helgesen and Johnson's The Female Vision. Barbara Turner, Travis Miller, Sushma Jolly and David Hood**  
The session focuses on the three parts of *The Female Vision: the Value of the Female Vision, Elements of the Female Vision, and Profiting from the Female Vision*. Applications to educational organizations and implications for women and men who work in educational organizations will be presented.

**Chancellor 1** *Engaging Students in the Learning Process: How College Students Used Cogenerative Dialogues to Improve Teaching and Learning – Stephanie Bondi*  
This session shares the results of a research study where students and instructors utilized cogenerative dialogues (cogen) to learn more about how to optimize teaching and learning. Cogen is a tool to help students and instructors attend to their own and others' needs and can assist in building a thriving learning community.

**Chancellor 2/3** *An Exploratory Case Study of Engagement Practices of Student Affairs Personnel at a Chinese University – Lindsay Wayt*  
Globalization and internationalization are increasingly influencing higher education. This session presents a case study in which the practices of student affairs personnel at a university in China were explored. How these practices relate to globalization and internationalization are also discussed.

2:30-2:55

**Regent B** *Running with the Big Boys: Surviving the Negative Physical Impacts of Leading – Mary Culver and Mimi Renteria*  
This session addresses the uncomfortable subject of stress eating and fatigue that often accompanies women in positions of leadership. Recognizing common causes of stress weight, the session also examines how some women manage stress in healthful ways by stealing the last page of the good old boys' book: putting ourselves first.

**Regent C** *A Mini-Abstract: Telling the Story of the K-12 Classroom through Former Administrators Who Returned to Teach – James Blake*  
A proposed narrative inquiry study that focuses on the stories of former administrators describing their experiences when faced again with the reality of the classroom and with everyday classroom events is presented in this session.

**Regent D** *Mary Francis Clarke: A Pioneer in Women's Educational Leadership – Julie Delaney*  
Mary Francis Clark, an 1830s pioneer woman, knew how to "lean in" long before Sheryl Sandberg. Clarke's story of creating a legacy of female educational leaders is the focus of this presentation, viewing her through the leadership lens of Sheryl Sandberg's "lean in" philosophy.

**Regent E** *Serendipity from the Motivation – Nan Wang*  
Teaching English as a second/foreign language has become an essential curriculum in Asian countries. To achieve better teaching strategies, some Asian universities set up an exchange program with American universities. This session presents a program between Chunchuan University in Korea and the University of Nebraska – Lincoln and how this program motivates future teachers.

**Regent F** *Leadership--Summitt Style/Leadership--Ledbetter Style - Huynh Lynn, Jacob Jefferis, Jennifer McAtee, J.P. Spagnolo and Jae Strickland*  
The session will highlight Summitt's and Ledbetter's leadership initiatives and actions. Their approaches will be contrasted and compared to the leadership framework provided by Kouzes and Posner.

**Chancellor 1** *The Road to Researcher: Dimensions of Research Self-Efficacy in Higher Education Scholars –Jeff Beavers and Crystal Garcia*  
Self-efficacy in research is a key predictor of research interest and productivity. This study explores how research self-efficacy is developed and manifested in early career higher education scholars, and provides implications for graduate training and supporting faculty at all stages of their careers.

**Chancellor 2/3** *Assistant Principals in High-Poverty, Low-Achieving Elementary Schools – Shavonna Holman*  
The purpose of this session is to highlight experiences of three different women who served as Assistant Principals in three different high-poverty, low-achieving urban elementary schools. The presentation will highlight lessons learned, the strategies implement to increase student achievement and the leadership actions of the school administrators.

3:00-3:25

**Regent B** *Education in Nazi Germany: A Biographical Look of a German Educator during WWII – Jeff Beavers*  
The German educational system was dramatically altered during the Nazi era. Teachers were required to adopt fascist ideologies in the classroom or face dangerous consequences. In this session, A biographical look highlights the experiences of Kurt Eduard Hiermann, a superintendent of schools in Gera, Germany – before, during, and after World War II.

- Regent C** *What Happens to the Students Who Graduate in the Middle of the High School Class? – Nathan Hanamaikai*  
Students who graduate in the middle of the high school class tend to do so without good habits of leveraging resources. They often are unaware of the resources that exist or that they need them. Explore some of the commonalities between seven of these students who graduated from the same university in this qualitative study preliminary findings.
- Regent D** *A Study of Principal-Community Partners to Enhance Student Academic Achievement – Jae Strickland*  
The purpose of this research study is to identify principal-community partnerships that enhance student academic achievement. Elementary principals who lead schools in urban, high poverty, low achievement districts will be the study participants. Principals will respond to a survey and be invited to participate in individual interviews.
- Regent E** *Diffusion of a Math Intervention Program – Stuart Lenz*  
This session presents the reflections of a group of secondary math teachers who used a newly implemented math intervention program in order to understand why teachers used the program, what concerns they had about the program, who or what influenced their use, and how their use changed over time.
- Regent F** *Factors Influencing the Adoption or Non-Adoption of Cyberinfrastructure Technology – Sushma Jolly*  
The purpose of this phenomenological pilot study is to explore the beliefs, attitudes and subjective norms of academic researchers while making a decision to adopt or not adopt Cyberinfrastructure (CI) technology. The objectives of the study were to: identify the factors that determine CI adoption and to identify the factors that determine CI non-adoption.
- Chancellor 1** *The Role of the Cyber School Principal – Jacob Jefferis*  
This session focuses on the role of the principal in the cyber school setting. It highlights a proposed study that will focus on the leadership role of the cyber school principal through implementation of a mixed methods design.
- Chancellor 2/3** *Student Teaching and the International Experience - Cassandra Reis*  
Cassie Reis is an early childhood education major at Eastern Michigan University. She is in her third year of study. She is passionate about reaching young children in their early years and jumpstarting their interest in school.

3:30-3:55

- Regent B** *Cultural Competence vs. Teacher Performance Assessment – Lori Piowski*  
This study utilizes quantitative data gathered from the IDI and edTPA. Additionally, the edTPA affords future opportunities to collect qualitative data through students' edTPA written commentaries across the three tasks to be completed as well as video representation of their instruction. The intent is that the findings will empower department faculty in designing or creating high quality practices that make impactful decisions that will promote the internal dispositions of candidates.