

WELC

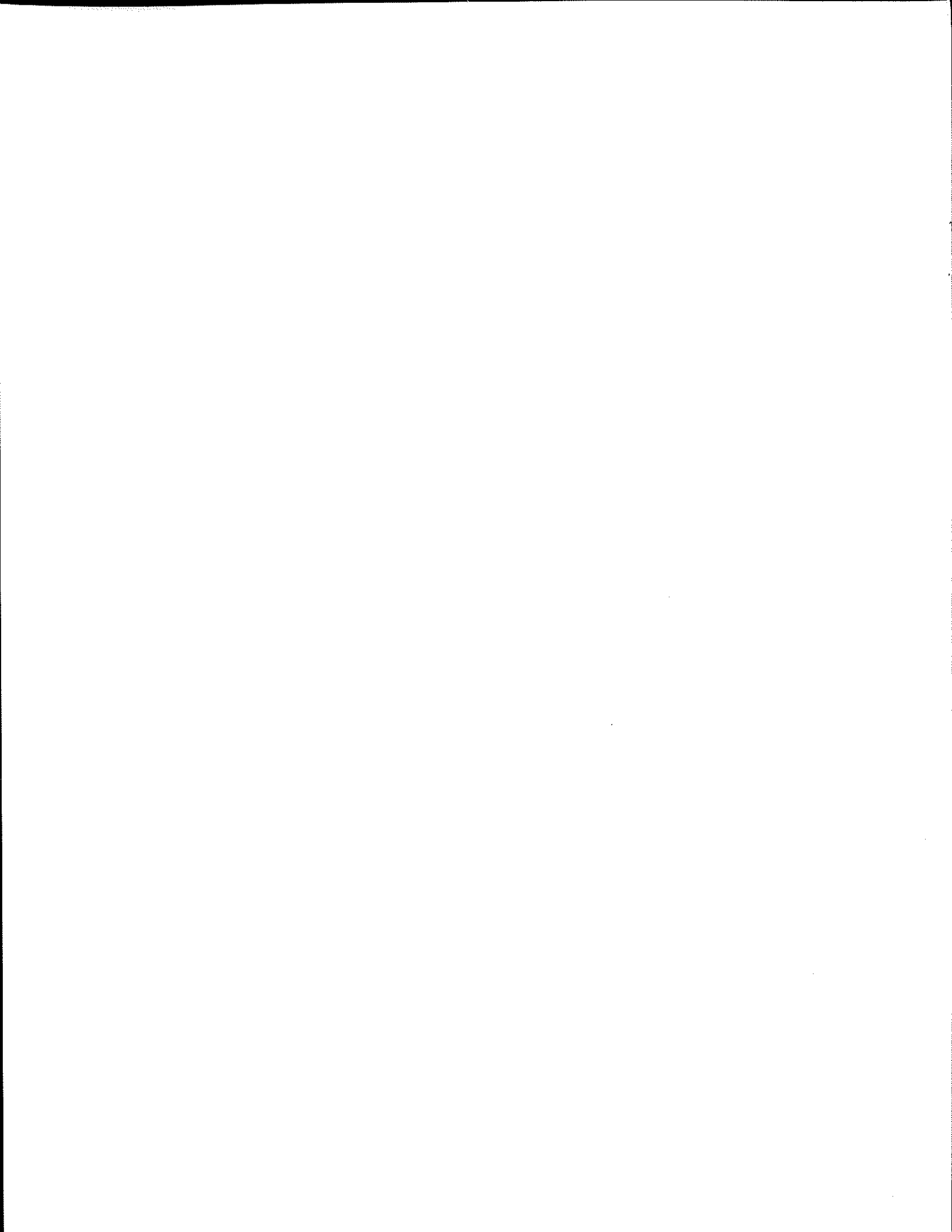
Women in Educational Leadership Conference

Women and Healthification of Society
International Learning Experiences
Networking to Achieve Tenure
Three Approaches to Qualitative Data Collection
First-Year Seminar
Transition Programs
Addressing Trauma
Illinois Assistant Principals
Women Don't Ask
Performance
Teach Online, Engage All Learners!
Worst School Systems in the World
Developing Teacher Leaders
Youth Voice in a Rural Cradle-to-Career Network
Teachers Talk on Commitment, Satisfaction, and Retention
Non-STEM International PhDs in Leadership Roles
Structured Professional Content Cadres
Social Emotional Learning and School Discipline
Campus Safety Issues
Turnover of Female Superintendents
Women Leaders at the Top
A Disconnect in Developing 21st Century Skills?
DACA and Alternative Leadership
Women in Leadership at a Distance
Principals & School Psychologists
Academic Success of Minority Males in Higher Education
Designing an Online Learning Environment
Resources for Exploring Whiteness
Gender Specific Approaches for First-Generation Student
Student-Centered Leadership
Resilience and Aspiring Leaders?
Community in the College Classroom
Female Superintendents and Job Satisfaction
Software Platform for Assessment and Strategic Planning
Critical Issues for Catholic Principals
Community Leaders on Pre-Kindergarten
Imposter Syndrome, Stereotype Threat, and Gender
2017 Supreme Court Special Education Ruling
Top-job Gender Inequity
Asian American Immigrant Students
Arts Funding
First-Year Medical Students and Their Cadaver
Sexual Abuse Toward Women Startup Founders
Trials of a Senate Chair
Adverse Childhood Experiences (ACE) Cope
Culturally Competent Approaches
Women Must Be Goddesses
Digital Reflective Portfolios
Ways Women Opt-In
Chief of Staff in Higher Education
Gender & Sexuality Among Perpetrators and Victims of LGBTQ Bullying
From Faculty to Academic Leadership
From Faculty to Academic Leadership
Heritage Language Schools



October 1-2, 2017

Research + Networks = A Source of Leadership



WELC Women in Educational Leadership Conference 1987-2017

Conference Overview

Sunday, October 1

- 4:30 – 5:30 p.m.
Regents A **Registration**
- 5:30 – 7:45 p.m.
Regents A **Welcome and Introductions**
Marilyn Grady, UNL Professor and Conference Coordinator
- Research about Women in PK-12 Education Settings Panel**
James Blake, Lincoln Public Schools, NE
Travis Miller, Bayard Public Schools, NE
Vicki Van Tuyle, Southern Illinois University, Edwardsville
Sandra Watkins
- Keynote**
Heidi Taylor-Eliopoulos, Superintendent, Chippewa Falls, WI
- 7:45 – 10:00 p.m.
Regents AB **Reception and Conversations**
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Monday, October 2

- 7:30 – 8:00 a.m.
Regents C **Registration**
- 8:00 – 9:25 a.m.
Regents C **Welcome**
Marilyn Grady, UNL Professor and Conference Coordinator
- Research about Women in Higher Education Leadership**
Jody Reding, Lubbock Christian University
- Keynote**
“Leading in an Innovative Culture”
Mary Hawkins, President, Bellevue University, NE
Mary Dobransky, Dean, Bellevue University, NE
Rebecca Murdock, Dean, Bellevue University, NE
- 9:30 – 12:25 p.m. **Concurrent Sessions I**
- 12:25 – 1:25 p.m. **LUNCH-Hotel Atrium**
- 1:25 – 3:50 p.m. **Concurrent Sessions II**



Mary Hawkins

Dr. Mary Hawkins has established herself as a leader and national voice in higher education since joining Bellevue University in 1995. Before becoming University President in 2009, Hawkins served as Vice President of Enrollment and Outreach until 2000, when she took over as Provost. During her presidency, Dr. Hawkins has established the University's presence in community colleges across the State of Nebraska and throughout the country. Additionally, she has formed a partnership with Guangzhou College of Commerce and strong relationships with Shanghai Maritime University and Nangou College.

Her educational experience includes eight years at a Nebraska community college and five years at a state university in Michigan.



Heidi Eliopoulos

Dr. Heidi Eliopoulos is the Superintendent of Schools in Chippewa Falls, Wisconsin. Chippewa Falls is a rural school district in West-Central Wisconsin, serving 5300 PK-12 students.

Dr. Eliopoulos received a bachelor's degree from the University of Wisconsin – Eau Claire, a master's degree in educational administration from the University of Wisconsin – Superior, and a doctorate in educational studies from the University of Nebraska–Lincoln.

She was as an English teacher at Eau Claire North High School, an administrator in Durand and Steven's Point before returning to her home town of Chippewa Falls in 2007 as a middle school assistant principal and subsequently head principal. She became superintendent there in 2015.



Vicki Van Tuyle

Vicki Van Tuyle, Ed.D., is an Associate Professor in Educational Leadership at Southern Illinois University Edwardsville, where she teaches in the Principal Preparation and Superintendent Preparation Programs. Vicki's experience includes 30 years in public school education as a teacher, library media specialist, curriculum coordinator, and superintendent. She holds Doctorate and Master's Degrees from Western Illinois University. In the last seven years Vicki has served as an officer in two state organizations, as Secretary/Treasurer for the Illinois Council of Professors of Educational Leadership and as Secretary for the Association of Illinois Rural and Small Schools. Her research interests include issues related to women and leadership and to rural and small school districts. Vicki is a fan of all things related to Frank Lloyd Wright and looks forward to a trip planned to Auldbrass in South Carolina in early November.



Sandra Watkins

Dr. Watkins has taught administrative preparation programs for the past 14 years at Western Illinois University and is a frequent presenter at international and national conferences. She served as the national president of the National Rural Education Association (NREA) in 2015. Dr. Watkins has served public schools as a teacher, school counselor, school psychologist, principal, assistant superintendent and associate superintendent. Her research interests are institutional change, school and district improvement and high ability learners.



Travis Miller

Travis Miller is serving his seventh year as the Superintendent of Bayard Public Schools in Bayard, Nebraska. Prior to the superintendency, Travis earned a Bachelor of Arts in Education from UNK, and a Master of Education in Educational Administration, a Certificate of Specialization in Educational Administration and Supervision, and Doctor of Education from UNL.



James Blake

Dr. James Blake is currently the science curriculum specialist in Lincoln Public Schools, which serves 64 programs in grades K-12. Dr. Blake was the former Nebraska Science Director for the Nebraska Department of Education. He also has 10 years of experience as a science teacher in both urban and rural settings.



Jody Reding

Dr. Jody Reding is Director of Transfer Recruiting at Lubbock Christian University in Lubbock, Texas. Reding earned her Ph.D. in Educational Studies with a Specialization in Educational Leadership and Higher Education from the University of Nebraska-Lincoln. Prior to her current position at LCU, Reding served as a Division I assistant women's basketball coach. Dr. Reding grew up in Alaska and has a passion for the outdoors. She and her husband Roger enjoy visiting family in Alaska and Hawaii and consider their Great Dane Duke to be the love of their lives.



Nick Pace

Dr. Pace joined UNL in 2017 as professor and chair of the Department of Educational Administration. His research focuses on the principalship. He has written on the school experiences of gay and lesbian students, as well as the use of role plays, case studies, and other tools in the preparation of principals. Recent projects were two books about a fictional principal's first year on the job. Dr. Pace's other scholarly interests include school administrator wellness and the impact of mindfulness on leadership practice.

Prior to arriving at Nebraska, Dr. Pace served as a faculty member and administrator at the University of Northern Iowa (UNI), and as a middle and high school principal, teacher, coach, and as a mental health social worker.



Marilyn L. Grady

Dr. Marilyn L. Grady, professor of educational administration at the University of Nebraska--Lincoln, is founder of the annual Women in Educational Leadership Conference (1987) and the founding editor of the Journal of Women in Educational Leadership (2003). She is author, coauthor, or editor of 24 books as well as more than 100 articles and book chapters.

She is recipient of the Stanley Brzezinski Research Award, the National Council of Professors of Educational Administration's Living Legend Award and The Corwin One Million Dollar Author Award. At UNL, she is recipient of the Outstanding Contributions to the Status of Women Award, Donald R. and Mary Lee Swanson Award for Teaching Excellence, the Distinguished Teaching Award, and the College of Education and Human Sciences' Faculty Student Mentoring Award. She is the mother of five.

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 expanded beyond the graduate students in the programs of the department of educational administration. The conference is no longer strictly a Nebraska phenomenon. Individuals from all 50 states as well as a variety of countries have attended and provided 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 and contributions to the 31st Annual Women in Educational Leadership Conference (WELC).

WELC Women in Educational Leadership Conference

9:30-9:55

Regent B

**A Researcher's Guide: Three Approaches to Qualitative Data Collection
– Kaleb Briscoe, Tee Bush, Christina Yao, and Erin Wilcox**

Using qualitative data collection approaches allows researchers a method to analyze and interpret a theory or framework to understand the social reality of individuals, groups, and cultures. This session will highlight three qualitative data collection approaches with a focus on their benefits and limitations.

Regent C

Addressing Trauma in PBIS – Brenda Leggiadro

Students who have experienced trauma may struggle to learn and achieve. Teachers, administrators, counselors, social workers, and psychologists can all play a role in helping to create supportive environments that help each of our students, including those impacted by trauma. Learn how one school district is addressing trauma within the framework of Positive Behavior Interventions and Supports in this presentation.

Regent D

Developing Teacher Leaders: Examining the Process of Developing Leadership Skills through the Eyes of Undergraduate Education Majors Co-Presenting at a Variety of Education Conferences – Charlsie Prosser

How can you provide authentic leadership experiences for your students? This session will explore the possibilities as one model is described in which undergraduate education majors collaborate from developing a proposal to co-presenting at a conference. Learn how it impacted their leadership development both personally and professionally.

Regent E

Does All Really Mean All? Finding the Answer Through the Lens of MTSS and Cultural Proficiency – Lori Piowski

Tackle the reality of 21st century teaching by creating meaningful pedagogy and experiences for ALL students through the lens of Cultural Proficiency and MTSS. Through this interactive session, discover how to apply the principles, essential elements, and tools of cultural proficiency to propel accessible, equitable, and culturally proficient instruction.

Regent F

Using Teacher Influence to Predict Principal Influence: A Multilevel Structural Equation Model Approach – Jiangan Xia

Is principal-teacher's power relationship a win-win or a zero-sum situation? This session will present the findings of a study that examined this question by using teacher influence to predict principal influence and applying the emerging multilevel structural equation modeling paradigm. Initial results indicated that in schools that have higher collective teacher influence, principals tend to have higher influence as well.

Chancellor 1 **Teach Online, Engage All Learners! Strategies for Instructor Effectiveness and Student Success – Maude Yacapsin**

This presentation will share successful experiences and best practices for online teaching and learning. Differentiation, apps for student engagement, and time management strategies will be presented. Design your own using elements from presenter's work from the Teaching and Learning Initiative at Messiah College. BYOD! BYOLMS!

Chancellor 2/3 **The Impact of Mentoring - Vicky Highstreet**

If you want to achieve your fullest career potential, the best thing you can do is find a mentor to work with. If you want your organization to achieve greatness, make sure that everyone gets involved with mentoring. You might be surprised at how much the mentors learn!

10:00-10:25

Regent B **Resources for Exploring Whiteness and Talking to White People about Racism – Stephanie Bondi**

This session is designed for people with a white identity who want to deepen their own anti-racist work and for those who support their development. Understanding whiteness and white supremacy is often difficult, but it is integral to anti-racist work. This session will identify several available resources for whites who want to better live their social justice values.

Regent C **Women in Leadership at a Distance: An Online Perspective – Serena Flores**

This session will address awareness towards practices of women in academic leadership at a distance using an online forum in academia. In discussion format, the session will focus on women perspectives as online administrators. The audience will explore and apply related skills and techniques.

Regent D **Boys Will Be Boys, but Women Must Be Goddesses – Susan Porter and Dina Pacis**

The recent presidential election highlighted the critical role women's opinions of Hilary Clinton played in the election outcomes. This presentation will focus on a growing body of research, which shows that women display as much (and in some cases more) bias than men do towards women who are leaders.

Regent E **When Transformational Leaders Go Awry – The Dark Side of Leadership – Sharon Hoffman**

In leadership theory development, the dark side of leadership construct has been emerging in the literature. This session will present the construct as it applies to transformational leaders and a brief literature review. The potential challenges in conducting research on this focus within educational leadership contexts will also be discussed.

Regent F **Iowa School Leaders "CatchLife" to Achieve Greater Leadership-Life Fit – Sue Alborn-Yilek and Denise Schares**

Being an educational administrator today can be physically and emotionally stressful when one works around the clock responding to demands from constituents. This session will tell the story of a group of Iowa principals and superintendents who reclaimed their leadership-life fit through participating in a wellness intervention called CatchLife.

- Chancellor 1** **The Intersectionality of Imposter Syndrome, Stereotype Threat, and Gender as It Relates to Women of Color in Higher Education – Nicole Walters**
 This session will encourage women of color to identify and discuss how imposter syndrome, stereotype threat, and gender correlate and how these constructs impact success in higher education. Feelings of inadequacy and questions of “do I belong,” regardless of credentials, are evident. Prepare to have candid conversations regarding creating spaces for survival!
- Chancellor 2/3** **Is There a Disconnect between K-12 and Higher Education in Developing 21st Century Skills? – Suzanne Becking**
 Is higher education missing an opportunity to promote 21st century skills? Drawing from a framework of the new ISTE.org Educator and Student Standards and the TPACK Model, this session will focus on how higher education can be a catalyst for a culture shift in K-12 schools toward digital learning.
- 10:30-10:55**
- Regent B** **A Researcher’s Guide: Three Approaches to Qualitative Data Collection – Minerva Tuliao, Kaleb Briscoe, Courtney Collins, and Christina Yao**
 Using qualitative data collection approaches allows researchers a method to analyze and interpret a theory or framework to understand the social reality of individuals, groups, and cultures. In this session, presenters will highlight three qualitative data collection approaches with a focus on the benefits and limitations.
- Regent C** **High School Counselors’ Insights about Gender & Sexuality among Perpetrators and Victims of LGBTQ Bullying – John Palladino and Mark Giesler**
 This session will highlight a qualitative study of 17 Michigan high school counselors who shared insights about LGBTQ bullying. The behavior described related more to “mean girl” retaliation within and among bisexual and lesbian students than as school handbook-defined “bullying.” Implications for handbook policies, protocols, and interventions will be discussed.
- Regent D** **Using Digital Reflective Portfolios for New Administrator Induction – Teri Marcos and Wayne Padover**
 This session will provide an understanding of how digital reflective portfolios can create a capstone exit experience for new administrator induction program completers and share strategies to implement a dual coaching model for inducting new school administrators within a fully online school leadership program.
- Regent E** **The Leader Within: Uncovering the Path from Faculty to Academic Leadership – Laura Yannuzzi**
 This session will highlight the journey of nine women as they transitioned from faculty into academic leadership. The corresponding study will provide women a preview of their possible paths, as well as issues they may wrestle with during their transitions.
- Regent F** **Youth Voice in a Rural Cradle-to-Career Network – Sarah Zuckerman and Jennifer McAtee**
 This session will present research findings conducted on a rural cradle-to-career network in a Midwestern state. It used descriptive case study methods to examine how adults engage youth voice in a cradle-to-career network. The study’s research also provides insight into how youth voice can be included in initiatives that typically engage only high-level community leaders.

Chancellor 1 **Resilience: Can We Support and Develop It in Current and Aspiring Leaders? – Jodi Lamb**
This session will explore how school districts and higher education institutions can build support mechanisms into their educational programs to foster and develop resiliency among their aspiring and current leaders.

Chancellor 2/3 **Implementing a First-Year Seminar Course: Process and Progress – Lendi Bland**
Emporia State University added a first-year course, EL150 Introduction to the Elementary Education Major. The purpose of this course initially centered on introducing students to the elementary education program and faculty. The course is in its third year. This session will look at the impact the course has had.

11:00-11:25

Regent B **Student Mobility and Leadership Development: Capitalizing on the Potential of International Learning Experiences – Elizabeth Niehaus**
This session will explore the concept of global leadership development, summarize the existing literature on participation in and outcomes related to various aspects of international student mobility as they relate to global leadership development, and discuss implications for practice.

Regent C **DACA and Alternative Leadership Approaches in Higher Education – Dalila Sajadian**
The challenges Presidents of higher education institutions face as of today are a myriad of issues that range from budget constraints to serving undocumented students. This session focuses on students under DACA (Deferred Action for Childhood Approval) status and proposes alternative leadership approaches to better serve this vulnerable population.

Regent D **Imaging Inequity: Top-job Gender Inequity in U.S. Public Schools
– Jinger Gustafson and Antonia Felix**
Through the construct of imagery, the role of the public school superintendent will be explored in this session from a gender-related lens, which will be supported by research, theory, and practice. Participants will be able to collaborate with peers, share lived experiences, and self-reflect on their own executive leadership experiences.

Regent E **Women Don't Ask - The Secret Skills of the Woman Negotiator – James Mills**
Almost everything is negotiable in our transactional society and workplaces. This session will explore the research on confidence levels of males and females and the very real impact in the negotiations process, identifying and providing tangible solutions to the challenges that women face.

Regent F **Changing Math Attitudes: One Family at a Time – Carol Buckley**
One does not have to look hard to find negative comments about math education. Many parents have developed negative attitudes about math, and those attitudes are spreading to their children like a virus. This session will highlight how we are helping to change those negative attitudes and positively impacting student learning.

Chancellor 1 **Understanding the Relationship between Social Emotional Learning and School Discipline
– Terri Pieretti**
This presentation will examine the literature on effective school discipline practices in relationship to social emotional learning and nationally recognized youth court programs as an effective discipline tool. The youth court model in Fresno County is an innovative approach to addressing school discipline issues, utilizing the expertise and support from multiple agencies.

Chancellor 2/3 Undergraduate Women's Leadership Program: How to Develop and Implement an Undergraduate Women's Leadership Program on Your Campus – Shannon Claxton and Anne Power

This session will provide the results of the development and implementation of an undergraduate women's leadership program at a Midwestern private four-year liberal arts college. The program emerged from a strategic plan initiated by the college. Results and information regarding best practices will also be discussed.

11:30-11:55

Regent B The Changing Nature and Organization of Work - Richard Torracco

This presentation examines the "platform economy" as a new context for organizing work. The value of network structures such as Facebook, TaskRabbit, Airbnb, and Craigslist is the forums they create for the delivery of user-created content-postings, photos, apps, services for hire, and consumer transactions-generated by people operating independently elsewhere in the network. The presentation concludes with implications of the new form of work for educational leaders.

Regent C The Miracle of Understanding the Other – Bridget Conner and Diane Bardol

Awareness of self is essential for getting along. Needs and goals of individuals are often different and sometimes in conflict with others. This session will provide an opportunity to experience an activity of listening and understanding the needs of others. It will also provide complimentary theories of personality, social/emotional skills, and characteristics of peace.

Regent D Gender Gaps or Not: A Journey of Social Justice, Education and How They Came to Merge Together for One Woman – Cindy Sytsma

In this session, hear from Cindy Sytsma, a former correctional deputy and former special education teacher, whose career journey culminated in the development of a juvenile justice master's program at a university.

Regent E Culturally Competent Approaches to Teaching and Learning – Denise Schares and Kim Huckstadt

Culturally competent approaches to teaching and learning are key to success in meeting the needs of all learners. As the culture of self and others is more fully understood, the opportunity to teach and learn at optimal levels increases. Critical conversations and strategies will be the focus of this session.

Regent F Principals Work with School Psychologists – Jill Timmons

Despite extensive research on school psychologists, they continue to be used primarily for special education eligibility testing. This session will provide a summary of recent research indicating school psychologists are largely underutilized school resources. Based on the findings, practical implications will be provided for principals, district personnel, principal preparation programs, and others.

Chancellor 1 Reactions to the Study: Post-High School Outcomes of the Marshallese Graduates of the Kwajalein Jr-Sr High School – Douglas Hepler

This session will describe the local, national, and international reactions to a study of the Marshallese students who graduated from the American high school on the Kwajalein Base in the Republic of the Marshall Islands. A brief overview of the study will be presented.

Chancellor 2/3 **Scholarship of Teaching & Learning (SoTL): The Pragmatism of Documenting and Assessing Teaching and Learning – M’Balía Thomas**
This session will address the pragmatic benefits to marginalized faculty of adopting the systematic documentation, analysis, and reflection practices found within the Scholarship of Teaching and Learning (SoTL) as a means to address and/or counter any gender or racial biases that taint teaching evaluations.

12:00-12:25

Regent B **Sexual Abuse Toward Women Startup Founders in Silicon Valley: A California Story with International Repercussions- Wayne Padover and Teri Marcos**
Attendees of this session will leave with: 1. An understanding of recent events in Silicon Valley relative to male venture capitalists’ sexual harassment of women fledgling startup entrepreneurs; 2. An appreciation for the social engineering educators are tasked to provide toward the social-emotional developments of men and boys.

Regent C **Illinois Assistant Principals and Their Perceived Instructional Leadership – Vicki Van Tuyle**
How Illinois assistant principals perceive their instructional leadership will be the subject of this presentation. Public school assistant principals from north central and southern regions of Illinois were asked to participate in a Qualtrics survey, the Principal Instructional Management Rating Scale (PIMRS), developed by Dr. Philip Hallinger. Preliminary findings will be reported.

Regent D **Utilizing Trauma-Informed Practices to Help Students with Adverse Childhood Experiences (ACE) Cope – Patricia Traynor-Nilsen**
Adverse childhood experiences – or childhood trauma – can lead to numerous behavioral, as well as physical, health issues for students. This presentation will address the utilization of trauma-informed practices in the classroom/school that may assist adults dealing with these students to better help them cope and manage their environments both at school and at home.

Regent E **Understanding Women’s Experiences with Women-Only Leadership Development Programs – Danielle Geary**
Women-only leadership development programs (WLDPs) have been heralded as the answer for women aspiring to enter higher education administration. However, limited research exists that studies the effectiveness of these programs. This session will examine the outcome of a mixed methods study of one national WLDP.

Regent F **Embracing Women Gender Specific Approaches to Psycho-Socio and Economic Challenges that Adversely Impact First-Generation Student Performance in College – Kareen Odate and Lystra Huggins**
This session will discuss how a women gender specific Freshman Seminar course supports the self-actualization of first-generation, female college students. Through gender specific approaches, students receive specialized resources to address the various issues which adversely impact their academic success.

Chancellor 1 **Elementary Teachers Talk Out on Commitment, Satisfaction, and Retention – Beverly Perrachione**
This session will present a study that examined the perceptions of Missouri elementary teachers with 5+ years of teaching experience regarding their commitment to teaching, satisfaction in teaching, and decision to remain in teaching.

Chancellor 2/3 **University Leadership: Ways Women Opt-In and Stay-In – Tania Reis**
 The 2017 report from the American Council on Education shows 30% of university presidencies are held by women. Additionally, the previous increase of female leaders at doctoral granting institutions (Reis, 2015), decreased to 21.8%. This session will examine ways women leaders opt-in and stay-in presidential positions at high research institutions.

1:25-1:50

Regent B **Transforming School Leadership, Teaching, and Learning through the Arts: Providing Safe Spaces for Youth to Share Their Voices – Shirley McCarther and Donna Davis**
 This session will be an interactive workshop and engage 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. Discussions about the role of school leaders and higher education professionals in transforming teaching practice will also be facilitated.

Regent C **What Lincoln Schools Can Learn from One of the Worst School Systems in the World – Cailen O’Shea**
 A comparative study between Lincoln Public Schools in Nebraska and a school system in Pretoria, South Africa will be presented in this session.

Regent D **When a Class Clicks: Creating Community in the College Classroom – Susie Lubbers**
 This interactive presentation, designed to be a microcosm of the college classroom, will include research and activities that will allow participants to investigate possibilities for creating community in their classes by constructing an environment in which students feel valued and connected to the teacher and each other.

Regent E **Implementation of Software Platform for Assessment and Strategic Planning: Leading Through and After an Upgrade – Lisa Bonneau**
 The University of South Dakota recently implemented a software platform for tracking strategic planning and assessment of student learning. In this session, the university’s assessment coordinator will describe the process, address the leadership challenges and opportunities that arise from leading a major software implementation project, and discuss strategies for success in a similar project.

Regent F **Reflecting on Gender Identity Development with the Cajita Project – Corey Rumann**
 This presentation will describe contemplative learning practices that can be used in teaching situations to help students think more deeply about their identity development process. The Cajita project is designed to provide students with opportunities to reflect on and make meaning of their experiences in ways that enhance learning.

Chancellor 1 **Lessons from the Field: The Transition from Practice to the Academy – Janice Friedel**
 This session will highlight the lessons learned from female superintendents, college presidents, and administrators and their experiences as they transitioned from the practice of administration and leadership to teaching in college and university programs in educational leadership and policy studies.

- Chancellor 2/3** **Perspectives on Structured Professional Content Cadres: A Study of Rural Nebraska Collaboration – Julie Downing**
This session will present results of a mixed method study on professional content cadres at Educational Service Unit 13 in Nebraska. The study explored perceptions of rural educators who attend a cadre with others doing similar jobs. The findings reveal positive impacts for educators on collaboration, instruction, and rural issues.
- 1:55-2:20**
- Regent B** **An Investigation into the Role of Chief of Staff in the Higher Education Setting – David Hood**
In this session, findings from an exploratory study of higher education chiefs of staff will be shared. This qualitative study interviewed 13 chiefs of staff at various institutional types and brings initial understanding to a role that is not clearly defined and often not utilized at U.S. colleges and universities.
- Regent C** **Interpreting the 2017 Supreme Court’s Special Education Ruling for High School Administrators – John Palladino**
Justices of the Supreme Court of the United States (2017) issued a unanimous ruling about the “educational benefit” afforded special education students. This session will illustrate how school leaders should interpret and apply the ruling on behalf of the instructional and behavioral intervention needs among high school special education students.
- Regent D** **Patient One: The Relationship between First-Year Medical Students and Their Cadaver – Erin Wilcox**
Gross anatomy is an important part of medical education. First-year medical students in gross anatomy get a unique opportunity to learn from their first “patient.” In this session, the relationship between these medical students and their cadavers developed over a six-month period will be explored.
- Regent E** **Preliminary Survey of Non-STEM International Ph.D.’s in Leadership Roles – Katherine Najjar**
When we speak of international doctoral students, the conversation primarily revolves around STEM students. We tend to use STEM skills to designate highly-skilled workers of all types. However, international doctoral students acquire more than simply academic skills, and higher education institutions should promote development of these skills. This session will explore these ideas.
- Regent F** **Women Networking to Achieve Tenure in Higher Education – Andrea Guerrero**
This session will present one study’s findings that identified and described career actions of women who achieved tenure: building networks and career trajectories.
- Chancellor 1** **Trials of a Senate Chair: Diplomacy vs. Resistance – Debbi McCuin**
Beginning with a narrative of the presenter’s personal experience, this session will proceed to an open discussion about what the role of faculty leadership can and should look like, as well as ways that other institutions deal with like situations in both similar and, perhaps, more positive ways.

- Chancellor 2/3** **Gaining Small Wins through Women Education for the Healthicization of Society – Gabriela Walker**
 Women and girls have been historically marginalized although they constitute half of the world's population. Another segment of population discriminated against is people with disabilities, representing fifteen percent of the world's population. A woman with disabilities is, therefore, at double risk of being disempowered by lacking access to resources and education. This interpretive study presented in this session will propose the employment of the Small Wins strategy to address the healthicization of society through education of women with disabilities.
- 2:25-2:50**
- Regent B** **Arts Education Funding – Annette Vargas**
 This session will discuss the ESSA, what it means for arts education, and its possibilities for arts education funding for the future.
- Regent C** **The Nature of the Work - Female Superintendents and their Job Satisfaction – Alisha Bollinger**
 This session will explore the results of a study concerning female superintendents in the Midwest. The findings of the study will be linked to job satisfaction theory. Discussion will focus on possible directions for future study.
- Regent D** **NCAA Policies for Marginalized Gender Identities – Laura Kelba**
 Since the implementation of Title IX in 1972, policies with the intent to eliminate gender discrimination have influenced NCAA bylaws and recommendations for practice. This session will explore those recommendations for both female student-athletes and the emerging population of transgender student-athletes.
- Regent E** **Understanding the Characteristics of Women Leaders at the Top of Businesses – Mary Hayes**
 Little is known about the women who have broken the glass ceiling in the business world. This session will highlight a proposed case study design that will interview women who have held an executive position in the corporate suite and explore their journeys to the top.
- Regent F** **Community of Inquiry: A Framework for Designing an Online Learning Environment – Sushma Jolly**
 Using teaching presence, social presence, and cognitive presence strategies to design meaningful learning experiences in an online learning environment will be the focus of this session.
- Chancellor 1** **Senior International Officers at California State University System (CSU): A Qualitative Study – Linh Trang Tran**
 This presentation will provide an overview of the California State University system's efforts to promote internationalization through the work of senior international officers (SIO). In a recent study's results, SIOs provided insight on their roles and best practices in assisting institutions to internationalization excellence.
- Chancellor 2/3** **Critical Issues for Catholic Elementary School Principals – Peggy Croy**
 For Catholic elementary schools, time is a proven change agent. This session will present a research study that explored how time/change has driven leadership within the schools. What leadership has allowed the Catholic elementary schools to become in this newest age and what impact – challenges and successes – have been discovered by those in the principal's chair will also be presented.

2:55-3:20

Regent B

Student Perceptions of Campus Safety Issues – Dave Dibelka

This session will explore campus safety issues from the perspectives of college students. Are current safety programs on campuses meeting the students' expectations and helping to alleviate any fears they may have?

Regent C

Nebraska Women in Government and Education Leadership Positions

– Kelley Rice, Elaine Rice, Stephanie Vas, Mark Cyza, and Marilyn Grady

This poster presentation/discussion features Nebraska women who hold key government and education positions in 2017.

Women in History and a Curious Faculty Women's Club – Stephanie Vas, Tonya Jolley, Mark Cyza, Elaine Rice, Kelley Rice, and Marilyn Grady

This session focuses on the stories of women in history and their impact. A "special" faculty women's club, and similar counterparts in other states, is highlighted as well.

Regent D

Comprehensive Transition Programs – Stephanie Goodrich

A few colleges and universities in the U.S. have designed comprehensive transition higher education programs that remove barriers for young adults with intellectual disabilities, allowing them to enroll in classes, live in dorms, and participate in all student life activities. This session will provide information about these programs.

Regent E

Sustainability and School Operations of Heritage Language Schools Administration in the U.S. – Nan Wang

This session will present the results of an exploratory study that revealed the approaches to achieve sustainability of heritage language schools from administrative perspectives. The research unfolded through three research questions: What is sustainability in heritage schools? Do administration, teacher professionalism, funding, or public support significantly affect sustainability, and how? How can the findings apply to the practice?

Regent F

Exploring the Application of Student-Centered Leadership in Higher Education

– Sammi Kaiser

What is student-centered leadership in the collegiate setting? This session will explore research on student-centered leadership, grounded in the text and dimensions proposed by Viviane Robinson, the author of Student-Centered Leadership. Participants will engage in discussion on the application of this important topic as it relates to higher education.

Chancellor 1

Perspectives of Rural Nebraska Community Leaders on Pre-Kindergarten in Public Schools – Brad Stauffer

This session will examine the preliminary findings of a study focused on perspectives of rural Nebraska community leaders and pre-kindergarten. It will briefly review the literature on preschool efficacy and summarize data and findings from 30 interviews in three different communities. Participant interaction will be encouraged.

Chancellor 2/3

Mental Health Issues in Public Schools: The Silent Epidemic – Terri Deayon

Mental illnesses in children is one of the fastest growing public health concerns. Inevitably, the educational setting is unable to escape the profound effects of mental health problems in our youth. This session will focus on the school challenges posed by this problem and the school's role in addressing it.

3:25-3:50

- Regent B** **Career Development Perspectives of Asian American Immigrant Students in Community College - Minerva Tuliao**
 This study explores the career development perspectives of Asian American immigrant students at the community college. Despite increasing numbers in 2-year institutions, Asian Americans remain largely invisible in discussions about underrepresented populations in higher education. By uncovering salient factors influencing their career decisions, this study offers implications for career development practices and research for this population
- Regent C** **Arab Women and Perceptions of Leadership - Athar Almadanat and Tania Reis**
 This session will present data from a qualitative study to identify and describe how Arab women define the construct of leadership. The narratives of the participants, intertwined with their cultural understandings, show a complex definition of how women from Arab countries understand leadership.
- Regent D** **Attendance, A Variable Impacting Student Achievement- Leah Richardson**
 This session focuses on the factors related to chronic absenteeism, and the impact social influence can have on increasing student attendance. Identification of these factors increase opportunities to implement practices for improving achievement while addressing student absenteeism.
- Regent E** **What Kind of Leader Am I? – Mary Cowan**
 An overview of organizational leadership classifications is designed to introduce participants to a variety of leadership styles and classifications. Participants will measure their personal tendencies as a leader and be given the opportunity to compare and contrast those tendencies to scholarly definitions of leadership styles.
- Regent F** **Course Evaluation by Students: Response Rates and Faculty Ranks Matter – Mingchu Neal Luo**
 This session will present a study that examined factors possibly relating to course evaluation outcomes by analyzing the quantitative data of 259 course evaluations at a state university. Findings suggested that lower response rates of course evaluation and higher faculty rank tend to have lower evaluation scores. Course level, delivery method, class size, and faculty gender do not make significant differences in the results of course evaluation. Implications will also be discussed.
- Chancellor 1** **Get Moving! How Working Out Can Help You Out at Work – Regina Toman**
 This session highlights the benefits of exercise and how those benefits can enhance your job and career. Whether you are a college/university educator, administrator, or both, join us to learn how working out can positively impact your confidence, attitude and success as a higher education professional.
- Chancellor 2/3** **Implants Needed: Dissecting and Preparing the Academic Success of Minority Males in Higher Education – Will Sheppard**
 This session will examine the state of minority male academic success, identify barriers, and explore solutions to creating a preventative and recovery plan. Universities can identify and utilize resources currently available to the specific population and create strategic plans for the first six weeks and beyond.

WELC Women in Educational Leadership Conference

**Mark your calendars for the 32nd annual
Women in Educational Leadership Conference
October 7-8, 2018**

A call for proposals will be emailed in the spring to all 2015 conference attendees.
Bookmark welc.unl.edu for further details.

Hope to see you in 2018!

THANK YOU TO THE BRICKLAYERS

Vicki Bohling Philippi
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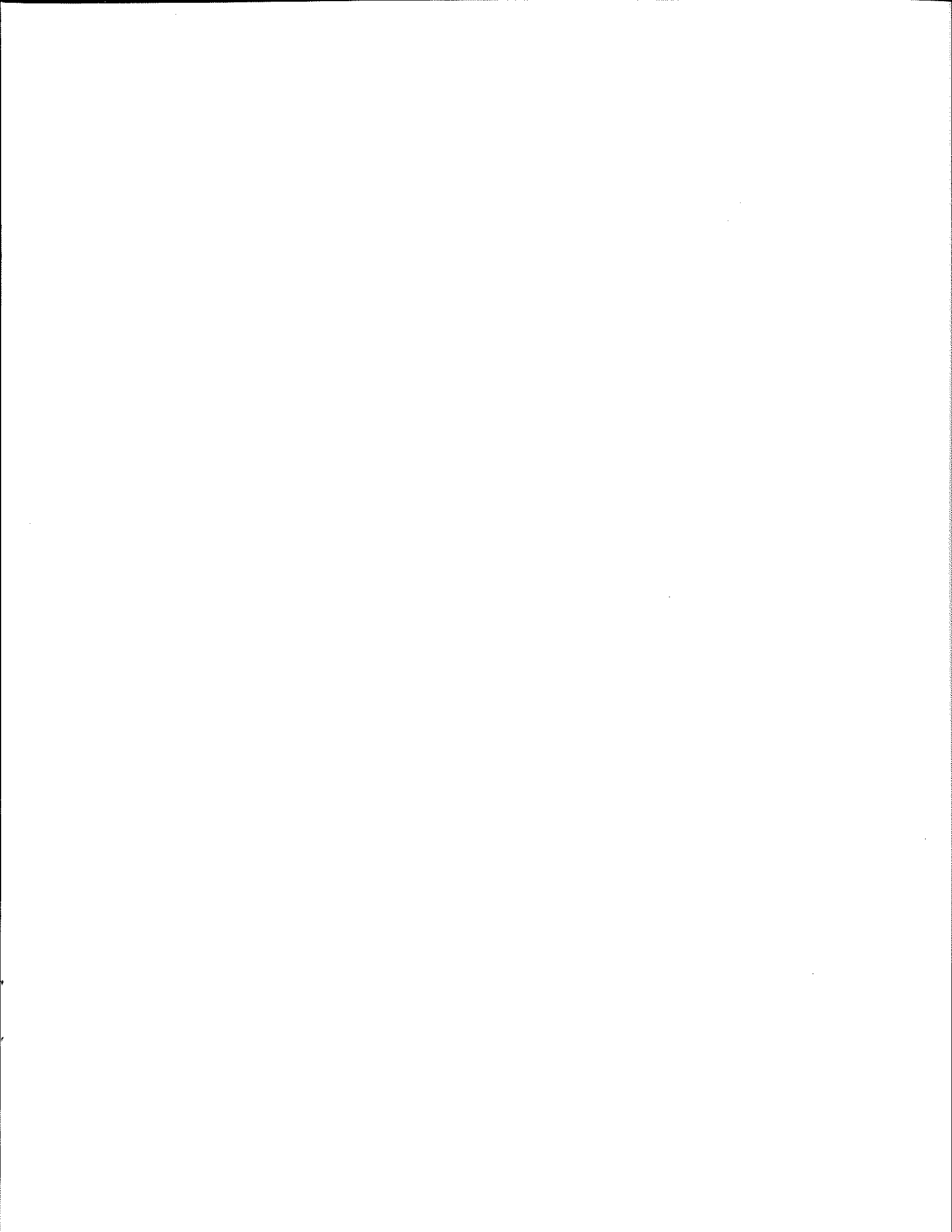
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WELC States 2017
Messiah College, PA
University of Northern Iowa
Minnesota State University Mankato
Notre Dame of Maryland University
Carthage College, WI
Niagara University, NY
University of Saint Thomas-Houston, TX
Lone Star College-North Harris, TX
National University, CA
Eastern Michigan University
Saginaw Valley State University, MI
Southern Illinois University Edwardsville
University of South Dakota, Vermillion
Baker University, KS
University of South Dakota
Morningside College, IA
Johnson & Wales University, CO
Mount Marty College, SD
Truman State University, MO
University of Kanas
Winston-Salem State University, NC
Gannon University, PA
Fort Hays State University, KS
California State University, Fresno
University of California, San Diego
Nebraska College of Technical Agriculture
Emporia State University, KS
Saint Leo University, FL
University of Missouri-Kansas City
Hastings College, NE
Doane University, NE
University of Nebraska at Omaha

University of Nebraska-Lincoln
Medgar Evers College of The City University of New York
University of Louisiana Lafayette
North Iowa Area Community College
Grey Nuns of the Sacred Heart, MD
Lincoln Public Schools, NE
Educational Service Unite 13, NE
Mary Our Queen School, NE
Wolf Creek School, SD
Kwajalein Jr-Sr High School, Marshall Islands
Decatur Illinois Public Schools
St. Vincent de Paul, NE
Fresno Unified School District, CA
Bayard Public Schools, NE
HoChunk Renaissance Program: Winnebago Tribe of Nebraska
St. Joseph School District, MO
Lourdes Central High School, NE
Omaha Public Schools
University of Wisconsin Extension
University of Nebraska at Omaha
University of Nebraska-Lincoln
University of Nebraska Medical Center
University of Wisconsin-River Falls
University of Nebraska High School
Iowa State University
Bryant University, RI
Metropolitan Community College, NE
North Iowa Area Community College
Neosho County Community College, KS
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Concordia University St. Paul, MN
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