

FIRST ANNUAL DOCTORAL CONFERENCE ON LEADERSHIP AND LEARNING

(Guest Editors' Note)

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Dear Readers,

We are delighted to present this special issue of *InSight: Rivier Academic Journal*, which contains proceedings from the first annual Doctoral Conference on Leadership and Learning (DCLL), held at Rivier University.



Envisioned as a regional, peer-reviewed conference where doctoral students, post-doctoral researchers, faculty, and other members of the community of scholarship could present their research in a collegial and supportive environment, DCLL represented the hard work of a committee of volunteers from among Rivier's own doctoral students, who, with the support of the Division of Education and the wider institution, organized funding and physical space, instituted and led a peer-review process, recruited keynote and other speakers, and dealt with the day-to-day minutiae that are part of any conference event. On February 25th, 2013, DCLL hosted some thirty sessions across three strands, including general sessions, poster, formal presentations, and keynote address. Nearly a dozen regional institutions were represented in the event attendance, with presenters ranging from doctoral students to tenured faculty.

Individuals who presented at DCLL were invited to submit their work for consideration for publication in this special issue of *InSight*. As such, each of the final manuscripts in this issue reflects an aspect of leadership and learning, as viewed through the perspective of the authors' discipline, focus, and experiences.

One such focus addressed the needs of specific populations of students within higher education, such as the adjustments faced by military veterans who attend college classes (Michael Bichrest), or a literature review of the effects of peer mentors on the academic success and retention of at-risk college freshmen (Elizabeth Bonin). Another centered on a critique of elementary or public school education within the United States, with a review of the literature on the ways schools and classrooms address the socio-emotional functioning needs of young students with autism (Kathleen Riordan), and a description of art education for children and youth through the Philadelphia Art Mural Program (Kuo Pin-Lin). Lastly, wider issues of inclusive leadership are addressed through the context of race and gender (Mia Manning-Osborn).

Each of these topics is important in and of itself – but beyond this, entering the world of peer-reviewed publication marks a significant step towards the fully independent scholarship that is the hallmark of the doctoral degree. We would like to thank the many individuals who made this special issue possible.

Sincerely,

Naomi A. Schoenfeld & Mia Manning-Osborn
Guest Editors

* **Dr. NAOMI A. SCHOENFELD** is an Associate Professor at Rivier University. She began her career as a self-contained teacher for children with emotional and behavioral disorders (EBD), before completing a Ph.D. in Curriculum and Instruction at Arizona State University. Dr. Schoenfeld's research interests include response to intervention, positive behavior supports in public schools, models of teacher professional development, and at the college level, effective teaching and the scholarship of teaching and learning in higher education faculty.

** **MIA L. MANNING-OSBORN** is a former elementary teacher and current adjunct instructor in Elementary Education at Keene State College. She holds an undergraduate degree in Psychology from Hamilton College and a Masters degree in Education from Wheelock College. Mia is currently a doctoral student at Rivier University, and is planning a dissertation study on first generation college students and their college self-efficacy. She resides in Peterborough, NH with her family.