

# Women in Educational Leadership Symposium Abstracts 2017

Saturday, September  
23

Concurrent Session # 1

10:20am-11:20am

## *Life Coaching for Getting What You Want in Leadership*

**Presenter:** Fran Oates

**Abstract:** During this session, a professionally trained life coach will provide information about life coaching, a strategy for helping women identify and achieve personal leadership goals. After describing the concept of life coaching, the presenter will discuss various topics often covered during life coaching sessions including designing life and career goals, dealing with workplace issues, and planning for personal care. This session is open to all conference attendees. Subsequent 20-minute sessions are designed to be one-on-one and offered through a sign-up system available at the conference registration desk.

## *Women in Community College Administration and Leadership*

**Presenters:** Leslie D. McKesson, Jewel Cherry, Star P. Brown, & Yolanda S. Wilson

**Abstract:** This panel discussion will highlight the path to community college leadership through the stories of women who hold various educational and administrative positions at their institutions. Topics will include how these women came into their positions, the extent to which they were trained and mentored, challenges they face(d), individual leadership philosophies, current issues, and others. The discussion will also include a brief question and answer period.

## *Building Capacity for Home and Host Institutions through Fulbright Scholarships and Exchange Programs*

**Presenters:** Susan Mills, Vachel Miller, John Tashner & Maria Anastasiou

**Abstract:** The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries. The purpose of this panel session is to provide information and answer audience questions about Fulbright exchange possibilities for P-12 and Higher Education professionals. Panelists have all participated as Fulbright Scholars or Specialists who have traveled to international institutions and research sites, and continue to assist with identification and development of Fulbright projects and grants for themselves and others at Appalachian State University and for their colleagues at other institutions. Participants will hear about the projects undertaken by these Fulbright Scholars and Specialists as well as opportunities for other types of exchanges offered by the Fulbright program, in the Bureau of Educational and Cultural Affairs of the U.S.

Department of State. Information and resources for developing projects and planning exchanges will be provided, and panelists will answer questions to assist audience members in advancing their own ideas and building capacity for their home and host institutions abroad. Join us and learn about the traditional Fulbright Scholarship program, as well as the multiple additional programs for educational professionals at all levels, including short term and team-based Fulbright projects.

***For the Sake of Our Students: Collaboration and Responsibility in the Social Justice Curriculum***

**Presenters:** Elizabeth Bellows & Gayle Turner

**Abstract:** The purpose of this critical conversation session is to creatively engage an audience of teacher educators, faculty in higher education, or any educator interested in taking on the work of social justice. In this session a social studies methods professor and a professor of social and philosophical foundations of education creatively engage with each other around ways in which their shared interest in social justice can support work that deepens student learning through breaking down barriers to collaboration in undergraduate teacher education. The presenters will explore how these barriers are created by the organizational structures of the college and university, highlighting the advantages of deliberate cross-departmental efforts. They will welcome the input of the audience, seeking to enhance the proposed project through sharing it with other participants for critique and possible re-envisioning.

***Human Capital Management for Social Justice and Inclusion: An Ongoing Critical Perspective from Educational Leadership***

**Presenter:** Miriam Chitiga

**Abstract:** Human capital is arguably the most valuable resource needed to sustain and improve quality public education. The proposed interactive presentation interrogates select human capital management practice (HCM), to examine their innovative application to public educational leadership that enhances social justice and inclusion. It uses examples from global K-12 and higher education landscapes to expose some challenges and possible opportunities of these HCM practices, The presentation frames the discussion around questions of faculty governance, academic freedom, academic autonomy, faculty innovation, diversity enhancement, and leadership pipeline development, The presentation explores for more innovative ways and inclusive policies for adapting HCM for educational management, based on both literature and initial research. This presentation continues a dialogue that was shared at the SPMA Conference at the University of Pretoria, as co-presented with Professor Margaret Chitiga-Mabugu in 2016.

***The WIELS Mosaic Project***

**Expressive Arts Consultant:** Katrina Plato

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Concurrent Session # 2

11:45am-12:45pm

***Examining Communities of Practice for Meaningful Assessment: Advocating for Collaborative Support for Candidates and Colleagues***

**Presenters:** Lisa N. Mitchell, Marisa Scott, Angela McDonald & Kayonna Pitchford

**Abstract:** The purpose of this practice/performance session is to address the support of candidates and colleagues in the midst of implementing performance assessments impacting all Teacher Education Programs. Capitalizing on collaboration with faculty, we identify emerging leaders and develop scholarship aligned with practice in the School of Education, strengthening scholarship, teaching and service. Implementing a new intern performance assessment during the internship semester presents challenges regarding curriculum, student and faculty supports, and increased workload for faculty. In addition, supporting pre-tenure colleagues through the development of scholarship that supports the professional identity is a challenge in a higher education context at regional comprehensive universities. This session will share our strategies and obstacles as we examine the communities of practice engaging collaborative partnerships developed to support candidates and colleagues while implementing edTPA and discuss how our pre-tenure edTPA coordinator is seeking to simultaneously combine the demands of the position with the demands of the tenure process.

***Women Supporting Women in the Workplace: Are You Supporting Female Colleagues or Could You Be Doing More?***

**Presenters.** Erica Smith & Deirdre Smith

**Abstract:** Today, many women feel as if their female colleagues are covertly or overtly holding them back from promotions or enrichment opportunities. The purpose of the session is to explore if you could you be subconsciously guilty of such behavior? Using three of the leading books on the subject, Working with bitches, mean girls grown up, and Mean girls at work, our workshop will use a self-assessment learning activity to allow participants to determine if they have behaved in a not-so-friendly way to female colleagues. As a part of the Practice and Performance session, we will recall that notion of “it’s not what you say, it’s how you say it” and ask participants to act in rol play scenarios, opening themselves to self-awareness via use of body language and gestures.

***Following into the Field: An Ongoing Case Study of Novice Teachers***

**Presenters.** Heather Bower & Mary Kay Delaney

**Abstract:** This session will describe a longitudinal case study designed to better understand the lived experiences of novice teachers. The goals of the study are to understand not only how well our graduates are prepared for their classrooms but also how to better recruit, prepare, and retain high-quality teachers who become leaders. This session will equip participants to conduct similar studies and empower teacher leaders. The presenters will outline our rationale for conducting this longitudinal case study, the research design, and its role in supporting pre-service and beginning teacher leaders. We will then engage in conversation about this study and future possibilities.

***“Frequent Flyers”: Classroom and School Discipline Management Strategies Using a Trauma-Sensitive Lens***

**Presenter:** Lauren Dotson

**Abstract:** This poster session provides a brief history of the standardized testing and accountability movement, the curriculum standards attached to the accountability movement, and the attempted shift to common core. Student poverty and its impact on student achievement the focus of this paper. Recognizing the impact of poverty on student achievement as measured by standardized tests, the authors question the explicit practices of teacher preparation programs in preparing teacher candidates to work with students of poverty. This poster session will provide critical information for practicing middle level teachers and administrators, as well as professors preparing middle level teaching candidates. “Take aways” from this session will include an increased knowledge and effects of middle level adolescent poverty and student achievement while highlighting the discrepancy between academic achievement with the former standard course of study and the current Common Core curriculum as compared by socioeconomic levels.

***Leadership and Culture: Empowering Young Women in a Multicultural World***

**Presenter:** Candice Bailey, Corina Campbell, Angel Katona, Gregory Bowman & Valerie Kouba

**Abstract:** This panel session led by the principal, the social worker, the reading specialist, and the curriculum facilitator at Doris Henderson Newcomers School will reflect on the implications of mentoring young immigrant women to become culturally competent leaders in their communities. The purpose of this panel session is to build capacity by helping members of our community in various leadership roles to establish a culturally competent environment in their buildings and organizations. Participants will better understand the negotiated identity of an immigrant, the relationship between culture and women’s roles in leadership, and how young women of different cultures can be empowered through education, service, and early leadership opportunities. The session will also provide concrete examples of success stories, challenges, and lessons learned at the Doris Henderson Newcomers School. Participants will have the opportunity to interact with the panel to share their concerns, questions, and insights.

***Roles and Challenges of Women Teachers at Bishop Heber College, Tiruchirappalli, India***

**Presenters:** Jocelyn Glenny & Caroline Daisy

**Abstract:** In a developing country like India, Women and education have come a long way. There were times when women were not allowed to step out of the household and confined to four walls. But with much effort by leaders of yester years the scenario has changed on a progressive note and women are employed in all the sectors in par with men. Bishop Heber College, an institution of Higher education has more women teachers than the male counterparts. Women shoulder more responsibilities and strike a balance with work and life. Women are prone to stress when they try to balance job activities and family. The multifaceted women are facing more and more challenges in their daily lives. They are not confined to classroom teaching alone, the role of being a

teacher is highly demanding. The various roles that they play sometimes result in stress. However, they are coping well and are achieving more laurels to the institution they serve and to their families there are many hurdles they face. These challenges faced by women in these leadership roles are discussed in this proposal. Suggestions are also made to meet these challenges. The session will enable the attendee to comprehend and devise some plans to face challenges and help others back at Bishop Heber College to equip themselves and face the world more confidently.

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**Concurrent Session #3**

**2:25pm-3:25pm**

***Truth, “Alternative Truth,” and (Mis)Representation: Unpacking Depictions of Women in Leadership in Mainstream Media and “Fake News”***

**Presenters:** Damiana Gibbons Pyles & Theresa Redmond

**Abstract:** How people get information has fundamentally changed in our digital, networked world. Mainstream media no longer reins as people choose social media as their primary informational source. Yet, the complexities of networked media include decreased exposure to diverse ideas or information. As leaders, it is vital that we separate fact from fiction, truth from “alternative facts,” and propaganda from reality. The purpose of this critical conversation is to engage participants in analysis of women in leadership as represented in popular media, including portrayals of gender in mainstream programming and “fake news.” Participants will use a critical media literacy framework to analyze media, including “fake news” stories and selected representations of female leaders across media genres (e.g., television, Netflix programs, and social media). Analysis will focus not only on how women in leadership are depicted, but also on how they are not represented or on what messages are missing. Participants will examine how media create and perpetuate misperceptions about women in leadership and how these misperceptions impact individuals and communities, particularly in rural areas where there are fewer avenues for representation. Participants will apply the framework to their professional contexts, extending conversations via specific cases as reflected by the group. We will end with discussion of how perceptions of women in media can be represented more accurately and offer guidelines for media consumption and creation. The anticipated audience for this session includes faculty and staff across departments, and administrators who seek to educate their communities about gender issues in popular media.

***The Traumatic Impact of Internalized Racial Inferiority on Black Women in the Workplace and Beyond: How to Recognize Our Pain and Power Within***

**Presenter:** Jada Monica Drew

**Abstract:** Dr. Joy Degry states in “Post Traumatic Slave Syndrome” that people of African descent embody habits formed during the transatlantic slave trade or Maafa\*. Some of these habits are survival mechanisms and some are simply embodied and generational ways of being enslaved mentally, emotionally, spiritually, and psychologically due to oppression by the oppressors. In this Critical Conversation, through an exploration of our individual “magic,” we will individually and collectively uncover some of these habits that are present in the everyday lives of African, African American, Caribbean, and Multiracial women. Participants will leave with a better sense of how internalized racial inferiority festers from a deep historical perspective by analyzing the permeation of the effects in systems such as health, education, judicial, family structure, church, and education. You will also unpack the social and emotional effects of small and huge acts of “racial tension.” Racial Tension shows up in the form of altering hair, voice, clothing, skin, features, and mannerisms, to name a few. With a

foundation in critical race theory, this workshop introduces a model of understanding ourselves in a popular education model for presentation, people centered. Participants are challenged to be brave, honest, and vulnerable in order to move towards sustainable transformation.

***She Said, He Said: Gender Inequalities through Language in the Workplace***

**Presenters:** Audrey M. Dentith & Tracy Goodson-Espy

**Abstract:** Language is fundamental to understanding gender inequalities. Language used about women, such as the asymmetries between seemingly parallel terms like master and mistress, girl and man, and language used by women places us in a double bind between being appropriately feminine and being fully human. A deconstruction of gendered language can help us understand how oppression is perpetuated through language. In the workplace, language plays a key role in helping women succeed, practice effective leadership and forge productive relationships with other female and male colleagues. This 5-minute presentation draws from the work of Robin Tolmach Lakoff, an expert on language and gender inequality. Lakoff's central argument that women's language expresses powerlessness triggered a controversy years ago that continues to this day. This presentation will demonstrate how language about women and women's language expression can perpetuate women's inequality in the workplace. Strategies to counter women's oppression through language will be demonstrated. This presentation will help women understand how to manage and overcome oppressive language in the workplace.

***Fish Out of Water—The Power of Being Uncomfortable***

**Presenter:** Kelli Howe

**Abstract:** Fish out of Water is a humorous approach to the rather serious topic of female leadership in public education in North Carolina or the lack thereof. It's about being uncomfortable and the value of that feeling. In this Ignite session the content will provoke uncomfortable and sometimes funny memories of childhood, school experiences and life as a professional female educator. The content will be applicable to audiences of all educational types but will focus on the building of school culture in an unfamiliar environment. At the end of this session participants will feel a purpose in uncomfortable situations and realize the value of being a Fish out of Water.

***Why Should Administrators Teach? Tales of Educational Policy in the Classroom***

**Presenter:** Leslie R. Zenk

**Abstract:** The divide between administration and faculty is one that continues to be perpetuated throughout college campuses; one way for administrators to bridge this divide is in the classroom. When administrators teach, they are able to identify barriers to student success that can be imposed through existing academic policy, as well as develop an understanding of the faculty experience. This ignite session presents the experience of one academic administrator in the classroom, discusses important elements of academic policy that are illuminated through classroom instruction, and provides an argument for why administrators should indeed teach.

## **How Autism Changed My Career**

**Presenter:** Meghan LeFevers

**Abstract:** This Ignite session will outline the transformation of a teacher/administrator through the catalyst of autism. In today's educational arena, educators often look toward co-teaching or inclusion as a prescriptive positive experience for students with disabilities. However, this session will show educators of all levels and domains the impact that co-teaching or inclusion has on the educator. The most purposeful professional development is learned from our best teacher: experience. During this session, participants will learn the basics of autism, the mindset of successful inclusion, and will take away ready to implement instructional and behavioral strategies. In summation, the purpose of this session is to promote the idea of reciprocal learning through intentional strategies and understanding.

## ***Middle Grades Student Achievement and Poverty Levels: Implications for Teacher Preparation***

**Presenter:** Lauren Dotson

**Abstract:** This poster session provides a brief history of the standardized testing and accountability, movement, the curriculum standards attached to the accountability movement, and the attempted shift to common core. Student poverty and its impact on student achievement is the focus of this paper. Recognizing the impact of poverty on student achievement as measured by standardized tests, the authors question the explicit practices of teacher preparation programs in preparing teacher candidates to work with students of poverty. This poster session will provide critical information for practicing middle level teachers and administrators, as well as professors preparing middle level teaching candidates. "Take aways" from this session will include an increased knowledge and effects of middle level adolescent poverty and student achievement while highlighting the discrepancy between academic achievement with the former standard course of study and the current Common Core curriculum as compared by socioeconomic levels.

## ***Creating Opportunities for All Leaders—Imaginary and Real***

**Presenters:** Anu Williams-Dean, Sharilyn Owens, & Pamela Shortt

**Abstract:** We recognize everyone have strengths but not all lend to leadership. We will address the mitigating challenges on the Nature vs Nurture Spectrum. In this panel session, we provide tips and strategies to identify, develop and advance leadership strengths in three different groups:

- Ø People who have leadership potential and want leadership positions
- Ø People who have leadership potential but do not want the leadership roles
- Ø People who don't have leadership potential but have the desire for leadership roles.

## ***From Strategic Plan to Strategic Practice: Telling Our Story***

**Presenters:** Jennifer Hein, Leigh Martin & Suzanne Rosenblith

**Abstract:** The purpose of this panel session is to highlight the creation and enactment of a College of Education's strategic plan through innovative, collaborative partnerships and the creation of a culture of assessment and accreditation. The strategic planning

process will be examined and specific innovative practices resulting from the plan's objectives and goals will be shared. In addition, ways that the development and enactment of the strategic plan have contributed to a healthy and robust culture of continuous improvement will be discussed. Participants will be encouraged to engage in conversations related to the strategic planning process and pioneering practices that resulted from the process.

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Saturday,  
September 23

Concurrent Session # 4

3:50pm-4:50pm

***Women in Leadership: Defining the Issues/Hearing the Voices***

**Presenters:** Wanda Carr

**Abstract:** Leadership is a role viewed by society as a male dominant role. The conversation and discussion of defining the issues/hearing the voices concerning the prejudices, gender pay gap, discrimination, and any other issues women face to climb the latter of success must continue for the next generation. The audience will be able to engage in the conversations of the barriers women face in general, be a part of how women can continue awareness, and discuss ways those barriers can be removed. The participants will learn about some challenges, and challenges I have faced myself as an African American woman with advance degrees and was not able to gain employment in my field of study until recently. There are some major considerations/questions women should ask themselves or begin to think about is: will we begin to see a paradigm shift in the next generation of women, are we having or bringing enough awareness, and will the generation of women behind us continue to face the same issues we face.

***Education and Leadership for Women the World Over: A Panel Discussion by Teacher-Leaders from Four Continents\***

**Presenters:** International Teacher/Leaders Panel

**Abstract:** This session connects conference attendees with a panel of teacher-leaders, primarily, but not exclusively women, representing four continents of the world. Its focus is to reflect on and discuss key issues involved in educational leadership for women and access to education and leadership roles for women within a cultural and social context. Educators who are interested in gaining a greater understanding of educational issues in a diversity of countries will benefit from interacting with the panel. Panelists will alternate between responding to pre-prepared “critical questions” from their own settings, and questions generated and posed by the audience. The session will close with a reflection activity in which attendees characterize the major issues affecting (constraining, enhancing) women’s educational leadership in the United States, and what each of us can do about this.

***Women and Multi-tasking: Strategy or Pitfall for Career Advancement?***

**Presenters:** Precious Mudiwa & Jewel Cherry

**Abstract:** We all multitask, but this comes at a cost to our careers and health. Multitasking is a way of life for most people and has become an epidemic in modern life as it takes a toll on people’s health (Healy, 2004). The purpose of this paper is to share research on multitasking and help women make informed decisions about whether multitasking is a strategy or a pitfall for career advancement. We discuss why women multi-task, the challenges associated with it, and propose solutions to these problems. This session is significant and timely to most professional women, particularly those with young families, caregiving responsibilities, and very high pressure and, or demanding jobs. This includes teachers, principals, school superintendents, professors,

department chairs, deans, provosts and presidents. Although there is variation of intensity in the pressure of work, most would agree that the challenge for most women is lack of time in the day to accomplish daily tasks and to balance work-life responsibilities. Participants will share their experiences in balancing work-life and to specifically share how multitasking has helped or hindered their career progression. The presenters will conclude by sharing strategies of multitasking that advance women's careers.

***Women in Senior Management Positions at South African Universities: Their Movement In, Out and Across Universities***

**Presenters.** Juliet Ramohi

**Abstract:** This paper reports on the preliminary findings of an ongoing study, which seeks to understand the reasons for the movement of women in management positions within universities in South Africa. Research/studies have revealed that across universities around the world, gender dynamics are still at the centre of the challenges that women in management positions and across work environments face in their roles as leaders (Piterman, 2008; Ramohai & Marumo, 2016; White, Bagilhole, & Riordan, 2012). Therefore, the current study seeks to establish the specific reasons that drive the decision of women in this study to move from one university to the other as well as out of universities. The reporting of the preliminary findings in this paper specifically aim to share the experiences of women who have held and are holding senior management positions in higher education institutions in South Africa and also raising awareness of the barriers that this particular group of women face in their roles as leaders in higher education spaces. It is hoped that such a discussion will probe other women attendees in the WIELS symposium to share their own experiences and as a result enhance my critical thinking and perspective in this matter, as an author, as well as my appreciation of the experiences of other women leaders in different higher education contexts. Furthermore, I also hope that such sharing of ideas will provide invaluable inputs in strengthening this ongoing study. I, as a researcher, am a woman academic holding a management position and have a vested interest in understanding the lived experiences of other women in similar positions across higher education institutions internationally. The presentation will therefore mainly target women attendees who are holding management positions in their universities and other work environments.

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***Questions I Always Wanted to Ask: Individual or Group Career Coaching Sessions***

**Presenters: Conversations with leaders from the following educational areas:**

**School/District Leadership:** Debra Gladstone

**Community College:** Jewel Cherry, Leslie McKesson

**College/Higher Education:** Miriam Chitiga, Susan Mills, Karen Caldwell

**Abstract:** These sessions are designed for attendees to ask questions about preparation for various jobs in the specific education organizations above. These questions can include, but are not limited to, those focused on workplace issues with possible solutions, setting up mentoring relationships with clear expectations, and about any/all topics leaders always wanted to ask but were afraid to ask. Bring your questions about topics that seem to be unapproachable, baffling, troublesome, or too complex. Expect honest discussions and answers.

Saturday,  
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Concurrent Session # 5

4:50pm-6:00pm

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Sunday,  
September 24

Concurrent Session # 6

9:25am-10:25am

***Coming Together to Learn Together: Domestic Study Away as a Model for Leadership Empowerment***

**Presenters:** Roma B. Angel, Beverly Moser, Linda Pacifici, Lisa Poling, Damiana Gibbons Pyles, Laurie Ramirez, Robert L. Sanders, & Matthew VanDyke

**Abstract:** This session focuses on how global learning and leadership can be promoted through immersive domestic study away experiences. Learn about a model for designing a thematic domestic study away, about essential components of such an experience, and how faculty/staff participants from a recent study institute are using this model to plan study away learning and leadership opportunities for their own students and colleagues. Major emphasis will be given to essential design components and desired outcomes. Primary consideration will be given to the following: choice of relevant theme, selection of learning venues, time for individual/collective reflection, space for building learning community, and the expectation for leadership empowerment through paying forward. This panel discussion proposes a professional development model that can be implemented by a variety of leaders in K-12 schools, community colleges, and university settings alike. Participants will explore options for using the model in their own institutions.

***Developing Women Leaders in Academia: The Role of Chairs in Building Capacity***

**Presenters:** Susan Colby, Claudia Cartaya-Marin, Jacqui Bergman, Lauren F. Renkert, & Amy Dellinger Page

**Abstract:** This session will discuss the experiences of women leaders as chairs and administrators in academia. We will also cover the importance of identifying women leaders for future roles and the challenges for women in these roles. We will discuss ways to develop and support the advancement of women leaders at the individual and institutional levels. This session will feature a panel presentation with a focused question and answer format and is intended for current and emerging leaders in educational environments. There will be time at the end for audience questions.

***From Compliant to Consequential: An Approach to Assessment and Accreditation Aimed at Impact and Improvement***

**Presenter:** Jennifer Hein

**Abstract:** This session is a real, in time look into assessment and accreditation. At Clemson University's College of Education assessment and accreditation are done with a twist. The focus is not on SPA reporting, SACS reporting, Title II reporting, or CAEP reporting. Rather the focus is on freeing up faculty to teach, improve instruction, and engage in research, as well as to ensure program impact in order to move the needle forward for our students and their students in the P-12 setting.

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**Abstract:** You are invited to walk the labyrinth. This labyrinth was created in the spring of 2015 by a group of Appalachian State University faculty, staff and administrators who had gathered to form a learning community about art and social justice, self and community well-being. The labyrinth, painted by group members, was completed by May 2, 2015, World Labyrinth Day, and set up at ASU in Plemmons Student Union for students to walk during finals week. This labyrinth is patterned after the Circle of Peace Labyrinth. A description of this labyrinth and suggestions about how to walk a labyrinth are in the WIELS information packet. The labyrinth is available throughout the conference.

### ***Life Coaching for Getting What You Want in Leadership (20-minute individual sessions; sign-up at registration table)***

**Presenter:** Fran Oates

**Abstract:** A professionally trained life coach will provide 20-minute one-on-one life coaching sessions designed to help women identify and achieve personal leadership goals, including topics related to designing goals, solving workplace issues, or planning for personal care.

### ***Questions I Always Wanted to Ask: Individual or Group Career Coaching Sessions***

**Presenters: Conversations with leaders from the following educational areas:**

**School/District Leadership:** Nan VanHoy

**Community College:** Patti Levine-Brown

**College/Higher Education:** Miriam Chitiga

**Abstract:** These sessions are designed for attendees to ask questions about preparation for various jobs in the specific education organizations above. These questions can include, but are not limited to, those focused on workplace issues with possible solutions, setting up mentoring relationships with clear expectations, and about any/all topics leaders always wanted to ask but were afraid to ask. Bring your questions about topics that seem to be unapproachable, baffling, troublesome, or too complex. Expect honest discussions and answers.

Sunday,  
September 24

Concurrent Session # 7

9:25am-10:25am

***A Pilgrimage of Understanding through the Use of Autoethnography***

**Presenter:** Heather Jo Mashburn

**Abstract:** This graduate student roundtable will highlight a unique opportunity the graduate student had to combine the area of research interest with an experiential learning opportunity, hiking the El Camino de Santiago de Compostela in Northern Spain. The El Camino de Santiago is an ancient religious pilgrimage, also known as the way of St. James, a pilgrimage that the student took in the Summer of 2017. The student's research will connect autobiographical, historical, and theoretical elements to hone understandings and conceptualization of spirituality, as an individually and also socially constructed concept. The research will seek the use of practical research methods and methodologies to produce an autoethnographic piece distilling the learning and transformation that occurs before, during, and after the pilgrimage. This session is open to all audiences, and especially those interested in spirituality, pilgrimages, and autoethnographic research.

***The Earth Is My Sister: Honoring, Educating, Leading through the Arts***

**Presenter:** Heather Thorp

**Abstract:** How do we live and lead in our challenging political and environmental times? Through the lens of feminist new materialism, I will explore how the expressive arts can be used to build community grounded in creativity, sacredness, and sustainability.

***Institutional Agents Creating an Environment for the Exchange of Social Capital: Building Access to Higher Education for First Generation, Working Class High School Students***

**Presenter:** Dena Holman

**Abstract:** Embedding post-secondary employees into public schools can aid first generation, working class students' transition from high school to college. These institutional agents build relationships, exchange college knowledge and provide access to resources often reserved for the more privileged families. My research will explore the interactions institutional agents have with first generation working class students to explain how these interactions foster the exchange of social capital, allowing working class students the opportunity to build their cultural capital and thus level the playing field for access to higher education.

***The WIELS Mosaic Project***

**Expressive Arts Consultant:** Katrina Plato

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### ***Questions I Always Wanted to Ask: Individual or Group Career Coaching Sessions***

**Presenters:** Conversations with leaders from the following educational areas:

**School/District Leadership:** Nan VanHoy

**Community College:** Patti Levine-Brown

**College/Higher Education:** Susan Colby

**Abstract:** These sessions are designed for attendees to ask questions about preparation for various jobs in the specific education organizations above. These questions can include, but are not limited to, those focused on workplace issues with possible solutions, setting up mentoring relationships with clear expectations, and about any/all topics leaders always wanted to ask but were afraid to ask. Bring your questions about topics that seem to be unapproachable, baffling, troublesome, or too complex. Expect honest discussions and answers.