

# WELC

## Women in Educational Leadership Conference



*October 4-5, 2015*

*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 1987-2015

## *Conference Overview*

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### Sunday, October 4

4:30 – 5:30 p.m.  
Regent C/D/E/F

**Registration**

5:30 – 7:45 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

**Senator Kate Bolz**

**Leadership Journey Panel**

**Farah-Marie Gomes**, University of Hawai'i at Hilo  
**Shirley Mills**, University of Texas Rio Grande Valley  
**Margareta Smith Knopik**, Grantham University

**Juli Burney**, Teacher, Humorist and Author-**Artist of the Year**

7:45 – 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 – 9:25 a.m.  
Regent C

**Welcome**

**Marilyn Grady**, Professor and Conference Coordinator  
**Robin Gerber**, *Leading the Eleanor Roosevelt Way*

9:30 - 12:20 p.m.

**Concurrent Sessions I**

12:30-1:20 p.m.

**LUNCH-Hotel Atrium**

1:25-3:35 p.m.

**Concurrent Sessions II**



### ***Kate Bolz***

Senator Kate Bolz serves in the Nebraska Unicameral on the Appropriations Committee, on the Children's Commission, the Tax Modernization Committee, the Department of Correctional Services Special Investigative Committee, and as Chair of the Aging Nebraskans Task Force. She is employed as Executive Director of the Nebraska Association of Service Providers, an association of community based disability service providers across the state and as an Adjunct Professor at Nebraska Wesleyan University.

She is a Meals on Wheels Volunteer at Tabitha, a member of the Lincoln Young Professionals group, and an active member of both her hometown church, the Palmyra Presbyterian Church, and of First Plymouth Church in Lincoln.

She is a 6th generation Nebraskan. She grew up on a family farm just outside of Lincoln. She earned a bachelor's degree from Nebraska Wesleyan University, and a Masters in Social Work from the University of Michigan. She was elected to represent the 29th District in the Nebraska Legislature in 2012.

She is an avid runner, golfer, and reader and enjoys spending time with her nieces, Alysa and Grace.

### ***Farrah-Marie Gomes***



Farrah-Marie Gomes was born and raised in Hawai'i. She earned a Bachelor's degree from the University of Hawai'i at Hilo where she double majored in Psychology and Sociology. Her Master of Science in Counseling Psychology is from Chaminade University of Honolulu. She returned to the University of Hawai'i at Hilo to serve as the founding Director of its North Hawai'i Education and Research Center in 2006. Since 2011, she also has been serving as Interim Dean for the University's College of Continuing Education and Community Service.

Ms. Gomes has served as chair for the University of Hawai'i Commission on the Status of Women since 2013. On the Hawai'i County Committee on the Status of Women, she has served as secretary since 2013 and next week will become the new chair for the organization. In 2014, Ms. Gomes founded the Hawai'i Island Women's Leadership Forum, which in April 2015 successfully launched the Inaugural Hawai'i Island Women's Leadership Summit with more than 250 attendees.

### ***Margareta Smith Knopik***



Margareta Smith Knopik oversees the academic assessment processes for Grantham University and coordinates the academic division's strategic planning goals. She is a member of the institutional effectiveness team, providing oversight of the institutional strategic planning initiatives. She earned her Ph.D. at UNL in Higher Education Administration with an emphasis in entrepreneurship.





### *Shirley J. Mills*

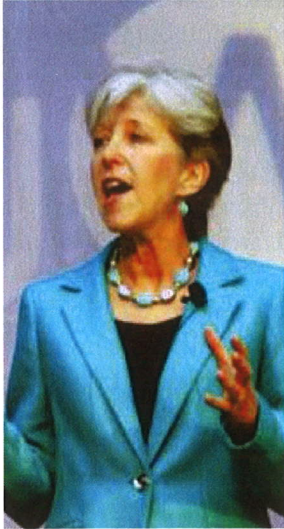
Shirley J. Mills, Ph.D. graduated from the University of Nebraska-Lincoln in December 2005. She remained at the university for one year to complete the research study of Nebraska's assessment system with Dr. Jody Isernhagen. She moved to Edinburg, Texas, to work at the University of Texas Pan American (UTPA) in 2007. She was a member of the Department of Educational Leadership as a tenure track assistant professor for five years and was granted her title of associate professor in 2012. Shirley was chosen to attend a Leadership Training by the Vice Provost in 2013 and after successfully finishing that intensive training, she was invited to be the Interim Associate Vice Provost for one year working under the direction of the vice provost to assist with the disbanding of UTPA and the University of Texas at Brownsville (UTB). In 2015 UTPA and UTB were disbanded permanently and emerged as the new University of Texas Rio Grande Valley (UTRGV). This year she has been assigned to be the Director of College Readiness Initiatives under the Vice President of Student Academic Success where she works with school districts, community colleges, Region One, and UTRGV officials to create a seamless transition for students moving from high school to higher education.



### *Juli Burney*

Juli Burney is a multiple award winning teacher, humorist and author. She has been honored by her state as **Artist of the Year** because of her ability to help improve people's lives through humor and effective use of communication tools. She has worked in all 48 continental United States and Canada, and has been commissioned by a variety of associations from the National Endowment for the Arts to Fortune 500 companies to develop training programs. She has filmed for Showtime and HBO, along with making numerous guest appearances on radio and television programs

## Keynote Speakers



### *Robin Gerber*

Robin Gerber is a speaker, best-selling author and historian. She has appeared on History Channel and Biography Channel programming, as well as The PBS Newshour, and CBS and FOX channel affiliates.

Her articles have appeared in USA Today, the Washington Post, The Philadelphia Inquirer and other newspapers and magazines. Robin is Senior Faculty for the Institute for Management Studies where she teaches her popular course on "Authentic Leadership."

Robin is the author of the bestseller, *Leadership the Eleanor Roosevelt Way: Timeless Strategies from the First Lady of Courage* (Penguin/Portfolio).

Her most recent book is the first biography of the founder of Mattel, Ruth Handler: *Barbie and Ruth: The Story of the World's Most Famous Doll and the Woman Who Created Her* (Harper/Collins).

Prior to becoming an author, Robin practiced law in Washington, D.C. and worked on Capitol Hill. She has studied and written about leadership development since 1975.

## **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 29th Annual Women in Educational Leadership Conference (WELC).





### ***Brent Cejda***

Brent Cejda is a Professor and Chair of the department of Educational Administration at the University of Nebraska—Lincoln. Cejda served for nine years as the Executive Director of the National Council of Instructional Administrators, an affiliate council of the American Association of Community Colleges (AACC) that is housed at UNL. His additional work with AACC includes the Teaching by Choice Initiative, the Leading Forward project, and the Coalition of AACC Affiliate Councils. The Council for the Study of Community Colleges (CSCC) recognized Cejda with the emerging scholar award in 2002 and the senior scholar award in 2014. His higher education experience includes community colleges and four-year institutions in Kansas, Ohio, Pennsylvania, and Texas. He has published extensively in *New Directions for Community Colleges* as well as the *Community College Review*, the *Community College Journal of Research and Practice* and the *Journal of Applied Research in Community Colleges* and was the principal investigator of a National Science Foundation grant that involved over 100 community colleges in designing research experiences for community college students.



### ***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.

# WELC Women in Educational Leadership Conference

9:30-9:50

- Regent B** *The Integration of Learning from Alternative Break Programs – Elizabeth Niehaus, Crystal Garcia, and Julie Dierberger*  
*This session examines a study that explored the application of Barber’s (2012) theory of integrative learning to college students participating in alternative break programs. The findings from this study contributed to the literature on service learning by illuminating the ways students connect multiple experiences and learn from those connections.*
- Regent C** *Continue the Conversation with Robin Gerber*
- Regent D** *Empowered at the Academy: The Value of Mentors and Support for Women in Higher Education– Regina Toman*  
*This session explores the value of mentors and support for female college and university administrators, faculty, and students. Research findings from a study are discussed. Narratives and research highlighting the significance of effective mentors and support for women’s success and work-life balance is shared.*
- Regent E** *Engaging Faculty and Academic Staff in Understanding Changing Financial Funding Trends – Jerold Braatz*  
*This session provides a case study of the changing landscape of financial funding trends in the University of Wisconsin Cooperative Extension. The framework is a potential tool for all higher education administrators to educate faculty and academic staff about financial trends, creating a sense of urgency for change.*
- Regent F** *Diversity Recruitment – Karen Kassebaum*  
*This session presents the findings of a diversity recruitment study. The purpose of the narrative study was to tell the stories of diverse student recruiters’ experiences recruiting for diversity. The study focused on their personal definitions of diversity, personal effects on them in recruiting for diversity, and their motives in this endeavor.*
- Chancellor 1** *Exploring the Nature of User Beliefs in a Web-Based Learning Environment– Sushma Jolly*  
*Web-based learning environments are quite prevalent in today’s educational system. This session focuses on a study that examined the web-based learning environment with an intent to understand the factors that impact the usage patterns and user adoption behaviors of such systems.*
- Chancellor 2/3** *District-Principals’ Decision Making Power Relationship at Regular Public Schools: A National Study Based on Principals’ Perceptions – Jiangan Xia*  
*Although some studies examined both school districts’ and principals’ influences on school decisions, few studies examined district-principals’ decision making power relationship. This study examined districts’ and principals’ influences in school decisions and their power relationship.*

9:55-10:15

- Regent B**      **What is Your Leadership Game Plan? – Vicki Highstreet**  
*You have been invited to the leadership table, now what? True leadership is about the process, not the position, so how do you make the most out of your position as you move up through the levels? Let's turn your principles into practice and work on your leadership game plan.*
- Regent C**      **From Practitioner to Scholar: Training Scholarly Writers in a Doctoral Program – Leah Georges**  
*Scholar practitioner doctoral students have a wealth of applied experience and capacity for graduate education; however, many of these students lack the writing skills necessary for graduate-level scholarly work. This interactive session identifies scholar practitioner students' barriers to academic writing and discusses potential solutions to these writing problems.*
- Regent D**      **Paths to Leadership of Native Hawaiian Women Administrators in Hawaii's Higher Education System– Farrah-Marie Gomes**  
*This session describes the researcher's methodology and preliminary findings of a study exploring the career pathways of native Hawaiian women administrators in Hawaii's single system of higher education, examining career advancement opportunities and institutions that support and promote women leaders within higher education.*
- Regent E**      **How We Became Change Agents in the State of Kansas – Suzanne Becking**  
*This session explores technology and change in an online program faced with decreased funding, increased accountability, and rapidly developing technologies. The session also presents the impact that Google Apps for Education has had and the importance of technology integration in higher education to PK-12 education.*
- Regent F**      **Charisma in Conflict – Kathryn Onorato**  
*In this session, participants identify their personal types of workplace conflict, their conflict style, and their sending and receiving communication patterns. The Love Languages assessment tool is used to help them understand their communication method and style. Goal planning at the end of the session is also presented to address how participants may approach future conflict resolution.*
- Chancellor 1**      **STEM Focused Pre-College Outreach: Examining the Impact on Self-Efficacy of the Freshman Undergraduate Students Conducting the Activities/Events – Steve Patchin**  
*Freshman volunteering to participate in the unique STEM outreach program titled Mind Trekkers were studied as they participated in the program. In this session, participants learn of their experiences and how they described the various ways it impacted them both personally and academically.*
- Chancellor 2/3**      **Curriculum Design and Collaborative Practices for English Language Arts – Sally Thorp, Dawn Smith and Vicky Bryan**  
*How do districts design an inclusive curriculum map for educators to prepare ALL students for high achievement goals? Why is it important to collaborate with special education faculty when developing curriculum? What does professional development look like as districts implement new curriculum? This session describes the process used by one district and presents answers to these questions.*

10:20-10:40

- Regent B**      **Mindset, Grit and Tenacity: Impact on long-term success in academics and life –Melody Schopp**  
*Considering pursuing an advanced degree? Trying to figure out how to balance personal and professional aspirations? New research regarding our mindset and beliefs about intelligence, ability, self-control and reactions to everyday setbacks may have a far greater impact on our accomplishments than IQ alone. The session will discuss how to best approach experiences throughout the labyrinth of life.*
- Regent C**      **Teacher Leadership or Teacher Professionalism? What Practicing Teachers Think, Feel, and Do– Jana Hunzicker**  
*This session reports the findings of a district-wide study conducted in a suburban elementary school district in the Midwest region of the United States to better understand how teachers distinguish between teacher leadership and teacher professionalism within their own teaching practices.*



- Regent D** ***International Students in Their Own Country: Motivation of Vietnamese Graduate Students to Attend Vietnamese-German University – Christina Yao and Crystal Garcia***  
*Vietnamese German University (VGU), a new engineering and technology university, is a collaborative effort between the German and Vietnamese governments. This session examines the motivation for Vietnamese graduate students attending a foreign university and highlight findings of intersections among global, national, and local levels of influences in transnational higher education.*
- Regent E** ***Leaders in Our Lives -Randi Bibins-Clark, Veronica Guzman, Tina Oelke, Jody Reding, Dalila Avila Sajadian and Marilyn Grady***  
*This session focuses on the leaders in our lives. Influential leaders from different phases of our lives will be noted and their impact on our leadership development will be described. Our efforts to “pass on” these leadership lessons through our personal and professional roles will be described.*
- Regent F** ***Educators’ Perceptions of the Abolishment of Two Higher Education Institutions and the Establishment of a New University – Marie Simonsson and Shirley Mills***  
*This qualitative study describes the perceptions of predominantly female staff, faculty, and administrators on the abolishment of two universities and the emergence of the University of Texas Rio Grande.*
- Chancellor 1** ***Writing Integrative Literature Reviews: Using the Past and Present to Explore the Future – Richard Torracco***  
*The integrative literature review is a distinctive form of research that generates new knowledge about the topic reviewed. Little guidance is available on how to write an integrative literature review. This session discusses how to organize and write a literature review for dissertations or articles for publication.*
- Chancellor 2/3** ***Celebrations and Complications in a Dual Career Family: Defining a New Normal – Tania Carlson Reis***  
*What happens when one parent completes her doctorate and lands her dream job in academia in one state while her partner gains recognition for his work in another state? This session narrates one family’s perceptions and understandings when both parents hit their professional strides concurrently, offering strategies learned through experience.*
- 10:45-11:05**
- Regent B** ***Women Leading Luncheons: Support Along the Path of Leadership – Gail Brazile, LaDinah Carter, Sharon Hoffman, Nicole LaBorde, Trasima Richard, and Charie Worley***  
*A female doctoral student panel shares experiences and benefits gained from participating in monthly Women Leading luncheons. They discuss personal gender-related leadership issues, share leadership research, and support one another through the doctoral process at these luncheons. This model could be replicated in various contexts for aspiring and current educational leaders.*
- Regent C** ***Teacher Induction Programs: The Power, the Presence, and the Impact in High-Poverty Schools – Shavonna Holman and Shaneice Udofia***  
*Many teachers who begin their careers in high-poverty schools often move to a different school district or quit the teaching profession. As exit rates increase, districts are fighting the retention problem with improved induction programs. This session examines the impact teacher induction programs have on teachers working in high poverty schools.*
- Regent D** ***Investigating Women’s Leadership in Saudi Arabia: An Assessment of Present Challenges and Propositions for Change – Tiffani Luethke***  
*Women in Saudi Arabia face many cultural challenges in aspiring to leadership roles. This session discusses several propositions about women’s leadership in Saudi Arabia. The propositions provided are widely applicable and extend to numerous leadership roles within the field of academia.*
- Regent E** ***Differentiating Professional Development: When the Teachers are Your Students– Angela Harper and Levonia Swails***  
*Large-scale professional development in a school system can lack the specificity needed for the majority of teachers to benefit. In this session, participants learn how to diagnose instructional problems and maximize their resources in order to address the needs of all educators.*

- Regent F**      **Michigan's Middle and High School Anti-Bullying Policies: The Mask of Misogyny?– John Palladino**  
 Michigan's statewide anti-bullying legislation adheres to the United States Department of Education's requirements. This presentation regards a study that was an in-depth examination of secondary schools' student handbooks throughout Michigan's 541 districts. It exposes inconsistent wording, including (unintended?) misogynistic perceptions of female victims of bullying and harassment.
- Chancellor 1**      **Cyber Skills: Management Abilities Necessary for Principal/Leaders in the Cyber Domain – Jacob Jefferis**  
 This session focuses on the managerial functions of the cyber school principal and the trends that appear in cyber schools but can be easily applied to issues facing traditional schools across the country. The training needs of these prospective principals by institutions of higher education are also discussed.
- Chancellor 2/3**      **North of Lake Wobegone – Barbara Turner**  
 This session presents the experiences this past winter of an integrative behavioral health consultant/psychologist implementing a federally funded grant in a remote, rural northern community. Topics include community, social culture, geography, revenue streams, leadership ideas, and people served.

**11:10-11:30**

- Regent B**      **Envisioning Dual Purpose Outcomes Assessment – Margareta Smith Knopik**  
 This session provides a demonstration of a low-labor example of "closing the loop" using soft-skill assessment at Grantham University (Kansas City metro area) and a discussion of the process used to develop and implement this dual-purpose outcomes assessment tool.
- Regent C**      **Appreciation and Encouragement in the Workplace: Transforming Corporate Well-Being – Teri Marcos, Dina Pacis, and Terri Pieretti**  
 The U.S. Department of Labor reports 64% of Americans leave their jobs because they do not feel appreciated. This session engages participants around how appreciation assists workers to persevere psychologically. Three women educational administration faculty share their corporate experiences working in a dominantly male team within one of America's largest universities.
- Regent D**      **Extraordinary Women in Texas: A Phenomenological Study of Mexican American Female Superintendents– Sonia Rodriguez**  
 This session presents the findings of a study that focused on Mexican American female superintendents. The findings may assist educational leadership programs in understanding the characteristics of Latina educational leaders and bring awareness regarding cultural influences and differences among aspiring administrators.
- Regent E**      **High Impact Strategies for Online Learners – Maude Yacapsin**  
 Are you teaching a course online or evaluating the effectiveness of an online course? Join Maude as she shares her successful experiences using high impact practices for student engagement and course/instructor evaluation. Templates and tools are shared in this session. Prepare to design your own, using elements from her work.
- Regent F**      **National Goals for People with Intellectual and Developmental Disabilities in the Area of Social Inclusion– Sarah Hall**  
 This session presents the status and national goals in the area of social inclusion for people with intellectual and developmental disabilities (IDD) from a focus group of leaders at a national working meeting. Results include research, practice, and policy goals that could enhance the quality of life for people with IDD.
- Chancellor 1**      **Potential Gaps in Leadership Development -Marilyn Grady**  
 This session focuses on aspects of leadership development that may not occur as part of academic course work or specific skills-based experiences. Identification of these potential gaps and suggestions for addressing the gaps are part of the presentation.
- Chancellor 2/3**      **Are Charter Schools More Autonomous? A National Study Based on SASS Data – Jiangang Xia**  
 Charter school effectiveness has been extensively discussed, but few studies examined whether charter schools are more autonomous than traditional public schools. This study aimed to contribute to this topic by examining and comparing principals' influences in school decision-making and teachers' control in the classroom between charter and regular public schools.

11:35-11:55

- Regent B**      **Get it Published! – Barbara Brock**  
*Writing a publishable paper from dissertation research can seem overwhelming. How does one whittle a mountain of research verbiage into a 25-page paper that someone will want to read? This session offers suggestions for doctoral candidates and new professors who want to publish their dissertation research but are unsure how to begin.*
- Regent C**      **Review of Current Educational Leadership Books – Shirley Mills and Marie Simonsson**  
*This session offers reviews of four books published in 2015 that provide important and continuous learning of women leaders in educational public schools and higher education settings. Participants are encouraged to add their favorite book choices to the discussion.*
- Regent D**      **A Dress Rehearsal in Leadership: Conducting Equity Audits – Sharon Hoffman**  
*A class project of master's educational leadership students in conducting equity audits is presented in this session. Students analyzed one school district's data through an equity lens and then presented their findings and recommendations to district administrators. Instructional and learning processes are highlighted, along with implications for leadership development strategies.*
- Regent E**      **Lessons in Leadership – Denise Schares and Sue Alborn-Yilek**  
*This session focuses on the leadership lessons learned over 35 years in public education spanning multiple teaching and leadership roles. Important concepts for leaders' consideration delivered with a sense of passion and humor make this a valuable session for participants.*
- Regent F**      **How Prepared Are People from Different Countries to Deal with People with Disabilities: A Statistical Analysis – Gabriela Walker**  
*This session examines a study exploring whether people from democratic and developed countries are increasingly prepared to work with and care for people with disabilities. Historically, responsibilities of caring for disabled individuals fell to women; however, the majority of individuals know someone with disabilities in their workplace or social circle.*
- Chancellor 1**      **Boys Only—Ruth Elizabeth Grady**  
*Being surrounded by boys was great fun and an excellent way to spend time. The downfall was, the boys were dead Columbian mammoths. Two weeks as a member of the first Mammoth Site Excavation and Preservation program was an incredible experience. In this session, I will describe my discoveries.*
- Chancellor 2/3**      **A Rally Cry within Higher Education from LGBT Preservice Teachers and Social Workers: "Help!" – John Palladino**  
*This session presents a phenomenological qualitative study that explored firsthand field experiences of 26 internship education and social work students who identified as LGBT. Findings exposed fears and experiences of discrimination in schools and agencies. Implications for reaching out to and supporting this population is also discussed.*

12:00-12:20

- Regent B**      **Understanding the Needs and Challenges of Chinese International Students– Jerold Braatz**  
*This session reviews research literature that provides insight about Chinese international students and higher education institutions in the United States. In 2013, Chinese international students represented 28 percent of all international students attending U.S. colleges and universities. The research is critical for understanding the needs and challenges of Chinese international students.*
- Regent C**      **A Site of Resistance and Compliance: How One Community College Academic Unit Approaches the Practice of Academic Freedom –Deryl Hatch and Naomi Mardock**  
*This session explores how one academic unit at a community college has approached questions of academic freedom. The session shares how faculty members assert their right to participate in the governance of the institution, and whether and how the institution acquiesces, which reveal insights into the shape and direction of the institution.*



- Regent D**      **Leadership as an Activity – Tina Oelke**  
*Leadership, an activity rather than a position, helps us address and overcome challenges meaningful to organizations and lives. It is through these actions that people become empowered to address difficult challenges, work together for the common good, and achieve lasting change. This session initiates thoughtful discussion of leadership as an activity*
- Regent E**      **Serving Students: Finding a Balance between Web-Based and In-Person Options– Eva Bachman**  
*This session discusses the issues faced by student services as institutions transition to web-based processes. The focus of the discussion centers on post-secondary institution experiences; however, the ideas presented may be useful for all audiences.*
- Regent F**      **Factors that Impact and Impede the Advancement of Black Female Superintendents in Louisiana– Charie Worley**  
*This session shares the experiences of three Black female superintendents in Louisiana as they advanced to the superintendency. Learn how the social construction of race and politics influence the appointment of leaders, and why this practice is detrimental to multicultural school systems. Recommendations for creating a pluralistic leadership model are also discussed.*
- Chancellor 1**      **Athlete2Athlete Peer to Peer Mentoring – Karen Kassebaum**  
*This session addresses the need for more student athlete programs to provide leadership and personal development opportunities along with offering mentoring to all incoming athletes as they transition to college life. As institutions' demographics change, the need for transitional support for all students needs to be addressed.*
- Chancellor 2/3**      **International Doctoral Students: Power and Poverty – Katherine Najjar**  
*Forty-nine percent of international doctoral students rely upon their institution for their primary income. This session presents the difficulties that international doctoral students experience in obtaining sufficient funding. The session also shares interviewed students' descriptions of their experiences in living below the poverty line, as well as stresses that accompany uncertain funding.*
- 1:25-2:05**
- Regent B**      **Leadership Qualities of Principals of High-Performing, High-Poverty Elementary Schools– Mark J. Cohen**  
*This session presents initial research findings of a study that examined leadership qualities in high-performing, high-poverty elementary schools.*
- A Study of Principals and Community Partnerships in Urban Elementary Title I Schools – Jae Strickland**  
*The presenter uses her personal experience working in a high-poverty, urban elementary school as a platform to help the audience understand the impact that engaging community partners can have on enhancing student, family, and teacher engagement as well as increasing student achievement.*
- Regent C**      **Introducing Teachers and Administrators to the Next Generation Science Standards – James Blake**  
*Since 2013, twelve states have adopted the Next Generation Science Standards (NGSS). Teachers and administrators must understand changes in standards related to curriculum materials, instructional strategies, assessment, and teacher preparation. All of these aspects can create a steep learning curve. This session models effective ways to communicate about NGSS.*
- Building a Positive School Climate: Chance for Rain or Sunny Skies? -Sue Showers**  
*The problem of practice this proposed instrumental case study attempts to address is how educational leaders may change or transform a toxic or negative school climate into a positive one in order to influence the teaching and learning interactions that take place in their school.*
- Regent D**      **Faculty Women of Color in the Academy: Connecting Community and Valuing Young Voices for a Social Justice Agenda – Shirley McCarther and Donna Davis**  
*This highly interactive session engages participants in exploration and discussion on the issue of social justice and youth perceptions of it in twenty-first century urban schools. The session also focuses on how school leaders and higher education professionals may transform their programs to include these important perspectives.*

- Regent E**      **Turnaround Elementary Principals in Rural Missouri1 – Julie Delaney**  
*This session presents the findings of the study, Practices of Rural Missouri Turnaround Elementary Principals. The study was centered around the practices of rural turnaround principals, actions of the Missouri Department of Education, and the role population demographics played in contributing to increased student achievement in Missouri rural elementary schools.*
- The Issues that Teachers Bring to the Principal's Door – Lisa Nelson**  
*This session discusses the rationale to research Catholic elementary school principals in their role as counselor to their faculty and the personal concerns that teachers bring to the principal's door. The session also explores the need for additional resources that are available to principals working in the role of counselor.*
- Regent F**      **Rural First-Generation Student Experience at a Large Midwestern University– Benjamin Heinisch**  
*This session discusses methodology and findings from a recent studying examining the experiences of first-generation rural Nebraska students attending a large Midwestern university.*
- Rising Above "C" Level: Challenges and Successes of Multi-Racial and Multi-Ethnic Freshman Males at Division II Institutions – Will Sheppard**  
*For all students, academic attainment is achieved through self-motivation, awareness, and willingness to access resources provided by colleges and universities. This session describes the experiences of multi-racial and multi-ethnic freshman males as they navigate Division II environments and explores models that can be implemented for this demographic.*
- Chancellor 1**      **The Cost of Higher Education: Should Public Institutions Be Free? – Lina Reis and Tania Carlson Reis**  
*This session offers the viewpoint of a 14-year-old secondary education student planning her educational future. As higher education increases in cost, students and families need to be aware of the financial implications at an early age. This is one person's story.*
- Chancellor 2/3**      **The Role of Involvement in Latina/o Based Fraternities and Sororities – Crystal Garcia**  
*While involvement in campus organizations has been connected to positive academic outcomes for Latina/o students, findings regarding ethnic based organizations have been mixed. This session discusses Latina/o student involvement in higher education and a proposed study to explore the experiences of students in Latina/o based fraternities and sororities.*
- 2:10-2:50**
- Regent B**      **Creating and Maintaining Early Childhood Programs in Rural Communities – Nicole Hardwick**  
*Although evidence shows that early childhood education increases kindergarten readiness, many children are still entering kindergarten without any prior involvement in a formal, high quality, early education program. This session addresses the issue.*
- Pre-K: Great Start or Great Flop? – Brad Stauffer**  
*Pre-kindergarten classes have beneficial effects on children's academic development, yet there is no broad adoption of universal pre-kindergarten programs. Head Start and other local programs do not begin to meet the demands for eligible students. This session explores the literature about public perception of Pre-K and its efficacy.*
- Regent C**      **The Impact of Elementary School Counseling Programs – Brenda Leggiadro**  
*As budgets tightened and accountability measures under NCLB were implemented, some schools questioned the need for elementary counseling programs. Without solid information about how counseling programs contribute to student outcomes, these positions were eliminated at many schools. This session examines the impact of elementary school counseling programs on student success.*
- What Administrators Need to Know to Use School Psychologists More Effectively – Jill Timmons**  
*School psychologists are often the most highly trained staff in the building but research has shown, especially in urban school districts, school psychologists are not used effectively. This presentation provides administrators with information they need to effectively use an existing resource to meet the academic, social, and emotional needs of their students and improve graduation rates.*
- Regent D**      **Women and the Superintendency: Critical Issues – Alisha Bollinger**  
*In the United States, women represent roughly 25 percent of public school superintendents. In Nebraska, only about 10 percent of superintendents are women. Why do so few women hold the position of superintendent? This session reviews current research as well as present alternative lines of inquiry into this issue.*

**Educational Entrepreneurship: Developing a Shadow School – Andrea Guerrero**

As educational demands on students increase, supplemental services are frequently sought out. This session explores educational entrepreneurship by discussing how a group of educators, led by the presenter, researched and developed a private shadow school in their community and satellite locations.

**Regent E****Professional Associations—Network Development -Randi Bibins-Clark, Veronica Guzman, Tina Oelke, Jody Reding, Dalila Avila Sajadian and Marilyn Grady**

This session focuses on professional associations and network development. Information about associations in different fields of leadership and education as well as the personal and professional networks that may result through association participation will be highlighted.

**Regent F****Talent Development and Refugee Women – Minerva Tuliao**

This presentation reviews the literature on educational resources available for the talent development of refugee women as they prepare for employment. It also discusses the challenges associated with talent development of refugee women at the pre-employment state. Recommendations for educational leadership and development will be discussed.

**Developing Your Regional Workforce: Strategies for Community Colleges and Industry Partners– Chelsy Harris**

Discover how community colleges deliver workforce development training. This interactive session invites participants to share how their community colleges' workforce training programs are marketed, funded, and assessed.

**Chancellor 1****The importance of Data Literacy Related to Instructional Leadership Programs-Julie Albrecht and Neal Luo**

Presenters will share findings which examined 183 principals' use of data in instructional leadership in a Midwest state in the US and identified the factors related to data use, and the extent to which high school principals use data in instructional leadership, and the impact of work environments.

**Chancellor 2/3****Stress and Wellness in University Faculty – Jennifer McAtee**

This session presents the findings of a literature review of the impact of stress on six dimensions of wellness. It examines how negative stressors can impact health and wellness in the areas of physical, emotional, social, intellectual, occupational, and spiritual areas of wellness.

**Educating the Whole Child in a Rural School: Healthy Student + Healthy Staff = Better Learning Conditions – Travis Miller**

This session highlights the efforts of Bayard Public Schools to improve the overall health of the school district to promote improved outcomes for student and staff well-being. The school district utilized a coordinated school health approach to guide efforts to improve the teaching and learning environment.

**2:55-3:35****Regent D****Life after 21: Social Engagement for Young Adults with Autism Spectrum Disorder – Stephanie Goodrich**

Social skills instruction and inclusion opportunities for students with Autism Spectrum Disorder are essential components used by special education teachers to educate youth with social impairments. What happens to these students once they leave their supported K-12 environment and navigate their social relationships independently as young adults? This session explores those issues.

**Disability Support Services Offered to Undergraduate University Students – Deborah Kendrick**

This session presents findings from a review of the literature investigating the organizational structure of disability support services offered to undergraduate students and practical applications as it effects the organization.



- Regent E**      **Professional Educators' Perceptions of English Language Learners and Special Education in the Pre-Referral Process – Laura Salem**  
*In this session, participants have the opportunity to learn about the need to develop a collaborative process for identifying and addressing the academic needs of English Language Learners (ELL) students who may require a future referral for special education services.*
- Exploring the Factors Influencing the Adoption of Cyberinfrastructure Technology – Sushma Jolly**  
*Theory of Planned Behavior predicts and explains human social behavior and is a framework for behavioral interventions. Standard methodology is quantitative; however, many researchers use qualitative methods to elicit attitude, subjective norm, and control belief. This session presents the findings of a mixed methods study to understand attitudes, beliefs, and subjective norms of researchers toward cyberinfrastructure.*
- Regent F**      **How I became a leader... - Arefeh Mohammadi**  
*The life-changing experience of understanding the purpose of my life in educational leadership is leading me to establish an organization in Iran for university women.*
- Ms. to Mrs. to Ph.D. – Tarina Cox-Jones**  
*This session addresses how to navigate the many roles a female educator may have during her career. The session also provides opportunities for participants to ask questions of female educational leaders they may have been too afraid to ask.*
- Chancellor 1**      **Reframing Leadership in Student Affairs Programs – Jeff Beavers**  
*The Reframing Leadership model of Bolman and Deal (2003) is used as a conceptual framework for studying leadership in student affairs programs in this session. The frames leaders use include structural, human resource, political, and symbolic strategies. This session includes information for putting together a qualitative study for a dissertation proposal.*
- Chancellor 2/3**      **Women in Academia: When Credentials Are Not Enough – Andrea Guerrero**  
*This session reviews the literature exploring the skill development, career planning, and perceived network influence on career women's academic access and opportunities.*

# **WELC** Women in Educational Leadership Conference

Mark your calendars for the 30th annual  
Women in Educational Leadership Conference  
October 9-10, 2016

A call for proposals will be emailed in the spring to all 2015 conference attendees.  
Bookmark [welc.unl.edu](http://welc.unl.edu) for further details.

**Hope to see you in 2016!**

We thank the following individuals and organizations for their generous support of this year's conference.

In Honor of Donald Uerling  
Jerry Robichau  
Mary Johnson  
Sharon Hoffman  
Marilyn Grady  
American Exchange Center  
Bakers Candies  
Bruegger's Bagels  
Buros Center for Testing  
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