

**MICHIGAN ASSOCIATION
OF PROFESSORS OF
EDUCATIONAL
ADMINISTRATION**

Annual
*Educational Leadership
Research Symposium*

October 24, 2007
Eastern Michigan University
Ypsilanti, Michigan

**PROGRAM SCHEDULE
&
PRESENTER ABSTRACTS**

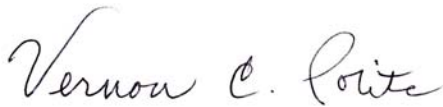
WELCOME

Symposium Participants:

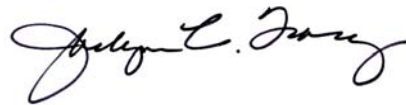
Welcome to the Annual MAPEA Educational Leadership Research Symposium! The Eastern Michigan University College of Education is honored to be your first host institution for this symposium.

We are pleased to report that this year's symposium features 23 students, with their faculty mentors, representing seven institutions across the state of Michigan, conducting roundtable discussions, poster sessions, and oral presentations. In the spirit of our scholarship, we are gathered together to discuss emerging concepts and address cutting edge issues in K-12 schools and higher education institutions.

We hope you will enjoy the opportunity to interact with your colleagues and students as they strive to move our profession forward through research and inquiry.



Vernon C. Polite
Dean, College of Education
Eastern Michigan University



Jaclynn C. Tracy
Department Head, Educational Leadership &
Counseling, Eastern Michigan University

MICHIGAN ASSOCIATION OF PROFESSORS OF EDUCATIONAL ADMINISTRATION (MAPEA):

- serves as a vehicle to generate and share ideas about programs, curricula, and teaching methodologies of educational administration,
- provides opportunities to learn about and contribute to contemporary issues and policy initiatives from a variety of resources, including but not limited to: colleagues, fellow institutions of higher education, local, state and federal agencies, business and community entities,
- promotes and advance the work and research of faculty members and students involved in the field of educational administration, and
- serves as the organization that assures that the educational administration professoriate has a voice in important decision-making that affects the work of faculty and students involved in educational administration.

PRESENTERS BY TIME AND LOCATION

&

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TIME	1:00-2:00pm	2:00-3:00pm	3:00-4:00pm
Room 302	Currie (HE)	Werner (HE)	
--Moderator: Charles Muwonge, Doctoral Fellow, EMU Dept. of Leadership & Counseling			
Room 304	Becker (HE)	Dunn (HE)	Hanewicz (HE)
--Moderator: Ajai Ammachathram, Doctoral Fellow, EMU Dept. of Leadership & Counseling			

TIME	1:00-2:00pm			2:00-3:00pm			3:00-4:00pm		
	1-1:15pm	1:20-1:35pm	1:40-1:55pm	2-2:15pm	2:20-2:35pm	2:40-2:55pm	3-3:15pm	3:20-3:35pm	3:40-3:55pm
Room 320	Gregorutti (K-12)	Reitz (K-12)	Ombonga (K-12)	Ongaga (K-12)	Schumacher (K-12)	Kirby (K-12)	Stevenson (HE)	Gorlova (HE)	Flowers (HE)
--Moderator: Cheryl Price, Doctoral Fellow, EMU Dept. of Leadership & Counseling									
Room 330	Osborne (HE)			Flowers (HE)	Malinoff (HE)	Brandon (HE)	Bylone (HE)		
--Moderator: William Ssozi, Doctoral Fellow, EMU Dept. of Leadership & Counseling									
Room 300	POSTERS: DONOHUE (HE) HUGHES/COVRIG (K-12) EYERS (HE) PILAR (K-12) WALTERS (HE)								
--Moderators: Inna Gorlova & Mary Osborne, Doctoral Fellows, EMU Dept. of Leadership & Counseling									

TIME	NAME	INSTITUTION	DISCIPLINE	INDEX TO ABSTRACT
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	Christina Eyers	Central Michigan University	Higher Ed	Pg. 5
	Karl Pilar	Grand Valley State University/EMU	K-12	Pg. 6
	Kate Walters	Eastern Michigan University	Higher Ed	Pg. 7
ROOM 302 (PRESENTATIONS)				
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2:00-3:00pm	Melody Reifel Werner	Eastern Michigan University	Higher Ed	Pg. 7
ROOM 304 (PRESENTATIONS)				
1:00-2:00pm	Pamela Becker	Eastern Michigan University	Higher Ed	Pg. 4
2:00-3:00pm	Deborah Dunn	Eastern Michigan University	Higher Ed	Pg. 4
3:00-4:00pm	Cheryl Hanewicz	Eastern Michigan University	Higher Ed	Pg. 5
ROOM 320 (PRESENTATIONS)				
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1:20-1:35pm	James Reitz	Eastern Michigan University	K-12	Pg. 7
1:40-1:55pm	Mary Ombonga	Michigan State University	K-12	Pg. 6
2:00-2:15pm	Kennedy Ongaga	Michigan State University	K-12	Pg. 6
2:20-2:35pm	Richard Schumacher	Concordia University	K-12	Pg. 7
2:40-2:55pm	Angela Kirby	Michigan State University	K-12	Pg. 6
3:00-3:15pm	Tamara Stevenson	Eastern Michigan University	Higher Ed	Pg. 7
3:20-3:35pm	Inna Gorlova	Eastern Michigan University	Higher Ed	Pg. 5
3:40-3:55pm	Ronald Flowers	Eastern Michigan University	Higher Ed	Pg. 5
ROOM 330 (PRESENTATIONS)				
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2:00-2:15pm	Ronald Flowers	Eastern Michigan University	Higher Ed	Pg. 4
2:20-2:35pm	Lynn Malinoff	Eastern Michigan University	Higher Ed	Pg. 4
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ABSTRACTS

(Listed in alphabetical order)

Pamela R. Becker

Eastern Michigan University

Faculty Sponsor: Dr. Martha Tack.

Recognizing a New Discipline: Technology Management

New disciplines require recognition and inclusion in the taxonomic scheme of the National Center of Education Statistics:

Classification of Instructional Programs (CIP). Program establishment, program completions, international organizations, and industry acceptance are not adequate measures of recognition as a discipline. Technology Management is a relatively new field, and educational programs are currently classified using the CIP-2000 code 15.1501: Engineering/Industrial Management. Research has shown that this classification does not adequately reflect the curricular content of Technology Management programs and a new taxonomic code should be established for Technology Management programs.

Kevin Brandon, Ed.D., Ronald D. Flowers, Ed.D. & Lynn Malinoff, Ed.D.

Eastern Michigan University

Faculty Sponsor: Dr. James Barott.

The Dissertation Process as Leadership Development

The primary purpose of the Educational Leadership Program at Eastern Michigan University is the development of educational leaders. The participants in this presentation will describe and explain how the process of engaging in dissertation research facilitated their individual development as educational leaders. Each participant will explicate their individual and shared experience while engaged in the task of dissertation writing as well as address how this experience has influenced and continues to influence their behavior as educational leaders.

Christopher A. Bylone

Eastern Michigan University

Faculty Sponsor: Dr. Martha Tack

Passing the Gavel: Leadership Succession in Student Organizations

One of the unique aspects of a university is the inclusion of vibrant student organizations that undergo constant leadership change. Detailed succession plans for leadership change in these organizations is critical. Succession planning research is fairly new and has not resulted in agreed upon techniques, especially in university settings. This presentation will link what has already been done in the business world with what can be done for campus student organizations. During the Q&A part of this presentation, participants will be able to share their thoughts with the researcher on new ideas to think about as well as concerns to watch for as the research is conducted and results analyzed.

Neil Currie

Oakland University

Faculty Sponsor: Dr. William J. Keane

A Study of the Factors that Impact Videoconferencing as a Learning Tool Within Three Regional Service Agencies in Michigan

The purpose of this study was to examine the current status of video conferencing as a learning tool within the K-12 public schools of Michigan. Specifically, the past usage of video conferencing was examined in three separate intermediate school districts (ISDs), or as they are called nationally, educational service agencies, throughout Michigan. The study also sought to determine whether the size of a network's geography, the socio-economic makeup of a local school district, and other factors involving the availability of programming impact the success of a regional delivery system. Data were gathered via a non-experimental research design that used primarily qualitative data but was supplemented with quantitative data.

Mary E. Donohue

Central Michigan University

Faculty Sponsor: Dr. Pamela Eddy

Philanthropy as a Tool for Change

How do you induce change in an old organization whose staff and customers are afraid of change or disbelieving of change? Kotter and Cohen (2002) suggest that you demonstrate the need for change to your target: Fullan (2001) proposes that you build trust by helping constituents address problems they have not yet dealt with. This study tested a new theory that combines the theorists' beliefs by incorporating target audiences into the process and applying the solution directly to their lives. This new theory is called applied philanthropy. Applied philanthropy is the catalyst for positive change within your organization. This proposal reviews the findings from a continuing ethnography using applied philanthropy at Molson Canada. The early findings suggest that applied philanthropy can be the catalyst for positive change within an organization because it builds bridges with key constituents in an organized manner while respecting their needs and beliefs.

Deborah S. Dunn

Eastern Michigan University

Faculty Sponsor: Dr. Martha Tack

Predicting Success: An Examination of Academic and Non-Academic Factors as Predictors of In-Program Nursing Student Success

This paper describes a study examining factors which may predict nursing student success in the nursing major at one suburban comprehensive university. Optimizing student success in the nursing major is posed as an essential immediate educational strategy to address both the current nursing shortage as well as the future predicted nursing shortage. The merits of identifying at risk students early on in the nursing major are explored in this paper. This study points out the need for faculty to be involved in examining data regarding student in-program success in order to make informed, data-driven decisions regarding admission and progression policies. Identifying students at risk for non-progression will allow for timely educational interventions for the promotion of student success. With the looming nursing shortage, enhancing student in-program success is an essential strategy for meeting society's need for future nurses.

ABSTRACTS

Christina Eyers

Central Michigan University

Faculty Sponsor: Dr. Pamela Eddy

Title IX at Thirty-Something: Full or Failed Potential?

No law has meant more to women in sport than Title IX. The 1970s showed that women were making strides in athletics pre-Title IX. Many changes occurred in the 1980s, including the demise of the Association for Intercollegiate Athletics for Women when the National Collegiate Athletic Association began its governance of women's athletics. The 1990s presented additional lawsuits focused more on the enforcement of Title IX rather than jurisdiction. Much of the focus on Title IX this past decade has centered the loss of men's minor sports at the hand of administrators who sacrificed them rather than restructure budgets for premier teams. As our educational institutions continue to face decreasing budgets, the privatization of sports increases, and the continual misinterpretation of Title IX results in a decrease in males participating we are still faced with the million dollar question: Has Title IX reached its full or intended potential?

Ronald D. Flowers, Ed.D.

Eastern Michigan University

Faculty Sponsor: Dr. James Barott

The "Great Experiment" and the Michigan State Normal School: An Institutional History and Analysis

This study examined the historic development of teacher training at the Michigan State Normal School from its founding in 1849 through its transition to a four-year college in 1900. A conceptual framework derived from institutional theory was used to illuminate the organizational structure that came to shape teacher education and the institution as a whole as it evolved from being the primary focus of the school to becoming a part of a broader organizational mission. This analysis revealed the impact conflicting organizational missions can have on the organizational structure of an institution and inform our current understanding of educational organizations, which are both constrained and conditioned by past choices.

Inna Gorlova

Eastern Michigan University

Faculty Sponsor: Dr. Eboni Zamani-Gallaber

Global Forces and Changes in the Russian Community College System

The focus of this study is the development of the post-Soviet Russian higher educational system in the light of democratic reforms. The author sought to understand how international forces from the United States and Western Europe in the area of higher education along with the free market economy affected changes in Russian community colleges. This presentation will highlight how funding, curriculum, and institutional missions were originally founded in Russian postsecondary, post-compulsory educational institutions; in addition, the researcher will discuss the obstacles and achievements that community colleges experience in the process of transforming to a global educational system.

Gus Gregorutti

Andrews University

Faculty Sponsor: Dr. Duane Covrig

Trends Influencing Enrollment in Adventist Parochial K-12 Schools in North America: A Review of the Literature

Parochial and private schools are an important component of K-12 education in the USA. They represented an alternative to public schools, since the beginning of this country. While some church-affiliated schools have been experiencing substantial increments, others are struggling to survive. This paper summarizes research dissertations on factors affecting enrollment in Seventh-day Adventist K-12 schools in North America. It also includes actual trends in private parochial K-12 schools in the USA in comparison with Adventist education. Based on these comparisons and trends, suggestions will be made for new strategies.

Cheryl A. Hanewicz

Eastern Michigan University

Faculty Sponsor: Dr. Martha Tack

Using Geographic Information Systems to Identify Student Retention Patterns

Student retention continues to be a salient issue for administrators and scholars in higher education. For more than 50 years researchers in numerous disciplines, including sociology, psychology, and economic theory, have tried to discover the reasons why students decide to remain in school until graduation. However, retention rates have remained stagnant at about 50%. Serious consequences result when large numbers of students do not graduate (e.g., fiscal appropriations may be reduced). Additionally, an institution's reputation is created, in part, on its graduation rate and the racial diversity of the student body. This presentation will show how a geographic information system (GIS) was innovatively used to develop a habitus retention model based on U.S. Census Bureau socioeconomic and demographic census-tract data.

Mark Hughes (Duane Covrig)

Andrews University

Faculty Sponsor: Dr. Duane Covrig

Building and Maintaining Healthy School Classrooms: The Development of Environmentally Controlled Opportunity Classrooms by the Waterloo Region School District Board, Canada

This case study examines the administrative decisions and grassroots community collaboration involved in the 1980s that lead to the development of environmentally controlled classrooms in Waterloo, Canada. Waterloo District was one of the first districts in North America to acknowledge and respond to claims that off-gassing and odors from construction materials and maintenance chemicals were adversely affecting hyper allergic children. High moral expectations of special education leaders combined with the dedicated action of concerned and informed teachers, community physicians and active parents, led administrators to support the development of environmentally specialized classrooms. Later, both staff and children performance improved as a result of the "naturally" constructed and systematically maintained school buildings.

ABSTRACTS

Angela Kirby

Michigan State University

Faculty Sponsor: Dr. Philip Cusick

A Small Rural School and Educational Reform

Among Michigan 530 K-12 school districts are 48 with fewer than 500 students. The researcher selected one such district, spent months interviewing, attending local events, and assessing the influence of reforms, i.e., state centralized funding, choice, charter, NCLB, and the new curriculum. The community found the reforms antithetical to community interests. Charters had taken some students; choice had taken more, and the new curriculum had forced unwanted changes. The reforms were predicated on a vision of technology, an internationally competitive job market, personal mobility, and individual achievement. But the community wanted its children to stay in the area, remain with and help the family survive, and learn skills that were useful for life in that place. The study raises issues of power, social class, and the conflict between the visions of reformers and the lives of people they are intending to reform.

Mary M. Ombonga

Michigan State University

Faculty Sponsor: Dr. Christopher Dunbar Jr.

Making Visible the Invisible: A Principal's Role and Girls' Voices in the Quest for Education in a Center of Excellence in Kajiado, Kenya

For decades, education has been considered a critical resource in the empowerment of the masses in developing countries. These countries have adopted many educational intervention programs to address existing disparities in the provision of education for all especially for girls in rural settings. This presentation will discuss the role of one principal in an educational Center of Excellence in Kenya, whose purpose is to protect girls who escape or are rescued from cultural practices such as female genital mutilation (FGM) and early marriages. Vital to understanding the principal's role will be the voices of girls' experiences prior to and while in the Center. I will further discuss the strategies of reconciliation between the girls and their families and empowering them as they transition out of the Center and its implications for policy.

Kennedy O. Ongaga, Ph.D.

Michigan State University

Faculty Sponsor: Dr. Christopher Dunbar Jr.

Principals' Experiences and Students' Perceptions in Implementing HIV/AIDS Education Programs in High Schools in Rural Kisii District, Kenya

In the absence of a vaccine, HIV/AIDS education programs are critical in educating individuals about actions they can take to protect themselves from becoming infected or infecting others. However, educating young people about becoming infected through sexual contact can be controversial. There is paucity of research on what high school principals experience on this topic and what they are doing to break the culture of silence that surrounds it. This presentation will discuss principals' experiences and students' perceptions in implementing HIV/AIDS education programs in high schools in rural Kisii district, Kenya. An analysis of the experiences of an HIV-infected student will be critical to understanding the meaning of HIV/AIDS education programs to students. Suggestions on policy implications will be made for implementing HIV/AIDS education programs in rural and resource-scarce settings.

Mary Osborne

Eastern Michigan University

Faculty Sponsor: Dr. David Anderson

How Institutions Learn: A New Model for Higher Education Institutions

How do institutions learn? Presented is a new model that examines institutional learning. The author uses a metaphor that overlays Psychological theory onto organizational and institutional theory to explore continuous learning in higher education organizations. Factors that contribute to the learning process include resource dependency issues and the bridging and buffering strategies of institutions, Thompson and Parson's organizational levels, and Scott's notion of institutional pillars. A proposal to study the relationships among the institutional elements and learning process is explored and a model proposed. Implications for the model are explored.

Karl A. Pilar

Grand Valley State University/EMU

Faculty Sponsor: Dr. Ron Williamson

Personalization Efforts and the Relationship to School Climate in Select Michigan High Schools

The American high school is on the verge of a reform movement like that seen in American middle schools throughout the early and mid-1990s. In 1996 the National Association of Secondary School Principals (NASSP) released its recommendations for reform in the study "Breaking Ranks: Changing and American Institution". Among these are recommendations that call for high schools to become smaller, less bureaucratic, and more responsive to student needs and where students feel a sense of belonging. In this study principals of Michigan High Schools of similar size and geography were asked to respond to a survey indicating the level of implementation of the "Breaking Ranks" recommendations on Personalization and Relationships in their high schools. Staff members from these schools were asked to respond to a survey on School Climate in their schools. A correlation between the level of implementation and the climate of the school was then analyzed.

Melody Reifel Werner, Ed.D.

Eastern Michigan University

Faculty Sponsor: Dr. James Berry

A case study of the use of risk management in NCAA compliance at a Division I institution

Institutions face significant risks related to athletics compliance. Although risk assessment has been a standard part of compliance programs outside higher education, it has not been a common tool of athletics-compliance practitioners. A qualitative study of a Division I athletics program that had implemented risk assessment indicated that the risk-based approach had been successfully incorporated into athletics compliance. The approach was observed to include risk assessment, risk management, and risk assurance. Risk assessment included scanning the environment and identifying, rating, prioritizing, and reporting risks. Risk management included developing risk-mitigation plans and implementing the plans. Risk assurance included the review of compliance activities by outside parties to verify the controls. The informants' subjective comments indicated that the risk-based approach had perceived positive effects on communication and decision making about athletics compliance. The use of risk assessment deserves further study as a rational means of protecting institutions against athletics risks.

ABSTRACTS

James Arthur Reitz

Eastern Michigan University

Faculty Sponsor: Dr. Ella Burton

Employee Severance Plans: Financial Implications and Recommendations for Redford Union School District

Employee Severance Plans (ESP) have become a common practice among school districts in an effort to reduce operating budgets. In 2004, the Redford Union School District offered an ESP to its employees. This presentation will analyze the financial outcomes of the Redford Union ESP and compare the outcomes to those of plans offered by several other Michigan school districts. Based on this analysis and these comparisons, recommendations will be made which the Redford Union district should follow in order to increase the chance of positive financial outcomes with any future plans.

Richard W. Schumacher, Jr.

Concordia University

Faculty Sponsor: Dr. Kevin J. Brandon

Bridging the Communication Gap: The Value of Intentional Positive Teacher-Initiated Communication

Effective communication is important to any relationship. If two people, or groups of people, intend to work together harmoniously, they must develop methods of communicating that will bring about a successful sharing of ideas and information. In educational communities, the need for strong lines of communication is critical, especially in the relationships that exist between teachers and the parents of their students. Unfortunately, the importance of this communication is often under appreciated. In many cases, a communication barrier between teachers and home reduces the chances of teachers and parents becoming the collaborative team necessary in order to maximize the student's educational success. This study was designed to explore methods in which a school could address this issue by developing a process of intentional positive communication.

Tamara N. Stevenson

Eastern Michigan University

Faculty Sponsor: Dr. Eboni Zamani-Gallaher

Critically Examining Race in the Professoriate: African-American Faculty at Community Colleges

The disproportionate representation of African-American faculty in contrast to African-American students is a pervasive condition in higher education. The extant research on student persistence indicates that racially diverse faculties enhance the cultural congruency of the student and campus climate in postsecondary environments. This is particularly true for community college students (Turner et al, 1999; Jackson & Phelps, 2004) where nearly half of African-American students in higher education are enrolled. This presentation calls into consideration the legacy of racism and discrimination African Americans have endured in society and the context of Racial Battle Fatigue in academia. Critical Race Theory serves as a useful framework for stimulating dialogue regarding the experiences of African-American community college faculty. This framework has heuristic value for exposing patterns of racial exclusion and exploring the subtlety of firmly entrenched forms of racism in postsecondary education (Delgado & Stefancic, 2000; Parker & Lynn, 2002).

Kate Walters

Eastern Michigan University

Faculty Sponsor: Dr. Ron Williamson

An Investigation of the Cognitive Processes that Contribute to Faculty Development among Selected Nursing Educators in Michigan

A critical shortage of nursing faculty adds to the current problem of a worldwide shortage of nurses. Experienced, practicing nurses transitioning to the role of the nurse educator are faced with learning the new discipline of education. Leaders in schools of nursing need strategies to bring expert clinicians into the educator role and to enhance the skills of experienced faculty. This study of the cognitive processes that contribute to faculty development for nurse educators provided data from multiple sources and multiple interviews that could be useful for designing and implementing effective development strategies for nursing faculty. A model of faculty development emerged from the data that included processes of reflection, planning, teaching, and more reflection in a cyclical pattern, supported by colleague sharing, administrative programs of mentoring and continuing education, and constrained by time, the solitary nature of the work, and lack of colleague support.

SAVE THE DATE!

2008 MAPEA
Educational Leadership
Research Symposium

OCTOBER 22, 2008

Eastern Michigan
University
Ypsilanti, Michigan

ACKNOWLEDGEMENTS

In appreciation of their service to the success of this year's MAPEA Educational Leadership Research Symposium, we would like to acknowledge the following individuals, organizations, and departments:

2007 MAPEA Educational Leadership Research Symposium Planning Committee

Dr. Jaclynn Tracy, Symposium Host
Eastern Michigan University

Tamara N. Stevenson, Symposium Coordinator
Eastern Michigan University

Dr. Susan Printy, Michigan State University

Dr. Pamela Eddy, Central Michigan University

Dr. Ilene Ingram, Oakland University

Dr. Caryn Wells, Oakland University

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Dr. John Shinsky, President
Grand Valley State University

Dr. Caryn Wells, Vice President
Oakland University

Dr. Gary Marx, Secretary/Treasurer
Eastern Michigan University

Shaftone Dunklin, Website Creator &
Manager

Symposium Moderators

Eastern Michigan University Educational Leadership Doctoral Fellows

Ajai Ammachathram

Inna Gorlova

Charles Muwonge

Mary Osborne

Cheryl Price

William Ssozi

Eastern Michigan University Administration & Staff

Dr. Vernon Polite, Dean
College of Education

Sally Rosales
Educational Leadership & Counseling
Staff

Rosena Lisk

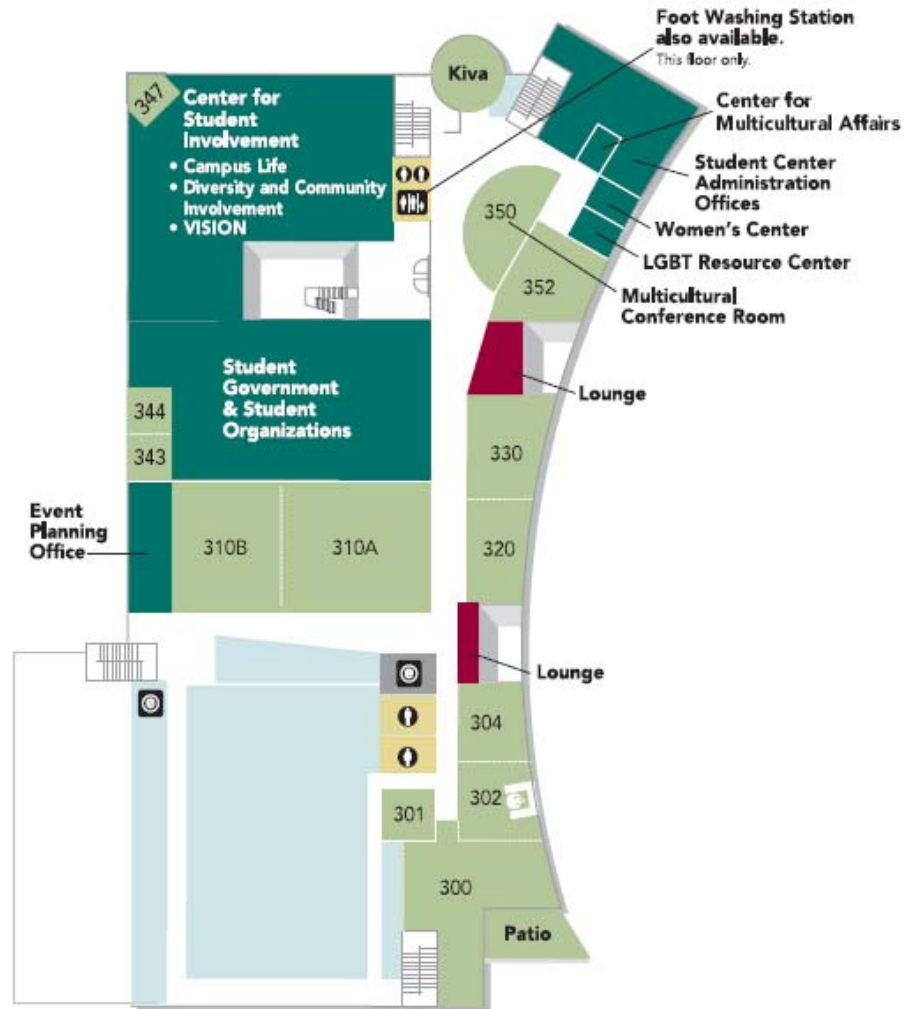
Educational Leadership & Counseling Staff

Susan Gardner, EMU Student Center Event
Planning Office

EMU STUDENT CENTER THIRD FLOOR MAP

Legend

- Event/Conference Rooms
- Service Areas
- 1 Food & Dining Areas
- Lounges
- 🔥 Fireplace
- ♿ Restrooms
- ♿♿ Family/Gender Neutral Restrooms
- ⊕ Elevators
- Building Support
- 🎨 Art Gallery
- ? Information Center
- 💰 ATM



2007 MAPEA
Educational Leadership Research Symposium

Third Floor Reception Area
Rooms 300, 302, 304, 320, and 330