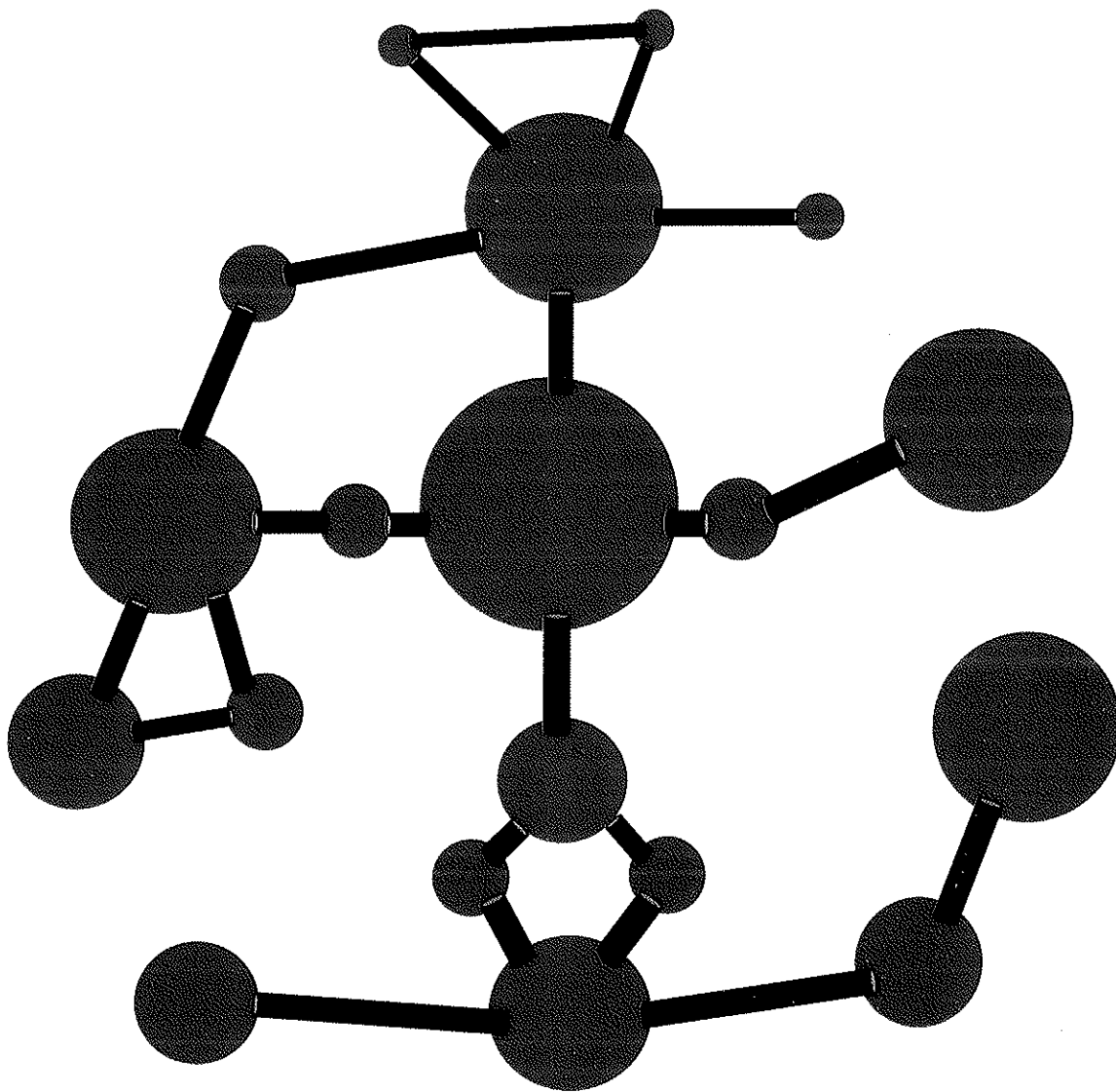


# WELC

## Women in Educational Leadership Conference



*October 9-10, 2016*

*Research + Networks = A Source of Leadership*





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# **WELC** Women in Educational Leadership Conference 1987-2016

## *Conference Overview*

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### **Sunday, October 9**

**4:30 – 5:30 p.m.**  
Regent A/B

**Registration**

**5:30 – 7:45 p.m.**

**Welcome and Introductions**

Marilyn Grady, Professor, UNL  
Dr. Frances Kaye, Professor, UNL

**Women in Educational Leadership  
Conference at 30**

**Women and Leadership Panel**

Alisha Bollinger, Norris Public Schools, NE  
Tina Oelke, Neosho County Community College, KS  
Teri Marcos, Ph.D. National University, CA

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### **Monday, October 10**

**7:30 – 8:00 a.m.**  
Regent C

**Registration**

**8:00 – 9:45 a.m.**

**Welcome**

Regent C

Marilyn Grady, Professor  
Carla E. Tillmon, Program Analyst  
U.S. Department of Labor–Women's Bureau

**Lessons in Leadership: A History of Women, Student Affairs  
and Social Change**

**Dr. Kelly Sartorius**

**9:50-12:15**

**Concurrent Sessions**

**12:15-1:15**

**Lunch, Hotel Atrium**

**1:15-3:15**

**Concurrent Sessions**

## *Kelly Sartorius*

Kelly Sartorius teaches at the University of Kansas Honors College. Her book, *Deans of Women and the Feminist Movement: Emily Taylor's Activism*, was recently published by Palgrave Macmillan as a part of their series on Historical Studies in Education.

Dr. Sartorius' work on deans of women and student affairs was selected as the winner of the 2012 Ruth Strang Award by the Center for Women at the National Association of Student Personnel Administrators (NASPA), and has been featured on CSPAN3. She has presented her work at the 2014 Berkshire Conference on the History of Women, the Oral History Association national meetings, and the History of Education Society recently hosted a panel on her book's contributions to the field. She has enjoyed the opportunity to lecture on her work at Georgetown University, Indiana University, Southern Illinois University Carbondale, Washington University in St. Louis, and at conferences for organizations such as the American Association of University Women.

Sartorius has worked in higher education since 2003. Her previous employment includes Director of Development at Washington University in St. Louis and Senior Director of Development at Kansas State University, and the University of Arkansas. Sartorius serves as co-chair for a national conference, Advanced Development for Deans, a Council for the Advancement and Support of Education (CASE) program offering, and lectures for CASE at other conferences as well.

Sartorius holds a Ph.D. in History from Kansas State University (2011), and a master's degree in American studies and a graduate certificate in women's studies, both from the University of Maryland (1996). A member of Phi Beta Kappa, she received two bachelor's degrees – one in history from Wichita State University (1994) and one in journalism from Kansas State University (1993).

## *Frances W. Kaye*

"Studies" is the game for me—Great Plains Studies, Native American Studies, Canadian Studies. I live part time on an old farmstead outside Lincoln and part time in a little house in central Calgary, Alberta so that I can always be immersed in what I am studying. My research is as likely to take me to a tall grass prairie or a powwow or a street corner protest as it is to the library, and I encourage my students also to live their passions.

I have held two Fulbright Teaching Awards, to Montreal, Quebec, and to Calgary, Alberta. The first resulted in the book *Hiding the Audience: Arts and Arts Institutions on the Prairies*, and I am finishing an *Intellectual History of the Great Plains* based on research done during the second. I am just beginning a new project dealing with First Nations art, humour, and justice issues. I'm not real sure where that is going to take me, but I am enthusiastic about the ride.

## *Tina Oelke*

Tina Oelke's educational journey started with receiving a Bachelor's degree in Secondary English Education from Emporia State University. She taught middle school in Colorado and Arizona before moving to the United Kingdom for six years. While there, Tina worked as a field representative in England and Bosnia-Herzegovina by providing educational services to troops. In England, she earned her Master's degree from Bowie State University (European division) in Guidance and Counseling before moving to Taiwan. During her five years in Taiwan, Tina worked as a K-12 school counselor at an American School in Taichung and as a mental health counselor at an ex-patriot community services center in Taipei.

Tina has returned to Kansas where she works at Neosho County Community College as the Assistant Dean of Outreach and Workforce Development. Through her career, she has been privileged to help others rewrite their story by fostering student progression from school to career. She is passionate about raising awareness of diversity and making changes in gender inequality.

## *Teri Marcos*

Teri Marcos, Ed.D is Professor and Lead Faculty of Educational Administration at National University in Los Angeles and Woodland Hills, CA. Having served for twenty years as a middle school teacher, site mentor teacher, school improvement program coordinator, administrator, and district coordinator of middle school GATE and Beginning Teacher Support Assessment programs, she additionally served at the state level in California as a 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 administrators and teaches School Improvement Leadership, Clear Induction Administrative Services Credential courses, and Research. She serves as a strategic planning consultant to schools as well as an external reviewer for educational administration programs in CA. She co-chairs the Association of California School Administrators (ACSA) and California Association of Professors of Education (CAPEA) sub-committee whose purpose is to quarterly collaborate across the two state administrator associations to develop educational leaders in California.

She is an editorial board member, Journal of Urban Learning, Teaching, and Research (JULTR) of the American Educational Research Association (AERA), the associate chair, American Educational Research Association, Urban Learning, Teaching, and Research SIG, for the 2017 AERA Annual Meeting, San Antonio, Texas, and chairs the faculty research grant committee of the California Association of Professors of Educational Administration. Having served as an Online Coordinator for the Sanford College of Education at National University her current research focuses on the professional development of faculty as Technology Language Learners. Teri completed her doctorate in 2004 at the University of La Verne, CA. while studying the effects of thirty years of legislated educational reforms on student achievement in California public schools. Her Master's degree in Educational Administration is from Azusa Pacific University, and her Bachelor's is in Kinesiology from California State Polytechnic University, Pomona.

## Keynote Speakers

### *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. She is the founding editor of the Journal of Women in Educational Leadership (JWEL). 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.

### *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).

# WELC Women in Educational Leadership Conference

9:50-10:15

**Regent B**

***Building Institutional Research Capacity: Challenges and Opportunities – Deborah Derrick***

*The past two decades have brought increased competition for limited grant funding and pressures on the fiscal, administrative, and regulatory environments in which grant seeking is conducted at U.S. higher education institutions. This session highlights some of these changes and strategies used to establish a college-wide grant support office.*

**Regent C**

***Continue the Conversation with Kelly Sartorius***

**Regent D**

***For Girls: Building the Pipeline – Olivia K Lewis***

*This session highlights outreach efforts, targeting middle school females, to build the pipeline towards increased enrollment of female students in a university program. Session attendees are asked to participate in a dialogue on program sustainability, areas for improvement, assessment strategies focusing on what has been learned, and best practices.*

**Regent E**

***Alignment and Coherence in the Boundary Spanning Journey from Policy to Practice – Sarah J Zuckerman***

*This study examined 18 middle and elementary schools to identify characteristics of alignment and coherence that contributed to the successful implementation of state policy innovations aimed at the instructional system of schooling. These mechanisms contributed to sensemaking from policy to practice across state education department, district, school, and classroom barriers.*

**Regent F**

***Using and Resisting Standards to Work towards Equity – Stephanie Bondi***

*Educational leaders need to examine and evaluate current standards and how they serve or do not serve various minoritized student populations. Retention and graduation rates of many minoritized groups are low so it is possible standards are not serving them. This session offers current thinking of a both/and approach to resisting and utilizing standards to support students in a more critical and equitable way.*

**Chancellor 1**

***The Self-Efficacy and Leadership of Female School Board Presidents – Vicki VanTuyle and Sandra Watkins***

*The leadership and self-efficacy of female school board presidents are the focus of this presentation. Eight female school board presidents responded to questions about their role, responsibilities, and relationships as school board presidents. The presentation illuminates the development of their agency and leadership as they relate to Bandura's self-efficacy theory.*

Chancellor 2/3

**Leadership Matters: The Superintendency in Small Rural Schools – Travis Miller**

*This session provides an overview of the literature related to the superintendency in small, rural schools. The information from the literature will be juxtaposed with the lived experiences of the presenter, who has served as a student, teacher, principal, superintendent, and board member in small rural Nebraska schools.*

10:20-10:45

Regent B

**A College of Education Addresses Racial Equity – Jean Haar**

*During this session, participants (a) gain an understanding of the current racial disparity in academic performance between white students and students of color in Minnesota; (b) learn how the College of Education at Minnesota State University, Mankato is working to intentionally shift their approach to recruit, prepare, and retain teachers and leaders who are culturally competent; and (c) explore the power of language and its impact on the policies and procedures.*

Regent C

**Here to Serve All: Female Library Administrators' Experiences with Homeless Patrons – Mark A. Giesler**

*Labeled "third-sector" community organizations, public libraries serve homeless individuals by default. Using focus group interview data with library personnel, this presentation explores how eight female library administrators constructed their leadership styles and strategies to respond to the needs of homeless patrons in their facilities.*

Regent D

**More Lessons in Leadership – Denise Schares and Sue Alborn-Yilek**

*This session explores lessons in leadership with engaging stories, practical advice, and a sense of humor as two university assistant professors share insights and encouragement with other leaders. It is a continuation of a session presented during 2015 WELC that resulted in a request for additional opportunities to explore the topic.*

Regent E

**Microaggressions: Overreacting or Stripping of Power? – Tina Oelke**

*You, a female president, are in a meeting with your executive team. A male vice president addresses everyone as "Dr." except you, whom he calls you by your first name, even though you are a Dr. What just happened and how should you react? Learn about microaggressions and how to diffuse them.*

Regent F

**Financial Challenges and Strategies by Immigrant Generation: Findings from a Study of Latino Male Community College Students – Elvira J. Abrica**

*This presentation highlights findings from a qualitative focus group study of Latino males attending a two-year public community college in Southern California. Findings indicate that participants demonstrated extreme resilience in the form of specific financial strategies amidst difficult financial circumstances.*

Chancellor 1

**The Journey toward Increased Faculty/Student Interaction: A Virtual Perspective – Suzanne Becking**

*This session focuses on unique needs of students enrolled in online programs and the importance of faculty availability to meet needs. Examples that demonstrate how faculty meet challenges of virtual office hours and interact with students are also provided.*



**Chancellor 2/3** *Transform Achievement and Embrace the Arts, Social Justice and Student Voice through Culturally Relevant Pedagogy – Shirley Marie McCarther and Donna M. Davis*  
 This session is an interactive workshop and engages participants in conversation that examines beliefs about social justice through the eyes of urban students in grades 5-12 through their visual, performing, and cinematic arts expressions. The session also discusses the role of school leaders and higher education professionals in transforming teaching practice.

10:50-11:15

**Regent B** *Incarcerated Women with Mental Illness and the Effects of Childhood Trauma – Phyllis Burger*  
 This session presents an overview of a proposed study to determine the link between mental illness and the impact of childhood trauma among incarcerated females. Methodologically, this study is designed to identify factors common to women with mental illness who are at risk for criminal activity before they enter the criminal justice system.

**Regent C** *Three California Women: A Journey of Leadership Paths that Inspired a Common Vision – Donna Elder, Jo Birdsell, and Dina Pacis*  
 Hear from Dr. Donna Elder, the first female Rotarian whose unintentional action spurred the 1987 U.S. Supreme Court decision to allow women membership in all service clubs; engage the stories of an associate provost and a department chair who led a nearly all male educational leadership faculty; and learn their common vision for the College of Education in one of America's largest universities.

**Regent D** *Latina School Leadership: Breaking the Mold and Rising to the Top – Shirley J. Mills and Velma Menchaca*  
 This qualitative research examined two Latina school leaders who were interviewed extensively to discover their journey to leadership. The theoretical frameworks used were Latina critical race theory, feminist theory, and counter storytelling. Themes that surfaced were strong supportive mothers, fervent faith, humble beginnings, mentors, intelligence, and challenges not obstacles.

**Regent E** *Improving Systems of Support for People with Intellectual Disability in Australia – Sarah Hall*  
 This session presents the current supports for people with intellectual disability in Australia. The systems of supports in Australia are going through rapid change. Findings from professional visits include the lifespan supports provided in schools and adult services as well as research, practice, and policy goals for future action.

**Regent F** *Instructors' Design and Delivery of Community College Student Success Courses: Espoused and Enacted Curricula – Deryl K. Hatch*  
 Despite the promise of college success courses to improve outcomes for community college students, there is little empirical evidence about their role in college curricula in terms of their goals and structures. This mixed-methods study investigated the variety of purposes for student success courses and the relationship with course features.

**Chancellor 1** *Open Access: Is it Finally in Reach? – Curtis Brundy*  
 This session examines recent events in scholarly publishing and the possible impact they will have on academic libraries.

**Chancellor 2/3** *Text Complexity: Engaging the Reader Deliberately – Rebecca Tuttle*  
 Using an online program to engage the reader in meaningful text allows for deeper comprehension. As educators, we build students' capacity for independent comprehension of text through close reading.

11:20-11:45

- Regent B**      ***Undergraduate Women in Science: Tales from the Crypt – Ruth Elizabeth Grady***  
*Many were called to sign up for the Sicily Mummy Field School. As a major in biological anthropology, this was a dream come true. Five undergraduate women in forensic science and I packed our suitcases to encounter Sicilian history and, of course, the mummies!*
- Regent C**      ***Affordances and Limitations of Applying U.S.-Based Theories in International Higher Education Research: Studying Student Engagement and Student Development in the Caribbean – Elizabeth Niehaus***  
*In an era of internationalization, how do educators seize on the potential of practices and theories developed in an American context in a way that fully honors local cultures? Drawing from a recent study in the Caribbean, this presentation discusses the application of U.S.-based theories in different cultural contexts.*
- Regent D**      ***A Place to Laugh Together: Implications for the Use of Humor in Learning Environments for Displaced Women – Tiffani N. Luethke***  
*This session explores the implications for using humor in working with displaced individuals in learning environments after resettlement. The focus emerged from ethnographic research involving refugee women at a community center and has extended into the literature on humor. Humor has powerful implications given the unique challenges when all or most learners have experienced past trauma related to displacement.*
- Regent E**      ***The Post-High School Outcomes of the Marshallese Graduates of the Kwajalein Jr.-Sr. High School – Douglas Steven Hepler***  
*This session discusses the proposed research on the post-high school career and life paths taken by the Marshallese graduates of the American high school on Kwajalein, Marshall Islands.*
- Regent F**      ***Cross-Cultural Mindsets Regarding Disability – Gabriela Walker***  
*This study analyzed international statistical data related to readiness to work for improving the lives of people with sicknesses and disabilities and population concern with the quality of life of people with disabilities, by looking at factors related to national culture (reflected in the scores of Hofstede's dimensions), health status, and educational level.*
- Chancellor 1**      ***Strategic Instructional Design for Online – Maude Yacapsin***  
*Teaching a course online? During this session, successful experiences using high impact strategies and apps for student engagement, as well as for course/instructor evaluation, are shared. Templates and tools shared! Prepare to design your own using elements from this presentation. BYOD! BYOLMS!*
- Chancellor 2/3**      ***Dismantling Prevalent Approaches to Discipline and Behavioral Intervention in Schools – Terri M. Pieretti and Patricia Traynor-Nilsen***  
*This session discusses how trauma influences behavior and challenges educators and professors to understand the implications for creating discipline systems that address behavioral disruptions, while taking into account how the brain develops. Research regarding how non-punitive approaches help students develop greater emotional intelligence is also discussed, including the impact of adverse childhood experiences.*

11:50-12:15

- Regent B**      ***The Dynamic of Women Leading Women – Jody Reding***  
*This session describes the researcher's methodology and preliminary findings of a study exploring how women in higher education describe their experiences leading women and being led by women.*
- Career Behaviors of Tenure-Tracked Female Professors – Andrea Guerrero***  
*This session presents research on women leaders in higher education's proactive career behaviors. The subtopics of networking in higher education; networking supports for women in higher education; women network influence on work roles; gender influence in network building; and supports needed to develop career behaviors for success are also discussed.*
- Regent C**      ***Women Overcoming the Odds and Making a Difference: Three Paths to Leadership – Mary K. Culver***  
*This session dissects three women's route into leadership roles. Their motivations and contributions are examined for inspiration. Challenges and obstacles experienced by each are discussed, as well as their strategies for overcoming them. Their coping strategies are presented for better understanding of work-life balance.*
- Regent D**      ***The Stereotype Threat and the "Adobe" Ceiling – Dalila Sajadian***  
*This session focuses on discussing the stereotype threat on Hispanic women and also discusses the less known term of "adobe" ceiling and what it represents for Hispanic women climbing the leadership ladder. In addition, a proposed research study is presented.*
- Regent E**      ***Research on Principals Perspectives on the Roles and Skills of School Psychologists – Jill McCaslin-Timmons***  
*According to research, school psychologists are the most highly trained mental health professionals, yet their skills in schools are inconsistently applied. This session is an overview of a doctoral research entitled, "Principals' Perceptions of the Roles and Skills of School Psychologists."*
- Regent F**      ***Economic Inequality, Educational Inequity, and Reduced Career Opportunity – Richard Torracco***  
*Rising income inequality has resulted in declining educational opportunities for the working poor, leading to reduced career opportunities and lower incomes. This raises alarming questions: Do economic inequality, educational inequity, and reduced career opportunities contribute to a self-perpetuating cycle of poverty for the working poor? Is this cycle inevitable? This session explores answers to these questions.*
- Chancellor 1**      ***Technology Language Learners: Faculty Professional Development in a College of Education - An Online Coordinator's Key Learnings – Teri Marcos***  
*Attendees of this session will leave with (a) strategies to identify and develop cross-disciplinary outcomes and transdisciplinary technology learning goals for faculty; (b) professional development activities that meet the needs of faculty Technology Language Learners; and (c) organizational strategies for ongoing, continuous delivery of faculty professional growth in technology learning.*
- Chancellor 2/3**      ***Findings of a Leadership Development Initiative for Women – Marilyn Grady***  
*A conference for undergraduate women based on the soft skills of leadership is the basis of this session. Findings of the study include the participants' self-reports of their leadership skills and strengths.*

1:15-1:45

- Regent B**      **Female ESL Teachers' Multiple Intelligence and Instructional Strategies: Is There a Linkage? – Mingchu Neal Luo**  
*This study examined the correlations between ESL teachers' MI preferences and their use of MI-inspired instructional strategies in classrooms. The ESL teachers' use of teaching strategies inspired by linguistic, spatial, intrapersonal, and naturalistic intelligences were significantly related to their self-perceived relevant MI domains. The implications on teaching strategies are also discussed.*
- Regent C**      **Alternative Access for High School Seniors to Enter Institutes of Higher Education – Shirley J. Mills**  
*This session describes an alternative way for high school seniors, who cannot pass the Texas state assessment, entrance to the colleges or university in the Rio Grande Valley region. Texas House Bill 5 mandated the unfunded courses to improve access. These courses will be reviewed during the presentation by attendees.*
- Regent D**      **Making Something out of Nothing: The Science behind the Art of Creativity – Roger W Harris and Mary K Culver**  
*This session utilizes lessons learned from decades of musical composition to motivate and ignite creativity in participants. Having taught thousands of aspiring musicians the art and science of "making something out of nothing," Professor Harris shares those skills with educational leaders, in collaboration with Professor Culver.*
- Regent E**      **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.*  
**Proposed Research to Understand the Development of the Practices and Policies of the Office of Disability Services at Several Midwest Universities – Deborah Kendrick**  
*This session discusses a proposal for research using multiple case studies to understand the influencing forces on the development of the policies and practices of the Office of Disability Services at public universities in the Midwest and to identify the sources of information used to inform decisions.*
- Regent F**      **What's the Academic Success Excuse Now? – Will Sheppard**  
*This session examines literature and research connected to the academic success of ethnic minority males. What can academic success centers do to be proactive in combating the achievement failures of specific populations?*
- Chancellor 1**      **Filipina Immigrant Skill Development – Minerva Tuliao**  
*Filipina immigrants highly participate in the U.S. labor force compared to Filipino men, and to foreign-born women overall, yet there is limited research, particularly on their skill and workforce development issues. This presentation discusses challenges in Filipina immigrant skill development and strategies to address these challenges. Implications for further research are also discussed.*  
**Developing Your Regional Workforce: Strategies for Community Colleges and Industry Partners – Chelsy Harris**  
*Discover how community colleges anticipate and identify opportunities for workforce development training. This session invites participants to share how their community colleges' workforce training programs are delivered, marketed, funded, and assessed.*

Chancellor 2/3

**One in Five: Students Facing Mental Health Challenges – Brenda Leggiadro**

What are the most common mental health challenges facing students ages 6-17? What can schools and communities do to help? This session explores answers to these questions.

1:50-2:20

Regent B

**Rethinking the Academic Cloak: Implications for Researcher Development in International Contexts – Christina W. Yao**

This session presents current research that problematizes U.S. academic preparation for doctoral students who conduct international research.

Regent C

**Leveraging Your Strengths to Lead – Mary M. Hayes**

Leveraging the talent, skills, and knowledge of those on your team is essential to succeeding with today's diverse workforce. Individuals who attend this session will leave with tools to begin to learn about their own strengths as a leader and have a valid tool to measure engagement.

Regent D

**Growing through Failure – Cyndi Hanson**

Defeated, dud, failure, flop, LOSER. Fear of being labeled in this way often prevents us from taking risks necessary to grow and succeed. This presentation explores the potential benefits gleaned from failure and challenges participants to evaluate their willingness to take risk, be resilient, and grow in their careers.

Regent E

**The Female College President: Her Journey – Tina Oelke**

While research has shown that women possess leadership potential, skills, and abilities, few women have risen to the college presidency. A significant portion of the population is underrepresented in leadership positions. This session explores how women leaders of higher education institutions navigated through expected and unexpected experiences during their presidencies.

**Women and the Superintendency: In Their Own Words – Alisha Bollinger**

This session presents the initial findings of a mixed methods study that examined the job satisfaction of female superintendents in the Midwest. It focuses on the findings from the qualitative portion of the study and explores the common themes identified by those women with high levels of job satisfaction in this demanding field.

Regent F

**Sense of Belonging and Racially Minoritized College Students: The Role of Campus Subcultures – Crystal E. Garcia**

Sense of belonging plays a particularly influential role in the experiences of racially minoritized college students. However, research to date has primarily explored belonging in relation to the greater campus community. This session argues the limitations of this approach and asserts the need for attention to belonging within campus subcultures.

**International Student Acculturation Stress – Linh Trang Tran**

This session is a working session to gather insights and suggestions from colleagues on acculturation stress among international students.

Chancellor 1

**Leadership and Administration at the Community College: a National and Regional Perspective – Katherine Wesley and Dennis Headrick**

This session presents a current, national, and regional view of issues related to leadership and administration at community colleges from the President and Executive Director of the National Council of Instructional Administrators. Topics include leadership development, collaboration, and instructional administration.

Chancellor 2/3

**The Impact of Educational Assessment Legislation – Jenna Lichter**

*This session focuses on the history of federally mandated assessments in PK-12 education and the impact those mandates have had on schools and stakeholders, in general.*

**Fostering Engagement on the Part of All Key Stakeholders – Sam Stecher**

*Learn how East Butler Public Schools in Nebraska actively and observably fosters engagement of all key school community stakeholders of students, staff, parents, and volunteers with intentional interventions.*

2:25-2:55

Regent B

**Structuring Collaboration in Educational Research: One Team's Approach to International Research – Crystal E. Garcia and Christina W. Yao**

*Collaborating on team research offers many benefits, yet also carries some important limitations. This presentation describes one research team's approach to collaborative international research including the process by which the team planned logistics, analyzed results, and determined a plan to submit papers for publication and conference presentations.*

Regent C

**The Missing Middle: The Disappearance of the Middle Third of the High School Graduating 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 the resources exist or that they need them. Explore some of the commonalities between seven of these students who all graduated from the same university.*

**A Guide to Science Education Today – James Blake**

*Implementation of the vision put forth by the National Academy of Science in 2012, "A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas," is full of challenges and opportunities. Participate in updates from a large urban district facing these challenges in successful implementation of a new national science policy.*

Regent D

**What Difference Does Difference Make? – Sandra Mitchell and Cyndi Hanson**

*Diversity is a word that is thrown about often – but what does it really mean? And how do we personalize the diversity we encounter each day? How do we contribute to the diversity of our environments? This session challenges you to evaluate and appreciate diversity in new ways.*

Regent E

**From Whence They Came – David Hood**

*Who sits to the right and influences a president/chancellor of a higher education institution? How did she transition from executive assistant to executive? What are the qualities required? This session traces the evolution from secretary to chief of staff, as depicted in the current literature – an emerging topic for HIED research.*

**Leadership Perspectives of Chief Student Affairs Officers: An Exploratory Study – Jeff Beavers**

*This exploratory research study sought to understand the leadership perspectives of chief student affairs officers (CSAO's) at public, 4-year colleges with 10,000 or more students. Interviews were conducted with 19 CSAO's on how they lead, challenges they face, and the opportunities they experience in their position.*

Regent F

**The Story of Margaret Keane—T. Deayon, D. Derrick, D. Dibelka, C. Furbee, M. Hayes, S. Kaiser, D. Kendrick, A. Medina, K. Person, L. Richardson, W. Sheppard, A. Vargas, E. Wilcox, J. Lichter, & M. Grady**

**Chancellor 1**      ***A Reflection on Doctoral Advising – Katherine Najjar***  
*This presentation is based on my first experience helping a student as he completed his dissertation. Our shared journey caused me to reflect on the nature of the advising relationship, the value of powering through, and the economic structure of higher education programs.*

**Chancellor 2/3**      ***Community Partnerships in Urban, Title 1 Elementary Schools: A Mixed-Methods Study – Jae Strickland***

*This session presents initial research findings of a study that examined community partnerships in urban, Title 1 elementary schools.*

***9th Grade Students: Retention Prevention or Honorable Mention? – Clayton T. Sanders***

*This session presents a discussion of literature on the topic of 9th grade retention rates. Additional topics include parental involvement, school support, transition times, increased rigor, and self-defeating ideologies.*

3:00-3:30

**Regent B**      ***Tell the Story First – Vicki D Highstreet***  
*The most powerful thing you can hear, and the only thing that ever persuades any of us in our own lives, is when you meet somebody whose story contradicts the thing you think you know. Tips to telling meaningful stories . . . and why.*

**Regent C**      ***Leveraging Your Strengths to Lead – Mary M. Hayes***  
*Leveraging the talent, skills, and knowledge of those on your team is essential to succeeding with today's diverse workforce. Individuals who attend this session will leave with tools to begin to learn about their own strengths as a leader and have a valid tool to measure engagement.*

**Regent D**      ***Pursuing the Dream: Women, Leadership & the Need for Work-Life Balance-Jennifer McAtee and Kaleb Briscoe***  
*In this session, presenters will offer suggestions on women who aspire to leadership positions at public institutions and their need to incorporate a work-life balance. Participants will engage in a collaborative discussion on leadership styles and work-life balance techniques.*

**Regent E**      ***Designing an Instructional Leadership Framework: A Collaborative Endeavor – Sharon Hoffman***  
*This session shares an educational leadership graduate class project that designed a comprehensive conceptual framework for instructional leadership and its attributes. Through research, group work in design, and collective writing, students explored instructional leadership. The final framework, details about the process, and challenges along the way are presented.*

**Regent F**

**Chancellor 1**      ***Enhancing Student Engagement in Online Courses – Sushma Jolly***  
*Engagement is one of the critical components impacting student outcomes. One of the biggest barriers to student engagement is designing student-centered learning environments. This presentation shares some of the instructional strategies, tools, and technologies that can be used to create the student-centered learning environment, leading to increase student engagement in online courses.*

**Chancellor 2/3**

***Principal as Counselor—Lisa Nelson***

*This study examined the skills Catholic Elementary School Principals need as they assist teachers with the issues and concerns they bring to the principal's door. The discussion of the skills is framed by Greenleaf's writings on Servant Leadership.*





# WELC Women in Educational Leadership Conference

Mark your calendars for the 31st annual  
Women in Educational Leadership Conference  
October 8-9, 2017

A call for proposals will be emailed in the spring of 2017

Hope to see you in 2017!














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

American Association of University Women  
Amigos  
Baker's Candies  
Bread and Cup  
Buzzard Billy's  
The Coffee House  
Colby Ridge  
Downtown Lincoln Association  
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Indigo Bridge Books  
Ivana Cone  
Licorice International  
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Jerry Robichau  
Mary Johnson  
Sharon Hoffman  
Marilyn Grady

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**Sharon Hoffman, Ph.D.**  
Department of Educational Leadership and Technology  
Southeastern Louisiana University

- |  |                        |   |                           |
|--|------------------------|---|---------------------------|
|  | Business Center        |  | Executive Board Room      |
|  | Alumni Room            |  | Atrium                    |
|  | Lobby                  |  | Pre-convene Area          |
|  | Regents Ballroom       |  | Athletic Club Bar & Grill |
|  | Administrative Offices |  | Restrooms                 |
|  | Chancellor Rooms       |  | Conference Registration   |
|  | Director's Board Room  |   |                           |

