

WELC

Women in Educational Leadership Conference

October 13-14, 2019

1987-2019

For Information:

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WELC Women in Educational Leadership Conference 1987-2019

Conference Overview

Sunday, October 13

4:30-5:15 p.m. **Registration**
Regents A

5:30-7:30 p.m. **Welcome and Introductions**
Regents A **Marilyn Grady, UNL professor and Conference Coordinator**

**Presentation of Department of Educational Administration
Inspiration and Impact Awards**

by
Dr. Elvira Abrica and Dr. Corey Rumann

Keynote:

The Power of Positivity
Dr. Jean M. Haar, Dean, College of Education
Minnesota State University, Mankato

7:30-10:00 p.m. **Reception and Conversations**
Regents AB

Monday, October 14

7:30-8:00 a.m. **Registration**
Regents C

8:00-10:00 a.m. **Welcome**
Regents C **Marilyn Grady, UNL Professor and Conference Coordinator**

Keynote:

**Engaging Interdisciplinarity to Support Strategically
Distributed Collaboration, Faculty Belonging, Visioning, and
Scholarship**
Dina Pacis, Sanford College of Education, National University
Patricia Traynor-Nilsen, National University
**Joseph M. Marron, Sanford College of Education, National
University**
Teri Marcos, National University

10:05-12:10 **Concurrent Sessions I**

12:15-1:15 **LUNCH - Hotel Atrium**

1:20-3:15 **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 founding editor of the *Journal of Women in Educational Leadership*. She is author, coauthor, and 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.



Dr. Jean Haar is Dean for the College of Education at Minnesota State University in Mankato. As leader of a college of education, her focus is on diversification of the state's educator workforce and preparation of racially conscious educators.

"I have been actively engaged in systemic change and professional growth to better equip faculty and administrators to support educator candidates of color and prepare all candidates to be racially conscious educators."

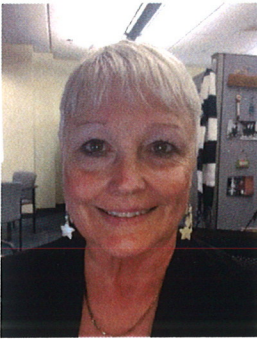
She received a Bachelor of English and a Master of Educational Administration from South Dakota State University. She received a Ph.D. from UNL in 2002. Since then, she has served as Founding Director for the Center for Engaged Leadership, and Professor and Chair of the Department of Educational Leadership at Minnesota State.



Dr. Teri Marcos serves as Professor of Educational Administration and interim Program Director for the EDD in Organizational Innovation at National University. Her passion is to synthesize effective and responsive strategic approaches to the challenges and opportunities of individuals, teams, and organizations as they design, nurture, and sustain transformative organizational co-learning.



Dr. Dina Pacis is an Associate Professor and Chair for the Department of Educational Administration School Counseling and School Psychology at the Sanford College of Education at National University. A former school administrator and a lifelong teacher and learner, Dr. Pacis is committed to supporting a new generation of educators.



Dr. Traynor-Nilsen served 32 years in K-12 Public Education and 18 years in Higher Education. She is experienced in developing, leading, and training teachers and principals with an extensive background in professional development/delivery. She is currently an Assistant Professor at National University and was formerly an Assistant Superintendent, Educational Services.



Dr. Joseph M. Marron is currently Professor and Program Director for the Master of Science Degree Program in Higher Education Administration in the Sanford College of Education at National University. Dr. Marron received his Doctorate in Higher Education Administration at Vanderbilt University, and his Post-Doctoral work was completed at the Institute for Educational Management at Harvard University.

- Regent B** **Women in History-Poster Conversation - Adams, Cook, Cummings, Nogan, Singh, Thomsen, Wallace, Reding, Grady**
- Regent C** **Peaks and Valleys: A Leadership Journey of a Junior Faculty at a Midwest University – Theophile Muhayimana**
This presentation will discuss a 25-year leadership journey of a young Midwest educational leadership faculty member from a country devastated by the 1994 genocide against the Tutsi. Challenges and success in his career in light of leadership principles such as service, commitment, goal and priority setting, and power of relationships will be highlighted.
- Regent D** **The “How to” of Applying Theories of Self-efficacy and Worker Motivation through the Lens of Gallup’s Strengths – Kevin Wesley & Katherine Wesley**
This session will present the findings of a study conducted at a successful manufacturing company in Nebraska. Worker motivation using Herzberg’s Two-Factor Theory of Motivation was assessed. Factors supporting successful women employed in blue-collar, male dominated occupations was also analyzed. Findings will be presented through a strengths-based lens.
- Regent E** **Inclusive Teaching Strategies – Stephanie Bondi**
Diversity and inclusion is a popular topic, but bringing diversity into the classroom and creating inclusion are difficult to accomplish for many new and seasoned educators alike. This session will cover pedagogical elements and factors outside the classroom that contribute to creating diverse and inclusive educational settings.
- Regent F** **Influence: Investing in the Long-term Development of Other – Jody Reding**
By embracing the responsibility and accepting a call to action, people have the power to create opportunities of influence, bringing out the best in themselves and those they lead. This evidence-based session will examine what exemplary leaders do when they are at their personal best.
- Chancellor 1** **Examining the Career Trajectory of Women in Higher Education through Personal Relationships – Mary Cowan**
This session will explore personal relationships that may have affected women in higher education and their journeys to the presidential level. With an anticipated paradigm shift of leadership in the 21st century, women will begin to hold more presidential appointments. This session will also explore how personal relationships of women in higher education helped or hindered career trajectory.

Chancellor 2/3

Exploring Principal Job Satisfaction by Region Based on Gender, School Location, and School Level – Teresa Perkins

This session will examine principal job satisfaction based on region, gender, school location, and school level, using 2015-2016 NTPS data. The session will begin a conversation in the educational professional community around a topic that is not addressed consistently.

10:35-11:05

Regent B

**Inclusive Schools and Communities
– Stephanie Goodrich & Tiff Clifton**

This session will explore ways that individuals of all abilities can meaningfully engage in their communities. Every person craves purpose and connection; therefore, creating space for everyone to belong and contribute is essential. This session will offer suggestions and tips about how to create programs that enhance inclusive schools and communities.

Regent C

**Academic Freedom in the College Classroom: A Collision of Interests
– Christy Hutchison**

This session will explore the nature and parameters of academic freedom in the college classroom, where the interests of faculty members and students may collide. After a review of the law and cases on the topic, a discussion of the difficulty of parsing the contours of free speech in the college classroom will follow.

Regent D

Comparing Rural and Non-rural Principal Leadership in the Age of ESSA– Sarah Zuckerman & Cailen O'Shea

This session will present a comparative qualitative study that examined how rural and non-rural leaders differ in their leadership practices and the contextually based challenges they face in doing so. Findings from this study describe similarities and differences between principals of rural and non-rural schools.

Regent E

**Born Female: How to Combat Microaggressions in Education
– Amy Harrell**

This session will address the influence of microaggression on women in the workforce and the history of discrimination that may have contributed to fewer women in leadership roles over time. Specific examples of microinsults, microassaults, and microinvalidations will be presented to illustrate how debilitating and hurtful microaggression can be, and action items will be given to address them in your own institution.

Regent F

Leading and Learning with Character: Developing Educational Leaders – Denise Schares

Leading and Learning with Character: Developing Educational Leaders is a recently funded grant intended to support educators toward becoming influential leaders of character with the knowledge and skills to positively impact schools and communities through ethical leadership practices. In this presentation, grant activities, results to date, and lessons learned from this initiative will be shared.

Chancellor 1

Leaving Good-Student Habits Behind – Vicki Highstreet

Are the skills you've learned in school serving you well in the work world? The U.S. Department of Education predicts by 2021 women will represent 59 percent of all higher education students, outnumbering men in undergraduate and postsecondary education programs. Moving from "good worker bee" to "mover and shaker" requires a different set of muscles, skills, and ways of being than the ones we honed in school. This session will address those factors.

Chancellor 2/3

From Welfare to the Superintendent's Chair: A Woman's Journey One Rung at a Time – Sadie Coffey

Too many times, society tells women what they can and cannot do, even calling them crazy for chasing their dreams. Let us not focus on what seems to be "crazy/impossible." Why not help these women realize their potential and how to get there?

11:10-11:35

Regent B

Women Leaders of the Past – Marilyn Grady

An ongoing initiative is to report the stories of women leaders of the past. Often we emphasize the absence of women in leadership. However, women leaders have been prominent in a variety of roles throughout U.S. history. In this session, some of these leaders will be highlighted, and the audience will be invited to contribute additional names to the historical record of their leadership.

Regent C

Economic Inequality, Educational Inequity, and Reduced Career Opportunity: A Self-perpetuating Cycle? – Richard Torrace

Economic inequality, the income gap between the wealthy and the poor, is increasing. Educational inequity has also increased with low-income students less likely to complete college than their wealthier counterparts have. This presentation will propose that a self-perpetuating cycle exists among the problems of economic inequality, educational inequity, and reduced career opportunity.

Regent D

Developing an Organizational Development Clinic: Creating Business Leaders of Tomorrow – Erica Lamm & Shannon Leinen

The goal of this session will be to share keys to developing an organizational development clinic, a course that brings a live business to a classroom. Best practices will be presented for preparing clients for realistic expectations, preparing as instructors and lead consultants, and describing how to execute classroom management to encompass holistic participation from students.

Regent E

Are We Still Higher? Surviving the Era of Academic Disruption – Kim Whiteside

This session will offer tactics and practices one college is using to not only survive academic disruption and change, but to drive change and become leaders of learning, skills mastery, and infusing technology and advanced instructional methodologies into teaching.

Regent F

Voices of Women College Presidents – Christine Mahady

How do women overcome barriers and obstacles to move into positions of leadership in college and universities? This presentation will highlight critical incidents and behaviors that helped to advance women into the highest level of educational leadership. Systemic barriers that naturally hold women back from leadership and strategies to overcome barriers into leadership roles will also be explored.

Chancellor 1

Women Leaders and Their Conscientious Decisions: A Qualitative Study on the Paths to Women Leadership in Sustainable Architecture Education – Liqun Bi, Barbara LaCost, & Hengle Jiang

This presentation will focus on the career planning of women leaders and how they used conscientious decisions from their early careers to secure leadership positions.

Chancellor 2/3

Leveraging your Leadership Capital: An Intentional Networking Exercise – Eileen Boswell

Drawing on Barsh and Lavoie's Centered Leadership, this session will guide attendees through intentional network mapping designed to help developing leaders move forward in service of the vision they wish to create at work and in their communities. Session attendees will emerge with renewed direction in their professional relationships.

Regent B

Our School is Labeled CSI: Now What Are We Doing about It? One School's Epic Plan to Address Community Needs – Matt McLaughlin

Bayard Elementary in Nebraska was identified as a Title 1 school classified as a Comprehensive School Improvement (CSI) school. With this label, the Nebraska Department of Nebraska offered a fresh look at school improvement and support for Bayard as well as several other schools across the state. This session will present Bayard Elementary CSI plan by closely looking at the community and the school's specific needs.

Regent C

Faculty-based Mentoring: Positioning New Faculty for Success – Patricia Traynor-Nilsen & Bryan Caples

You've done it! Got your degree and found your dream job! Now what do you do to ensure you will be successful as a newly appointed faculty member? This session will examine traditional models of mentoring and compares them to current practices at National University, a non-profit institution in California and Nevada.

Regent D

Creating a Positive Path for Women in Leadership: Mentoring and Success – David Rausch & Elizabeth Crawford

In this session, strategies used to support women in higher education roles, both leadership and future leadership, will be presented. Effective mentoring process and concepts will be shared and discussed. The overall goal of the session is to provide women and other leaders in higher education roles with specific practices that can be used in mentoring programs in post-secondary institutions.

Regent E

Conversations for Change: Supporting Students Who Identify as Women of Color

– Amelia-Marie Altstadt, Kali Sloup, & Xiao Yun Sim

This session will require participation! We invite you to bring your ideas into a seminar-based discussion focused on collaboratively creating a list of actionable items for those in higher education leadership to implement to increase support to students who identify as women of color.

Regent F

Attitudes toward Cadavers and Teaching Methods in Anatomy – Erin Wilcox

Anatomy is considered the cornerstone of medical education. Traditional schools of thought for anatomy pedagogy are the classic dissection and prosection. With technology, other ways of teaching anatomy are emerging. Are cadavers still needed for teaching anatomy in medical education? This session will explore student attitudes of using cadavers and other teaching methods in anatomy.

Chancellor 1

Generation Z in Your College Classroom – David Hood

This session will review data that help to explain how Generation Z (those born 1995 through 2010) interact with the world around them. A broad understanding of “Gen Z” will lead to a discussion about areas of higher education that may need updating, as we begin to welcome this generation to campus.

Chancellor 2/3

Practical Classroom Strategies to Support the Mental Health and Behavioral Needs of Students – Jill Timmons

As we learn more about the effect of trauma and mental health on students and its impact on learning, teachers and administrators are asking for information on what they can do to support students in the classroom. Learn some basic strategies in this session and walk away with useful resources to take back to the classroom and school to support students.

12:15-1:15

LUNCH

1:20-1:45

Regent B

Plenty of Chairs but Nowhere to Sit: Challenges Posed by Sizeism – Alyssa Mettler & Corey Rumann

Sizeism and weight discrimination are problems that many college students face, yet it is an issue that is rarely discussed. This session will explore the obstacles that fat students face in higher education and deliberate how we can make college more fat friendly.

Regent C

Growing Parent Trust: Performance Data and Perceptions of Care Inside and Outside of the IEP Process – Kristi Hays

In this session, strategies for building parent trust while partnering with the IEP team of teachers, service providers, and school leaders to increase reading performance indicators in SDC students across four grade levels using the Reading Instruction Competency Assessment (RICA) Study Guide will be shared.

Regent D

Distributed Leadership, School and Classroom Climate Factors, and Teacher Job Satisfaction: Evidence from TALIS 2013 Data – Amanda Lukesh & Jiangan Xia

This proposed study will examine both school climate and classroom climate factors’ effect on teacher job satisfaction.

Regent E **Employers' Reports of Skills Gaps in the Workforce – Sammi Kaiser**
Skills gaps in the workforce are a common conversation in the current value proposition of higher education. Colleges are expected to help students prepare for a world-class workforce while also maintaining the integrity of the academic mission. This session will explore perceptions of those skills through the results of a qualitative study completed with employers who hire college graduates.

Regent F **Ed.D. Program Admission Process: A Study of Transition from Quantitative Measures to Holistic Review– Ginger Zierdt**
This session will introduce a study examining issues and opportunities for transitioning an Ed.D. in an educational leadership program's admission process from predominantly quantitative measures of student merit (including standardized tests and GPA) to holistic review, the consideration of a broad range of candidate qualities including non-cognitive or personal attributes.

Chancellor 1 **Relationships and Their Role in Teacher Job Satisfaction – Cailen O'Shea**
Job satisfaction rates among K-12 educators continue to decline. Using multilevel structural equation modeling, this study to be presented will seek to understand the influence of relationships on teacher job satisfaction by measuring the relationships teachers have with students, their colleagues, and their principals.

Chancellor 2/3 **Reaching Beyond the Four Traditional Walls with STEM Ecosystems – James Blake & Tracy Bohaboj**
The Lincoln STEM Ecosystem (LNKSE) was created in 2019 to increase children's knowledge, persistence, identity, and belonging in STEM across Lincoln, Nebraska. By connecting in and out of school learning to real world application, we hope to build a stronger Lincoln as we grow our own STEM professionals. Although we are LNKSE - we are still building it. Come hear our story.

1:50-2:15

Regent B **Preparations for Departmental Leadership – Alisha Hanshaw**
This session will unveil Fall 2019 research from a phenomenological study on preparations made for faculty in the graduate chair role. A literature review of leadership and role preparation within higher education administrative positions, the research methods utilized, data collection and analysis, along with the findings, will be presented.

Regent C

**Mapping the Network and Diversity of Influence in Education
– Tracie Reding & Janice Garnett**

This session will present a Social Network Analysis that was applied to examine the race and gender of the top influencers within the education sector in the Omaha metro area to investigate their relationships within and outside of the sector that provide them opportunities to "influence". A deeper dive into a discussion regarding the relative deficiency of race and gender diversity amongst the education sector will follow.

Regent D

**Lessons about Social Justice Advocacy Teaching: One Professor's
Experience in a Virtual Cultural Foundations Classroom in the
Academy – Shirley Marie McCarther**

This session will present findings from an investigation that explored the central question: Can a virtual classroom foster transformational social justice advocacy teaching, leading, and learning? Online graduate cultural foundations students were asked to share reflections about their theoretical understanding and personal learning experiences about social justice advocacy at the end of the course.

Regent E

**Challenging our Paradigm: Focusing on the 21st Century Learner
– Suzanne Becking**

The challenge to learning has changed for both the student and the educator. The 21st century learner's focus is the 4-C's; communication, collaboration, critical thinking, and creativity. This session will present one university's response to this challenge through the integration of the International Society for Technology in Education (ISTE) Standards.

Regent F

Creating Action from Arts Education Research – Annette Vargas

Arts education plays a positive role in the total educational experience. A research study was conducted on the differences of arts education programming, resources, and community perceptions of the arts in public schools. This presentation will examine the results from the study and how creating an arts immersion program for high school students called Open Space was implemented.

Chancellor 1

**Incorporating Social-Emotional Learning into Embedded Courses for
Teachers and Administrators – Patricia Traynor-Nilsen**

Educating the whole child has become a hot topic in education and in political circles. This session will examine social-emotional learning (SEL) and how it can be incorporated into current teaching practices and curricula for aspiring teachers and administrators.

Chancellor 2/3

**Teacher Retention, a Big Piece to the Puzzle of Student Achievement
– Leah Richardson**

This session will focus on factors related to teacher attrition and initiatives for supporting teacher retention. The educational system is requiring high-quality educators in schools during a time where teacher retention is an issue. Identification of these factors creates an opportunity to implement practices for improving teacher retention, ultimately affecting student achievement.

2:20-2:45

Regent B

**Stress, Motivation, and Drive: Graduate Student Mothers
– Cheri Beda**

This session will describe the stress, motivation, and determination of women who are in graduate school, employed full time, and have children under the age of 18. The session will also explore the persistence and motivation of graduate student mothers who work full time.

Regent C

**Morning Meeting: Reduce Referrals and Build Community
– Dana Martin**

This session will present experiences of a small Title 1 elementary building that implemented daily schoolwide Morning Meeting. Learn about how the school transformed its school community and significantly reduced referrals. Morning Meeting is a simple tool all schools can use to help students and staff work better together for the success of all.

Regent D

Galvanizing the Campus: Engaging Faculty and Campus Leaders in Reimagining Student Success – Keeta Holmes & Beth Eckelkamp

The pursuit of approaches helping students graduate in a timely manner has become a national priority, driven by workforce development needs and desired outcomes in social mobility for limited income students. In this session, experiences leading departments to reduce barriers to graduation that can be posed by our own curriculum, systems, policies, and processes will be shared.

Regent E

**Creating an Active Learning Environment with Technology
– Susie Lubbers**

How can a course be designed to intentionally encourage students to engage with each other and the instructor through active learning and technology? This interactive presentation, drawing upon the research on active learning, will include activities that allow participants to investigate possibilities for creating active learning using technology in their classes.

Regent F**Developmental Education – Garrett Nogan**

As higher education administrators, do we focus on improving current pass rates for developmental education students, or do we explore best practices of co-remedial education and focus our efforts on this? A discussion of these topics will be discussed in this session.

Chancellor 1**Principals' Schema: Leadership Philosophies and Instructional Leadership – Sarah Zuckerman & Cailen O'Shea**

This session will present a qualitative study on the philosophies of school leadership espoused by principals in Nebraska and their instructional leadership strategies. Although principals described different philosophies of leadership, similarities were identified in how they framed goals and provided instructional support.

2:50-3:15

Regent B**Voices of Female First-Generation College Graduates Transitioning from Teaching K-12 to Higher Education Faculty**

– Stephanie Applewhite, Leigh Scruggs, & Johanna Barnes

Should I make the leap from K-12 to higher education? What does that look like for me? Can I do it? How do I even start the process? As first-generation college graduates, with careers in K-12, the presenters experienced these dilemmas upon completing their doctoral degrees. Join this session, as they will share common themes they experienced throughout the process.

Regent C**Sisterhood of the Chairs: Benefits and Challenges of Interdepartmental Collaboration among Three Women Chairs in a Large College of Education**

– Susan Porter, Dina Pacis, & Lori Piowski

This session will apply critical gender theory and self-study theories to explore and interpret the benefits and challenges that three female department chairs encounter as they establish leadership and cohesion within their departments during a time of organizational change. The co-presenters are chairs of three departments within a large college of education at a California university.

Regent D**Teach Online, Engage All Learners! Universal Design and Differentiation for Supporting Students with Diverse Learning Needs – Maude Yacapsin**

Teaching online, engaging all learners? Prepare to share successful experiences and best practices for online teaching and learning. Universal Design, Differentiation, student engagement apps, and time management strategies for professors will be presented. Design your own using elements from the Digital Proficiency Initiative and the Teaching and Learning Committee at a university.

Regent E

Righting by Hand: Processing On-the-Job Racism and Unconscious Bias through Poetry – Antonia Felix

Based on a first-of-its-kind study in educational leadership, this presentation will reveal how poetry may help women leaders of color process racist experiences and white women explore their unconscious bias. We will discover how writing poetry can be a powerful tool for stress relief, personal transformation, and enhancing equity programs.

Regent F

The Untapped Potential of the Practice Brief in Educational Research: Lessons Learned from a National Call to Reimagine Educational Studies Scholarship – Deryl Hatch-Tocaimaza

This session will report on what occurred and lesson learned since this time last year after issuing a call for proposals for a special journal issue on the practice brief. The overwhelming response revealed an extensive, unmet need for new genres of practice-focused scholarly writing in higher education.

Chancellor 1

Interdisciplinarity: What Does It Mean? How Did One Department with Numerous Programs Come Together to Create Common Ground for Collaboration, Visioning, Faculty Belonging, and Scholarship? – Dina Pacis, Joseph Marron, & Patricia Traynor-Nilsen

A look at year two of a journey by one IHE department to build an interdisciplinarity framework that supports distributed collaboration, a sense of faculty belonging, developing and working on a common vision, and how they intend to further collective and individual scholarship will be presented in this session.

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