

WELC

Women in Educational Leadership Conference October 4-5, 2020 1987-2020

For Information:

Marilyn L. Grady, Ph.D.

mgrady1@unl.edu

welc.unl.edu

UNIVERSITY OF
Nebraska
Lincoln

The University of Nebraska does not discriminate based upon any protected status.
Please see go.unl.edu/nondiscrimination



WELC Women in
Educational Leadership
Conference

1987-2020

Conference Overview

CELEBRATION AND TRIBUTE

To

Dr. Don Benning

and

Celebrating the four COHORT graduates

Keynote:

“Grace Steinberg Day: Barrier Breaker”

Dr. Terri L. Deayon



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. Don Benning





Dr. Gerry W. Huber is currently the Director of the Teachers Scholars Academy (TSA) in the Teacher Education Department with the University of Nebraska at Omaha. She coordinates activities and mentors 45 outstanding pre-service teachers in the new scholarship program and teaches TSA honors Human Relations and Introduction to Leadership Development courses. From 2014-2019 Gerry served as the Director of Academic Advising and Certification Officer for the college. She is co-chair for the CEHHS Diversity, Equity, Access, and Inclusion committee and a sponsor for the student-led Teacher Education Diversity Organization (TEDO).

Dr. Huber retired in 2013 from Omaha Public Schools, where she held various positions, including Special Education teacher, building administrator, Executive Director of General Administration (labor relations, policy, compensation/benefits), chief negotiator, and interim Board secretary.

Gerry is a mother of 3, Nonna of 5 and wife of 40 years. She is an adjunct for EDL, teaching Education policy 2015-2019.



Dr. Christina Warner is the proud principal of Franklin Elementary, Omaha Public Schools. Franklin Elementary is an inviting school that welcomes all students, their families, and celebrates the richness of diversity they bring.



Dr. Devvonie M. Johnson was born and raised in Omaha, Nebraska. She is a proud product of public education. Currently she is a 3rd grade teacher for Omaha Public Schools. As a 17 year teaching veteran, she believes in having high expectations for students both in the classroom and out of the classroom.



Dr. Shavonna Holman has worked in the field of education for nearly 20 years. She is an Assistant Professor at the University of Nebraska–Lincoln in the Educational Administration Department. In that position, she not only teaches and advises graduate students, but is also the Coordinator of the Master’s in Educational Administration Program. Dr. Holman received her Doctoral degree from the University of Nebraska–Lincoln with a focus on Race, Class, Access, Gender and Equity. She has been recognized for her efforts as an educator receiving the University of Nebraska Distinguished Teaching Award and the College of Education and Human Sciences Outstanding Teaching Award. She has been an Elementary Teacher as well as an Elementary Assistant Principal for the Omaha Public Schools. She has a strong desire to improve the educational outcomes and opportunities for students, particularly in urban settings and has conducted research and been on multiple evaluation teams to help improve the challenges which exist in these settings. Currently, Dr. Holman serves as the Vice President of the Board of Education for the Omaha Public Schools as well as several other local and national boards.



Dr. Terri L. Deayon is in her 20th year in the field of education. She is currently the principal at Southeast Elementary School, a Kindergarten-5th grade building, located in the Park Hill School District, in Kansas City, Missouri. Her roles have included elementary teacher, middle school math teacher, and instructional coach. She was named the Missouri Association of Elementary School Principals Exemplary New Principal for the 2014-2015 school year and the St. Joseph PTA Outstanding Principal in 2015-2016. Effective this school year, she was appointed as the Special Advisor to the Superintendent for Equity and Culturally Responsive Teaching in the Park Hill School District.

Dr. Deayon also serves as associate pastor and youth minister at Holsey Chapel Independent Christian Methodist Church, in St. Joseph, Missouri.

Dr. Deayon is a 1995 graduate of Missouri Western State University, St. Joseph, Missouri, with a Bachelor of Science in Education. In 2012, she earned a Master of Science in Educational Leadership from Arkansas State University, Jonesboro, Arkansas. She recently completed her Ph.D. in Educational Studies with a Specialization in Educational Leadership and Higher Education from the University of Nebraska–Lincoln. This year, her work was published in the University of Nebraska–Lincoln’s Digital Commons Journal of Women in Educational Leadership.

Zoom 1

Disrupting the Status Quo in the Academy: One Example Enabling Transformational Impact in the Post “I Can’t Breathe” Era – Shirley Marie McCarther & Donna Davis

This session will explore the efforts of two female professors in educational leadership to design a safe space for critical dialogue and discussion for those across the university community interested in moving race and social justice conversations forward in the aftermath of “I Can’t Breathe.” Amid robust dialogue and discussion, instructional strategies, materials, and outcomes will be shared.

Zoom 2

Why We Fail to Communicate – Vicki Highstreet

Employees talk, managers listen. Managers talk, employees listen. All is seamlessly communicated, right? If only it were that easy. George Bernard Shaw said it best, “The single biggest problem in communication is the illusion that it has taken place.” Join us in this session to identify what complicates matters of communication.

Zoom 3

Getting Writing DONE: Developing a “Writing System” and Committing to It – Eileen Boswell

This session will introduce the philosophy of writing systems and their efficacy. Attendees will examine both “sitting barriers” and “standing barriers” to finishing writing projects and then move step by step through the process of creating their own writing systems tailored to their particular goals, contexts, and struggles.

Zoom 4

Student Support in Online Learning: Research Considerations – Barbara Shousha

In online education, student support is critical. Research in this area has been focused on support offered by course instructors. This session will present the exploration of institutional support. How are institutions offering support for online learners beyond the course experience? How do these offerings relate to current best practices in online student support?

Zoom 5

Teamwork in a Time of Crisis: The Story of A Rural School “Going Virtual” in One Week – Travis Miller

This session will detail the efforts of Bayard Public Schools in Nebraska to transition to a complete virtual operation within one week of the announced school closures due to the COVID-19 pandemic. The session will include information about communication approaches, obstacles overcome, challenges endured, lessons learned, and changes/improvement resulting from our experiences.

Zoom 1

Happiness is for Everyone! – Chrissy Whiting-Madison

Everyone possesses the power to live a happier life; however, few have figured out to keep the negativity at bay that inundates us from every angle. This hands on, toolkit style workshop will not only teach about the power of positivity but also present strategies to increase happiness in your own life as well as in the lives of your students.

Zoom 2

The Situation of University Teachers as Deans in the Peruvian Context – Alex Oswaldo Sánchez Huarcaya & Nataly Llacza Becerra

This session will analyze the perception of leadership in Peruvian university professors in their role as deans in private universities, examining the construct leadership and professional barriers when assuming management.

Zoom 3

Academic Dishonesty in Higher Education: A Qualitative Study Design – Amy Zachek

This session will present a qualitative study design that explores academic dishonesty in higher education. Since this study is not completed, the session will present the topic, the purpose of the research, and thoughts on potential findings. Audience feedback is welcomed since the study design will be the foundation for a doctoral dissertation.

Zoom 4

Women's Leadership: One Woman at a Time – Tania Reis

Women have attained key leadership positions in government and education. Still, women step into these roles "one at a time." Using Bourdieu's model of cultural capital, this session will review sociological conditions that inform the psycho-social barriers to women's leadership and highlight ways women operate as free agents in accessing leadership positions.

Zoom 5

Writing with Others: A Blessing or a Curse? – Michelle Abrego, Jesus Abrego, & Anita Pankake

What we write and how it is delivered may vary, but written communication remains important. Sometimes we write alone and sometimes we work with others. Both arrangements have advantages and disadvantages. This session will offer ways to assure that when you work with others, it will be a blessing, not a curse.

10:50-11:20

Zoom 1

COVID-19 and the Role of Crisis Communication – Janice Supplee

This session will present a case study of a private faith-based university and explore the critical role that crisis communication has played during the COVID-19 pandemic. Strategies used to engage constituents, build trust, serve the public, and advance the institution while theorizing that crisis communication must move from a responsive posture to a transformational leadership approach will also be shared.

Zoom 2

Predictors of American Women’s Plight: Pandemic to Pandemic – Teri Marcos

What are the effects of the ‘stilling’ of America for women in the U.S. during COVID-19? This session will present both reflective and projective chronologies of the plight of American women from abolition and suffrage to COVID-19. Discussion engages American women’s pathology and drive to perform particularly as evidenced during crises.

Zoom 3

Leading a P-12 District during COVID-19 – Sadie Coffey

COVID-19 threw a big wrench into the 2019-2020 school year for schools across the nation. While some waited, prepared, or decided to complete enrichment activities, others continued new learning for all. In this session, learn how Shickley Public Schools in Nebraska created a plan for the 2019-2020 fourth quarter and the 2020-2021 school year that focused on safety, education, and community.

Zoom 4

Zoom is Not Online Pedagogy ... Making the Best of Quality Matters (QM) Rubric – Maude Yacapsin

This session will highlight effective mechanisms, Zoom included, to maximize the benefits of online teaching and learning, using the QM rubric as a guide.

Zoom 5

Reflection on Investment in Self – Barbara LaCost

Dr. LaCost reflects on investment in self and implications for personal and societal gains

11:30-12:00

Zoom 1

Addressing the Vertical and Racial Transfer Gap: Creating a Culture that Promotes Effective Transfer of Community College Latina and Latino Students – Jody Reding

Review of literature indicates there is a substantial gap between the percent of community college students who indicate the desire to transfer and the percent that actually transfer. This session will explore how one 4-year institution has created a culture that promotes effective transfer of Latina and Latino students.

Zoom 2

Research on the Organizational Experiences of Black Women Principals – Kendra Lowery & Kofi Lomotey

This session will present the findings of a literature review about Black women principals. A review of 57 articles and dissertations was conducted to answer the questions: 1) What do the organizational experiences of Black women principals reveal about sites of oppression and resistance in PK-12 schools? 2) How and where do researchers investigate these experiences and what gaps remain?

Zoom 3

Challenges of Small Rural School Superintendents in New York: Research Plans in Pursuit of a Doctor of Philosophy Degree at Gannon University – Danielle Cook

In this session, attendees will learn of the changes and challenges small rural school superintendents face and will discuss the need for continued addition to the research literature on this topic. Proposed future research plans in New York state will also be presented.

Zoom 4

A Crosswalk Alignment of Ethical Leadership and Female Leadership Theories: Implications for Special Education Administration – John Palladino

This presentation will highlight essential themes from an in-depth, multi-disciplinary study about ethical leadership that, when applied to special education administration, exposes connections to certain commonly identified components of female leadership theories. Implications for professional practice will be discussed.

Zoom 5

Understanding Anxiety and Practical Strategies for Classroom and Mental Health Providers – Jill Timmons

This session will provide a brief overview of how anxiety manifests itself in a school setting. Participants will learn some practical strategies for supporting students with anxiety in the classroom. School psychologists and counselors will learn some strategies that support students with anxiety at a Tier 2 level.

12:10-12:40

Zoom 1

Creating a Legible Landscape within a Virtual University: A Case Study of Wayfinding by New Faculty – Margareta Smith Knopik & Susan Walker

In this session, recommendations will be presented for those responsible for orienting staff and faculty in a virtual environment.

Zoom 2

School Boarding: The Good, the Bad, the Ugly – Shavonna Holman

This session will present personal insight into life of a school board member. It will share the basic information regarding the roles, responsibilities, and duties of the school board. It will also include narratives of the personal experiences of a school board member; an educator; a parent of a child in the district; a taxpayer; and a former employee of the district.

Zoom 3

Margie Samuels: The Mother of Red Wax – Candice Cress

Take a look at the history of Maker's Mark bourbon and how its co-founder, Margie Samuels, became a leader for women in the bourbon industry in this session. Margie graduated top of her class from the University of Louisville in chemistry. This landed her a bourbon-distilling husband, Bill Samuels, and also allowed her to contribute to the bourbon industry with the iconic design of the Maker's Mark bottle.

Zoom 4

Males and the Vaping Experience at the University of Nebraska–Lincoln – Elle Strebar

Discussion of the results of a quantitative study examining the University of Nebraska–Lincoln (UNL) undergraduate and graduate male students' decisions, thoughts, and opinions on the use of non-tobacco nicotine vaping products, along with the results of a qualitative vaping study conducted with UNL fraternity members will be the focus of this session. Application to practice for campus leaders, educators, and administrators will also be addressed.

12:50-1:20

Zoom 1

Straight Talk: Mentoring and Advising First-Gen Doctoral Students in 2020 – Shirley Marie McCarther

This presentation will address the critical role of mentoring and advising first-generation doctoral students in today's environment. The presentation will cover effective mentoring and advising practices when working with first-generation students and provide guidance in implementing best practice mentoring and advising strategies.

Zoom 2

Reconceptualizing a Higher Education Administration Program One Competency at a Time – Patricia Traynor-Nilsen, Joseph Marron, & Dina Pacis

Institutions of higher education have historically arranged and aligned themselves according to subject matter and specialized areas of interest and research. This presentation will provide a framework for the work currently in progress to re-conceptualize the M.S. Higher Education Administration Program at one IHE, grounded in the field's professional competencies.

Zoom 3

Ruth Bader Ginsberg: Biography of a Woman Educator

– Mallory Wallace

This session will detail the life of U.S. Supreme Court Justice Ruth Bader Ginsberg from the perspective of her experiences as student and way-making professor in higher education: first as female law student, next as pioneering professor and real-world advocate, and an adjudicator who changed the face of education in the United States.

Zoom 4

Vulnerable, Brave and Leading – Jeanne Surface

Leading a school is an incomprehensibly difficult job. Whether a practicing school leader or teaching future leaders, there is a need to prepare to “jump into the area.” We will fail; we will be hurt at times; but we must be brave and remain vulnerable. Look fear in the face and stay strong. This session will address all of these ideas.

Zoom 5

Women are Supportive, Nurturing, Bold, and Brave – Ivette Trentini & Katherine Zupancic

Today’s women are supportive, nurturing, bold, and brave. In this session, participants will be encouraged to recognize and declare personal strengths; let go of naysayers; and identify the outstanding women leaders in their lives.

1:30-2:00

Zoom 1

“Wicked Problems”: The Art and Angst of Administrative Legal Compliance with Ethical Leadership for Special Education Programs – John Palladino

The numerous challenges associated with special education administration require legal and ethical responses that, at times, may conflict with each other. This presentation will provide a framework for how to interpret and respond to special education situations with flexibility in how the law and ethics can coincide.

Zoom 2

Strength-based Development: One College’s Investment in Organizational Culture through its Dean and Leadership Team – Jean Haar & Ginger Zierdt

The most effective way to develop and empower people is to help them use their strengths. This session will discuss the goals, action steps, and anticipated cultural and organizational impact of a dean employing intensive strengths-based coaching/professional development for herself and every member of her college’s leadership team.

Zoom 3

Sarah Wool Moore: Artist, Teacher, and Language Instructor – Veronika Cummings

Sarah Wool Moore was one of Nebraska's earliest and most notable female artists who left a lasting impact on the art community in Nebraska and the University of Nebraska–Lincoln. She also founded several schools for Italian immigrants where she worked as a language instructor. Her life accomplishments will be presented in this session.

Zoom 4

Women in Higher Education and the Impostor Phenomenon – Molly Belieu

This session will explore the Imposter Phenomenon and its influence among women in higher education, specifically, women who have traversed a career trajectory to senior level student affairs leadership positions. What was their experience with that career ladder and did they encounter factors associated with the Imposter Phenomenon through their career progression?

Zoom 5

The Effect of Prior Experiences of Poverty on Teacher Retention in High Poverty Schools – Dania Freudenburg

Discussion and recommendations on how teachers' prior experiences with poverty can be utilized as indicators of teacher retention in a high poverty school, shape professional development, volunteer opportunities, and teacher education program requirements, which can be beneficial in the retaining of educators in high poverty areas, will be the focus of this session.

2:10-2:40

Zoom 1

U.S. Public School Principal Job Satisfaction: A Comparison by Gender, Region, Location, and Level– Teresa Perkins

Who are the most satisfied public school principals serving in the U.S. and where are they serving? This presentation will answer those questions using a sample of U.S. public schools principals from the 2015-16 National Teacher and Principals Survey, collected by the National Center for Education Statistics. What is our call to action for retaining and attracting culturally proficient educational leaders?

Zoom 2

Trauma and the Pandemic: Impacts on School Children – Dina Pacis & Patricia Traynor-Nilsen

Students are dealing with unprecedented levels of stress and exposure to traumas. This has been compounded with the global pandemic. These stresses and traumas can adversely affect a student's cognitive functions and behaviors. This session will explore strategies and models currently being implemented with students.

Zoom 3

STEAM Education – Kelley Rice

This session will present a case study that explored the elements of STEAM education for students in PK-12 schools. The study was specifically aimed at administrators and/or leaders in STEAM academies across the United States. The literature proposes that students are not being prepared to meet the demands of the 21st century workforce, and suggests the arts may bridge that gap.

Zoom 4

Nun Better! The Historiography of the First Four Ursuline Principals of St. Bernard Academy – Mark Cyza

This session will bring together the historiographies of the first four Ursuline principals of St. Bernard Academy in Nebraska City, Nebraska. Formed in the spirituality of St. Angela di Merici and her understanding of the consecrated virgin as a “Bride of Christ,” their correspondence reveals their stories as Catholic women educational leaders.

Zoom 5

Reimagining the Liberal Arts College Experience – Annette Vargas

In the ever-changing world of higher education, how do we prepare students for twenty-first century realities? This session will explore the innovative methods one college is implementing to allow students to take more ownership of their education and a reflection on our successes and challenges after our first year of implementation.

2:50-3:20

Zoom 1

How to Create Futuristic Problem Solvers and Thinkers in a Math Community– Patti Hall, Angela Burkey, & Amy Barton

What happens when three educators collaborate and use research-based strategies to build a positive math community that focuses on futuristic problem solvers? In this session, instructional strategies based on math talk, strength-based teaching and learning, and mathematical growth mindset with productive struggle will be shared.

Zoom 2

Leadership and Innovation in a Special Education School – Nancy Morris

This session will present how innovation was practiced in a PK-12 special education school, including the antecedents and outcomes to innovation, and how innovation was supported. Findings concluded that leaders who demonstrated transformational and servant leadership promoted innovative practices. Implications for practice across special and general education environments will also be discussed.

Zoom 3

The Life and Legacy of Maria Montessori – Betsy Barent

The Montessori method has stood the test of time. In fact, this method of teaching and learning has been gaining popularity in the United States over the past ten years. Popularity has grown because of schools that have adopted her methods systemically, and in disciplines, such as science, where there are parallels in pedagogy. The legacy of Maria Montessori is alive and well in a variety of ways. Come explore how her influence is permeating and transforming teaching and learning in the 21st century in this session.

Zoom 4

A Multifaceted View of Schooling – Terri Pieretti

Innovative efforts to create safe and high performing schools in the United States have indeed pushed some of our nation's most vulnerable students out of the classroom and into the prison pipeline, or some other pipeline that limits opportunities for youth to thrive. Since education has long been the primary means for upward mobility in the United States, it stands to reason that schools are charged with preparing children to thrive as adults, but are schools creating infrastructures that actually help youth to thrive as adults? Is it possible that schooling, virtual schooling, as it is now, may be contributing to the vulnerability of children, in what is now, a more mobile, violent and complicated society? As a means of understanding the impact of cultural and social influences on schooling, this presentation will delve into some key events and ideas to advance a multifaceted view of schooling.

Zoom 5

Let's Talk about Collaboration in Higher Education – Suzanne Becking

The four C's of 21st century learning for K-12 education include Communication, Critical Thinking, Collaboration, and Creativity. As higher education faculty, we have a responsibility to prepare pre- and in-service teachers to lead in developing these skills. In this session, the why and the what of collaboration will be discussed.

Jesus”Chuey” Abrego earned an Ed.D. in educational leadership from the University of Texas-Pan American. He is an associate professor at the University of Texas Rio Grande Valley, and previously worked at the University of Texas-Brownsville. His research and teaching interests focus on teacher leadership and professional learning communities. jesus.abrego@utrgv.edu

Michelle Abrego is an assistant professor in the Department of Organization and School Leadership at the University of Texas Rio Grande Valley. Her research interests include engaging immigrant families in schools and the preparation of culturally responsive leaders. michelle.abrego@utrgv.edu

Betsy Barent is Interim Curriculum Specialist for Science in Lincoln Public Schools in Nebraska. She spent 18 years in the classroom as a middle and high school science teacher. Betsy is also the past president of NATS and Region E Director for NSELA. betsylynn71@gmail.com

Amy Barton teaches third grade for Lincoln Public Schools (LPS) in Nebraska. She earned her master’s through the University of Nebraska–Lincoln (UNL) in the area of mathematics and has continued to work in a leadership role with UNL and LPS in that area. Her focus has always been on how to help all students feel empowered as mathematicians. aday@lps.org

Nataly Llacza Becerra - Master in Educational Management (Pontificia Universidad Católica del Perú) - Director of the Master in Education and teacher at Universidad del Páifico - Universidad Peruana de Ciencias Aplicadas. natalyllacza@gmail.com

Suzanne Becking earned a Ph.D. in education studies from the University of Nebraska–Lincoln. She is in her 10th year as an associate professor in the Department of Advanced Education Programs at Fort Hays State University, Hays, Kansas. Her research interests include integrating technology and the digital divide. She is a Google for Education Certified Trainer and a Certified ISTE Educator. skbecking@mail.fhsu.edu

Molly Belieu has worked professionally in higher education/student affairs for 11 years and currently serves as Director of Student Services for the University of Nebraska Medical Center’s College of Nursing. She is a graduate of the University of Nebraska–Lincoln’s Master’s in Educational Administration, Student Affairs cohort program, and Ph.D. candidate in the Educational Studies - Educational Leadership and Higher Education program. Molly.handke@unmc.edu

Eileen Boswell is a doctoral candidate in the University of Nebraska–Lincoln’s Department of Teaching, Learning, and Teacher Education, beginning her dissertation on social capital in higher education. eileenboswell@huskers.unl.edu

Rachael Bozsik is an international speaker and elite personal branding coach for women. Her work has been featured in Forbes, Business Insider, Teen Vogue, and Glamour. It is her mission to support women to know their worth and build powerful personal brands. rachael@rachaelbozsik.com

Angela Burkey teaches fourth grade in Lincoln Public Schools in Nebraska. She facilitates the district's curriculum connections for fourth grade mathematics. Angela's passion is creating team culture in her classroom. She is working on her social emotional learning specialization. aburkey@lps.org

Sadie Coffey has multiple degrees and began her doctoral program in the spring of 2019. She has been a teacher or administrator for the past 11 years, just beginning her third year at Shickley Public Schools in Nebraska where she serves as superintendent. scoffey@longhornpower.org

Danielle Cook is a 7-12 Principal in Panama, New York. She attends Gannon University as a doctoral student in the Organizational Learning and Leadership program. Her background is in school psychology and school building and district leadership. dcook@pancent.org

Candice Cress is a student in the Ed.D. program at the University of Nebraska–Lincoln, where she is studying educational leadership and higher education. She has a bachelor's degree in art history from the University of Kentucky and master's in higher education administration from the University of Mississippi. She currently resides in Lexington, Kentucky, and works as a financial aid advisor. candicencress@gmail.com

Veronika Cummings is a doctoral student in the Department of Educational Administration at the University of Nebraska–Lincoln. veronikacummings91@gmail.com

Mark Cyza served as a Catholic educator for over fifteen years as a teacher, principal, and school president. He is currently pursuing a Ph.D. in educational administration from the University of Nebraska–Lincoln, researching Catholic women in educational leadership. mcyza@hotmail.com

Donna Davis, Professor in the School of Education, University of Missouri-Kansas City, teaches courses in the History and Philosophy of Education and has published in numerous scholarly journals in the areas of urban education, multicultural education, philosophy of education, history of education, arts education, and social justice. davisdon@umkc.edu

Dania Freudenburg is currently the principal of Thomas Jefferson High School in the Council Bluffs Community School District in Iowa. She holds a doctorate of education in administration and an education specialist certificate with a superintendent endorsement from the University of Nebraska–Lincoln. dfreudenburg@cbcisd.org

Jean Haar is Dean of the College of Education at Minnesota State University, Mankato. She joined Mankato in 2001 as a faculty member. Jean served as a director and department chair before moving into the dean role. She is the 2019 recipient of the University of Nebraska–Lincoln EDAD Impact Award. jean.haar@mnsu.edu

Patti Hall teaches second grade in Lincoln Public Schools in Nebraska. Previously, she taught grades 4-8 and was an academic administrator for grades K-8 for a virtual school. Her passions include building positive learning communities. Patti actively collaborates with district coaches and serves as a mentor and instructional leader at her school. phall2@lps.org

Vicki Highstreet's passion, both personally and professionally, has been about empowering others to be the best they can be. She trains, consults, and presents to women (and men) both on campus and throughout her professional network in both the U.S. and in Canada. vhighstreet1@unl.edu

Shavonna Holman is an assistant professor at the University of Nebraska–Lincoln, where she teaches and advises graduate students and is the Coordinator of the M.Ed. program. She has been recognized for her efforts as an educator receiving the University of Nebraska Distinguished Teaching Award. She currently serves as the Vice President of the Board of Education for the Omaha Public Schools. sholman2@unl.edu

Alex Oswaldo Sánchez Huarcaya - Doctor in Philosophy and Educational Sciences (Humboldt University of Berlin - Germany), Master in Educational Management (Pontificia Universidad Católica del Perú). Director of the Master in Education and teacher at PUCP. Coordinator of the Educational Policy and education management research line. aosanchezh@pucp.edu.pe

Margareta Knopik is currently a full-time faculty member at Colorado Technical University, managing a team of 30 faculty members and the graduate-level management courses. She continues to do accreditation site visits as a subject specialist and is a regular member of land-use task forces in her community. MKnopik@Coloradotech.edu

Kofi Lomotey is the Bardo Distinguished Professor of Educational Leadership at Western Carolina University. His intellectual inquiries focus on Black principals, Blacks in higher education, urban education, and independent African-centered schools. klomotey@wcu.edu

Kendra Lowery is Assistant Professor of Educational Leadership and Assistant Dean for School Engagement in Teachers College at Ball State University. Her research interests include social and racial justice leadership practices, courage, cross-racial dialogues, educational experiences of Black women and girls, and leadership styles, practices, and experiences of Black and Latino principals. kplowery@bsu.edu

Teri Marcos serves as Professor and Interim Academic Program Director, Ed.D. in Organizational Innovation, National University, San Diego, California. She founded, and co-chairs, the Women in Leadership Conference (WILC) and is the founding president of the Women in Leadership Organization (WILO). Her current research focuses on transformational organizational co-learning. tmarcos@nu.edu

Joseph Marron is Professor and Program Director for the Master of Science Degree Program in Higher Education Administration in the Sanford College of Education at National University. He received his doctorate in higher education administration at Vanderbilt University and conducted post-doctoral work at the Institute for Educational Management at Harvard University. jmarron@nu.edu

Shirley Marie McCarther, Associate Professor, University of Missouri-Kansas City, has 30+ years of experience in education as a teacher, principal, curriculum director, and central office administrator in urban, rural, and suburban school districts nationwide. She is Editor of the American Educational History Journal and publishes in numerous scholarly journals. mccarthers@umkc.edu

Travis Miller serves as Superintendent of Bayard Public Schools in Bayard, Nebraska. Travis also serves as an adjunct instructor for the University of Nebraska–Kearney. travis.miller@bayardtigers.org

Nancy Morris has been a full-time faculty member in the School of Education at Gannon University in Pennsylvania for eight years. Her areas of expertise are early childhood, special education, and leadership. Nancy taught elementary and special education in K-12 for 10 years before transitioning to higher education. Her research interests are in assistive technology and innovation in special education. morris024@gannon.edu

Garrett Nogan has worked in higher education over the past ten years serving both in administration and faculty roles. He spent much of his career working as an advisor at the community college level before transitioning to an online university. Garrett teaches business courses at a local community college. He will be finishing his doctorate degree from the University of Nebraska–Lincoln this fall. garrett.nogan@gmail.com

Dina Pacis is Professor and Chair for the Department of Educational Leadership in the Sanford College of Education at National University. A former school administrator and a lifelong teacher and learner, she is committed to supporting a new generation of educators. dpacis@nu.edu

John Palladino is Professor of Special Education at Eastern Michigan University. His teaching and research specialties include special education administration, emotional-behavior disorders, and the infusion of ethics into practical decisions about how best to serve at-risk populations of students. john.palladino@emich.edu

Anita Pankake served a professor of educational leadership in Texas, Kansas, and Illinois. She completed her doctorate at Loyola University-Chicago and her master's and undergraduate at Indiana State University. She has published several books and numerous articles. Anita now serves as an independent consultant, editing dissertations and coaching doctoral students. pankake@sbglobal.net

Teresa Perkins is Director of the Doane University M.Ed. program and an assistant professor of practice. She earned a B.S. in secondary education and an Ed.D. in educational administration at the University of Nebraska–Lincoln, along with a M.Ed. from Doane University in Nebraska. Teresa served as a teacher at every level and as a middle school administrator. Her research interests include principal job satisfaction and culturally proficient leadership. teresa.perkins@doane.edu

Dr. Terri M. Pieretti is an associate professor at National University where she oversees the Educational Administration Program for the Fresno and Bakersfield area. She is a former K-12 school administrator and served as a school principal and district administrator. Before retiring from a large urban district, she was responsible for the witness protection program, relations with the juvenile justice system and interventions for high risk students. She graduated from UC Davis with her Doctorate in Educational Leadership and attended California State University, Fresno State and the University of Colorado, Boulder for her undergraduate/graduate work in political science and education. She is a Commissioner for the Fresno County Juvenile Justice Commission, an appointed position by the Juvenile Court. She serves on numerous Boards in California including the California Association of Youth Courts. She is also a graduate of Leadership Fresno and a recent graduate of the FBI Citizens Academy.

Jody Reding earned a Ph.D. from the University of Nebraska–Lincoln in Educational Studies with a specialization in Higher Education and Leadership. Her research interests include leadership and developing effective pathways for community college transfers, specifically first generation and non-documented students. Jody serves as the Director of Transfer Admissions at Lubbock Christian University in Texas. jody.reding@lcu.edu

Tania Reis has a background in leadership and administration that spans PK-12 and higher education. She holds an M.A. from Teachers College, Columbia University, and a Ph.D. from the University of Nebraska–Lincoln. She currently works as an assistant professor in organizational learning and leadership at Gannon University in Erie, Pennsylvania. reis001@gannon.edu

Kelley Rice serves as the secondary principal in the Bayard School System in Nebraska. She received her M.A. in music education and M.S. in curriculum and instruction, as well as an endorsement in administration. Kelley is a certified facilitator for Covey 7 Habits, 5 Choices, Real Colors, and Gallup Strengths Finder and is currently in the Educational Leadership Ph.D. program through the University of Nebraska–Lincoln. kelley.rice@bayardtigers.org

Barbara Shousha is a Ph.D. student in the Educational Administration Program at the University of Nebraska–Lincoln. She is also Associate Director for NU Online and the Director of the University of Nebraska High School. bshousha@nebraska.edu

Elle Strebar is a recent graduate of the educational administration master's program at the University of Nebraska–Lincoln. She is the director of product development for a marketing company outside of Chicago, an adjunct faculty member at Joliet Jr. College, and is very active with student mentoring and Greek organizations at Northern Illinois University, where she received her B.S. in finance. ellen.strebar@huskers.unl.edu

Janice Supplee serves a dual role as Vice President for Marketing and Communications and Dean of the Graduate School at Cedarville University in southwest Ohio. She holds a B.A. in Communication from Cedarville and an M.B.A. in Marketing from Wright State University. She earned her Ph.D. in Educational Studies from the University of Nebraska–Lincoln in 2014. Suppleej@cedarville.edu

Jeanne Surface is a professor in educational leadership at the University of Nebraska–Omaha. She served as a superintendent in Wyoming. She is a co-author of Prepare to Chair: Leading the Dissertation and Thesis Process. Jeanne's research interest are women in leadership, education law, and rural education. jsurface@unomaha.edu

Jill Timmons has worked in education for 20 years as a teacher, school psychologist, building administrator, and central office administrator. Her experience has been largely in a Nebraska urban district but the last three years have been in the rural setting. jtimmons@fairburyjeffs.org

Patricia 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, along with an extensive background in professional development/delivery. Patricia is currently an associate professor at National University and was formerly an Assistant Superintendent, Educational Services. ptraynornilsen@nu.edu

Ivette Trentini is a faculty member at Southeast Community College. She earned an Ed.D. in interdisciplinary leadership from Creighton University in Nebraska. She has co-directed five conferences for underserved students, served on committees to improve emotional intelligence in the learning institution, and used her research to deliver seven workshops for educators. itrentini@southeast.edu

Annette Vargas is Associate Dean of Arts & Humanities, Director of Advising, and Associate Professor of Theatre at Hastings College in Nebraska. She received her Ph.D. in educational leadership and higher education from the University of Nebraska–Lincoln, an MFA from Penn State University, and a BFA from University of South Florida. avargas@hastings.edu

Susan Walker has been in higher education for 12+ years both as faculty and in administration. She is a lead faculty member at Colorado Technical University and a 2020 finalist for Distinguished Faculty of the Year. She manages a team of 28 faculty and oversees undergraduate management courses. SWalker2@Coloradotech.edu

Mallory Wallace has more than eight years of experience working in higher education, in both university and community college contexts. She holds an M.B.A. and B.S. in Business from Colorado State University. mallory@unl.edu

Chrissy Whiting-Madison received her B.A. in psychology from Saint Vincent College in Latrobe, Pennsylvania, her M.S. in rehabilitation counseling from Langston University in Tulsa, Oklahoma, and her doctorate in rehabilitation education from the University of Arkansas. cwhiting@rsu.edu

Maude Yacapsin specializes in online teaching, classroom leadership, and inclusive practices. As an active member of IT and leadership organizations, she presents at conferences each year. Her degree is from the University of Nebraska–Lincoln in higher educational leadership. Maude is a course developer for the Illinois Online Network. myacapsin@gmail.com

Amy Zachek is currently the manager of the Digital Learning Center at the University of Nebraska–Lincoln (UNL). She has previously presented at the Educause ELI Annual Meeting and the National College Testing Association Conference. Amy received a master’s degree from UNL in educational administration and is pursuing a Ph.D. at UNL in educational leadership. amy.zachek@nebraska.edu

Ginger Zierdt is presently Professor of Educational Leadership at Minnesota State University, Mankato. While at Mankato since 2001, she has served as teaching faculty, Center Director, Department Chair, and Assistant Vice President for Undergraduate Education. Ginger holds Minnesota P-K-6 and K-12 Principal licensure and is a certified Gallup Strengths Coach. ginger.zierdt@mnsu.edu

Katherine Zupancic is a faculty member at Southeast Community College in Nebraska. Her Ph.D. is in psychology/organizational psychology. She has presented educational leadership training to faculty, served on pilot projects with emotional intelligence, first generation college students, led the therapy dog program, served on the prison education program, and curriculum development. kzupancici@southeast.edu