

WELC

Women in Educational Leadership Conference

October 7-8, 2018

1987-2018

For Information:

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WELC Women in Educational Leadership Conference

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Conference Overview

Sunday, October 7

- 4:30-5:15 p.m. Registration
Regents A
- 5:30-7:45 p.m. Welcome and Introductions
Regents A Marilyn Grady, UNL professor and Conference Coordinator
- The Legacy of a Leader: Neola Earth Walker**
Elaine Rice
Keely Purscell
Glenda Earth Bruggeman
- Keynote:**
The Time is Now: Ways YOU Could Practice More Agile Leadership
Roberta Evens, University of Montana
- 7:45-10:00 p.m. Reception and Conversations
Regents AB
-

Monday, October 8

- 7:30-8:00 a.m. Registration
Regents C
- 8:00-9:40 a.m. Welcome
Regents C Marilyn Grady, UNL Professor and Conference Coordinator
- Keynote**
Educational Leadership and Community Engagement: Our Role as Women in Higher Education Institutions in Creating Socially Just Learning Communities.
Shirley McCarther, University of Missouri, Kansas City
Donna Davis, University of Missouri, Kansas City
- 9:50-12:15 Concurrent Sessions I
- 12:15-1:15 LUNCH – Hotel Atrium
- 1:20-4:15 Concurrent Sessions II



Dr. Marilyn L. Grady, professor of educational administration at the University of Nebraska-Lincoln, is founder of the annual Women in Educational Leadership Conference and the founding editor of the *Journal of Women in Educational Leadership*. She is author, coauthor, or editor of 24 books as well as more than 100+ articles and book chapters. She is recipient of the 2017 Donna Elder Inspired Leader Award, 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, the 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.

**ELAINE RICE
KELLEY PURSCCELL
GLENDA EARTH BRUGGEMAN**



Dr. Roberta (Bobbie) Evans began working in education first as a high school English teacher, then as principal of an alternative high school and a grant Principal Investigator for P-12 leadership in Reno, Nevada. After earning a doctorate at the University of Nevada-Reno in Educational Administration and Higher Education, she shifted into tenure-track higher education with a focus on school law, supervision/evaluation, and personnel administration. At the University of Montana, Evans earned the rank of Full Professor and was named Dean of the Phyllis J. Washington College of Education and Human Sciences in 2006. In 2015, she was deployed to serve as Interim Chancellor of the University of Montana Western in Dillon, Montana, after which she returned to the deanship. With an extraordinary team of colleagues hired over time, Evans helped the College expand with the addition of three departments, achieving national accreditation in all programs. Enrollment doubled, and philanthropic achievements reached an all-time high in the fall of 2017. At that time, Evans was awarded an endowed chair in educational leadership, enabling her to devote time to research and teaching in her field.

Throughout her time as dean, Evans received several awards. The one with the greatest personal meaning to her was the Montana University System's Outstanding Administrator, selected by the associated students across the 9-campus university system. "If I ever win the Nobel, this will still be my favorite recognition," she told the Board of Regents. Currently focused upon presentations and writing on organizational strategy and agile leadership, Evans studies various organizational mindsets that advance and hinder growth for learners, noting where leaders can change culture with a deeper understanding of themselves and others, sharpening their insight into successful actions.



Dr. Shirley Marie McCarther is an Associate Professor in the School of Education at the University of Missouri-Kansas City. She has over 30 years of experience in the field of education as a teacher, principal, curriculum director, and central office administrator in urban, rural, and suburban school districts across the country.

Dr. McCarther teaches courses in educational administration, foundations, and diversity. Her research agenda focuses on equity and access and embraces narrative studies, ethnography, documentary, and historiography; all giving voice to those long silenced across race, class, and gender boundaries. She is Co-Editor of the *American Educational History Journal*. Dr. McCarther has been published in numerous scholarly journals and presented at national conferences including the American Educational Research Association, American Educational Studies Association, Organization of Educational Historians, and the National Association of Multicultural Education.



Dr. Donna M. Davis is currently a Professor in the School of Education at the University of Missouri-Kansas City. She has over 30 years of experience in the field of education, spending nearly a decade teaching high school English in the Los Angeles Unified School District before earning her doctorate at the University of Kansas. Her doctoral research explored the educational experiences of Harlem Renaissance writer Langston Hughes and he continues to inspire her current work.

Dr. Davis has published in several scholarly journals around issues of social justice, culturally relevant pedagogy, arts integration, and the history of education and schooling in the United States. She is the Editor of the *American Educational History Journal* and has presented at national conferences including the American Educational Research Association, American Educational Studies Association, Organization of Educational Historians, and the National Association of Multicultural Education.

9:50-10:15

- Regent B The Need to Hire – Vicki Highstreet**
It is common for members of the team to wear many hats and take on tasks as needed. This essential resourcefulness can mask the need for a new hire and cause inefficiencies, undermining productivity. Let's discuss the signs that it's time to hire!
- Regent C Hispanic Male Self-Efficacy and its Effect on College Persistence from Freshman to Sophomore Year – Jennifer Culbertson**
This session will focus on Hispanic male college freshmen students, self-efficacy, and persistence in a South Texas four-year higher education institution. An explanatory sequential mixed-methods approach was used. The experiences of the students during their first year of college and the contributing factors that led to decisions will be discussed.
- Regent D "Universal Truths" are Anything But: Jane Austen's beyond #MeToo Paradigm of Internally Referenced Leadership in Externally Constraining Times – Andrea Kayne**
What can organizational leaders learn from women living in patriarchal, misogynistic rural England in the 18th century? As it turns out, a great deal. The corset becomes an apt metaphor to describe the constrictions female educators are facing these days, finding it very difficult to breathe as they are pushed, prodded, and squeezed by seemingly intractable forces beyond their control.
- Regent E Midlife Transition from Practitioner to University Professor – Sue Alborn-Yilek & Denise Schares**
You have had an exciting and meaningful career as a school administrator for 30+ years. Everyone in the field knows your name and now you are moving to the university as a professor. Piece of cake, right? Well, not so fast. Three such individuals will describe their transition from PK-12 to higher education in this session. While there has been much joy, there have also been challenges and barriers to overcome.
- Regent F Engaged Learning: Teaching and Learning for Today's Student – Elina Pierce**
This session will introduce the idea of engaged learning.
- Chancellor 1 Special Educators as School Leaders: Using Your Leadership Skills to be Agents of Change for Students with Disabilities – Jill Choate**
With the rise of full-inclusion, special educators now play a different role in the classroom. We are now responsible for advocating for students with disabilities, collaborating with colleagues, and connecting families and staff in the educational arena. Learn to use personal leadership skills to become an effective agent of change in these endeavors.
- Chancellor 2/3 Women Elementary Principals' Perceptions of Work-Life Balance within Their Organizational and Personal Contexts – Joyce Yang**
While self-care research for teachers is on the rise, related topics such as work-life balance (WLB) for administrators is lacking. Principals struggle to balance between their workloads and home responsibilities, which may cause a significant amount of stress. Often, women principals face additional challenges because of childcare and household responsibilities.

10:20-10:45

- Regent B** **Extending the First Generation Concept to Graduate Education – Eva Bachman**
Undergraduate education has developed resources and processes for assisting students who identify as first generation. This session will explore extending that concept to graduate education and what that may mean for retention efforts in graduate education.
- Regent C** **Lessons on Leadership in Times of Turnover – Erin Pearson**
How I learned anyone could lead – from periphery chorus girl to empowered potential leader.
- Regent D** **Going Beyond Work Life-Balance to Ignite Passion and Thrive as a Woman in Leadership – Sarah Johnson**
This session will offer proven strategies and supports to recognize the importance of self-care in order to lead at home, work, and life. Key outcomes will include defining work-life balance in a more robust way than traditionally done. Come ready to regain some balance that you can take back to school and home the next day as well as a plan to sustain balance for the future.
- Regent E** **The Politics of Gender Equality in the U.S. Public School System – Patricia Traynor-Nilsen**
Several states have passed laws allowing transgender students to use any restroom/locker facility. This has caused controversy with all stakeholders in the schools. This presentation will discuss gender equality in the public education system with emphasis given to both sides of the debate regarding the controversy of transgender students.
- Regent F** **A Leader without a Building: The How and Why of Special Education Administrators' District-Wide Influence – John Palladino**
This session will describe what 15 Michigan special education members identified as constituting their ethical leadership on behalf of students with disabilities. It will include details about how and why they include and, at times, exclude general education administrators in fulfillment of their mission and responsibilities.
- Chancellor 1** **A Critical Look at Dual Credit in Nebraska Community Colleges – Tee Bush**
Dual credit, a proposed solution to college access for many high school students, is understudied and misunderstood both by students and administrators. This presentation will present the pros and cons of dual credit application to high school students. An investigation into this understudied field will help guide future research.
- Chancellor 2/3** **Undergraduate Student Development of Math/Literacy Interventions for K-2 Students – Carol Buckley**
Data-driven decision making is a necessary component of effective instruction. This session will explore one cross-curricular project between math and literacy that required undergraduate students to design and deliver appropriate interventions for elementary students based on their analysis of benchmark data.

10:50-11:15

- Regent B** **Demographics and Male Dominance: Gatekeeping in Educational Administration – Katherine Merriweather**
This session will present an ongoing qualitative study that investigated gender bias as a gatekeeping mechanism for high-level educational administration positions. A review of the literature, methodology used, and the findings, along with discussion of implications, will also be presented.
- Regent C** **Fleet Admiral Chester W. Nimitz - Leadership Forged through Adversity – Chris Stone**
A historical look at the foundation and genesis of leadership that shaped the leadership style of Admiral Chester Nimitz will be presented in this session. This historical research analyzed and categorized Nimitz's leadership style based on current leadership constructs as well as identifying what influences and experiences from an early age impacted Nimitz's leadership style.
- Regent D** **Engaging Academic Optimism to Maximize Equity in Student Learning for California's Low SES Schools – Teri Marcos & Wayne Padover**
This session will report findings of 144 urban California educational leaders' and teachers' views about the identified effects academic optimism has on supporting equitable growth in student learning across all student groups within ten low SES schools.
- Regent E** **Professional and Personal Responsibilities: Finding and Maintaining the Balance – Denise Schares**
Balancing professional and personal responsibilities can be a lifelong challenge. Participants in this session will engage in conversations around ways to find balance and renewed energy for both professional and personal responsibilities. Using a Wheel of Life activity, participants will assess current life balance and steps to consider for more optimal balance.
- Regent F** **Planning, Scanning and the Future: A Journey of Empowerment and Innovation – Dina Pacis, Patricia Traynor-Nilsen, & Joseph Marron**
This presentation will describe and demonstrate the use of futures study and foresight techniques in higher education. Engage in the story of how one department comprised of eight distinct programs developed a framework to plan, scan, and develop a department mission, vision, and goals from a forward-looking and futurist perspective.
- Chancellor 1** **Rising above Expectations: Strategies, Struggles, and Success for Women in Agriculture – Darcie Gallagher**
This session will address the lack of empowerment for women in the agricultural industry. Rather than being subject to stereotypes, women can invest in each other. They can address the successes they have undergone, struggles they have witnessed, and strategies they have implemented to achieve further change.
- Chancellor 2/3** **Practical Strategies for Educational Leaders to Maximize Resources and Meet the Mental Health Needs of Students – Jill McCaslin-Timmons**
School staff are facing an increase in behavioral and mental health needs. While budgets are not likely going to change, rethinking how resources are used and maximizing the resources a leader has to meet the needs of students is important. This session will provide practical strategies for school leaders.

11:20-11:45

- Regent B** **Factors Increasing Employability over Age 65 – Debra Amandola**
Seventy-six million people between the ages of 65 and 70 are making the decision to continue to work or retire. The factors helping professional women's employability after age 65 who continue to work are important to understand. This session will present a qualitative study's findings of thirteen women over 65 who are doing it successfully.
- Regent C** **Effective Teaching for the Online Learner: Have You Tried UDL? – Maude Yacapsin**
Teaching courses online? Please join Maude as she shares experiences as well as user-friendly platforms, LMS-integrated apps and Universal Design for Learning to enhance student engagement in online coursework. Prepare to share your successes for student engagement as well! BYOD! BYOLMS!
- Regent D** **Building a Toolkit to Address Intersectional Identity Constructs That Affect Women in Educational Leadership Roles – Ferial Pearson & Neena Nizar**
Participants in this session will create a toolkit that will enable them to create a climate of cultural change where difference is seen as richness and celebrated, varying perspectives encouraged and respected, and where educators are seen as leaders empowered and advocates for themselves and for others.
- Regent E** **Lessons Learned from a Chance Encounter with Humble Stan – Marilyn Grady**
Learning opportunities may present themselves at the most unlikely moments and in the most incredible environments. A key to these experiences simply may be being "out of context," or being able to engage in "moderately" risky behaviors. A small example will be described in this session.
- Regent F** **Starting from the Bottom: Getting All Students to the Top – Charlsie Prosser, Madison Lutz, & Hannah Tolliver**
We all start from the bottom, but cannot get to the top without support and opportunities from educators. Hear personal experiences from a professor and current undergraduate students about their journey in leadership and their plans to better facilitate an environment for students to succeed at all levels of education.
- Chancellor 1** **What Do the Voices of Incarcerated Females Tell Educational Leaders about the Need for Mental Health Resources in PK-12 Programs? – Phyllis Burger**
This presentation will share one study's findings on the voices of incarcerated females and mental health issues. Emphasis will be on research outcomes between childhood victimization, female incarceration and discussion with school principals regarding childhood trauma, in PK-12 schools in Minnesota.
- Chancellor 2/3** **American Missionary Women and Women's Education in the Early Republic China: A Feminine Connection in the Name of God – Limin Su**
This session will bring together the historiographies of American missionaries and women's higher education in the early republic China to tell the story of American missionary women who had greatly advanced the education for Chinese women, and who have been largely marginalized in educational history, gender history, and American history.

11:50-12:15

- Regent B** **What is Success? Implications for Program Evaluation – Tami Williams**
Each of us has our own definition of success. As a program evaluator, personal view of success can impact how we approach an evaluation. The purpose of this session will be to review the essentials of program evaluation and lift up the unique insights and challenges of a feminist evaluation lens.
- Regent C** **When Transformational Leaders Go Awry: The Dark Side of Leadership – Sharon Hoffman**
In leadership theory development, the dark side of leadership construct has emerged in the literature. This session will present the construct as it applies to transformational leaders and an initial brief literature review. The potential challenges in conducting research on this focus within educational leadership contexts will also be discussed.
- Regent D** **The Anthropology of Self-Worth, Brain Development, Cultural Tentacles Linked to School Violence, Human Trafficking, Trauma, Bullying...What Does Any of This Have To Do With American Schooling? – Terri Pieretti**
This presentation will examine the anthropology of self-worth, brain development, cultural tentacles linked to school violence, human trafficking, trauma, and bullying from the perspective of understanding the intricate social aspects of the brain.
- Regent E** **Planning and Executing Women's Leadership Conferences: Lessons Learned and Next Steps – Farrah-Marie Gomes**
A group of women leaders who are passionate about professional development, but tired of traveling to participate in such opportunities, decided to create their own women's leadership conference. From inception to third year, hear about planning and execution items of consideration, successes and challenges along the way, and next steps.
- Regent F** **Women in Higher Education: Architects of a Modern Day Berlin Wall – Dina Pacis & Susan Porter**
Women earn more college degrees and are represented in entry/mid-level higher education positions but have made marginal advances in attaining advanced leadership positions. This presentation will focus on ways that women can empower themselves and each other to attain leadership positions in higher education.
- Chancellor 1** **Summer STEM Camp: An Innovative Partnership Driven Field Experience for Pre-Service Teachers – Lacey Sell**
In this session, learn about our innovative summer STEM camp hosted on campus in partnership with a PDS district that experiences dramatic growth in participation each summer. Over 350 middle school students participate in the four-week camp offering high-interest thematic sessions. Pre-service teachers participate in the delivery of the content and facilitation of activities.
- Chancellor 2/3** **California Administrator Performance Assessment: Three Leadership Cycles toward Licensure – Teri Marcos**
This session will present the California Commission's steps to operationalize the CalAPA. Attendees will take away the constructs of three leadership cycles toward licensure for California administrative candidates. Discussion engages strategies by National University to support candidates over their 8-month program completion.

1:20-1:45

- Regent B** **Girls with Ideas – Harriet Gould**
Girls with Ideas, an innovative new 20 lesson curriculum, can be implemented in a variety of school settings targeting leadership, entrepreneurship, creativity, kindness and confidence for young girls. This program teaches young girls essential skills to solve problems, take an idea from inception through completion, and identify their leadership styles.
- Regent C** **Developing a High Quality Faculty Professional Online Learning Model: Illinois Online Network – Andrea Guerrero**
The case study presented in this session examined the perceived impact ION professional development courses have on the individual participants' knowledge and understanding of online instruction and leadership. The data collected illustrate the strengths and challenges of online professional development. This session will focus on the preliminary findings from the first 6,000 participants of ION programs who have been surveyed.
- Regent D** **Divas in the Field: Latina Leadership – Sonia Rodriguez**
This presentation will examine the importance of social capital and networking for Latinas seeking leadership roles. Networks of women have had a profound effect for promoting female leadership. The voices of distinct Latinas are brought to life and these voices will empower others.
- Regent E** **A Call for the Practice Brief as a Needed Bridge between Research and Practice – Deryl Hatch-Tocaimaza**
In this session, the nature of the practice brief as an underutilized genre of academic writing in educational administration will be presented. We will investigate its potential both to bridge research and practice and to identify gaps in the research literature in ways that the scholarly empirical literature does not.
- Regent F** **Impact on Student Achievement: Parent Involvement vs. Parent Engagement – Lori Piowski**
This case study to be presented examined the correlation of Title I elementary schools that were awarded Minnesota Celebration School status by demonstrating superior growth in the areas of student proficiency, student growth, and closure of the achievement gap and also demonstrated success with initiatives that guided positive student growth. These recognized Celebration Schools were identified as having a high concentration of ethnic minority students.
- Chancellor 1** **Free Speech and Campus Climate: Best Friends or Mortal Enemies? – Elizabeth Niehaus**
In this session I will engage these contrasting arguments for and against protecting offensive speech on campus, while pushing back on the idea that we cannot value and protect freedom of expression in higher education while at the same time fostering a positive campus climate.
- Chancellor 2/3** **Women Anthropologists – Ruth Grady**
In this session, brief descriptions of the accomplishments of anthropologists Ruth Benedict, Margaret Mead, and Mary Leakey will be presented. These women were pioneers in the field of anthropology who demonstrated their determination and adventurousness.

1:50-2:15

- Regent B** **Taking the Pulse of Nebraska Principals – Sarah Zuckerman, Jiangan Xia, & Cailen O’Shea**
This session will present the findings of mixed methods research conducted on principals’ working lives in Nebraska, with a particular focus on those in rural areas. It used a survey completed by over 220 principals and interview and focus group data from approximately fifty additional principals across the state. The study provides insight into principals’ work and working conditions.
- Regent C** **What do Schools Need from Higher Education Programs? – Suzanne Becking**
This session will describe one instructor’s experience supporting a 1:1 technology implementation for administrators and teachers in meeting teaching and learning needs in today’s classroom.
- Regent D** **A Tale of Two Disciplines - Lessons for Educational Leaders – Richard Torrace**
Educational leadership and human resource development (HRD) have complimentary roles in helping students enter, progress through, and succeed in the U.S. education system. Although HRD has many accomplishments, it has also encountered challenges and criticisms. How can educational leaders learn from the challenges encountered by HRD? This session will identify the potential for similar challenges and criticisms for educational leadership and ways to avoid them.
- Regent E** **Leadership is a Disposition (Not a Position) – Eileen Boswell**
Drawing on Barsh and Lavoie’s 2014 Centered Leadership, this session will guide attendees through personal exercises to help them articulate their personal leadership disposition and features a network mapping exercise to identify people who sustain and enrich those leadership disposition(s).
- Regent F** **Suicide Risk Concerns and the SBQ-R – Brenda Leggiadro**
Suicide is the second leading cause of death for young people in the United States. Learn how one district is using the SBQ-R to help communicate suicide concern.
- Chancellor 1** **Attitudes toward Cadavers and Other Teaching Methods in Anatomy – Erin Wilcox**
This session will explore the use of cadavers and other teaching methods in anatomy. One study analyzed the attitudes of medical students toward these different teaching methods. The study specifically targeted first-year medical students currently taking anatomy at a medical school at a major university.
- Chancellor 2/3** **Boys to Men – Jenna Lichter**
Are parents raising boys differently than girls? What are parental trends in dealing with young men and their education, and how have these trends evolved? These questions will be discussed in relation to the issues impacting young people today and how they differ from issues of the past.

2:20-2:45

- Regent B** **A Case Study of Collective Impact to Support School-Community Partnerships in a Non-Metropolitan Community – Sarah Zuckerman & Cailen O’Shea**
This session will focus on a pilot case study that examined the development of a collective impact effort in a non-metropolitan community through the lens of civic capacity and social frontier analysis. It found that close social networks that support cross-sector collaboration also limit the mobilization of particular stakeholder groups, limiting civic capacity and community organization.
- Regent C** **Practicing What I Preach: Forming an Online Collaboratory for Preservice Teachers and Special/General Education Leaders – John Palladino**
This session will illustrate an online (Canvas) interaction between undergraduate preservice teachers and graduate level school leadership students. The collaboration was designed to replicate real-life special education problem solving in which aspirant leaders had to coach novice teachers. Details of how to replicate the process will be provided.
- Regent D** **Lillian the Leading Librarian – Amy Harrell**
In this session, Lillian Bradshaw, Director of the Dallas Public Library from 1964 to 1984 will be discussed.
- Regent E** **Swan Song – Mary Culver**
This final presentation wraps up a rich, yet challenging career in education. Trials and victories experienced over 30 years will be examined to answer the question: was it worth it? What lessons were learned, and what would have been done differently were we to have insight into the future?
- Regent F** **Comprehensive Transition Programs for Young Adults with Intellectual Disabilities – Stephanie Goodrich**
This session will provide information about comprehensive transition programs at Midwestern colleges and universities. These programs offer post-secondary opportunities for young adults with intellectual disabilities.
- Chancellor I** **Addressing the Needs of Secondary English Learners through Inclusion in Mainstream Classrooms – Amanda Levos & Kris Schneider**
This session will present an overview of two doctoral proposals that will study the issues of student placement and assessment for ESL students. Part of the study will focus on middle level students (6-8) and high school students (9-12) in public schools.
- Chancellor 2/3** **Incorporating STEAM Education – Kelley Rice**
Research has shown that art education is valuable to our youth and yet art programs are being reduced or eliminated from many school systems. The purpose of this session is to examine how three educators incorporated the arts into STEM education in the Nebraska panhandle.

- Regent B** **Does Distributed Leadership Support Instructional Leadership and School Climate? – Jiangang Xia & Cailen O’Shea**
 Currently, there is no serious body of empirical evidence to confirm expectations about distributed leadership (Leithwood et al., 2007). Through the use of innovative Multilevel Structural Equation Modeling (MSEM), we can examine the effects of distributed leadership, principal instructional leadership, and school climate across countries and levels.
- Regent C** **Women in the Workplace: The Art of Having Difficult Conversations using an Ignatian Approach to Dialogue – Hilary Logan & Janet Mitchelson**
 Participants will learn how to engage in difficult conversations using an Ignatian approach to dialogue, focusing on five key principles: being slow to speak; listening attentively; seeking the truth in what others are saying; correcting misstatements humbly and gently; and allowing the conversation the time that it needs.
- Regent D** **If Duct Tape Won't Fix It, You Have Not Used Enough – Mary Hayes**
 The gender landscape of the corporate world has changed over the last 20 years. This session will present one study’s findings in exploring the leadership characteristics of women leaders in business and to understand the commonalities among the women interviewed.
- Regent E** **Preparing Educators for The Current Needs of Today’s Students – Beth Gregory**
 Today’s students enter classrooms with challenges that are as diverse as the students themselves. Educators must effectively teach students who have experienced trauma and violence. In this session, you will learn strategies that you can use in your classroom to create a climate filled with compassion and kindness.
- Regent F** **Connecting with Compassion to Work Towards Equity – Stephanie Bondi**
 This session will describe a philosophy about working towards equity that is humanizing and compassionate. Too often, talking about diversity and equity does not feel affirming. But, there are ways to create more humanizing interactions and work towards equity. Come learn some frameworks and consider what might work for you.
- Chancellor 1** **The Nature of Science Instruction and Leadership – James Blake & Jason Thomsen**
 K-12 science education is going through a standards change that will mark a new era. Experience an activity to discover the nature of science and leadership in a style you might experience at a National Science Education Leadership Association conference, facilitated by the president-elect and region director of this organization.
- Chancellor 2/3** **Arts Education Programming in Urban Versus Rural Public Schools – Annette Vargas**
 Arts education plays a positive role in the total educational experience. However, one obstacle to arts funding in schools comes from the new paradigm of job preparation. This presentation will examine the differences of arts education programming, the resources allotted to them, and community perceptions of the arts in urban vs. rural Midwestern public schools.

- Regent B** **Investigating the Effects of the Principal-Teacher’s Decision-Making Power Relationship: A Novel Slope-as-Predictor Approach – Jiangang Xia**
Leadership conceptually defined as a power relationship is not new in the literature. However, few studies followed the definition to empirically examine leadership’s effects. This project was among the first that investigated the effects of the dynamic principal-teacher’s power relationship on student engagement and teacher job satisfaction.
- Regent C** **Examining the Lived Experiences of Native American Students at Predominantly White Institutions – Zac Palmer**
In this session, a study that sought to examine the lived experiences of Native American students at a Midwestern PWI will be presented. Three female participants were selected & findings provided recommendations for faculty and student affairs professionals. Key themes emerged that included a sense of belonging, openness about racial identity including safety on campus, and racial stereotypes.
- Regent D** **Employer Reports of Skills Gaps in the Workforce – Sammi Kaiser**
What are the perceptions of the skills gaps amongst Midwestern employers? This session will explore research on the skills gap, as it relates to college students. Participants will engage in a discussion on the importance of these perceptions and applications of this research in the college setting.
- Regent E** **Exploring Key Relationships in Women Leadership – Mary Cowan**
This research project will explore the key relationships women in leadership acknowledges as vital indicators in their success and also the relationships they choose to ignore for fear of penalization. The purpose of this study is to explore those relationships presented to women while attempting to position themselves as administrators in higher education.
- Regent F** **Navigating the “Double Barrier”: Exploring STEM Undergraduate Learning at a Vietnamese Transnational University – Trentee Bush, Kaleb Briscoe, & Christina Yao**
The purpose of this study to be presented was to examine the learning experiences of STEM undergraduate students attending a transnational university in Vietnam. Challenges included English language instruction and STEM-specific terminology. Despite barriers to their learning, students described strategies for navigating their learning process.
- Chancellor 1** **Reflection for Real: Fostering the Conditions for Teacher Learning through Instructional Rounds – Angela Plugge**
Teacher learning and development is complex and elusive for leaders and teachers. Instructional rounds are becoming an increasingly widespread practice as a systematic way to engage educators in critical reflection and learning. Learn about how they impacted the instructional culture and individual practice of teachers at a Title I middle school.
- Chancellor 2/3** **Transition into the Superintendency - A 100 Days Plan – Sam Stecher**
This session will focus on the key components of an effective transition plan for PreK-12 educators moving into the role of superintendent of schools.

Regent E Profile of the First Female Lieutenant Governor of Nebraska – Mary Hayes
Discuss the findings of an in depth look into the leadership of the first female Lieutenant Governor of Nebraska. In this session, learn more about her education, her struggles, and her leadership for the state.

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Mark your calendars for the
2019 Women in Educational Leadership Conference (WELC), October 12, 2019
A call for proposals will be emailed in spring 2019.
www.welc.unl.edu

A special thank you to the Behind the Scenes Heavy Lifters:

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