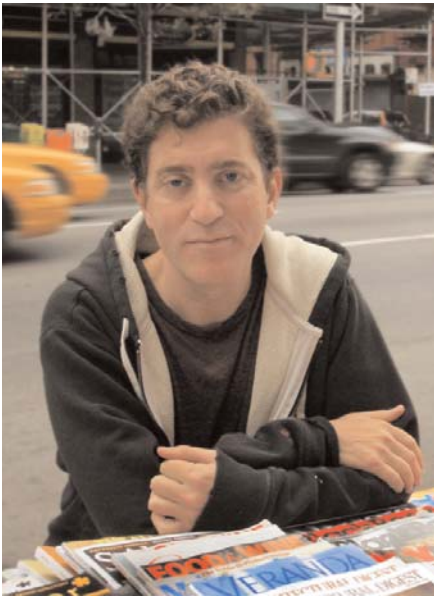


13th Annual

# Midwest Qualitative Research Conference

April 20-21, 2007  
University of St. Thomas  
Minneapolis, Minn.

## Uncovering New Perspectives in Ethnography



### **Featured Speaker**

Mitchell Duneier, Ph.D.

Princeton University

Revisiting two classics of urban ethnography:

On the Legacy of *Tally's Corner* and

*All Our Kin*



# Conference Schedule

## Friday, April 20 Noon-5:30 p.m.

- Noon-1 p.m. Registration and information – Terrence Murphy Hall – Atrium  
1-1:15 p.m. Welcome by Donald LaMagdeleine, Ph.D., Department Chair  
Terrence Murphy Hall – Thornton Auditorium  
1:30-2:45 p.m. Concurrent session one  
3-4:15 p.m. Concurrent session two  
4:30-5:30 p.m. Opening plenary session

### **Mitchell Duneier, Ph.D., Princeton University**

Revisiting two classics of urban ethnography: *On the legacy of Tally's Corner* and *All Our Kin*  
Terrence Murphy Hall – Thornton Auditorium

## Saturday, April 21 8 a.m.-4 p.m.

- 8 a.m. - 9 a.m. Registration, information and continental breakfast – Terrence Murphy Hall – Atrium  
9-10:15 a.m. Concurrent session three  
10:30-11:45 a.m. Concurrent session four  
Noon Lunch – Opus Hall Room 201  
1-2:15 p.m. Concurrent session five  
2:30-4:30 p.m. Methods seminar and panel discussion  
Terrence Murphy Hall – Thornton Auditorium  
4:30-4:45 p.m. Closing remarks and door prizes

## Previous Conference Keynote Speakers

1995	Bob Bogdan
1996	Sari Biklin
1997	Gary Alan Fine
1998	Judith Preissle
1999	Alan Peshkin
2000	Michael Quinn Patton
2001	Jim Thomas
2002	Patti Lather
2003	Bob Bogdan
2004	Signithia Fordham and Bruce Lincoln
2005	Marjorie De Vault and Ellen Pence
2006	Catherine Marshall

## Conference Host and Sponsor

Department of Leadership, Policy and Administration

The Department of Leadership, Policy and Administration in the School of Education at the University of St. Thomas continues its sponsorship of the Midwest Qualitative Research Conference for the 13th consecutive year. Programs of study lead to graduate certificates, Master of Arts, Education Specialist and the Doctorate in Leadership degrees. These programs are designed to prepare qualified individuals for leadership, management and administrative roles in schools, community, corporate and public agencies or organizations whose goal it is to promote lifelong learning and development.

## 2007 Conference Planning Committee

Conference Chair: Kathleen Boyle, Ph.D.

Department Chair: Donald LaMagdeleine, Ph.D.

Conference Coordinators:

Brian Dusbiber, Ed.D., Mike Porter and Sheryl Grassie

Registration and Logistics:

Jackie Grossklaus and Allissa Koenen

# Conference Highlights



## Opening Plenary Session

**4:30-5:30 p.m., Friday, April 20 – Terrence Murphy Hall – Thornton Auditorium**

Revisiting two classics of urban ethnography: On the legacy of *Tally's Corner* and *All Our Kin*

Mitchell Duneier, Ph.D., Princeton University, regular Visiting Distinguished Professor of Sociology at the City University of New York (CUNY) Graduate Center and award winning author of *Sidewalk*.

The seminal texts that led to Duneier's *Sidewalk* were Elliot Liebow's *Tally's Corner* and Carol Stack's *All Our Kin*. Duneier has recently extended the inspiration of these authors in urban ethnography to include film as a tool for updating the stories of his subjects. He will show sections of footage to demonstrate the use of this visual documentation method in ethnographic work. He has now used the medium of ethnographic film to provide visual evidence for his findings and provide an epilogue which updates the stories of his subjects. Duneier will show sections of the film as a vehicle for discussing the use of film in ethnographic work as well as the age old dilemmas of representation in urban ethnography.

## Methods seminar and panel discussion

2:30-4:30 p.m., Saturday, April 21

Terrence Murphy Hall – Thornton Auditorium

*Enriching Ethnographic Data: Strategies and tactics for improving data gathering once collection has begun*

Mitchell Duneier, Ph.D., Princeton University

Donald LaMagdeliene, Ph.D., University of St. Thomas

Susan Smith-Cunnien, Ph.D., University of St. Thomas

Name Missing, Ph.D., University of MissingInformation

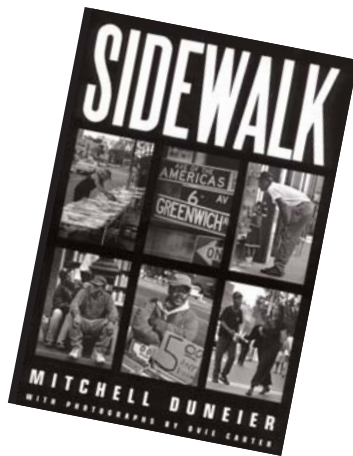
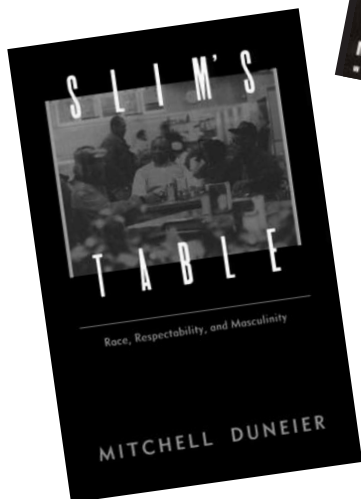
In the making of *Sidewalk*, Duneier faced challenges common to those conducting qualitative research. After allowing subjects to view the first draft of the finished document, significant changes to the method, a dramatic change in approach or revisiting the participants seemed to be in order. The panel will discuss the resilience, flexibility and unique approaches inherent in a qualitative approach that allows researchers to take advantage of opportunities or follow the data to interesting discoveries, as well as resistance from human subjects committees to mid-course changes in data collection.

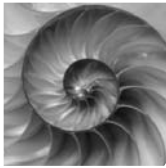
## Other panel topics may include:

- How does the ability to make mid-stream corrections lie at the heart of qualitative research?
- How does not allowing flexibility on IRB approval of midstream changes impact the dissertation/research construction process?
- How have recent changes in federal research guidelines affected these matters?

## Qualitative Research Books

Mitchell Duneier will be available to sign copies of *Slim's Table* and *Sidewalk* after his presentation on Friday evening. 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.





# Midwest Qualitative Research Conference Concurrent Sessions

**Session 1A: Friday, April 20, 1:30-2:45 p.m.**  
**Opus Hall Room 402**  
**NEUROLOGICAL IMPERATIVES**  
**Convener: Sheryl Grassie**

***Making Visible the Invisible: Using Participatory Action Research to Understand Living With Brain Injury (Work in Progress)***

–Laura S. Lorenz

This photovoice project seeks to understand the issues, concerns and strengths of brain injury survivors. Photovoice is participatory action research in which people use photographs and narratives to represent their lives and experience. For phase one, eight survivors took photographs of living with brain injury, discussed them, wrote narratives and prepared an exhibit. Ongoing phase two involves outreach. From the perspective of these survivors, healing from brain injury is a gradual process that continues indefinitely.

***Impact of Raising a Child with a Severe Disability***

–Ruth R. Nyland

This workshop will help the audience gain a better understanding of the historical perspective of children with disabilities and their families. Information from this presentation will increase knowledge of the marginalization of women, the mothers, who deliver and care for these children with disabilities. The research centered on six mothers and how society views them in today. The realities of what these women cope with on a daily basis will be presented.

**Session 1B: Friday, April 20, 1:30-2:45 p.m.**  
**Opus Hall Room 403**  
**Life Transitions: A Sociological Lens**  
**Convener: Bonita Jungels**

***Successful Aging: Multigenerational Perceptions***

–Gina Aalgaard Kelly

Successful aging is a diversified topic, regarding variation in perceptions and meanings. The research methodologically included convenience and snowball sampling procedures, qualitative data collection via face-to-face interviews and a grounded theory approach to analyses. Study sample included college age students, parents, and/or grandparents. The opening question was, “How do you define or perceive successful aging?” Findings include six categories which include wisdom, health, financial stability, staying active, relationships and happiness.

***The Lived Experience of Recovery from Severe and Persistent Mental Illness***

–David Roseborough

The purpose of this qualitative, longitudinal study was to examine the lived experience of persons recovering from severe and persistent mental illness (SPMI), with the goal not only of understanding what this experience looks like, but to identify unmet needs, critical points, and ways to support their overall recovery. As part of this hermeneutic phenomenological study, forty adults with diagnoses including schizophrenia, major depression and bipolar illness were interviewed at baseline, six months, and then again at a year to find out about their recovery process.

***Cultural Themes across Generations: Exploring Changes in Lived Experiences of Six Deaf Individuals (Work in Progress)***

–Nancy McFarlin Diener

The purpose of the study was to identify the historical and societal challenges to American Deaf Culture and describe dynamics of identity and inclusion in an evolving American Deaf Culture, through the voices of deaf people. The study revealed, through generationally varied life stories, how threats to the Deaf-World manifest in individuals’ lives and how Deaf Cultural values, beliefs, norms and history are shared, preserved and passed down through the art of ASL story. The project is hoped to be a vehicle that gives voice to deaf people’s perspective through a narrative inquiry approach.

**Session 1C: Friday, April 20, 1:30-2:45 p.m.**  
**Opus Hall Room 417**  
**Critical International Perceptions**  
**Convener: Laura Hutt**

***Critical Incident Journals: A Window to Cultural Understanding in Mexico (Work in Progress)***

–Claudette McShane

In May 2006 a pilot group of six undergraduate health and human service students went to Mexico to improve their language skills and to increase cultural understanding. Students kept critical incident journals in which they recorded daily incidents related to language or culture and their reactions to these incidents. This presentation will describe the format for the critical incident journals and will present preliminary data on student perceptions of Mexican culture.

**Youth Participation Practice: How to Create Programs for Authentic Youth Participation**

Ross VeLure Roholt

Non-violent youth participation benefits young people involved and their communities, but how can it be supported? By using two program case studies from Northern Ireland, this presentation will illustrate how to support young people's participation in non-violent community action and the consequences of their participation for themselves, adults involved, and the larger community.

**Perceptions of Kenyan Students of Life as an International Student in the USA (Work in Progress)**

–Wairimu Wanjau Mutai

This presentation will explore the results of a qualitative study on African women. The study explored the acculturation process of African international students' wives and their adjustment to a new culture, new roles, and a new set of norms. Data collection method was interviewing (semi-structured, in-depth) both individuals and in groups. Inductive analysis was used to analyze data by identifying relevant frames, then creating domains based on relationships. These domains were then coded and the process repeated while searching for themes and relationships.

**Session 1D: Friday, April 20, 1:30-2:45 p.m.**  
**Opus Hall room 419**  
**Qualitative Quagmires: Approaches to Research**  
**Convener: Rachel Wobschall**

**1000 Pages of Interview Transcript: A Practical Approach for Analyzing Your Data**

–Patricia L. Ziegler

Your literature review is complete. Your interviews have been conducted and transcribed. You have hundreds of pages of interview transcript. How do you begin the process of analyzing all that data? This presentation will provide a practical approach that will guide you through the process of data analysis. You will learn how I synthesized and integrated over 1000 pages of interview data into a succinct and meaningful diagram—a five-point star with a core component.

**Question of Validity and Reliability in Action Research Projects**

–Jean-Pierre Bongila

The presentation will reflect on the validity and reliability of action research as a consequence of the discrepancies in the findings of three fieldworks conducted by three groups of students. Students collected and analyzed data in groups while writing up the findings, conclusions and courses of action was an individual task. The fieldwork findings of each student revealed striking divergences. This has raised the question of what is the degree of reliability and validity in Action Research projects.

**The Relationship of Rapport: Using Differences between Self and Other to Discover the Other**

–Valica Boudry

Relationships are fraught with power, and issues of class, gender, race, nationality, religion, even education, all factor into the way power plays itself out in interviews. Whether interviewers share areas of identity with their informant or not, rapport must always be closely monitored to avoid co-creation. Four theories to help a researcher navigate his or her social identity and the informant's are: social identity theory, standpoint theory, cultural relativism, and social representation theory.

**Session 2A: Friday, April 20, 3-4:15 p.m.**  
**Opus Hall Room 402**  
**Methods, Discourse and Narratives in K-12 Education**  
**Convener: Brian Dusbiber**

**A Reproductive Vision: Parents, Community and the Minneapolis Public Schools**

–Jill Ewing Flynn

Tension between parents and schools often flares up: teachers complain of the impossibility of counteracting families' educational shortcomings; parents object that schools are not responsive enough. This study explores how family involvement is envisioned in Minneapolis Public Schools documents, using Critical Discourse Analysis. Findings reveal that the district normalizes whiteness and constructs school and home-school partnerships in traditional ways, alienating parents and community members whose knowledge and expertise are wasted.



**Composite Narrative: A Vivid Portrayal of Literacy Coach Roles in Context**

–Antony T. Smith

Instructional coaching aims to provide support for teachers learning new strategies. Despite the potential of coaching, few studies have investigated the coaching process in context. This study explored the work of three middle school literacy coaches, using the metaphor of professional knowledge landscapes as an interpretive lens. This presentation will focus on the process of constructing composite narratives to vividly illustrate the instructional coaching process in context.

**Teaching and Learning in Preschool Music: A Methods Class Pre-service Field Experience**

–Hilree J. Hamilton

This classroom based research examined experiences of university music education majors working with preschool children in a methods class field experience assignment. Data from lesson plan development, self-evaluation of lesson audiotapes, observation reports and reflection papers focused on what music education students learned about their musicianship, teaching skills and perceived development as future teachers. Student reports indicated a deepening awareness of the need to prepare thoroughly so that lesson flow and classroom management resulted in a child-centered lesson.



**Session 2B Friday, April 20, 3-4:15 p.m.**  
**Opus Hall Room 403**  
**You Had to be There: Examining Service Learning**  
**Convener: Deborah DeMeester**

**Liberatory Religion and Critical Service-Learning: Integrating Narratives in Transformational Learning (Work in Progress)**

–Matthew Maruggi

Religious commitment has grounded social activism for centuries despite the fact that too often institutional religion, in the words of Catholic activist Dorothy Day “has lined up on the wrong side” in the struggle for social justice. The aim of this grounded theory study is to describe theory about how the emancipatory potential of religion can be leveraged in the spiritual and social conscience development of college students through the practice of critical service-learning.

**Session 2C Friday, April 20, 3-4:15 p.m.**  
**Opus Hall Room 417**  
**Sticking to It: Studies of Persistence in Learning**  
**Convener: Jack Serier**

**Legal Reading and Law School Success: An Empirical Study**

–Leah M. Christensen

This presentation describes an empirical study on legal reading which used a “think aloud” protocol as the primary method of data collection in conjunction with post-“think aloud” interviews. The study examined the way in which first year law students in the top and bottom 50 percent of their class read a judicial opinion, and concluded that the more successful law students used a higher percentage of problematizing and rhetorical reading strategies than less successful law students.

**Conscientization in College via Compelling Curriculum**

–Daniel J. Glisczinski

American higher education is ailing. Students typically earn degrees by amassing credits rather than by critically evaluating complex ideas. But hope exists. Seidman’s (1998) in-depth phenomenological interview method revealed students’ transformative learning experiences as a result of coursework, interaction with peers, and cross-cultural experiences. Seidman’s method was based on the conviction that “people’s behavior becomes meaningful and understandable when placed in the context of their lives and the lives around them” (p. 11).

**The Impact of Primary Relationships on Doctoral Student Persistence**

–Debra D. Robole

This IQA (Interactive Qualitative Analysis) study illustrates the relationship dynamic and its potential impact on doctoral student persistence. Findings from the research shed light on the roles that primary relationships play in student persistence. In particular, there is evidence of positive and negative feedback loops in the mindmaps generated by the study. The findings reflect ways to go about interrupting a negative loop or creating/encouraging a positive loop, thereby increasing the rate of persistence. Such findings point to specific ways that representatives of an institution can work with students to increase persistence.

**Session 2D Friday, April 20, 3-4:15 p.m.**  
**Opus Hall Room 419**  
**Panel Presentation**  
**Convener: Cindy Lavorato**

**Weighing Anchor on Behavior Paradigms**

–Joan Gilmore, Gary Fleishacker, Bert Wilson

An interactive research study was conducted onboard a sailboat on Lake Minnetonka. Participants took the Myers-Briggs Type Indicator (MBTI) and were placed with a MBTI opposite. Each pair learned and crewed the boat together. Onboard pair interactions were videotaped and later the videotape was reviewed and analyzed by subjects and a Myers-Briggs specialist. This panel of participants will reconvene to comment on the videos and their roles, expectations and learning during this study.

**Session 3A: Saturday, April 21, 9-10:15 a.m.**  
**Opus Hall Room 402**  
**Yin Yang of Healthcare: Eastern and Western Perspectives**  
**Convener: Christian Stadlander**

***Singaporean Master Therapists: Preliminary Findings***  
*(Work in Progress)*

–Len Jennings, Ashley Sovereign

This qualitative study examines the characteristics of nine Singaporean master (or expert) therapists who received the most nominations as master therapists by their professional colleagues. Videotaped interviews were transcribed and characteristics in common among these nine master therapists were identified through Consensual Qualitative Research methodology. Preliminary results indicate that these Singaporean master therapists have developed desirable characteristics in three areas representing the personal characteristics, professional development, and therapy domains.

***Enhancing Practice: Developing a Qualitative Research Approach***

–Laurie Anderson Sathe, Christine Milbrath

The health care community is beginning to grasp the benefits of qualitative research to improve practice. Gillette Children's Specialty Healthcare, a provider of health care for individuals with disabilities, offered a qualitative research course to an interdisciplinary group of health care providers. This presentation describes the students' shift in focus from quantitative to qualitative research concepts and the research proposals they developed from their individual practices.

**Session 3B: Saturday, April 21, 9-10:15 a.m.**  
**Opus Hall Room 403**  
**Twentieth Century Women: Generational Perspectives**  
**Convener: Harriet Beadell**

***Petit Narratives***

–Margaret Young

This paper is an auto ethnography that includes three generations of women. It is not meant to be a self-involved collection of memories; it is an exploration of universal experiences and how they are played out in the lives of specific women, and passed on to succeeding generations. It is unique not only because it is individual response to universal events, but because it demonstrates very clearly how more than just gold is passed down.

***African American Women Working in Minnesota during the Early 20th Century: Discovering Their Vocational Identity*** *(Work in Progress)*

–Sharon F. Kelly

Throughout the early 20th century, the vocational identity for a woman began and ended in the home, a private arena. However, African American women have had the highest labor force participation rate in the U. S. In other words, they worked in and outside the home. Using interviews and texts as records for a hermeneutical interpretative methodology, this study will explore the vocational identity discovered by African American women workers in Minnesota.

***Pedagogy of Respect***

–Kenneth J. Fasching-Varner

There is a large corpus of literature that speaks to the nature and qualities of black women teachers, disrupting the way these educators have been cast historically at the margins of 'education.' This presentation is combination of focused vignettes that describe the pedagogy of black female teachers whom educated the presenter, using the qualitative method of portraiture to illustrate how each educator has embodied various aspects of respect and how such pedagogy informed his practice. The auto-ethnographic piece highlights the challenges and opportunities of qualitative research examining the axiological and epistemological concerns researchers face when using portraiture across time and space (past, present, and future).

**Session 3C: Saturday, April 21, 9-10:15 a.m.**  
**Opus Hall Room 417**  
**Cultural Cognitions: Investigating Difference**  
**Convener: Melanie Matson**

***Understanding Hmong Adolescent Girls***

–Jess Bowers

The purpose of this qualitative study was to understand the meaning of adolescence for Hmong girls. Twenty-one Hmong eighth grade girls at a north central Wisconsin school participated in the study. The results revealed many commonalities among the girls, including a strong sense of responsibility, a struggle to balance American and Hmong cultures, and an increased pressure to have a good reputation. In addition, many of the girls expressed a desire for more freedom, and a strong value in education.



### **University Students Experience of Diversity Dialogues**

—Stephen M. Quintana

Interviews with university students about their experiences in diversity dialogues were qualitatively analyzed using Grounded Theory and Consensual Qualitative Research methods. Qualitative results provided insight into students' high levels of satisfaction reflected in quantitative ratings of these dialogues. Results conformed to a contextual model articulating the background (students' previous experiences and preconceptions) social (leader and member characteristics and activities), and personal influences on students' experiences. These results inform the practice and delivery of these dialogues.

### **Motivations, Language Learning Beliefs and Language Experiences of Hmong and Spanish-Speaking Students in the Foreign Language Classroom**

—Amy Landelle

Despite their growing number, little research has focused on language minority students who study a foreign language. This study explored the motivations, beliefs, and language learning experiences of Hmong and Spanish-speaking students enrolled in secondary foreign language classes. Findings gathered by questionnaires/surveys, focus groups, and interviews suggested that learning a third language was a positive experience for language minority students who brought unique prior language learning experiences and beliefs to the classroom

**Session 3D: Saturday, April 21, 9-10:15 a.m.**  
**Opus Hall Room 419**  
**Panel Presentation**  
**Covener: Corey Maslowski**

### **K-12 Education**

—Robert S. Isherwood, Robert Snyder

Qualitative research was conducted in a western Pennsylvania middle school to determine what factors affect the implementation of a co-teaching model as a means of promoting an inclusive school setting. Findings imply that teacher attitude, physical space, familiarity of curriculum, and knowledge of disability all played a role in determining whether co-teaching became a part of the culture of the school.

**Session 4A: Saturday, April 21**  
**10:30-11:45 a.m., Opus Hall Room 402**  
**Social Contracts: Qualitative Examination of Business**  
**Convener: Bruce Beadell**

### ***Preying For Angels: Case Studies of Entrepreneurs and Their Relationships to Informal Investors*** *(Work in Progress)*

—Michael C. Porter

Every start-up business needs cash, but most entrepreneurs lack the relationships with informal investors, “angels,” that can supply the capital needed for significant early growth. Doors to informal investors are often closed, difficult to open, and generally hidden. This research considers how entrepreneurs find and develop the necessary relationships with these elusive angels. Methods include individual interviews with entrepreneurs and angels, in depth case studies, review of business and financial records, and exploration of social networks.

### ***Phenomenology and Ethical Leadership: An Experience in Researching Ethical Leadership in Top Leaders***

—Wendell Nekoranec

Using phenomenology to understand ethical leadership, this presentation discusses how top leaders saw themselves acting ethically as the top leader of an organization. The use of conversational interviews to obtain lived experience is presented. The steps to generate three essential themes and 20 sub themes are described. In addition, two models highlight the essential themes of acting ethically. Lastly, the discussion shows the relevance of the research to the nascent studies of ethical leadership.

**Session 4B: Saturday, April 21**  
**10:30-11:45 a.m., Opus Hall Room 403**  
**The Policy Continuum: Two Approaches**  
**Convener: Christian Stadlander**

### ***Foregone Conclusions: How Social Network Analysis Sheds Light on Federal Education Policy Decisions***

—Nicholas Ferdinandt

Do government-funded studies arrive at foregone conclusions, or are the scientific studies truly neutral? An inquiry into the research that informed the Federal Government's Reading First program reveals that the ‘science’ behind Reading First is wrought with ideological interests. The inquiry used social network analysis and e-based research methods to trace the people behind the policy, and found that scientifically based reading research can sometimes come as a foregone conclusion.

**Using Oral History to Explicate Educational Grants Program Mechanism: A Case Study of a Competitive Federal Grants Program**

–Elena Polush

Oral history is the methodology that addresses persons' meanings about concrete experiences. Oral history is neglected by the Federal government. Yet, oral history has been successfully used in a variety of research projects. The context of the research is evaluation of a grants program. Four persons were interviewed who initiated the program to learn about their lived-through experiences. Narrative approach was employed to interviewing and hermeneutics interpretation. In addition, participants' stories were used to create the program's portrait.

**Session 4C: Saturday, April 21  
10:30-11:45 a.m., Opus Hall Room 417  
Self Discoveries: Life Transitions in College  
Convener: Kate Boyle**

**Why they Persist: Exploring the Educational Experiences of Adult Women Enrolled Part-Time at a Midwest Community College (Work in Progress)**

–Elizabeth M. Cox

Women are currently 62 percent of U.S. community college enrollment for those age 25 years and older yet there is insufficient research regarding the factors influencing the decision of adult women to remain enrolled in postsecondary education. This phenomenological study, grounded in feminist standpoint theory, utilized Seidman's three interview series, observation and participant journaling to describe, interpret, and analyze the educational experiences of the adult female participants.

**Silent and Powerful Witnesses: Identity and Relationship Transitions of College Students in Chemical Substance Recovery**

–Brian D. Dusbiber

College students in recovery from chemical substance addiction experience their education and campus life uniquely and with significant meaning making. Their lives and their futures are defined by their recovery and their relationships with others. This ethnographic study reveals insights about their collegiate experiences in the context of the early months or years their recovery. Other adults in their lives, including AA sponsors, were interviewed for a different perspective. Recommendations for higher education are shared.

**Getting to Know You: The Impact of Relationship Building on the Future Educational Plans of Female Undergraduates**

–Becky Pitkin

First generation female college students often do not consider graduate school as a possibility. This phenomenological study describes the influence of female college professors on female undergraduates decisions to pursue advanced degrees. The study presents the power of mentoring relationships and how this impacts the role and responsibilities of a professor. The presentation draws on examples from twenty female graduate students, enrolled in a variety of programs.

**Session 4D: Saturday, April 21  
10:30-11:45 a.m., Opus Hall Room 419  
Presentation  
Convener: Brian Dusbiber**

**Improving Teaching and Learning in the College Classroom**

–Jodi Bergland Holen, Kathy Smart, Margaret Zidon, Bonni Gourneau, Lee Anne Block

This symposium provides presenters and participants with an opportunity to discuss the impact of innovative approaches to teacher education preparation and recruitment. The symposium will provide four "Action Research Scholars" with an opportunity to present findings of their studies and engage like-minded colleagues in discussion about innovative practices in teacher education.

**Session 5A: Saturday, April 21, 1-2:15 p.m.  
Opus Hall Room 402  
She Makes the Calls  
Convener: Don LaMagdeleine**

**Playing a Patriarchal Game: A Critical Analysis of the Leadership Lives of Twelve Women Who Administer High School Athletic Programs**

–Steven J. Emerson

What does it mean to be an authentic leader as a woman and an athletic administrator? In this qualitative research study, the lived leadership experiences of women high school athletic administrators in a midwest state were analyzed through the lenses of interactionist, feminist, social, and critical theory. Primarily through in-depth interviews, the women were found to be athletic administrators who navigated a professional environment marked by a patriarchal ideology. These women demonstrated that, to exercise authentic leadership, they had to "... challenge ideology... counter hegemony... unmask power... and overcome alienation... to pursue liberation" (Brookfield, 2005, p. 39).



***Beyond the Glass Wall: The Experience of Being a Woman Enterprise Leader***

–Nancy Weidenfeller

A phenomenological study was undertaken to understand and describe the nature and meaning of the experience of being a woman enterprise leader. In a research study conducted with women enterprise leaders, five essential themes emerged that provide clarity on how these women approached their careers and lives, the roles of the enterprise leader, the manner in which women led and managed, and the issues they confronted on their journey to become an enterprise leader.

**Session 5B: Saturday, April 21, 1-2:15 p.m.  
Opus Hall Room 403  
Points of Tension: Fostering Choices for Justice  
Convener: Laurie Anderson-Sathe**

***Controversial Conversations on the Margins of a Catholic Campus: Liberal and Conservative Student Perceptions of Campus Dialog about Homosexuality***

*(Work in Progress)*

–M. Sheila Nelson, Katie Rehani, Rachel Enge and Dani Delwiche

A sociologist and team of student researchers explore the experiences of students belonging to two marginal student organizations representing the conservative and liberal poles of our Catholic campus community: a group of traditional Catholics, and a GLBT/Allies Group. Focus groups reveal the perceptions of these students, the challenges they encounter when discussing controversial topics like homosexuality, and how identity complicates such discussions.

***Turn Away from Violence (Work in Progress)***

–Michele Dahl

Through the lens of a Critical Pedagogist engaged in Catholic social teaching, the constant comparative method of analysis was utilized to discern student learning via the analysis of student journals, Critical Incident Questionnaires, clay tile projects, triptychs, and interviews with a purposive sample of students. The researcher is interested in the effectiveness of the anti-bias curriculum which she has assembled in recognition of the state mandated requirement for Holocaust education in New Jersey.

***Looking for Social Justice: Struggles and Reflections in Attempting to Study Leaders for Social Justice***

*(Work in Progress)*

–Sharon Radd

This study is a work in progress aimed at understanding the experiences of positional leaders in K-12 public education who are using their work as a platform for social justice. This session will share the challenges encountered by the researcher in attempting to conduct this type of study. In particular, the difficulties in participant identification for this type of study and the evolving definitions and understandings of what is meant by “social justice” for the researcher, in the academic literature, and in practitioner discourse have been sources of data for reflection and meaning-making to date.

**Session 5C: Saturday, April 21, 1-2:15 p.m.  
Opus Hall Room 417  
Looking Glass Selves: Reflections on Identity  
Convener: Nicholas Ferdinandt**

***Becoming More Open to Social Identity-Based Difference: Understanding the Meaning College Students Make of This Movement***

–Amy Aldous Bergerson, Deneece Huftalin

One goal of higher education is to increase students’ understanding and acceptance of those different from them, enhancing their capacity to thrive in a diverse world. Interpretive analysis was used to analyze interview data exploring five college student’s shifts to becoming more open to difference, and examine the meanings students attributed to this experience. Additionally, this paper explores the changes that occurred in students during and as a result of their participation in the study.



### ***The Identity Politics of “My Big Fat Greek Wedding”***

–Dina Gavrilos

Cultural discourses celebrating diversity, multiculturalism, and “ethnic chic” have become increasingly prevalent in American society since the 1990s. One incredibly popular film celebrating an “ethnic” perspective on American weddings emerged at this time – “My Big Fat Greek Wedding” (2002). Through a qualitative textual analysis using critical theories of race/ethnicity, this presentation discusses the sociocultural meanings of the film. The analysis highlights the racial/ethnic implications of the film and its role in contemporary American identity politics.

### ***An Exploration of Flow, Interest and Knowledge Transfer through the Leisure Pursuits of Science Fiction Fans***

–Cindy Little

This ethnographic, cross-case study of science fiction fans explored what captured and in turn sustained the subjects’ interest in science-fiction leisure activities. The study revealed that cognitive, motivational and psychosocial factors all play interdependent roles in capturing and sustaining interest which in turn motivates individuals to acquire more knowledge and apply it to new situations. Thus, teachers are encouraged to find out what motivates and excites students and then harness this drive towards learning other subjects.

**Session 5D: Saturday, April 21, 1-2:15 p.m.**  
**Opus Hall Room 419**  
**Breadth and Depth: Qualitative Approaches**  
**Convener: Mike Porter**

### ***Beyond Hiring: Achieving Diversity in News Coverage Using Ethnographic Reporting (Work in Progress)***

–Valica Boudry

Teaching ethnography to newspaper reporters is both frustrating and exhilarating: frustrating when the objective model of journalism butts against the interpretive model of qualitative inquiry; exhilarating when reporters start to see and understand the implications of culture in their coverage. This researcher is both teaching and documenting the process of journalists learning how to use ethnojournalism, a hybrid of ethnography and journalism, which she hopes will bring more authentic and diverse voices to news stories.

### ***Critical Womanist Ethnography ... A Wellspring: Practical Theory and Qualitative Research***

–Paulette Sankofa

Historically, much of theologically-based research and research in ministry settings has focused on already existing knowledge and theory. This presentation will present practical theological implications and methods for critical, community-based qualitative research. In addition, the presentation will explore the practical theology-based Critical Womanist Ethnography research method and The Sankofa Project, which investigated the normative developmental issues fostering resilience in thriving African American, early adolescent girls, 8 1/2 to 11 years of age.

### ***Participatory Community Mapping for Indigenous Knowledge Production (Work in Progress)***

–Craig A. Campbell Jr.

Historically, mapping embodies knowledge sources, social connections and power relations based on visual and textual descriptions of the world’s geography. Today this concept has been enlarged to allow us to see our own path in the social construction of our life and as such our own location in that path. How has the mapping concept evolved to include local knowledge and how can adult educators utilize its social implications?



# Midwest Qualitative Research Conference Biographies



Dr. Mitchell Duneier, Ph.D.,  
Princeton University

## Featured Speaker

**MITCHELL DUNEIER, Ph.D.**, Professor of Sociology, Princeton University, regular Visiting Distinguished Professor of Sociology at the CUNY Graduate Center, and award winning author of *Sidewalk*. His first book, *Slim's Table: Race, Respectability, and Masculinity*, which was originally his dissertation, won the 1994 American Sociological Association's Award for Distinguished Scholarly Publication, an unheard-of achievement for a dissertation. He also serves on the advisory board for National Public Radio's "This American Life."

## Speakers

**GINA AALGAARD KELLY** has earned her B.S., sociology major, gerontology and business minors, and M.S. in social sciences, both from North Dakota State University. Presently she is finishing her Ph.D. dissertation in family social science and gerontology from the University of Minnesota, Twin Cities. She is a full-time faculty member in the Department of Social Sciences at Valley City State University in Valley City, North Dakota. Her areas of research include issues with families and aging, specifically quality of life in nursing homes and other forms of long-term care, successful aging, dementia and retirement.

**AMY ALDOUS BERGERSON** is an assistant professor in the Department of Educational Leadership and Policy at the University of Utah. Aldous Bergerson utilizes qualitative research methods to study college students. Her research focuses on college choice, college student retention and the experiences of underrepresented student populations on college campuses. Aldous Bergerson teaches courses in leadership theory, leadership in student affairs, educational politics, college student retention theory, and qualitative research methods.

**DR. LAURIE ANDERSON SATHE** is a health care consultant with 22 years of experience in the health care industry. This experience includes work with the National Institute for Health Policy, Health Education Industry Partnership and Gillette Children's Specialty Healthcare.

**JODI BERGLAND HOLEN** is an assistant professor in the Department of Teaching and Learning at the University of North Dakota College of Education and Human Development.

**LEE ANNE BLOCK** is an assistant professor in the Department of Teaching and Learning at the University of North Dakota College of Education and Human Development.

**DR. JEAN-PIERRE BONGILA** earned his Ed.D. from the University of San Francisco and was the 2002 CASE Award Winner for Outstanding Doctoral Research in Educational Philanthropy. He is currently an assistant professor in the Department of Leadership, Policy and Administration in the School of Education, University of St. Thomas. As a Catholic priest from the D.R. Congo, he holds degrees in Philosophy, Theology and Educational Leadership. Professionally, he has been a high school teacher and principal in Congo and an instructor of education, politics, sociology and African studies at the University of San Francisco.

**VALICA BOUDRY** is an assistant professor of mass communication at Bemidji State University (BSU) in Bemidji, Minn. She received an M.A. in journalism from the University of Iowa and a B.A. in journalism from the University of Minnesota, and is currently a Ph.D. candidate at the University of North Dakota. Before joining the faculty at BSU, Boudry spent 12 years working for newspapers and wire services as both a photojournalist and writer. She recently wrote a chapter titled "Challenges to Objectivity" for the textbook *Contemporary Media Issues*.

**JESS BOWERS** graduated from the University of Wisconsin-Stevens Point with a degree in sociology in 1998, and completed her M.S.W. in August 2006 from the University of Wisconsin-Oshkosh. She spent time between undergraduate and graduate school traveling and volunteering throughout the U.S. and abroad. Bowers is currently employed as a social worker in child protective services for Marathon County, Wis.

# Midwest Qualitative Research Conference Biographies



**CRAIG CAMPBELL** earned his B.S. in mathematics with applied emphasis and his M.S. in education, curriculum and instruction from Northern Illinois University. He is an Ed.D. candidate in counseling, adult, and higher education also at Northern Illinois University. As a teacher without borders, Campbell has worked in K-12, tribal college, university, governmental and non-profit settings. As a learner without boundaries, he has completed courses in outdoor education, cultural anthropology, experiential learning and folk schools. Campbell follows a progressive philosophy of teaching and strongly supports life-long, experiential, and informal learning. Popular education and participatory development are central to his adult education work, culminating in his doctoral research with the Lac Courte Oreilles Ojibwe Reservation.

**LEAH M. CHRISTENSEN** is an assistant professor of law at the University of St. Thomas School of Law in Minneapolis, Minn. She received her undergraduate degree from the University of Chicago with honors and graduated with high distinction from the University of Iowa School of Law. Prior to coming to the University of St. Thomas Law School, she taught at the University of Wisconsin Law School. In the past year, Professor Christensen has been engaged in qualitative research analyzing how law students and lawyers read legal text. She will publish two substantial articles on legal reading, "*Legal Reading and Law School Success: An Empirical Study*," (Seattle University Law Review Spring 2007) and "*How Lawyers Read the Law: A Qualitative Analysis*," (forthcoming Spring 2007).

**ELIZABETH COX** is a doctoral candidate in educational leadership and policy studies at Iowa State University in Ames, Iowa.

**MICHELE DAHL** graduated from the College of St. Catherine in St. Paul in the 1970's and immediately began her teaching career with White Bear Lake Area Public Schools. Dahl earned her M. A. in Education at Seton Hall University. She has always maintained a commitment to education and to her Midwestern roots—which is exemplified by her pursuit of an Ed.D. in critical pedagogy at the University of St. Thomas in Minneapolis. A full time teacher and religion coordinator at Oak Knoll School of the Holy Child in New Jersey, Dahl strives to meld authentic learning experiences with her quest for interfaith appreciation and understanding.

**DR. BRIAN D. DUSBIBER** is a 2006 graduate of the Doctorate in Leadership Program at the University of St. Thomas. He has been in various leadership positions in higher education student affairs for over 30 years. He currently co-chairs the university's Alcohol, Drug and Tobacco Advisory Council, chairs the division's Assessment Committee and has been involved with campus life issues and addressing student service needs throughout his tenure in higher education. Dusbiber also serves on the directorate board of the American College Personnel Association's Commission for Assessment for Student Affairs.

**DR. STEVEN J. EMERSON** has been a K-12 teacher, coach, and administrator for 21 years. For the past four years, he has been a high school Athletic and Activities Director. Currently, he is the Activities Director at Simley High School in Inver Grove Heights, Minn. Recently, Emerson completed his Ed.D. in Educational Leadership at the University of St. Thomas where he also serves as an adjunct faculty member in the Master's Degree program in Athletic and Activities Administration.

**JILL EWING FLYNN** is a Ph.D. candidate in curriculum and instruction, literacy education at the University of Minnesota. She graduated from Duke University with a double major in History and English and has an M.S.T. from Pace University, N.Y. Having taught middle and high school in a variety of settings for nine years, Ewing Flynn currently places and supervises secondary English student teachers. She is interested in issues of race, class and culture in schooling, especially culturally relevant pedagogy and how it is enacted.

**KENNETH FASCHING-VARNER** is a visiting professor of education at St. John Fisher College in Rochester, N.Y. Additionally Fasching-Varner is completing his doctoral studies at The Ohio State University and has served as an instructor at OSU as well as a professor of education at Ashland University in Columbus Ohio. Fasching-Varner's primary research interests include focused study of racial identity, qualitative research and language socialization.

**NICHOLAS FERDINANDT** holds a B.A. in Russian from the University of St. Thomas and a M.A. in Slavic from The Ohio State University. He is currently researching his dissertation on the identity construction of Brazilian immigrants in Minnesota for his Ed.D. in Leadership, Policy and Administration at the University of St. Thomas. His academic interests include qualitative research methods, intercultural communication, Paulo Freire and semiotics.



## Midwest Qualitative Research Conference Biographies

**DR. DINA GAVRILOS** is an assistant professor in the Department of Journalism and Mass Communication at the University of St. Thomas. Her research addresses the media's role in constructing racial, ethnic and national identities. She earned her doctorate in mass communication from the University of Iowa in 2003.

**CAPTAIN JOAN GILMORE** holds a U.S. Coast Guard 100-ton Master's license. Gilmore is the owner of Sail Away Sailing School in White Bear Lake, MN. An American Sailing Association (ASA) Instructor Evaluator, Gilmore is the former ASA national education director. She is the education director for Black Boaters Summit, an annual sailing event for African-Americans in the British Virgin Islands. Her articles on teaching sailing and on cruising destinations have been published in national sailing magazines. Gilmore is currently a student in the University of Minnesota's Master of Liberal Studies Program. She holds B.A.s in English and Philosophy from St. Olaf College and was a Fellow at Oxford University, studying English, philosophy and economics.

**DANIEL GLISCZINSKI** is an assistant professor in the Department of Education at the University of Minnesota-Duluth where he teaches education psychology and education technology courses. Glisczinski has worked in schools in the United States and Central America as a high school English teacher, middle school Spanish teacher and elementary school principal. Glisczinski's teaching and research interests converge in fostering transformative learning experiences in higher education.

**DR. BONNI GOURNEAU** is an assistant professor in the Department of Teaching and Learning at the University of North Dakota College of Education and Human Development.

**DR. HILREE J. HAMILTON** teaches music education methods courses at the University of Wisconsin-River Falls. She received her B.A. from the University of Northern Colorado in music education, her M.A. from the University of Minnesota in music education with the equivalency in music therapy, and her Ph.D. from the University of Minnesota. Hamilton taught elementary and middle school classroom and choral music for 25 years in school districts in Kansas and Minnesota. A board certified music therapist, she worked with school-age children having a variety of disabilities for 10 years. Hamilton has had articles published in recent journals of Teaching Music, the Wisconsin School Musician, the Orff Echo, General Music Today, and the Gopher Music Notes.

**DR. ROBERT ISHERWOOD** is a former special education teacher and elementary school principal in western Pennsylvania. In June 2006, he was a presenter at the 17th Annual Conference on Qualitative and Ethnographic Research at Cedarville University in Ohio. He recently published an article in the E-Journal of Organizational Learning and Leadership on socio-technical theory and the adoption of innovations in schools. Isherwood conducts in-service training for teachers on co-teaching models, differentiated instruction for special education students, and on the assessment to instruction link often missing in today's classroom.

**DR. LEN JENNINGS** is an associate professor with the Graduate School of Professional Psychology at the University of St. Thomas. Jennings has conducted several qualitative research studies and written numerous publications including co-authoring the 2004 award winning book titled *Master Therapists: Exploring Expertise in Therapy and Counseling*. Jennings teaches qualitative research methods at the doctoral level and specializes in conducting research utilizing Consensual Qualitative Research methodology.

**SHARON KELLY** began her doctoral studies in 2001 at the University of Minnesota after moving to Minnesota in 1999 to work as an internship advisor at Luther Seminary, St. Paul. After the elimination of that position, Kelly continued her doctoral studies while working as a counselor at an alternative school, the Minneapolis Urban League Academy High School, and now as a Ph.D. candidate works as a first semester student advisor at Minneapolis Community and Technical College. Prior to moving to Minnesota, Kelly has worked as an ordained pastor in the Evangelical Lutheran Church of America. In addition, she has served on local and national boards and committees to prepare students for ordained ministry, college, and for school to work programs.

**DR. DONALD R. LAMAGDELEINE** is a sociologist, chair and professor in the Department of Leadership, Policy and Administration at the University of St. Thomas. LaMagdeleine has studied contemporary religion, school leadership and policy and qualitative methods.

**DR. AMY LANDELLE** holds a Ph.D. in curriculum and instruction with a specialization in second languages and cultures education from the University of Minnesota. She has taught French for over ten years at the secondary and university levels. A recipient of a Fulbright Teaching Assistantship, she also taught English in France.

# Midwest Qualitative Research Conference Biographies



**DR. CINDY LITTLE** earned her Ph.D. in educational psychology from Baylor University. She is currently an instructor and university liaison in Baylor's Professional Development School Program. She also holds an M.A. in gifted education. Her research interests include creativity, intelligence, gifted learners and the relationship between interest and learning.

**LAURA S. LORENZ, M.A., M.Ed.**, is a doctoral candidate in social policy at The Heller School, Brandeis University. Lorenz worked for 20 years in international development as a photojournalist, writer and editor, and has lived and worked in Africa, Latin America, and India. She has led community action projects using photovoice in the United States and South Africa and develops training and continuing education curricula for adults, youth, and social service researchers and providers. Her dissertation focus is lived experience with brain injury, and she is currently doing research with recent brain injury survivors accessing outpatient services through a rehabilitation hospital and with long-term survivors through a support group.

**MATTHEW MARUGGI** is the director of the Tutor/Mentor Program, a service-learning program at the University of St. Thomas. Through this program, he places 300 undergraduate students each semester as tutors in multicultural urban school and after school settings. He is also an adjunct instructor in the department of theology and for the Murray Institute, a graduate program for Catholic school teachers. Maruggi is a doctoral candidate in critical pedagogy at the University of St. Thomas, Minneapolis, Minn.

**DR. CLAUDETTE MCSHANE** earned a Ph.D. from Case Western Reserve University's Mandel School of Applied Social Science and a M.S.W. from the University of Wisconsin-Milwaukee. In 1987 she became a social work faculty member at Carroll College and subsequently served as director of the social work program. In 1999, she spearheaded the work of a college task force that created the Hispanic Health and Human Service (HHHS) minor which began in 2001. She has directed the HHHS minor since that time and in 2005, Carroll College developed an Institute for Hispanic Health and Human Services of which McShane is the director. McShane also is the director of Carroll College's Hispanic Nursing Project, a program that recruits and educates students to work competently with Hispanic/Latino communities.

**NANCY MCFARLIN DIENER, M.Ed., CI and CT**, has worked for 20 years in the Disability Services Office at the University of Minnesota Duluth. Additionally, she has taught American Sign Language, levels 1-5 at UMD as an adjunct instructor. She received her M. Ed. from the University of Minnesota and holds national certification in sign language interpreting from the Registry of Interpreters for the Deaf. McFarlin Diener has also worked as a sign language interpreter for over two decades in a variety of settings, including education, medical, law enforcement, social services, politics and theatre. McFarlin Diener has a passion for ASL storytelling and the Deaf-World.

**WENDELL NEKORANEC** is currently a management consultant at Mutual of Omaha, working with senior leaders and managers on change initiatives that strengthen Mutual's culture and increase its quality customer service. He will graduate in May 2007 with an Ed.D. in organization development from the University of St. Thomas, Minneapolis, Minn. He holds a M.B.A. from the University of St. Thomas, and a M.A. in religious education from St. John's University, Minnesota. He is an adjunct instructor teaching leadership and management, organization development, human resource management, and strategic management. As an organization development practitioner, he has engaged leaders in major change initiatives and strategic planning that recognized the importance of change that is based on sound strategies and results-based execution. In addition, his published articles address the importance of consultants working with leaders on strategic questions around implementation, and the use of language in change adventures.

**DR. SHEILA NELSON** is an associate professor of sociology at the College of Saint Benedict and Saint John's University. With an M.S.W. from Saint Louis University and a Ph.D. in sociology from Loyola University Chicago, she has published on inner-city Catholic Schools, religious nonprofit organizations, and using service learning in teaching. Her current research interests are the intersection of sexual orientation and Catholic identity in higher education. She has presented at numerous conferences on the experience of gay/lesbian students on Catholic campuses.



## Midwest Qualitative Research Conference Biographies

**DR. RUTH NYLAND** is an assistant professor at the University of Wisconsin-Stout in Menomonie, Wisconsin where she teaches pre-service teachers seeking degrees in special education. Nyland earned her Ed. D. in 2006 at the University of St. Thomas in critical pedagogy. The focus of her dissertation was the effect of raising children with severe disabilities on the lives of the mothers. Nyland also holds a degree in Communication Disorders and Early Childhood Special Education. She has worked in the field of special education over twenty years.

**DR. REBECCA PITKIN** is an assistant professor at Dickinson State University in North Dakota. She teaches and supervises pre-service teachers. She earned a Bachelor's degree from Gordon College, two M.A. degrees from UNLV, and a Ph.D. from Iowa State University in educational leadership and policy studies. Prior to her work in higher education, she was a classroom teacher in seven different states.

**ELENA POLUSH** will complete her Ph.D. in agricultural education in 2007. She obtained her B.S. and M.S. in civil and construction engineering at Moscow Civil Construction Engineering Institute of Higher Education, Russia in 1985, and M.S. in industrial relations at Iowa State University in 1995. The focal point of her dissertation research is the analysis of narrative discourses to develop a theoretical model of the competitive grants' program evaluation. Polush's research has received funding from U.S. Department of Agriculture in the form of an Innovation Grant. Polush has participated in two research projects: conducting a needs assessment of on-farm research for a grass root organization, Practical Farmers of Iowa, and developing an HIV/AIDS Prevention University-Community partnership project. Polush presented papers and posters at American Evaluation Association, Iowa Educational Research and Evaluation Association, and American Public Health Association.

**MIKE PORTER**'s expertise from 25 years of work in marketing and communications has been applied to a broad spectrum of entrepreneurial businesses, including a number of his own ventures, such as the software company Adesso Technologies. Porter currently serves on the advisory boards of growing technology firms and the American Association of Microbusinesses. In addition to an M.B.A. in Marketing from the University of St. Thomas and a B.S. in mass communication from Bemidji State University, Porter holds accreditation in public relations by the Public Relations Society of America. He currently serves as an adjunct instructor in the Undergraduate College of Business at the University of St. Thomas and is a doctoral candidate in Leadership, Policy and Administration department in the University of St. Thomas School of Education.

**DR. STEPHEN M. QUINTANA** is a professor and former chair in the Department of Counseling Psychology at the University of Wisconsin-Madison. He received his B.A. from Carleton College and Ph.D. from University of Notre Dame. He was associate editor of *Child Development* and is currently associate editor for *Journal of Counseling Psychology*. He was lead editor for a special issue on race, ethnicity and culture in *Child Development*. He was named the 2000 – 2001 Gimbel Child and Family Scholar for promoting ethnic, racial, and religious understanding. His research interests include children's understanding of social status (e.g., race, ethnicity, gender, nationality) and multicultural education and training. He is leading an initiative to expose undergraduate students to dialogues about diversity. This research explores the experience and impact of these dialogues on university students. Research team members were students in the Counseling Psychology Program at University of Wisconsin-Madison.

**SHARON RADD** is a Bush Leadership Fellow and a doctoral candidate in educational leadership at the University of St. Thomas. She holds a M.A. degree in educational leadership and a B.A. degree in social work from Minnesota State University Mankato, as well as a B.A. degree in sociology from the University of Wisconsin-River Falls. She has spent 17 years working in public education as a school social worker and school administrator. Her research interests are connected to the complexities of public education as a transformative institution for social justice and equity.

**DR. DAVID ROSEBOROUGH** is an assistant professor of social work at the College of St. Catherine and University of St. Thomas School of Social Work. He is a licensed social worker in his tenth year of clinical practice, currently at Children's Home Society and Family Service. Prior to completing his M.S.W. at the College of St. Catherine and the University of St. Thomas, he completed a M.Div. at Harvard University. He completed a doctorate in social work at the University of Minnesota in 2004. He currently serves as a research consultant to Hamm Memorial Psychiatric Clinic. He has published both quantitative and qualitative peer-reviewed articles, and serves as a peer reviewer for the Princeton University-affiliated journal, *Pastoral Psychology*. One article he recently published is related to the research he will be presenting at the conference. It was published in 2006 in the *International Journal of Psychosocial Rehabilitation*.

# Midwest Qualitative Research Conference Biographies



**DR. DEBRA ROBOLE** is currently serving as the vice president for administration at AIB College of Business in Des Moines, Iowa, where she has oversight of institutional strategic planning and process improvement, facilities, information technology (IT) services, finance, student financial services, and auxiliary support services. Robole previously worked at Austin Community College in Austin, Texas. Her positions included director of campus support services, curriculum development specialist, and career programs manager. Robole earned her Ph.D. in educational administration, community college leadership, from the University of Texas at Austin, and her M.S. and B.S. degrees from the University of Wisconsin-Stout in Menomonie, Wisconsin – both with concentrations in human development. She has many years of educational administration experience and has recently led AIB through numerous institutional improvement initiatives.

**REV. DR. PAULETTE SANKOFA** is the associate academic dean and director of the Doctor of Ministry Program at Christian Theological Seminary in Indianapolis. She earned her B.A. in psychology and M.A. in international relations from Webster University. In addition, Sankofa earned her M.Div. from Eden Theological Seminary and her Ed.D. in critical pedagogy from the University of St. Thomas. She was a Bush Foundation Post-doctoral Research Fellow College of St. Catherine

**DR. KATHY SMART** is an assistant professor in the Department of Teaching and Learning at the University of North Dakota College of Education and Human Development

**ANTONY SMITH** is an assistant professor of education at the University of Washington, Bothell. He received his Ph.D. from the University of Washington, Seattle. His current research interests include writing instruction methods for English language learners, oral reading fluency and its connection to reading comprehension, and alternative forms of professional development to produce highly qualified teachers of literacy. He received the 2006 National Reading Conference Outstanding Student Research Award.

**DR. SUSAN SMITH-CUNNIEN**, Department of Sociology and Criminal Justice, University of St. Thomas, has two major areas of interest: the sociology of crime and criminal justice and the sociology of medicine. Courses she teaches include: Introductory Sociology, Juvenile Delinquency, Restorative Justice, the Criminal Justice Internship seminar, and Health Care and Medicine. Within the area of medicine, she is particularly interested in the sociology of chiropractic and is working on a book exploring the social history of chiropractic in Minnesota. She has published on teaching issues and on the history of medical opposition to chiropractic. Smith-Cunnien was honored by the Sociologists of Minnesota with the 2005 Distinguished Sociologist Award.

**DR. ROSS VELURE ROHOLT** is an assistant professor at the University of Minnesota, School of Social Work. He teaches about the image of youth, and youthwork practice, programs and evaluation in an undergraduate youth studies program in the School of Social Work. From 2004-2006, he worked as an action research officer for a non-governmental youth civic engagement education organization in Belfast, Northern Ireland. He has consulted on youth participation practice and programs in the United States, Northern Ireland, Israel, Palestine, Jordan and the Netherlands.

**WAIRIMU WANJAU MUTAI** is currently a doctoral candidate working on her dissertation and hoping to graduate this summer. She is a licensed professional counselor in Ohio and works at a community mental health agency that caters to children, adolescents, adults, and families. Most of her professional work has been among children. She is also involved in several counseling associations and has been involved in leadership at various levels. Currently, she is the treasurer of Ohio Association for Multicultural Counseling and Development. She has also taught as an adjunct professor at several universities, and is currently working part-time as an instructor at NEOUCOM, a medical school.



## Midwest Qualitative Research Conference Biographies

**DR. NANCY WEIDENFELLER** has extensive background in organization development, talent management, human resource systems and quality management. Weidenfeller joined MDA Leadership Consulting in 2004. Prior to that, she was a senior consultant in the Human Capital Group with Watson Wyatt Worldwide and a principal with Davies Consulting, Inc. She served as director of the Office of Quality Management at the U.S. Department of Energy and NSP. Weidenfeller earned her Ed.D. in organization development from the University of St. Thomas, M.A. in organizational leadership from the College of St. Catherine, B.A. in business/HR management and certificate in psychology from the Adler Institute. She is Certified Senior Professional Human Resources practitioner for Life, and is certified to administer the Myers-Briggs Type Indicator and the Birkman Method. She is an adjunct instructor for the University of St. Thomas and St. Mary's University, and taught at the Kyiv Mohala Business School (HRD) in Kiev, Ukraine.

**DR. MARGARET L. YOUNG** graduated from Washington State University in Pullman, Washington with her B.A. in liberal arts. She graduated from the University of Idaho with a M.A. in theatre and she received her Ph.D. from the University of Illinois (Institute for Communications Research). She has worked in the communications field for more than 30 years as a deejay for radio, an actress in dinner theatre, a community reporter in journalism, a designer and account rep in advertising and a director of public relations for a large non-profit corporation. She has also taught speech, journalism, advertising and public relations both in a part-time and full-time capacity at Bradley University, the University of Idaho, Seattle Community College, Carl Sandburg College and Knox College. An award-winning designer and writer, she has co-authored four books and has contributed many articles and book chapters for both academic and popular journals across the United States and Canada.

**DR. MARGARET ZIDON** is an associate professor in the Department of Teaching and Learning at the University of North Dakota College of Education and Human Development

**DR. PATRICIA L. ZIEGLER** earned a B.A. in business education/sociology from Augustana College, an M.A. in education administration from the University of South Dakota, and an Ed.D. in educational leadership from the University of St. Thomas in 2006. Her dissertation was entitled "From 0 to 225 wpm – A Game of Chutes and Ladders: The Student Experience in a Court Reporting Program". Ziegler has worked in higher education, as faculty and administrator, for 25 years. She lives in Des Moines, Iowa where she is on the faculty at AIB College of Business. As vice president and academic dean at AIB, she presented and published at two annual meetings of the Higher Learning Commission of the North Central Association. Recently she presented the results of the findings of her dissertation research at the National Court Reporters Teachers' Workshop in Dallas, Texas.

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# Mission

Inspired by Catholic intellectual tradition, the University of St. Thomas educates practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.



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