
SESSION 1A: THURSDAY, APRIL 20, 10:30-11:45 A.M., OPUS HALL ROOM 324

CASE STUDIES IN DIFFUSE IDENTITY

Convener: *Geriann Brower*

Godparents Today: A Tenacious, Ambiguous, and Significant Social Practice

Lisa Kimball

Being a godparent is a distinct honor, but what does it mean? Why does a tradition with so much uncertainty persist and show up across religious and secular contexts? By interviewing active godparents and examining the historical record, in what the researcher terms a “hermeneutic repair,” the researcher has found themes that provide compelling support for reinventing the importance of choosing godparents wisely and nurturing them for a life-long, intentional ministry.

“Men are Starting to Notice My Ten-Year Old Daughter-What Do I Say to Her?”: Discussions of Sexuality, Womanhood and Risk Among African American Mothers and Daughters

Michele Tracy Berger

According to current Center for Disease Control estimates, new cases of HIV infection are occurring disproportionately among women of color in the southern United States. Researchers, however, know little about mother and daughter communication and its role in preventing (or contributing to) HIV/AIDS and STDs. This presentation discusses themes from recently conducted focus groups with African American mothers and daughters (ages 12-17) in North Carolina about communication regarding health, sexuality, and transitions to ‘womanhood.’ Discussed will be preliminary findings, including an exploration of the challenges and possibilities of collaborative health research.

SESSION 1B: THURSDAY, APRIL 20, 10:30-11:45 A.M., OPUS HALL ROOM 343

NARRATIVE IN K-12

Convener: *Susan Huber*

Dialogic Format in a Narrative Analysis: Providing a Meeting Place for a Conversation between Narrator/Researcher and Participants

Gary Babiuk

This presentation will outline a research project that used a narrative analysis to craft the eight-year story of the holistic changes made to the organization and structure of a middle school. The dialogic format provides an alternative form of knowledge representation, a form of conversation, where the researcher heard the voice of the participants.

Multiple Case Studies of Developing School Technology Leaders

Joan Hughes, Amy Garrett Dikekers

This presentation focuses on qualitative research activities that examine the development of school technology leaders. The research examined knowledge of technology leadership participants developed and technology leadership actions participants engaged in within their organizations. This study elaborates technology standards through empirical research and provides case studies that depict the development of technology leaders.

SESSION 1C: THURSDAY, APRIL 20, 10:30-11:45 A.M., OPUS HALL ROOM 417

EMIC RESEARCH ON IDENTITY

Convener: *Brian Dusbiber*

Leadership and the Other “L” Word: Lesbians in the Academy

Christine M. Imbra

The primary goal of this presentation is to share the life-stories of four lesbians in leadership positions in higher education, thus assisting in creating a greater understanding of the experiences of this invisible group in the academy as they ascended into and held leadership positions.

Achtung!: (Re)construction of Germans’ Memories of World War II

Kenneth James Fasching-Varner

Much research, qualitative and otherwise, has focused on Jewish, Nazi, and American perspectives either silencing German narrative or essentialising all Germans to a master shared narrative. The researcher presents findings of a study conducted with Germans over 70 years old, using ethnographic methods including participant observation and oral history narrative interviews, as a means of capturing the highly nuanced German emic voices about the war. Simultaneously presented are insights and implications for future research. The presentation will discuss what fully paradigmatic qualitative research could look like for educators and those in other fields as well.

Catholic Women Negotiate the Intersecting Spheres of Modern Societal Norms and the Traditions of Their Church

Laura McKillop

This presentation explores the social relations in the organization of the Catholic Church, how they shape Catholic women’s religious experience, and how women negotiate a religious tradition that is male dominated. The researcher will discuss how women make sense of an environment that dictates conservative values and excludes women from leadership roles and decision-making within the Catholic Church.

SESSION 1D: THURSDAY, APRIL 20, 10:30-11:45 A.M., OPUS HALL ROOM 450

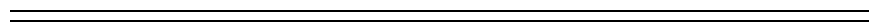
PANEL PRESENTATION

Convener: *Kris Anderson*

“Ready, Set...What?”: A Phenomenological Study of the Meaning of Personal Tragedy in the Lives of College Freshman: A Retrospective View

Clare S. Laylor, Nicholas Macak, Michelle Machacek

This retrospective, phenomenological, qualitative research describes the meaning of tragedy that occurred in the lives of five college students as they entered the transition from high school to college. Data from semi-structured, open-ended, transcribed interviews revealed the essential and invariant meanings of deep shock, the need to be “strong,” the importance of family connections, the intense experiences of acceptance and the persistent search for meaning. These topics permeated the conversations and analysis of the co-researchers and interviewers. The need for a supportive college community surfaced as an area of future qualitative inquiry.



SESSION 2A: THURSDAY, APRIL 20, 1-2:15 P.M., OPUS HALL ROOM 324

HIGHLIGHTING OTHERNESS

Convener: *Don LaMagdeline*

Education of Roma and Sinti Children in Germany: Multiple Case Studies of Alternative Programs

Amy Garrett Dikkers

This study examined four educational programs designed for a population often underserved in German public schools. The researcher compared the programs on dimensions identified by Rogers' (1995) model of characteristics affecting the diffusion of innovation: relative advantage, compatibility, complexity, trialability, and observability. Data included interviews, observations, and documents related to the creation of the programs. Indicated in the results is that programs that most completely address the needs of the population are not necessarily ones that would be easily adopted.

Crafting Selves in Multiple Worlds: A Hermeneutic Phenomenological Study on Being "Foreign(er)"

Maki Kawase

Based on a hermeneutic phenomenological study focusing on four foreign-born young people's lived-experiences of everyday life in a Midwestern, U.S. metropolitan area, this study's purpose is to describe and understand their experiences and the meanings they give to being "foreign(ers)." "Foreignness" is spatial-socially, culturally, economically, politically, and personally. "Foreignness" is intersubjective (Ricoeur, 1992; Vessey, 2002)—interactive, contextual, and situational—as is the self (Goffman, 1959; Montoya, 1994).

SESSION 2B: THURSDAY, APRIL 20, 1-2:15 P.M., OPUS HALL ROOM 343

MULTICULTURAL ASPECTS OF HEALTHCARE

Convener: *Laurie Anderson Sathe*

The Practice of Medical Pluralism in a Biomedicine-dominated Hospital in Taiwan: An Ethnographic Study

Ling-hui Chang

Medical pluralism characterizes Taiwanese persons' health practice; however biomedicine dominates the ideology of government-regulated medical institutions. This presentation is based on a four-month ethnography in a rehabilitation unit in Taiwan and focuses on how the patients and caregivers managed to covertly maintain their pluralistic illness explanations and healing practices, despite some censured by their medical staff, while simultaneously overtly complied with the biomedical ideology upheld by the institution.

Living with Diabetes: Perceptions of Hispanic Migrant Farmworkers

Loretta Jean Heuer, Cheryl Lausch

This presentation focuses on Hispanic migrant farmworkers and their perceptions of living with diabetes. The study utilized a phenomenological design with a sample of thirteen participants recruited from two local migrant health centers. The researchers explored data in regards to etiology, onset of symptoms, pathophysiology, course of illness, and treatment. Based on the analysis of the interviews, compiled were the individuals' explanations of this chronic disease within their own perceptions and cultural beliefs.

Lived Experience of Mexican Men in Promoting Their Health

LuAnn Reif

Developing cultural competence has been an identified goal for professional nursing practice. In order to provide nursing care based on cultural values, providers must have knowledge about the beliefs and practices of the diverse population. Little information is available about the subgroupings of Mexican men. This presentation will share preliminary information collected about cultural practices identified by Mexican men in promoting their health.

SESSION 2C: THURSDAY, APRIL 20, 1-2:15 P.M., OPUS HALL ROOM 417

EDUCATORS—LOOKING BACK, LOOKING FORWARD

Convener: *Susan Spray*

Engaging Communities in Preparing Urban Teachers: A Shared Leadership Process

Rose W. Chu, Michael Kuhne

Partners in a fledgling urban-focused teacher preparation program will discuss their efforts to integrate community representation and shared leadership participation, especially from historically underserved urban communities. The researchers will present initial data analysis and results from a shared leadership focus group process and seek audience comments to improve the ongoing process. Also shared are the next steps in actualizing this community engagement effort.

Looking Back to Move the Profession Forward: Conversations with Influential Voices in the Field of Emotional and Behavioral Disorders

Marilyn Kaff, Jim Teagarden, Mary Jo Anderson

The Individuals with Disabilities Education Act (originally Public Law 94-142) is celebrating its 30th birthday. This oral history work-in-progress project discusses the researchers' experiences over the past 30 years as special educators of students with emotional and behavioral disorders. The presentation will include a discussion of the value of recording experiences, observations and insights—oral histories—of people who provided leadership to the special education field.

SESSION 2D: THURSDAY, APRIL 20, 1-2:15 P.M., OPUS HALL ROOM 450

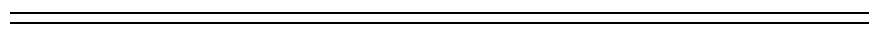
PANEL PRESENTATION

Convener: *Rachel Wobschall*

What Children's Work Reveals: A Meaningful Path for Assessment, Curriculum and Potential

Karla J. Smart, Susan Dopp, Susan Ellingson, Sara Triggs, Karen Danbom

This presentation will explain the unique use of the Descriptive Review Processes with a collection of 50 Namibian drawings. The researchers focused on what a student's works reveal about his or her uniqueness, individual understandings, ways of knowing, and potential as a learner. Work of this kind, requiring collaboration and observation, moves teachers from the particular student work to broader curriculum and assessment providing for a child-centered learning environment.



SESSION 3A: THURSDAY, APRIL 20, 2:30-3:45 P.M., OPUS HALL ROOM 324

K-12 CRITIQUES

Convener: *Theresa Sorenson*

Giving Voice to Children's Learning: A Critical Examination of Silencing in America's Public Schools and Programs

Melissa Shablott

This presentation focuses on the critical problem of silencing experienced by culturally and linguistically diverse children in America's public schools and programs. The researcher developed the Critical Theory of Giving Voice to Children's Learning and will provide information about the underpinnings, impact, and experience of the problem, along with a description of the critical science methodology used.

Breaking the Cycle of Failure

Carole Motta

Providing a quality education for all children, regardless of background, ability and learning attributes is an enormous challenge. Minnesota is in the forefront of meeting this lofty goal with its dedication to quality alternative learning opportunities in the form of charter and alternative schools. This presentation will highlight the quality measures of an alternative learning program.

SESSION 3B: THURSDAY, APRIL 20, 2:30-3:45 P.M., OPUS HALL ROOM 343

STUDENT SERVICE: COMPARATIVE CASES

Convener: *Brian Dusibier*

Do You See What I See?: A Comparative Case Study Exploring the Perception of Student Advisory Committee (SAC) Influence in the University Faculty Retention, Promotion, and Tenure Process

April Heiselt

The University of Utah's Retention, Promotion, and Tenure (RPT) policy requires a Student Advisory Committee (SAC) recommendation (separate from a student evaluation) at each level of a faculty member's tenure-track review. This presentation describes how a comparative case study research design explored how department chairs, faculty members, and SAC representatives perceive the influence of the SAC in the RPT process.

Service-Learning and Social Justice: Effects of Early Experiences

Susan Cipolle

This presentation examines the relationship between early service experiences and adult level of service. It also presents grounded theory on common experiences and attitudes that lead individuals to work for social justice and stages of developing critical consciousness through service-learning.

SESSION 3C: THURSDAY, APRIL 20, 2:30-3:45 P.M., OPUS HALL ROOM 417
RURAL VALUES AND RESEARCH ETHICS

Convener: *Sharon Radd*

Ethical Issues in Qualitative Research: Three Dilemmas

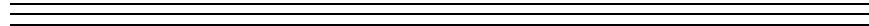
Amy Aldous Bergerson

This presentation examines ethical dilemmas faced in the process of conducting a qualitative research study. Participants will engage in a discussion of the quandaries faced by qualitative researchers, illuminating the subjective nature of ethics in qualitative research and the responsibility of researchers for ensuring ethical practice. The researcher presents the dilemmas as case studies for session participants to consider; group discussion will follow.

Leaving a Legacy: Narrative Interviews with South Dakota Farm Women in the 21st Century

George E. Nielson

As part of a qualitative investigation into contemporary changes in Midwest rural life, the researcher conducted taped narrative interviews with women who have grown up and live on farms in eastern South Dakota. In exploring the unique character and insights of farmwomen, the researcher found a commonality in their sense of identity and their strong loyalty to their own families as well as to the values and lifestyle of the family farm.



SESSION 4A: FRIDAY, APRIL 21, 9-10:15 A.M., OPUS HALL ROOM 324

CASE STUDIES IN EDUCATIONAL LEADERSHIP

Convener: *Brian Dusbiber*

The Effect of Ethnomethodology, Phenomenology and Psychosocial Development on Intentionality: A Study of Ten Women Who Chose to Become Principals

Debra L. Brooks-Golden

This presentation will share the use of ethnomethodology, people making sense of their everyday activities in order to behave in socially accepted ways. The researcher analyzed stories of ten women of different ethnicities about their intentional choice to become principals. This research resulted in an understanding of the impact of role models, mentoring, intellectual challenge and spirituality.

Applying Survey Research: Case Study

Jean-Pierre Bongila

The researcher presents a survey interview as applied to the study of seven private universities in the United States and two private universities in Africa. The presentation will focus on factors that have furthered the institutional advancement of successful private universities in the United States. The presentation discusses the research design, the population, the instrument used for data collection, and the procedures employed. The researcher also reflects on the strengths and limits of the method.

SESSION 4B: FRIDAY, APRIL 21, 9-10:15 A.M., OPUS HALL ROOM 343

GROUNDING THEORY TO PRACTICE

Convener: *Kate Boyle*

Winston Charter School: A Case Study of the Intersection of Standards and Service

Rebecca Pitkin

This case study describes an urban charter school whose mission and vision include the integration of an intensive service learning component and rigorous standards to meet the needs of a socioeconomically, culturally and language diverse student population in grades 6-12. In addition it describes the intersection of external accountability mandates and the practices teachers engage in to align the school's mission and mandates. Guiding the study is the autonomy/accountability component of choice theory. The results of this study will inform policy makers, charter school advocates, as well as other researchers in this area.

Constructing Public Policies: The Case of Patuxent River, Maryland

Morris Bidjerano

Employing an integrative approach that draws on Kingdon's (2003) multiple streams framework, Rein and Schon's (1996) frame-reflective method, and Weick's (1995) concept of sensemaking, this presentation seeks to develop a new heuristic, 3D "Rubik's Cube" model of public policy making. Based on a case study of the Patuxent River, the researcher examined a Maryland water quality improvement strategy that has received national recognition as a landmark case in collaborative environmental action (D'Elia 1992; Hodge 1987).

SESSION 4C: FRIDAY, APRIL 21, 9-10:15 A.M., OPUS HALL ROOM 417

PANEL PRESENTATION

Convener: *Kay Egan*

Telling New Stories: Teacher Identities and the Struggle for Equity

Jean Ketter, Cori McKenzie, Julia Sundermann

Each presenter will explore one facet of teachers' stories told in a teacher book group comprised of white females. The researchers focus on multicultural literature, illustrating how the stories not only reveal but also shape identities and determine pedagogy. The presentation investigates aspects of the participants' stories, illustrating how the stories reinforce and re-create multiple selves who struggle to stabilize shifting beliefs about how one should teach, mother, and be a woman.

SESSION 4D: FRIDAY, APRIL 21, 9-10:15 A.M., OPUS HALL ROOM 450

THREE STAGES OF CULTURAL DISCOURSE: ORAL, VISUAL AND VIRTUAL

Convener: *Kris Anderson*

Images of Adult Education: Learning and Work

Gerriann Brower

Still imagery, primarily photographs, show depictions of adult education and this study investigates how those images reflect society and culture. This historical study of American adult education focuses on education from 1920-1941 in contexts that reflect the workplace or vocational education. Images provide clues about education in America. The learners, instructors, settings and objects in the pictures all tell stories.

Virtual Ethnography: Into the Wild

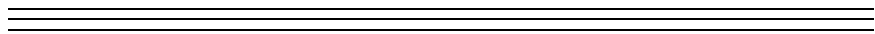
Bonney Bielen

The Internet may be the next "uncharted wilderness" for ethnographers to explore. Recognizing the power of the online community to connect people, regardless of place or time, this presentation will discuss the notion of a virtual form of ethnographic fieldwork, suggesting online, textual interactive interviews are worthy of research consideration. The presentation will draw examples from seven years of research the presenter has conducted with members of online communities.

Crossroads on the Dissertation Journey: Determining Methodological Choices for Qualitative Inquiry

Jean E Davidson, Sharon K Gibson

Determining methodological choices in qualitative inquiry can be a challenging process. In this presentation, a doctoral candidate and her dissertation adviser will discuss the process used to address methodological decisions in the student's qualitative dissertation proposal. The proposal incorporated narrative inquiry and arts-based inquiry to support a phenomenological research approach. The presenters will discuss their guiding philosophy and how the partnership process contributed to the development of a clear argument to support the student's methodological approach.



SESSION 5A: FRIDAY, APRIL 21, 10:30-11:45 A.M., OPUS HALL ROOM 324**OUTSIDERS ENCOUNTER HIGHER ED**

Convener: *Elise Schebler Roberts*

Ethnic Identity Development of Latino Fraternity Members at a Hispanic Serving Institution

Juan R. Guardia

Higher education scholars have examined Latino /a student experiences and ethnic identity, yet there is no research describing the ethnic identity development of members of a Latino fraternity at a Hispanic Serving Institution (HSI). This phenomenological study explores the phenomenon of Latino fraternity members' ethnic identity development at a HSI.

A Qualitative Study of the Academic and Social Experiences of White Male Undergraduate Students at a Public Historically Black University

R. Darrell Peterson

This study explores how white male undergraduate students attending a predominately black and historically black university might contribute their development of white racial consciousness through their academic and social experiences. Bronfenbrenner's (2005) bioecological systems theory of human development was used as the guiding framework to explore how the participants make meaning of their experiences in an environment where they are the "temporary minority" (Hall & Closson, 2005).

Classroom Interaction: A Case Study on Register Switch used by Native and Non-native English Speaking Professors

Lyudmila Klimanova, Jane Hanson

This presentation provides an in-depth ethnographic look at the relationship between language use and pedagogical intent across disciplines, with an eye to native and non-native language ability and cultural influence upon academic discourse. The qualitative study conducted in a college classroom examined interactions with students triggered by register switch. The presentation will include video sequences of classroom interaction, analysis of the follow-up interviews, and tentative conclusions on language use in instruction.

SESSION 5B: FRIDAY, APRIL 21, 10:30-11:45 A.M., OPUS HALL ROOM 343**HEALTHCARE NETWORKS: DIGITAL AND COMMUNITY**

Convener: *Susan Huber*

An Evaluation of Health Center Adoption of Online Health Information

Meredith Martinez

In 2000, a community health information program, Partners for Health Information, provided ten community health centers in Washington, D.C., with computers, training, and consumer health resources. This presentation describes a qualitative evaluation of the program designed to measure frequency of patient referral by health center staff to online health information. It will describe providers' perceptions of the importance of online health information and the perceived barriers and enablers to using online resources.

Doing It My Way

Lisa Skemp Kelley, Michelle Umbarger

This ethnographic research set forth to describe how ethnic elders acquire the things they need to live in a rural community. This presentation is a description of a subset of rural elders who are living in a motel setting. Using ethnographic interviews, participant observation and inductive comparative case study analysis, the researchers provide a description of why the elders chose this type of living situation and how they develop and maintain their care networks.

SESSION 5C: FRIDAY, APRIL 21, 10:30-11:45 A.M., OPUS HALL ROOM 417

ADOLESCENT MARGINALIZATION

Convener: *Mike Porter*

Brushes to Braids: Mothers of Biracial Children and Their Negotiation the “Mixed Child”

Ronald Ferguson

This presentation discusses issues related to how mothers of “half black” and “half white” children negotiate issues in their biracial children’s lives. Specifically, many parents discussed the difficulties surrounding their children’s hair and dress and how these issues seemed to transcend fad and fashion into deeper social concerns. The researcher explains how these mothers negotiated the needs of their black and white biracial children.

Social and Emotional Needs and Approaches for High-Potential Gay and Bisexual High School Youth

Terence Paul Friedrichs

Gay and bisexual male adolescents face many social challenges but also have many gifts and talents. This postmodernist-influenced investigation reports response trends in four gay and bisexual male high school students at a highly-selective Midwestern high school for the arts. In open-ended interviews, students reported on the social and emotional needs which had to be satisfied for them to do their best, and the teacher approaches that did and did not effectively meet those needs. The researcher analyzed the responses through lenses from Kumoshiro (2000), when student experiences and teacher behaviors seemed gay-accepting, and Foucault (1977), when those experiences and behaviors appeared discouraging of gay people and cultures.

SESSION 5D: FRIDAY, APRIL 21, 10:30-11:45 A.M., OPUS HALL ROOM 450

BLURRED IDENTITIES: CASE STUDIES IN ETHNOGRAPHIC ALTERED STATES

Convener: *Laura Hutt*

Why Opiate Sobriety Fails: Multiple and Simultaneous Recoveries as Cause and Solution to the Addiction Recovery Conundrum

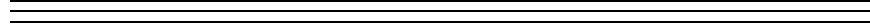
Lee Garth Vigilant

This study examines narrative accounts on the meaning of recovery through interviews with 45 methadone patients. Results show that opiate addicts are dealing with multiple recoveries simultaneous to each other including addiction, a catalyzing event, drug induced disease (HIV/AIDS, Hepatitis C etc.), associational disruption, and the loss of self-actualization. The findings, anathema of conventional views on recovery, suggest that drug addicts need interventions that address their multiple recovery issues.

Encountering the Angels on the Head of a Pin: The Methodological Metaphysics of Conducting a Heavily Biographical Dissertation

Jill M. Lyons-Johnson

This presentation explores the strange, humorous and insightful underpinnings experienced in an attempt to complete an (auto)biographical dissertation on four people retained who eventually became educators. The process of obtaining participants became a bizarre mix of coincidence and serendipitous/metaphysical experiences, mixed up with the loss of a job, the loss of the first participant, and the Goffmanesque identity of the researcher.



FEATURED SPEAKER

Catherine Marshall's scholarly work is geared toward describing and dismantling oppressive practices. She studies the politics of education and teaches courses on qualitative methodology, gender and policy and social justice leadership. Marshall is author or editor of numerous books, including *Rethinking Educational Politics*; *Leadership for Social Justice: Making Revolutions in Education*; *Designing Qualitative Research: The Assistant Principal*; *The New Politics of Race and Gender*; and *Feminist Critical Policy Analysis, Vols. I and II*. Her next book will be on activist educators.

The American Educational Research Association honored Marshall with The Willystine Goodsell Award for her scholarship and activism on behalf of women and girls. Marshall also leads Leadership for Social Justice, an international scholar/activist organization pushing for more equity-oriented school leadership.

As a professor of educational leadership and policy in the School of Education, Marshall is affiliated with two doctoral programs in the School—Educational Leadership and Culture, Curriculum and Change. To support women's advancement to top positions in schooling, she manages the Smallwood Fellowship Program in Educational Leadership. She has been elected to offices in the Politics of Education Association and the American Educational Research Association.

SPEAKERS

Mary Jo Anderson is an instructor in Department of Special Education at Kansas State University. She has an extensive background in the field of emotional and behavioral disorders.

Gary Babiuk is an assistant professor in the Department of Education at the University of Minnesota Duluth. He teaches both elementary and secondary social studies methods and action research in the graduate program. Babiuk was a teacher and administrator in secondary schools in Alberta, Canada for 23 years. His research interests include holistic changes in the organization and structure of the school, the use of current technology to enhance teacher reflection, social justice issues related to education, and narrative research.

Michele Tracy Berger is an assistant professor in the curriculum in women's studies and an adjunct professor in political science at the University of North Carolina, Chapel Hill. She received a Best Books in 2004 award from the American Political Science Association. She wrote *Workable Sisterhood: The Political Journey of Stigmatized Women with HIV/AIDS*.

Amy Aldous Bergerson is an assistant professor in the Department of Educational Leadership and Policy at the University of Utah. Her research focuses on college choice, college student retention, and the experiences of under-represented student populations on college campuses. Aldous Bergerson teaches courses in leadership theory, leadership in student affairs, educational politics, and qualitative research methods.

Morris Bidjerano currently teaches a graduate course in public management as an adjunct professor at the College of Computing and Information, University of Albany, New York, and is a former assistant professor in public Administration at the University of Sofia, Bulgaria. He conducts research for the University of Albany Intergovernmental Solutions Program. Bidjerano is a doctoral candidate in Public Administration and Policy from the Rockefeller College of Public Affairs, University at Albany.

Bonney Bielen is a doctoral candidate in at the University of St Thomas. Since 1998, she has maintained successful online business selling vintage foundation garments through eBay, as well as serving as a member of the academic administration at the University of St Thomas.

Jean-Pierre Bongila currently works at the University of St. Thomas, Minnesota as a fellow for the John Ryan Institute of Catholic Social Thought. As a Catholic Priest from the D.R. Congo, Bongila holds degrees in philosophy, theology and educational leadership. He received his Ed.D. from the University of San Francisco and was the 2002 CASE Award Winner for Outstanding Doctoral Research in Educational Philanthropy.

Debora L. Brooks-Golden is assistant principal at Olson Middle School in Minneapolis. She earned a bachelor's in biology, reading and secondary education, a master's in curriculum and instruction, and is currently a doctoral candidate at the University of St. Thomas. Brooks-Golden's areas of interest include school improvement and organizational change.

Gerriann Brower is director of education at Minnesota Bankers Association and has worked in higher education and adult education for over twenty years. She earned a master's in art history from Pennsylvania State University and is currently a doctoral candidate at the University of St. Thomas. Her area of interest is art and how images are constructed, their meaning and interpretation. Brower has taught at various colleges, organizations, and community education.

Ling-hui Chang earned her Ph.D. in occupational therapy and occupational science from the University of Southern California.

Rose W. Chu is an assistant professor of the Urban Teacher Program at Metropolitan State University. Her specialty is preparing prospective math teachers to educate diverse learners in our urban core. Her research interests include reform efforts in math education from a social justice perspective, and engaging community stakeholders in educational equity and access.

Susan Cipolle is a French teacher, assistant to the president and is responsible for strategic planning and grants/awards at Benilde-St. Margaret's Catholic school in St. Louis Park, Minnesota. Her research interests include multicultural education, service-learning and Catholic social teaching. Cipolle is a doctoral candidate at the University of St. Thomas.

Karen R. Danbom is an associate professor of early childhood education at Minnesota State University Moorhead. She has studied with Patricia F. Carini at the Prospect School and Center for Educational Research.

Jean E. Davidson is principal for Davidson Consulting and an adjunct faculty member at the University of St. Thomas and Hamline University. She holds a master's in human resource development and is a doctoral candidate in organization development, all at the University of St. Thomas.

Susan M. Dopp has over 20 years experience as a K-12 administrator and teacher. She is currently a doctoral student in library and information management. Dopp has studied with Patricia F. Carini at the Prospect School and Center for Educational Research.

Susan P. Ellingson is an associate professor in the Departments of Art and Education at Concordia College in Moorhead, Minnesota. She collected drawings for her research as a Fulbright Scholar in Namibia.

Kenneth James Fasching-Varner is an adjunct professor at The Ohio State University. He is currently a doctoral candidate in the Language, Literacy and Culture program at The Ohio State University. A German native, Fasching-Varner also works with pre-service teachers in the field of literacy, examining intersections of difference.

Ronald Ferguson teaches sociology at Ridgewater College in Willmar, Minnesota. He received his master's in sociology and Ph.D. in educational research and the University of North Dakota. A Caribbean native, Ferguson's research interests are race and ethnicity and multicultural education.

Terence Paul Friedrichs earned a Ph.D. in Gifted Education and Special Education from the University of Virginia and an Ed.D. in Critical Pedagogy from the University of St. Thomas. He has served many gifted and gay students, as a K-12 and college instructor, researcher, and social-and-support group leader. Friedrichs received the National Association for Gifted Children's Dissertation of the Year Award (2003).

Amy Garrett Dikkers is research coordinator for the University Council for Educational Administration (UCEA) Center for the Advanced Study of Technology Leadership in Education (CASTLE). She has taught English in grades 7-12 in Virginia and Germany. Garrett Dikkers is a doctoral candidate in Comparative and International Development Education at the University of Minnesota. Her academic interests are multicultural education, education of children in extremely difficult circumstances and educational leadership.

Sharon K. Gibson is an associate professor of organization learning and development at the University of St. Thomas. She received her Ph.D. from the University of Minnesota, and holds an M.S.W. degree and graduate certificate in labor and industrial relations from the University of Michigan and a bachelor's from Cornell University. Gibson has more than 20 years of business, nonprofit, and consulting experience and has held various management positions in the human resources field.

Juan R. Guardia is a doctoral candidate in Educational Leadership and Policy Studies at Iowa State University. Previously, he was assistant director for Hispanic Student Affairs in the Office of Diversity Programs and Services at George Mason University in Fairfax, Virginia. He received his A.A. from Miami-Dade Community College and bachelor's in communication and master's in higher education from Florida State University.

Jane Hanson is a doctoral candidate at the Foreign Language Education and ESL program at the University of Iowa. She is a K-12 Spanish teacher, an elementary foreign language curriculum writer, and a former member of the New Hampshire State Board for Alternative Teacher Certification. Hanson's research areas of interest include teacher cognition, second language reading and the innovative use of technologies within educational contexts.

April Heiselt is a doctoral candidate in the Department of Educational Leadership and Policy at the University of Utah. Her research focuses on the exploration of equitable Retention, Promotion, and Tenure (RPT) policies, the role of students within institutional governance, and the organizational structure and governance of higher education institutions. Heiselt has taught courses in qualitative methods, race and gender in higher education, and leadership theory.

Loretta Jean Heuer is an associate professor at the University of North Dakota College of Nursing, Grand Forks, North Dakota and chronic disease coordinator at Migrant Health Service, Inc. in Moorhead, Minnesota. Heuer chairs the Midwest Clinicians Network Research Committee and co-chairs the Migrant Clinicians Internal Review Board. In 2002, she was awarded a Robert Wood Executive Nurse Fellowship.

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Jean Ketter is an associate professor of education at Grinnell College. She earned a Ph.D. in English education. Her research interests include the challenges of using multicultural literature in rural, predominately white classrooms and the teaching and assessment of writing. Ketter is an elected member of the executive board of NCTE's Conference on English Education.

Lisa Kimball is a research assistant and instructor in youth studies, and a doctoral candidate in education at the University of Minnesota. Her research interests include the role of spirituality in public education, civic leadership and conflict; interdisciplinary and cross-cultural approaches to youth development; youth work and organization development; and program evaluation. Kimball formerly worked in youth ministry and congregational development for twenty years in or on behalf of the Episcopal Church.

Lyudmila Klimanova is a Fulbright scholar from the Institute of Engineering Pedagogy of Tomsk, Russia, pursuing a graduate degree at the University of Iowa. Her research interests include socio-cultural and linguistic aspects of academic discourse through the lens of second language pedagogy and use of language as employed in sciences and humanities. She has extensive experience teaching EFL at the university level in Russia and she is a former employee of the British Council, United Kingdom.

Michael Kuhne is the coordinator of the Urban Teacher Program at Minneapolis Community and Technical College. He also teaches in the English department.

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Jill M. Lyons-Johnson is a general education chairperson and national director of general education for a "Mom & Pop" proprietary college. She earned her bachelor's in sociology from the University of Wisconsin at Madison and a master's public administration from Hamline University. Lyons-Johnson is a doctoral candidate at the University of St. Thomas in leadership.

Meredith Martinez is a research coordinator in the Research Administration Department at Gillette. She earned a master's in public health from The George Washington University in Washington, D.C. Martinez is a member of the American Public Health Association and the White Ribbon Alliance for Safe Motherhood National Working Group.

Laura McKillop earned her bachelor's at the University of New Brunswick. She is currently a master's candidate in sociology at the University of New Brunswick.

Carole Mottaz currently works at The Renaissance School in River Falls, Wisconsin. She has served more than 30 years as an educator. She earned a bachelor's from University of Lancaster, Lancaster, England, and a bachelor's and master's from the University of Wisconsin, River Falls. She earned an Ed.D. from the University St. Thomas.

George E. Nielson heads the sociology department at Dakota Wesleyan University. He earned a Bachelor's of Divinity from Augustana Lutheran Seminary, Rock Island, Illinois, and a Ph.D. in sociology from the University of Kansas. Nielson also owns and operates his family farm near Crooks, South Dakota.

R. Darrell Peterson is a doctoral candidate in the educational leadership and policy studies program at Iowa State University. He received his bachelor's in communication from James Madison University in Harrisonburg, Virginia, and his master's degree in counseling psychology from the same institution. Before enrolling at Iowa State, Peterson was assistant director of student activities for organizations and training at George Mason University in Fairfax, Virginia.

Rebecca Pitkin teaches in the education department at Gordon College in Massachusetts and Buena Vista University in Iowa. In addition, she is a research assistant at Iowa State University in the Educational Leadership and Policy Studies Department. Pitkin earned a master's in educational administration and a master's in curriculum and instruction from University of Nevada, Las Vegas. She is currently a doctoral candidate at Iowa State University.

LuAnn Reif teaches at the College of St. Benedict/St. John's University in the nursing program. Her clinical specialty is in public health. She earned her bachelor's in nursing from the University of Minnesota and master's in public health. Reif is currently a doctoral candidate at the University of Minnesota.

Melissa Shablott coordinates a large authentic assessment project for St Paul Public Schools, and works as a national consultant to schools, programs, universities, and state departments on issues related to equity and excellence in education and early childhood. She earned a bachelor's in early childhood education, a pre-kindergarten license, a parent education license, a master's in family education and a Ph.D. in work, community, and family education from the University of Minnesota. Shablott is the creator of the Adult Play Group, a play-based program for adults.

Lisa Skemp Kelley is an assistant professor in the Adult and Gerontology Area of the College of Nursing. She holds a faculty position in International Programs and is a faculty affiliate for the Iowa Center for Inequality Studies at the University of Iowa, as well as a faculty scholar in Health Disparities with the NIH funded Project EXPORT Center of Excellence on Health Disparities at the University of Northern Iowa. She earned her bachelor's from Viterbo College in La Crosse, Wisconsin. She has master's and a Ph.D. in from the University of Iowa College of Nursing.

Karla J. Smart is an associate professor in the Department of Education at Concordia College in Moorhead, Minnesota. She has studied with Patricia F. Carini at the Prospect School and Center for Educational Research.

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Lee Garth Vigilant is assistant professor of sociology at Minnesota State University at Moorhead. He teaches in the areas of sociological theory, qualitative research methods, and urban social problems, while his research interests are in the sociology of health, healing, and illness. He is past recipient of the Donald J. White Teaching Excellence Award for Sociology at Boston College (2000) and the TCU Senate Professor of the Year Award for Tufts University (2001). Vigilant earned his Ph.D. in sociology from Boston College.

FEATURED QUALITATIVE RESEARCH BOOKS

Books on qualitative research are available throughout the conference at the University of St. Thomas Minneapolis campus bookstore on the first floor of Terrence Murphy Hall. Selected titles include:

Kingdon, J. *Agendas, Alternatives, and Public Policies (2nd Edition)*. Longman, New York, NY

Marshall, C. (with Maricela Oliva). *Leadership for Social Justice: Making Revolutions in Education*. Allyn & Bacon, Boston, MA. 2006

Marshall, C. (with Cynthia Gerstl-Pepin). *Re-framing Educational Politics for Social Justice*. Allyn & Bacon, Boston, MA. 2006

Marshall, C. (with Gretchen Rossman). *Designing Qualitative Research. (Fourth Edition)*. Sage, Newbury Park, CA. 2006

Marshall, C. (2006). *The Assistant Principal: Leadership Choices and Challenges. (Second Edition)*. Corwin Press, Newbury Park, CA. 2006

Marshall, C. *Feminist Critical Policy Analysis I: Perspectives from K-12*. Falmer, London, UK. 1997

Marshall, C. (senior author, with Fred Wirt and Douglas Mitchell). *Culture and Education Policy in the American States*. Falmer, London, UK. 1989

ADDITIONAL QUALITATIVE RESEARCH TITLES OF INTEREST

Angrosino, Michael V. *Projects in Ethnographic Research*. Waveland Press, Long Grove, IL. 2005

Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*. University of Chicago Press, Chicago, IL. 1986

Campbell, Marie. *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. AltaMira Press, Lanham, MD. 2004

Creswell, John W. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Sage Publications, Thousand Oaks, CA. 1997

Davis, Elaine M. *How Students Understand the Past: From Theory to Practice*. AltaMira Press, Lanham, MD. 2005

DeVault, Marjorie L. *Feeding the Family: The Social Organization of Caring as Gendered Work*. University of Chicago Press, Chicago, IL. 1991

DeVault, Marjorie L. *Liberating Method: Feminism and Social Research*. Temple University Press, Philadelphia, PA. 1999

Griffith, Alison I. & Smith, Dorothy E. *Mothering for Schooling*. Falmer Press, New York, NY. 2005

Jones, S.R., Torres, V., and Arminio, J. *Negotiating the Complexities of Qualitative Research in Higher Education*. Routledge, New York, NY. 2006

Locke, Lawrence F. *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals, 4th edition*. Sage Publications, Thousand Oaks, CA. 1999

Merriam, Sharon B. *Qualitative Research and Case Study Applications in Education*. Jossey Bass, San Francisco, CA. 1998

Miller, Jane E. *The Chicago Guide to Writing About Numbers*. University of Chicago Press, Chicago, IL. 2005

Richards, Lyn. *Handling Qualitative Data: A Practical Guide*. Sage Publications, Thousand Oaks, CA. 2005

Saldana, Johnny. *Ethnodrama: An Anthology of Reality Theatre*. AltaMira Press. Lanham, MD. 2005

Smith, Dorothy E. *The Everyday World As Problematic: A Feminist Sociology*. Northeastern University Press. Boston, MA. 1987

Thomas, Jim. *Doing Critical Ethnography: Qualitative Research Methods Series 26*. Sage Publications. Thousand Oaks, CA. 1993

Womack, Mari. *Symbols and Meaning: A Concise Introduction*. AltaMira Press. Lanham, MD. 2005

Zeni, Jane. *Ethical Issues in Practitioner Research*. Teachers College Press. New York, NY. 2001

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