

2019 ANNUAL CONFERENCE

ASSOCIATION OF LEADERSHIP EDUCATORS



~ Building a Culture of Leadership ~

July 7-10, 2019
Albuquerque, New Mexico

DOCTORATE IN LEADERSHIP COMMUNICATION



LEADING CHANGE | ENGAGING COMMUNITY | ADVANCING COMMUNICATION

The Leadership Communication doctoral program is an interdisciplinary research degree grounded in community-engaged scholarship. This degree is rooted in the theories and methods of leadership, communication, and other areas of inquiry related to collaborative change. Through the study and practice of leading change, students will produce original research that contributes to making progress on the most difficult challenges of our times.

WHO SHOULD APPLY?

Our students bring a variety of academic backgrounds, professional experience, and civic interests to this program. Strong candidates for this doctoral program are committed to:

- Engaging with others to leverage diverse perspectives
- Developing capacities to
 - Conduct original research
 - Convene stakeholders
 - Facilitate change processes
- Enhancing careers with foundations, NGOs, corporations, educational institutions, and governmental agencies

CURRICULUM

Customized plan of study based on the student's area of interest and commitment

- Strong foundation in research methods (minimum of 4 courses)
- Community-engaged dissertation project
- Core courses:
 - Foundations of Leadership
 - Communication Theories and Engagement
 - Graduate Studies in Leadership Communication
 - Approaches to Public and Community Engagement
 - Public Problem-Solving

Application Deadline: Jan 1 - International Students
Jan 15 - Domestic Students

For more information contact:
Program Director, Tim Steffensmeier, steffy@ksu.edu
<http://www.k-state.edu/lead-comm/>

FACULTY

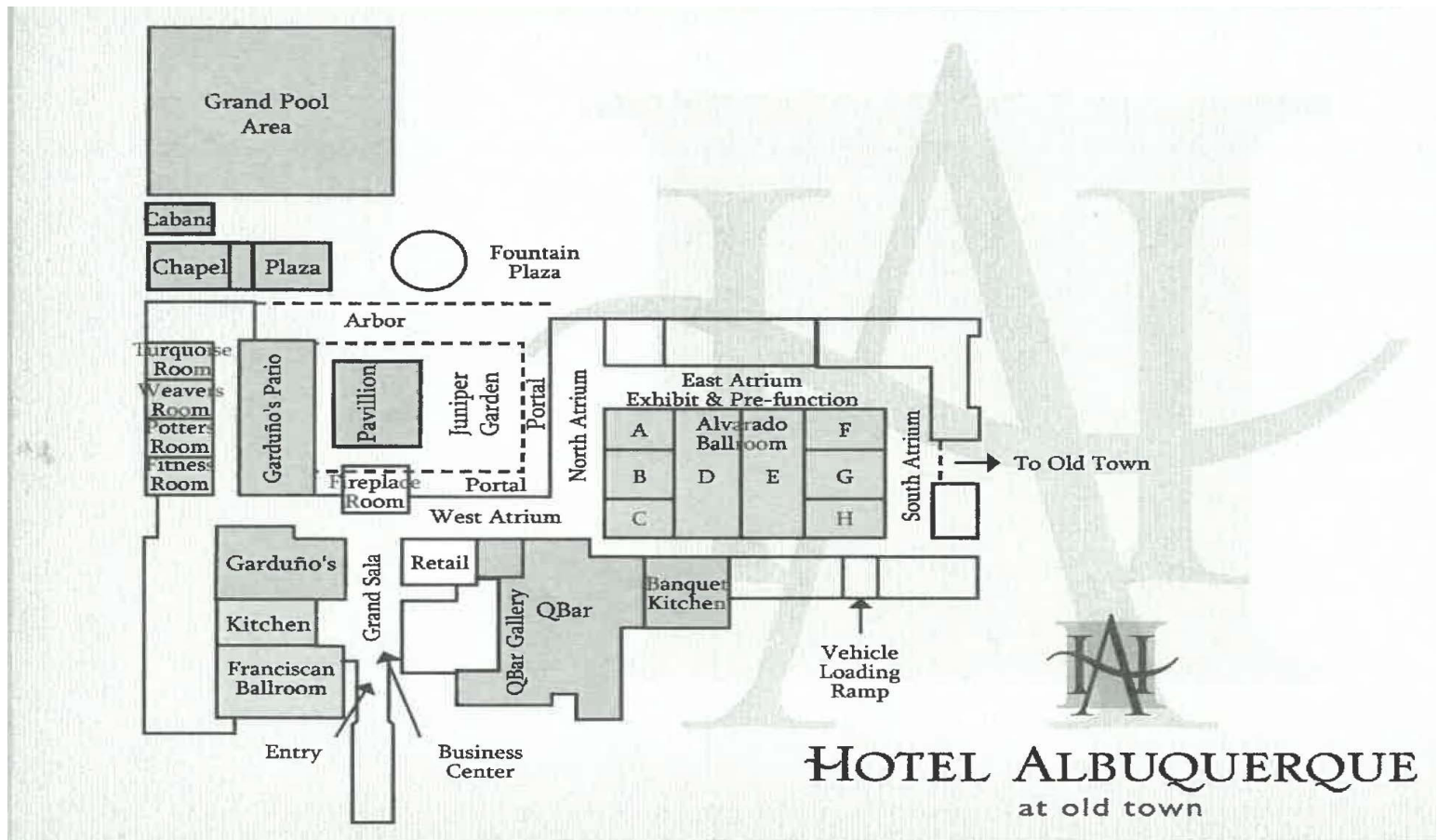
This collaborative program includes faculty affiliated with K-State's:

- Department of Communication Studies
- Staley School of Leadership Studies
- Department of Communications and Agricultural Education
- Institute for Civic Discourse and Democracy

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HOTEL MAP



WELCOME

Welcome to Albuquerque and the 29th Annual ALE Conference! I am thrilled to welcome both long-standing ALE members who are returning and all new attendees who are at your first conference.

The Mission of ALE is to “strengthen and sustain the expertise of professional leadership educators.” Much of our vision revolves around bridging research and practice. Our conference theme this year, “Building a Culture of Leadership,” will provide you, over the next three action-packed days, opportunities to engage in both research and practice applications of culture and leadership in meaningful ways. I encourage you to not only attend concurrent sessions and workshops, but to take the time to engage in one-on-one brainstorming with new and old colleagues – the number of research and practice collaborations that come out of our conference every year is phenomenal, and I believe one of the things that sets ALE apart from other academic conferences.

“Building a Culture of Leadership” could not take place in a more appropriate venue. The Hotel Albuquerque has a proud history and design. Located so close to Albuquerque’s Old Town, you have the opportunity to take in culture both inside and outside the hotel. We have a rare treat on Tuesday night to be touring the Indian Pueblo Cultural Center and enjoying dinner and an authentic Native American dance performance there. Thank you to the Excursions Committee for arranging this outing. I hope everyone attends (it is included in your registration).

Thank you to our great Concurrent Session Committee in putting together a varied and high-quality program. In response to comments from last year's conference evaluations, we identify in the program the "intended audience" for each session – hopefully this new feature will help you plan your days and optimize learning and networking with like-minded colleagues.

This is the second year we are allocating time on the program for our Focus Area Networks to meet. For those new to ALE, please sit in on one or more FAN group session, and then decide which you wish to continue to stay involved with throughout the year. Current groups include Graduate Leadership Education, Leadership Studies Research, Executive Education and Coaching, Student Affairs Leadership and Teaching and Pedagogy/Andragogy.

A tradition in ALE is that everyone attends the Business Meeting! We couple this exciting way to learn more about your organization with presentations of our Awards. We have several new awards this year, sponsored by Sage Publications and Dr. Peter Northouse, we are so thankful for their support! We are also incredibly thankful to all our conference sponsors.

I am humbled to have served as the President of ALE this past year and have enjoyed serving with a Board of Directors that is singularly committed to this profession. I look forward to continuing on next year as Past President under Dr. Justin Greenleaf's capable and creative stewardship!

Barbara W. Altman

Dr. Barb Altman, 2018-2019 ALE President

On behalf of the Association of Leadership Educators (ALE) Board, I would like to welcome you to the 29th annual conference in beautiful Albuquerque, NM. Our theme this year is “Building a Culture of Leadership.” The culture of an organization is created collaboratively by the people in the organization, and it is our hope that you will be an active part of shaping the culture of ALE as well as our discipline. We encourage you to find the time to connect with old friends and meet new colleagues while also challenging and enhancing your leadership knowledge and skills.

In this program, you will find information about our concurrent sessions, speakers, hotel, sponsors, the Association history, ALE committee members and volunteers, and our service project. The service project this year will benefit the Children's Grief Center of New Mexico (CGC). The childhood bereavement rate in New Mexico is high with 1 in 10 children losing a parent or sibling before the age of 18. We hope you will consider donating resources to this local organization, which will be presented to a CGC representative at our conference.

The conference this year would not have been possible without the effort of many hardworking individuals. Thank you to the many reviewers who assisted with the proposal review process. Thank you to the amazing ALE Board and the 2019 Conference planning chairs and committee members who have worked hard to make this a unique experience. Thank you to our generous sponsors for their support of this conference and our organization. Finally, thank you for attending the conference and being an active participant in the work being done here.

Justin Greenleaf

Justin Greenleaf, 2018-2019 ALE Vice President/Conference Planning Chair

CONFERENCE AT A GLANCE

Day 1: Sunday, July 7, 2019

10:00 am - 12:00 pm	ALE Board Meeting	Rendering Room
12:00 - 6:30 pm	Registration/Welcome Table	North Artrium
4:00 - 5:00 pm	Mentor/Mentee Reception	Fireplace Room
5:30 - 7:00 pm	Opening Reception & Poster Presentations	Pavilion/North Atrium
<i>Hosted by Rice University, Doerr Institute for New Leaders</i>		
7:30 - 9:00 pm	Mentoring Programs Dinner	Off-site (Dutch Treat)

Day 2: Monday, July 8, 2019

8:00 am - 4:00 pm	Registration/Exhibitors	North Atrium
8:30 - 9:30 am	Breakfast and Speaker: Barrett Keene	Alvarado DE
9:45 - 11:15 am	Concurrent Session 1	See page 8
11:30 am - 1:00 pm	Lunch and Speaker: Isabel Lopez & Jeff Miller	Alvarado DE
1:15 - 2:45 pm	Concurrent Session 2	See page 8
2:45 - 3:00 pm	Break	
3:00 - 4:30 pm	Concurrent Session 3	See page 8
5:00 - 6:30 pm	Dinner on Your Own	Off-site

Day 3: Tuesday, July 9, 2019

7:30 am - 4:00 pm	Registration/Exhibitors	North Atrium
7:00 - 8:00 am	Breakfast/FAN Session	Alvarado DE/See page 8
8:00 - 9:30 am	Concurrent Session 4	See page 8
9:30 - 9:45 am	Break	
9:45 - 11:15 am	Concurrent Session 5	See page 8
11:30 am - 1:00 pm	Lunch and Speaker: Corey Seemiller	Alvarado DE
<i>Hosted by The Cox Institute, University of Georgia</i>		
1:15 - 2:45 pm	Concurrent Session 6	See Page 8
2:45 - 3:00 pm	Break	
3:00 - 4:00 pm	FAN Session	See Page 8
4:15 - 5:45 pm	ALE Business Meeting & Awards Presentation	Alvarado DE
6:30 - 9:30 pm	Dinner/Excursion	Meet in the Lobby at 6:15

Day 4: Wednesday, July 10, 2019

8:00 - 8:55 am	Breakfast	Alvarado DE
9:00 - 9:45 am	Roundtable Session A	Alvarado DE
9:50 - 10:35 am	Roundtable Session B	Alvarado DE
10:35 - 11:00 am	Check-out Break	
11:00 - 11:45 am	Closing Session & Awards Presentation	Alvarado DE
12:00 - 1:30 pm	2018-19 and 2019-20 Board Lunch	
2:00 - 5:00 pm	2019-20 Board Meeting	Rendering Room

ABOUT ALE AND CONFERENCE ENGAGEMENT

Founders

Elizabeth B. Bolton, University of Florida
 Majorie Hamman, North Dakota State
 Ann Hancock, Purdue University
 Tom Mounter, Clemson University
 Harriett Moyer, University of Wisconsin
 Katey Walker, Kansas State University
 Lynn White, Texas A&M University

Association of Leadership Educators
 Established ~ 1990
 Milwaukee, Wisconsin

2018-19 Board of Directors

President - Barb Altman
 Immediate Past-President - Jill Arensdorf
 Vice President/Conference Chair - Justin Greenleaf
 Secretary - Natalie Coers
 Treasurer - L.J. McElravy
 Director of Site Selection - Susan Luchey
 Director of Member Services & Communication - Brittany Adams-Pope
 Director At-Large - Gina Matkin
 Director At-Large - Katherine McKee
 Director At-Large - Josh O'Connor
 Director At-Large - Scena Webb

Past Presidents

1990-1991	Elizabeth B. Bolton	<i>University of Florida</i>
1991-1992	Ann Hancock	<i>Purdue University</i>
1992-1993	Daryl Heasley	<i>Northeast Regional Center for Rural Development</i>
1993-1994	Gary W. King	<i>Kellogg Foundation</i>
1994-1995	Katey Walker	<i>Kansas State University</i>
1995-1996	Christine A Langone	<i>North Dakota State University</i>
1996-1997	Martha Nall	<i>University of Kentucky</i>
1997-1998	Steve Scheneman	<i>Kansas State University</i>
1998-1999	Karen Zotz	<i>North Dakota State University</i>
1999-2000	Marilyn B. Corbin	<i>Pennsylvania State University</i>
2000-2001	Robin Orr	<i>University of Illinois</i>
2001-2002	Larry Wilson	<i>University of Illinois</i>
2002-2003	Jeff Miller	<i>Innovative Leadership Solutions</i>
2003-2004	Ken Culp	<i>University of Kentucky</i>
2004-2005	Wanda Sykes	<i>North Carolina State University</i>
2005-2006	Rick Rudd	<i>University of Florida</i>
2006-2007	Penny Pennington	<i>Oklahoma State University</i>
2007-2008	Barry Boyd	<i>Texas A&M University</i>
2008-2009	Mark Russell	<i>Purdue University</i>
2009-2010	Carrie Stephens	<i>University of Tennessee</i>
2010-2011	Jackie Bruce	<i>North Carolina State University</i>
2011-2012	Nicole Stedman	<i>University of Florida</i>
2012-2013	Tony Andenoro	<i>University of Florida</i>
2013-2014	Eric Kaufman	<i>Virginia Tech</i>
2014-2015	Kelleen Stine-Cheyne	<i>Stine-Cheyne Consulting, LLC</i>
2015-2016	Jennifer Moss Breen	<i>Creighton University</i>
2016-2017	Donnette Noble	<i>Roosevelt University</i>
2017-2018	Jill Arensdorf	<i>Fort Hays State University</i>

The vision for the Association of Leadership Educators is to set the standard for Leadership Education. ALE will be the leading resource for the exchange and development of quality ideas, scholarship, and practice that impacts the field of Leadership Education. ALE establishes the bridge between research and practice in Leadership Education through an inclusive and engaging community of dynamic leadership educators, committed to consistently growing, thriving, and advancing the field of Leadership Education.

Planning Committees

Local Logistics Committee

Susan Burton
 Susan Luchey
 Leslie Pedigo
 Beth Foreman
 Justin Greenleaf, Chair

Awards Selection Committee

Ashlee Young
 Jason Headrick
 Leslie Pedigo
 Donnette Noble
 Susan Burton
 John Banter
 Gina Matkin, Chair

Concurrent Session Committee

Michelle Steele
 Carol Clyde
 Michael Gleason
 Megan Kidd
 Brett Whitaker, Chair
 Jera Niewoehner-Green, Chair

Speakers Committee

John Banter
 Carolynn Komanski
 Keith Herndon
 Todd Wigger
 Nicole Stedman, Chair

Excursions/Service Project Committee

Leah Georges
 Lauren Cline
 Kristie Guffey, Chair

ALE Conference Intern

Allison Muth

Emerging Scholars

Sakina Dixon, Texas A&M University (poster 5)
Jonathan Orsini, University of Florida (poster 6, 2-D-1, R. Table 6A)
Tatiana Height, North Carolina University (poster 7)
Rachel Eddowes, Texas A&M University (poster 8, 3-B-3, 4-B-1)
Daniel P. Collins, North Carolina State University (poster 9, R. Table 3B)
Megan Ringo, University of Nebraska-Lincoln (poster 10, 5-B-2)
Kristyn J. Dickey, Texas Tech University (poster 13)
James Lee, University of Nebraska-Lincoln (poster 14)
Ibukun D. Alegbeleye, Virginia Tech (1-B-1, 3-B-1)
Lauren Lewis Cline, Oklahoma State University (1-B-3, R. Table 1B)*
Tori Pierce, University of Nebraska-Lincoln (1-E-1)
Mitchell Baker, Texas A&M University (2-B-1)
Katherine Friesen, Iowa State University (3-C-1)
Madeline Grace Black-Oberg, University of Florida (4-B-2)
Jarred A. Shellhouse, University of Florida (4-B-3)
Cameron J. Outlaw, University of Florida (4-B-3, 6-E-1)
Valerie M. Sledd, University of Florida (4-B-3, 5-B-1, 6-E-1)
Cammie Weaver, Oklahoma State University (4-C-2)
Lotte Mulder, Chicago School of Professional Psychology (1-D-1)
James Coartney, Virginia Tech (5-D-1)
Shreya Mitra, Virginia Tech (5-D-1)
James C. Anderson II, University of Georgia (5-D-1)
Austin Council, University of Florida (5-D-3, R. Table 9A)
Nick Knopik, University of Nebraska-Lincoln (5-E-2, R. Table 5A & 2B)
Jason Headrick, University of Nebraska-Lincoln (3-D-2, 5-B-2, 6-B-1, R. Table 1A)
M. Annabelle Stokes, Mississippi State University (5-D-2)
Kevin Kent, University of Florida (6-E-1)
Hannah Sunderman, University of Nebraska-Lincoln (5-E-2, R. Table 5A & 2B)*
Andrea Cornelius, Saint Louis University (R. Table 7A)
Ellie Anderson, University of Nebraska-Lincoln (R. Table 8B)
Annie F. Muscato, University of Florida (R. Table 9A)
Blaise Lanoha, University of Nebraska-Lincoln (R. Table 1A)
John Slieter, University of Nebraska-Lincoln (R. Table 4B)
Ryan Kelly, Law Student, University of Kansas (2-C-2)
Lebena Varghese, Rice University (3-D-1)
Kate McCain, University of Nebraska-Lincoln (6-B-1, R. Table 8A)*
Colleen Kelly, Purdue University (6-D-2)
Lori Kniffin, UNC Greensboro (2-E-1, 5-A-1)*
Jack Causseaux, University of Florida (1-D-3, R. Table 6B)
Kenneth M. Karamichael, Rutgers University (R. Table 7B)
Ashlee Young, University of Nebraska-Lincoln (4-E-1)
Kara Brant, University of Nebraska-Lincoln (4-E-1)
Mark R. Regensburger, Methodist University (1-D-2)
Ryan Kor-sins, University of Utah (2-C-1)
Raven Moniz, University of Arizona (6-A-1)

*Founding Mothers' Student Scholar Award Recipients

The mission of the Association of Leadership Educators, Inc. (ALE), is to strengthen and sustain the expertise of professional leadership educators.



Session Moderators

Patricia Dyk	Michael Gleason
Elizabeth Ryan	Kelleen Stine-Cheyne
Laurie Yates	Mark Regensburger
Kaley Klaus	Natalie Coers
Eric Kaufman	Jill Arensdorf
Debra Ford	Barbara Altman
Lindsay Hastings	Katherine McKee
Jessica Poore	Brittany Adams-Pope
Andrea Swanson	Gina Matkin
Jennifer Moss-Breen	Kate McCain
Ibukun Alegbeleye	Josh O'Connor
Haley Rosson	Susan Luchey
Ryan Olsen	Brett Whitaker
Amy Brown	Carol Clyde Gallagher

Reviewers

Adam Payne	Kevin Gentzler
Allison Dunn	L.J. McElravy
Annie Muscato	Lara Hazelton
Areli Chacon Silva	Laura Greenhaw
Barry Boyd	Leah Georges
Cam Outlaw	Lebena Varghese
Carolynn Komanski	Lillie Besozzi
Carsten Held	Lindsay Hastings
Chris Leupold	Lori Kniffin
Chris Rash	Lynn Shollen
Christopher Greaves	Margaret Judith Toich
Coleman Patterson	Marianne Lorensen
Dan Jenkins	Mark R. Regensburger
Daniel Collins	Mark Russell
Darla Tillman-Samuelson	Martha Bowers
David Kritiz	Matthew Sowcik
David McGough	Megan Ringo
David W. Denton	Megan Stein
Deirdre Dixon	Meghan Weyrens Kuhn
Dirk Davis	Michael Gleason
Elizabeth Goryunova	Michelle Post
Eric Kaufman	Misty Resendez
Greg Gifford	Molly Kilcullen
Haley Rosson	Natalie Coers
Ibukun D. Alegbeleye	Nathalie Congo-Poottaren
Irene E Scruton	Nicole Stedman
Jackson Alexander	Pamela Boyd
James M. Dobbs	Patricia H. Dyk
James R. Martin Jr.	Rachel Swinford
Jeni McRay	Ravindra Shenoy
Jill Arensdorf	Rebecca Hapes
Johanna Adams	Ryan Olsen
John Slieter	Sakina Dixon
Kaley Klaus	Scena Webb
Karen Edwards	Silva Porter-Deal
Kate McCain	Stephanie Hinshaw
Katherine McKee	Steve Winton
Kedir Assefa Tessema	Summer Odom
Keith Herndon	Susan Burton
Keith Keppley	Thomas J. Yannuzzi
Kelleen Stine-Cheyne	Tori Pierce
Kenneth M. Karamichael	Tricia Berry
Kerry Priest	Valerie McKee Sledd

SESSION SCHEDULE

Concurrent Session	Time Slot	Alvarado A	Alvarado B	Alvarado C	Alvarado F	Turquoise Room
DAY 2: MONDAY, JULY 8						
1	9:45 - 10:15 am	1-A-1	1-B-1	1-C-1	1-D-1	1-E-1
	10:15 - 10:45 am		1-B-2	1-C-2	1-D-2	
	10:45 - 11:15 am		1-B-3		1-D-3	
	11:30 am - 1:00 pm	Lunch/Speaker (Post Discussion: To Be Announced)				
2	1:15 - 1:45 pm	2-A-1	2-B-1	2-C-1	2-D-1	2-E-1
	1:45 - 2:15 pm		2-B-2	2-C-2	2-D-2	
	2:15 - 2:45 pm			2-C-3	2-D-3	
	2:45 - 3:00 pm	Break				
3	3:00 - 3:30 pm	3-A-1	3-B-1	3-C-1	3-D-1	3-E-1
	3:30 - 4:00 pm		3-B-2		3-D-2	
	4:00 - 4:30 pm		3-B-3		3-D-3	
DAY 3: TUESDAY, JULY 9						
Concurrent Session	Time Slot	Alvarado A	Alvarado B	Alvarado C	Alvarado F	Alvarado H
	7:00-8:00 am	Focus Area Network (FAN) Meetings				
		Graduate Education	Leadership Studies Research	Teaching and Pedagogy	Student Affairs	Exec Ed and Coaching
4	8:00 - 8:30 am	4-A-1	4-B-1	4-C-1	4-D-1	4-E-1
	8:30 - 9:00 am		4-B-2	4-C-2	4-D-2	
	9:00 - 9:30 am		4-B-3	4-C-3	4-D-3	
	9:30 - 9:45 am	Break				
5	9:45 - 10:15 am	5-A-1	5-B-1	5-C-1	5-D-1	5-E-1
	10:15 - 10:45 am		5-B-2		5-D-2	5-E-2
	10:45 - 11:15 am		5-B-3		5-D-3	5-E-3
	11:30 - 1:00 pm	Lunch/Speaker (Post Discussion: To Be Announced)				
6	1:15 - 1:45 pm	6-A-1	6-B-1	6-C-1	6-D-1	6-E-1
	1:45 - 2:15 pm		6-B-2		6-D-2	
	2:15 - 2:45 pm		6-B-3		6-D-3	
	2:45 - 3:00 pm	Break				
	3:00 - 4:00 pm	Focus Area Network (FAN) Meetings				
		Graduate Education	Leadership Studies Research	Teaching and Pedagogy	Student Affairs	Exec Ed and Coaching
DAY 4: WEDNESDAY, JULY 10						
	9:00 - 9:45 am	Roundtable Session A (Alvarado D+E)				
	9:50 - 10:35 am	Roundtable Session B (Alvarado D+E)				

KEYNOTE SPEAKERS

Barrett Keene



Barrett Keene is the Global Head of Manager Development at Intuit. In this role, Barrett is responsible for the development and effectiveness of Intuit's 1,500 leaders. Intuit is a financial tech company based in Silicon Valley that powers prosperity for consumers, small businesses, and self-employed individuals through products like TurboTax, QuickBooks, and Mint. Prior to Intuit, Barrett worked at Tesla as an executive coach, the Head of Performance Management, and the Head of Leadership and Talent Development for Tesla's Engineering and General and Administrative organizations. In addition to Barrett's work as an internal Leadership and Talent Development leader, Barrett spent four years helping 12 Fortune 500 companies develop their leaders and employees with Accenture Strategy and the previous eleven years as an independent leadership development consultant within more than 80 organizations.

Isabel Lopez is president of Lopez Leadership Services specializing in leadership development. Ms. Lopez is a former corporate executive for a Fortune 500 company. As a corporate executive she supervised hundreds of employees and managed multi-million dollar budgets. Her organizational background is extensive. She has conducted leadership development seminars, workshops, and planning processes for private foundations, grass roots communities, national, state and local leadership institutes/programs, and educational institutions under her own company name for over 25 years. She has been associated with the Greenleaf Center since its early days and has taught "Foundation of Servant Leadership" for the Greenleaf Academy. Ms. Lopez is often sought out for her unique ability to weave humanistic and spiritual aspects of the whole person with the concrete tasks at hand. She is also a mother, grandmother, writer, and speaker.

Jeff Miller, a charter member and past president of ALE, will be co-facilitating with Isabel. Isabel and Jeff have been collaborators for several years in their teaching and consulting work with the Greenleaf Center for Servant Leadership. They are truly a leadership "odd couple" who enjoy working and learning together. Jeff is a Connector & Builder of Human Leadership Networks for Innovative Leadership Solutions, a company that believes in the power of individuals to transform themselves, their communities, and their organizations through personal and team learning. This work has enabled Jeff to share his knowledge and skills in over 12 countries on six continents. He is an associate of the Cascade Center for Community Governance, an adjunct faculty member in the University of Indianapolis MBA program and the Doctoral Program in Interdisciplinary Leadership at Creighton University. He has also taught in Indiana University's Kelley School of Business, been adjunct faculty in Leadership Studies for Fort Hays State University, and a member of the faculty in the Global Leadership PhD program at Indiana Tech. Jeff also is a faculty member in the Greenleaf Center for Servant Leadership's Academy, and served as co-Program Director for the Greenleaf Center for Servant-Leadership.

Isabel Lopez



Jeff Miller



Corey Seemiller



Dr. Corey Seemiller is a seasoned educator, researcher, and speaker on Generation Z. Her work has been featured on NPR and in The New York Times as well as in other news publications, podcasts, and academic journals around the world. Her TED Talk on Generation Z at TEDxDayton showcased how Generation Z plans to make a difference in the world and has more than 100,000 views. Her books include Generation Z Goes to College, which aims to prepare college administrators and educators for a new generation of college students; Generation Z Leads, a practical implementation guide for educators in designing meaningful leadership development experiences for Generation Z students; and her latest, Generation Z: A Century in Making, offers insight into nearly every aspect of the lives of those in Generation Z. She has worked in the college setting for more than 20 years – and for the last several, directly with Generation Z students. She currently serves as a faculty member in the Department of Leadership Studies in Education and Organizations at Wright State University.

SUNDAY, JULY 7

10:00 am - 12:00 pm ALE Board Meeting (Rendering Room)
12:00 - 6:30 pm Registration and Welcome Table (North Atrium)
4:00 - 5:00 pm Mentor/Mentee Reception (Fireplace Room)
5:30 - 7:00 pm Opening Reception and Poster Presentations
Hosted by Rice University (North Artium)
7:30 - 9:30 pm Mentoring Program Dinners (Off-site/Dutch Treat)

POSTERS

1. Ready, Set, Go! How A Prague Scavenger Hunt was Impetus for Sustained Leadership Growth

Patricia H. Dyk, Ph.D., Associate Professor/DGS, University of Kentucky, Community & Leadership Development

Target Audience: Faculty, Graduate Students

An education abroad course opening activity was foundational to students developing leadership competencies. Being immersed into novel cultural contexts heightened awareness of personal and group leadership skills. Up to seven years following the experience, students continue to reflect on the leadership lessons learned from this day-long activity.

2. Community Impact Challenge: Driving Social Change through Competitive Problem-Based Learning

Thomas J. Yannuzzi Ph.D., Executive Director, Student Leadership and Service, Kennesaw State University

John Banter, Associate Director, Office of Leadership and Community Engagement, Georgia Southern University

Judy G. Craven, Director of Leadership Development, Kennesaw State University

John Egan, Leadership Educator, Georgia Southern University

Ryan Keesee, Assistant Director, Civic Engagement Department of Student Leadership and Service, Kennesaw State University

Target Audience: Faculty, Student Affairs Professionals, Undergraduate Students

The Community Impact Challenge is a state-wide competition that provides undergraduate students an opportunity to put leadership in action by identifying complex social issues and developing actionable projects intended to address them. Winning teams are provided funds to implement their projects and positively impact their community.

3. Assessing Program Learning Outcomes of an Undergraduate Dean's Leadership Fellow Immersion Program

Jennifer Moss Breen, Associate Professor, Creighton University

Lydia Holtz, Program Coordinator, Creighton University

Thomas Kelly, Professor, Creighton University

Target Audience: Faculty, Student Affairs Professionals

This poster presents the results of an Ignatian leadership development program utilizing a senior-level immersion experience. Leadership constructs assessed included cultural awareness, self-awareness, humility and servant leadership. Preliminary results indicated that the immersion experience facilitated growth in each of these leadership areas.

4. University-Wide Approach to Leader Development: A Playbook

Stephanie Taylor, Assistant Director for Leadership Development, Rice University, Doerr Institute for New Leaders

Lillie Besozzi, Senior Associate Director, Rice University, Doerr Institute for New Leaders

Target Audience: Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This poster is a playbook for how to set up a comprehensive, principle-based, university-wide approach to leader development. This poster discusses how one team of researchers and practitioners from a top 15 private university established guiding principles, foundational frameworks, and measurement strategies for leader development programs.

5. Lived Experiences of Leaders Involved in Rural Community Leadership Project Aimed at Social Change

Creager Davis, Undergraduate Student, Texas A&M University

Summer Odom, Associate Professor, Texas A&M University

Sakina Dixon, Ph.D. Student, Texas A&M University

Craig Rotter, Executive Director, Texas A&M AgriLife Extension Service

Scott Cummings, Associate Professor, Texas A&M University

Target Audience: Faculty, Coaches/Consultants/Trainers

Rural community leaders were interviewed to examine their lived experiences in working with a State Rural Leadership Program to engage in social change. Along with the values of social change, Consciousness of Group, and Catalysts for Social Change emerged as themes of their experiences.

6. Leaders and Twitter: The Expression of Emotion by Corporate Leaders in Social Media Posts

Nicole Stedman, Professor, University of Florida

Jonathan Orsini, Graduate Teaching Assistant, University of Florida

Joseph Miller, Undergraduate Student, University of Florida

Ariana Ortega, Undergraduate Student, University of Florida

Daniel Abood, Undergraduate Student, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

One critical component of leadership is a leader's aptitude for emotional intelligence. Leaders are often expressing emotion in a social competence framework exemplifying both social awareness and social skill. It is important for leadership educators to be aware of how social media is used and how it can be a strategic tool for influence.

7. Authentic and Transformative Leadership Development in Environmental Justice Activism

Tatiana Height, Graduate Teaching Assistant, North Carolina State University

Katie McKee, Assistant Professor, North Carolina State University

Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This session will discuss how environmental justice (EJ) activists in a southern state engage in authentic leadership and transformative leadership, and make suggestions for a potential EJ activist training.

8. Critical Leadership Media Literacy and Public Pedagogy: A New Leadership Skill and a Crucial Instructional Method

Rachel Eddowes, Graduate Assistant, Texas A&M University

Jennifer Strong, Associate Professor, Texas A&M University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

What messages about leadership might someone gain from watching Remember the Titans or The Avengers? From a qualitative study, critical media literacy and public pedagogy emerged. Critical leadership media literacy is being introduced as a new leadership skill students should be equipped with to succeed as a twenty-first century leader.

9. Focusing Rural Youth Leadership Development through Ethics and Service Opportunities

Daniel P. Collins, Graduate Student, North Carolina State University

Jackie Bruce, Associate Professor and Director of Graduate Programs, North Carolina State University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Using the development of ethics & service via youth leadership development programs, youth can work through stages of moral development & identify where they can use their skills to benefit themselves & communities. The purpose of this study is to understand how ethics & service engage youth in making leadership connections to their communities.

10. A Review of Leadership Minors: Defining Leadership Skills for 21st Century Needs

Megan Ringo, Graduate Research Assistant, University of Nebraska-Lincoln

Lindsay Hastings, Director of Agricultural Leadership, Education, and Communication, University of Nebraska-Lincoln

L.J. McElravy, Associate Professor of Agricultural Leadership, Education and Communication, University of Nebraska-Lincoln

Target Audience: Faculty, Graduate Students, Undergraduate Students

In reviewing leadership minor programs, there are perspectives derived from student and employer feedback that allow for effective insight on leadership skills necessary to succeed in the 21st century.

11. What Just Happened? Student Leadership Learning Outcomes from Study Abroad through Reflection

Megan Stine, Lecturer, University of Florida

Summer Odum, Associate Professor, Texas A&M University

Kim Dooley, Associate Dean, Texas A&M University

Krista Bailey, Associate Professor, Texas A&M University

Target Audience: Faculty, Student Affairs Professionals

What do students learn about leadership when studying abroad in a non-leadership course? This study sought to examine the leadership learning outcomes of students who participate in a study abroad through a non-leadership based course and complete a leadership-oriented reflection on their experience for a student affairs leadership program.

12. One Seed at a Time: A Grounded Theory Study Exploring How an Urban Community Gardening Program Promotes Prosocial Development in Youth

Kristyn J. Dickey, Graduate Assistant, Texas Tech University

Amy E. Boren-Alpizar, Assistant Professor, Texas Tech University

Erica Irlbeck, Associate Professor, Texas Tech University

Scott Burris, Professor, Texas Tech University

Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students

The purpose of this study was to explore the experiences and opportunities that a youth development program offers vulnerable youth to develop prosocial decision-making. A model was developed to illustrate the transition youth experience when easing antisocial behaviors and developing prosocial behaviors through participation in the program.

13. Developing Cultural Intelligence: A Literature Review on the Empirically Evidenced Antecedents and Predictors of Cultural Intelligence

James Lee, Graduate Teaching Assistant, University of Nebraska-Lincoln

Gina Matkin, Associate Professor of Leadership, University of Nebraska-Lincoln

Target Audience: Faculty, Graduate Students, Undergraduate Students

Global diversity in the 21st Century requires leaders and educators possess the desire and ability to adapt to diverse cultures. This paper reviews scholarly literature for theoretically based predictors and educational activities empirically demonstrated to develop CQ. Findings suggest several ideas for both researchers and practitioner.

MONDAY, JULY 8

8:00 am - 4:00 pm Registration and Exhibitors (North Atrium)

8:30 - 9:30 am Breakfast and Opening Plenary: Barrett Keene (Alvarado D+E)

9:45 - 11:15 am Concurrent Session 1

1-A-1 Educator Workshop: Autoethnography as Research Method: Creating a First-Person Narrative in Leadership (Alvarado A)

Todd Wigger, Assistant Professor, Southwestern Oklahoma State University

Target Audience: Faculty, Graduate Students

Autoethnography is a research methodology designed to address individual experiences of the researcher within organizations and subcultures. The session will provide an overview of autoethnographic research and allow participants to explore the possibilities of autoethnography and the use of first-person narratives in their own research.

1-B-1 Research Paper: Building a Leader-Follower Culture: The Nexus Between Transformational Leadership and Effective Followership Behaviors (Alvarado B) *2018-19 Distinguished Research Paper*

Ibukun D. Alegbeleye, Ph.D. Candidate, Virginia Tech

Eric K. Kaufman, Associate Professor, Virginia Tech

Target Audience: Faculty, Coaches/Consultants/Trainers

Leadership scholars have often used the catchphrase 'he who must be a good leader must first be a good follower' to a great extent, and in so doing, have suggested a positive relationship between leadership and followership behaviors. This assumption remains untested. In this session, we will present findings from 100 middle managers across the US.

**1-B-2 Research Paper: Mentoring as a Mediating Factor for Efficacious Leadership Development (Alvarado B)
*2018-19 Outstanding Research Paper***

Natalie Coers, Lecturer and Program Coordinator, University of Florida

Nicole Stedman, Professor, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

The purpose of this study was to explore the phenomenon of leadership development as experienced by non-government organization (NGO) executive leaders in international agricultural development. Findings indicated the integral role of mentoring in leadership development prior to obtaining an executive leadership role.

1-B-3 Research Paper: What Does Industry Really Want? Understanding the Desirable Follower Characteristics for Entry Level Positions in Agriculture (Alvarado B)

Lauren Lewis Cline, Graduate Teaching Associate, Oklahoma State University

Target Audience: Faculty, Graduate Students, Undergraduate Students

The purpose of this qualitative study is to understand how employers contextualize the follower characteristics and skills desired for hiring graduates with an undergraduate agricultural degree for entry-level positions using a case study approach.

1-C-1 Innovative Practice Paper: The Personal Leadership Experiment Assignment: Developing Leadership Capacities of College Students through Social Media Engagement (Alvarado C) *2018-19 Distinguished Innovative Practice Paper*

Summer Odom, Associate Professor, Texas A&M University

Allison Dunn, Assistant Lecturer, Texas A&M University

Julia Owen, Associate Professor, George Mason University

Target Audience: Faculty, Coaches/Consultants/Trainers

In this innovative practice presentation, we will discuss a course activity and assignment used in undergraduate leadership courses that combines the scholarship of leadership education with reflection about personal leadership behaviors through social media. This assignment is aimed at helping students develop their leadership capacities.

1-C-2 Innovative Practice Paper: An Innovative Way to Teach the Character Component of Leadership (Alvarado C)

Robert C. Carroll, President, R.C. Carroll Enterprises LLC

Target Audience: Faculty, Student Affairs Professionals, Graduate Students, Undergraduate Students

Instead of just attempting to inform the students of the elements of character that make a leader great (cognitive understanding), this approach has as its goal to actually improve the student's character (leader development). A formidable but doable task. Presented herein is a course taught recently at a major US University with great success.

1-D-1 Innovative Practice Paper: Culturally Applicable Leadership Development (Alvarado F)

Lotte Mulder, Ph.D. Organizational Leadership Student, The Chicago School of Professional Psychology

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

The purpose of this session is to explore the influence of the national and organizational culture on leadership development. This session will provide a case study example of these influences on leadership training and provide other organizations and practitioners with tools to create their own cultural analysis of their educational offerings.

1-D-2 Innovative Practice Paper: Challenging Experiences for Leader Development: Reflections on a Leadership Educator's Year as a Community Leader (Alvarado F)

Mark R. Regensburger, Assistant Professor of Management, Methodist University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

We will explore the use of challenging experiences to gain deeper insights into leadership practice and to inform our teaching. This exploration will be a narrative and reflections on the authentic lived experience of a leadership educator who left the academy to spend a year as the founding President/CEO of a community nonprofit organization.

1-D-3 Innovative Practice Paper: Emerging Fraternity/Sorority Leaders Course (Alvarado F)

Jack Causseaux, Associate Director of Student Activities & Involvement, University of Florida

Carolynn Komanski, Director of Youth Compliance Services, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

This innovative practice focuses on the development and implementation of a leadership development course for emerging leaders of fraternities and sororities. As a collaboration between Greek life professionals and leadership faculty, the course outcomes, reflections, and recommendations of the co-instructors will be discussed.

1-E-1 Educator Workshop: Exploring Implicit Leadership (Turquoise Room)

Tori Pierce, Graduate Assistant, University of Nebraska - Lincoln

L.J. McElravy, Assistant Professor, University of Nebraska - Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

The purpose of this workshop is to explore how implicit assumptions influence leadership and followership interactions using the lens of implicit leadership theory. This innovative program is designed to prepare leadership educators to use implicit leadership in their own learning environments.

11:30 am - 1:00 pm Lunch and Speaker: Isabel Lopez (Post-Keynote Discussion: Location To Be Announced)

1:15 - 2:45 pm Concurrent Session 2

2-A-1 Educator Workshop: Mind The Gap: Engaging in Data-Driven Cultural Understanding (Alvarado A)

Natalie Coers, Lecturer and Program Coordinator, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

This interactive workshop explores three tools that can be utilized to build cultural awareness in the leadership classroom. Participants will engage through individual, group, and collective activities and discussion. Add to your tool box, and share your best practices with fellow leadership educators as we grow our cultural awareness resources.

2-B-1 Research Paper: How Do We Describe the Culture of Leadership Education? (Alvarado B)

Barry Boyd, Associate Professor, Texas A&M University

Jennifer Strong, Associate Professor, Texas A&M University

Mitchell Baker, Graduate Assistant, Texas A&M University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

For those who use leadership as a discipline base, it is often difficult to synthesize leadership models, theories, and philosophies into a small and cumulative statement. The authors sought to define the logic or philosophy of leadership education.

2-B-2 Research Paper: Leadership Education Beyond the Classroom: Characteristics of Student Affairs Leadership Educators (Alvarado B)

Allison L. Dunn, Assistant Lecturer, Texas A&M University

Lori L. Moore, Associate Professor, Texas A&M University

Summer F. Odom, Associate Professor, Texas A&M University

Krista J. Bailey, Clinical Associate Professor, Texas A&M University

Gary A. Briers, Professor, Texas A&M University

Target Audience: Faculty, Student Affairs Professionals

Currently, more students receive leadership education from student affairs offerings than from academic leadership courses, but there is limited research on the preparation of student affairs practitioners as leadership educators. Do student affairs practitioners see themselves as leadership educators, and what are their characteristics?

2-C-1 Innovative Practice Paper: Democrat or Republican? Using Political Stereotypes as a Bias Discussion Exercise (Alvarado C)

Keith Herndon, Professor of Practice, University of Georgia

Charlotte Norsworthy, Undergraduate Student, University of Georgia

Ryan Kor-Sins, Graduate Student, University of Utah

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

This innovative practice paper explains an exercise that asks students to identify anonymous people as either Democrats or Republicans based only on brief descriptions. The exercise leads students to recognize preconceived notions that are largely based on general stereotypes and is a springboard into classroom discussions about bias and prejudice.

2-C-2 Innovative Practice Paper: Venture Grant Process: Enhancing Student Learning Through Involvement in Grant Distribution Processes (Alvarado C)

Michael Gleason, Director, Leadership Institute, Washburn University

Ryan Kelly, Law Student, University of Kansas

Target Audience: Faculty, Student Affairs Professionals

The Venture Grant has been utilized as a high-impact community engagement practice. This unique partnership between a university, donors, and a local United Way, provides students the opportunity to be involved in the process of philanthropy. Positive outcomes related to teamwork, civic engagement, and critical thinking have been found.

2-C-3 Innovative Practice Paper: Intercultural Leadership Scholars Research Program (Alvarado C)

*Amber Manning-Ouellette, Assistant Professor, Oklahoma State University *2018-19 Mini Grant Recipient**

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

It is increasingly evident that global leadership and international perspectives become a priority of higher education. This session will explore findings from graduate students' experiences in the Intercultural Leadership Scholars Research Program. The data shared will include reflections of intercultural experiences as well as navigating the research.

2-D-1 Innovative Practice Paper: Using a Team-Based Online Simulation to Promote Undergraduate Student Learning Outcomes in a Course on Communication and Leadership in Groups and Teams (Alvarado F)

Jonathan Orsini, Ph.D. Student, University of Florida

Nicole Stedman, Professor, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

This session will demonstrate the Recurrence Signature Case Study (RSCS); an online multiplayer game-like simulation case-study for teaching participants how to work in teams using real-world scenarios in a business setting.

2-D-2 Innovative Practice Paper: Nonprofit Leadership Education Programs: In Search of a Framework to End the ROI Critiques (Alvarado F)

Gregory A. Gifford, Director of Leadership Development, Uplift Education

Robert L. McKeage, Associate Professor of Management, University of Scranton

Christine Shaefer

Jeremy Brees, Assistant Professor of Management, Northern Arizona University

Target Audience: Faculty, Coaches/Consultants/Trainers

This innovative practice paper seeks to identify a framework by which decision makers in nonprofit organizations might make more informed decisions about leadership education for nonprofit leaders by selecting program and content design that is both applicable and rigorous, and effective in advocating for limited resources.

2-D-3 Innovative Practice Paper: Empowering Teachers as School Leaders (Alvarado F)

Nathalie Congo-Poottaren, Senior Lecturer, Mauritius Institute of Education

Mahaboob Sooltan Sohawon, Senior Lecturer, Mauritius Institute of Education

Deenesh Goundory, Lecturer, Mauritius Institute of Education

Target Audience: Faculty, Coaches/Consultants/Trainers

The paper explores how aspiring heads of schools are prepared to take up future leadership roles.

2-E-1 Educator Workshop: Aligning Leadership Methods of Inquiry and Development: Co-Emergent Strategies to Develop and Understand Leadership in the Civic Arena (Turquoise Room)

Kerry L. Priest, Associate Professor, Staley School of Leadership Studies, Kansas State University

Brandon W. Kliewer, Assistant Professor of Civic Leadership, Staley School of Leadership Studies, Kansas State University

Lori E. Kniffin, Assistant Director, UNC Greensboro

Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students

This research workshop explores the reasons behind, and the benefits of, aligning leadership development practices and methods of leadership inquiry. Participants will explore how they can bring these concepts together as co-emergent strategies to develop and understand leadership development in the civic arena.

2:45 - 3:00 pm Break

3:00 - 4:30 pm Concurrent Session 3

3-A-1 Methods Workshop: Exploring Experiential Learning Tools for Leadership Education with the Center for Creative Leadership (Alvarado A)

Daniel Jenkins, Chair and Associate Professor, Leadership and Organizational Studies, University of Southern Maine, Lewiston-Auburn College

Todd Deal, Faculty and Higher Ed Portfolio Leader - Societal Advancement, Center for Creative Leadership

Preston Yarborough, Faculty, Learning & Innovative Solutions, Societal Advancement, Center for Creative Leadership

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Facilitators will demonstrate applications of experiential learning tools from the Center for Creative Leadership—Visual Explorer, Leadership Metaphor Explorer, and Transformations—facilitate conversations about intentional alignment between these tools and leadership learning outcomes, and focus on debriefing, in large- and small-group formats.

3-B-1 Research Paper: Reconceptualizing Followership Identity: Why Leadership Educators Should Care About Followership (Alvarado B)

Ibukun D. Alegbeleye, Ph.D. Candidate, Virginia Tech

Eric K. Kaufman, Associate Professor, Virginia Tech

Target Audience: Faculty, Coaches/Consultants/Trainers

In this session, we will review critical perspectives of followership while arguing for the legitimacy of followership. We will prescribe new ways of approaching followership, examine how these new approaches fit within the modern discourses of leadership and recommend how leadership educators should incorporate followership into their curriculum.

3-B-2 Research Paper: Student Leadership Learning Outcomes from a Program Focused on High-Impact Leadership Education, Training, and Development Experiences (Alvarado B)

Summer Odom, Associate Professor, Texas A&M University

Tearney Woodruff, Student Affairs Coordinator, Texas A&M University

Melissa Shehane, Associate Director, Texas A&M University

Kim Dooley, Associate Dean & Professor, Texas A&M University

Megan Stein, Lecturer, University of Florida

Target Audience: Faculty, Student Affairs Professionals

Using the Leadership Identity Development (LID) model as a framework, a content analysis of 134 reflections from 17 students examined student learning from their leadership training, education, and development experiences. This session will explore themes that emerged that were representative of the developing self area of the LID model.

3-B-3 Research Paper: Fictional Leaders and Fictional Characters Impact Leadership Identity Development (Alvarado B)

Rachel Eddowes, Graduate Assistant, Texas A&M

Jennifer Strong, Associate Professor, Texas A&M

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

How might Ned Stark from Game of Thrones or Katniss Everdeen from The Hunger Games model leadership to viewers? This qualitative study explored the role entertainment media plays in influencing the Developmental Influences factor of the Leadership Identity Development Model. Recommendations for practitioners and researchers are provided.

3-C-1 Educator Workshop: Developing Institutional and Stakeholder Value for Leadership Programs: A Process for Sustainability (Alvarado C)

Katherine Friesen, Graduate Assistant, College of Engineering, Iowa State University

Anthony Andenoro, Lecturer, Leadership Studies Program, Iowa State University

Target Audience: Faculty, Student Affairs Professionals

Participants will be guided through an integrated process that combines the ILA Guiding Questions, FACE Approach, and Google Sprint process to brand and communicate the value and distinctiveness of their Leadership program. Their efforts will align with Leadership Education, strategize for influencing stakeholders, and plan for sustainability.

3-D-1 Innovative Practice Paper: How to Evaluate In-House Leadership Programs? A Scientific Attempt to Link Objectives to Outcome Metrics (Alvarado F) *2018-19 Outstanding Innovative Practice Paper*

Lebena Varghese, Postdoctoral Research Fellow, Rice University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Current evaluation efforts that assess the efficacy of leader development programs lack scientific rigor. Our session elaborates on how applied researchers can work with practitioners to enhance the impact of leader development programs. We discuss the pressing need to collect data that goes beyond satisfaction indices.

3-D-2 Innovative Practice Paper: Netflix, Bitmojis, and Memes: Engaging Interpersonal Skills for Leader Development Through Social Exchange (Alvarado F)

Jason Headrick, Graduate Teaching Assistant, University of Nebraska-Lincoln

Susan Burton, Associate Professor of Practice, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This innovative practice paper illustrates how public and pop culture pedagogy can be used by leadership educators to merge content centered on social media presence and leader identity development. The paper provides an activity using a popular Netflix show, Black Mirror, in which students critically consider their presence and interaction online.

3-D-3 Innovative Practice Paper: Building a Culture of Leadership in the Community for Graduating Students (Alvarado F)

Anna P. Whitehall, Clinical Assistant Professor, Washington State University

Target Audience: Faculty

For those working with graduating seniors in a classroom setting who want to extend discipline specific learning to leadership development, the session will explore the structure and evaluation of a capstone, service-learning course. Evaluation results, lessons learned, and importance of leadership development courses will be discussed.

3-E-1 Methods Workshop: Addressing the Now What? In Mixed Methods: Integrating Quantitative and Qualitative Data (Turquoise Room)

Lindsay Hastings, Clifton Professor in Mentoring Research and Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln

Target Audience: Faculty

This methods workshop will address how best to determine when to use mixed methods, how to build purpose statements and research questions that justify the use of mixed methods, and how to rigorously integrate quantitative and qualitative data in each of the core mixed methods designs.

5:00 - 6:30 pm Dinner on your own

TUESDAY, JULY 9

7:30 am - 4:00 pm Registration and Exhibitors (North Atrium)

7:00 - 8:00 am Breakfast/FAN Session (Alvarado D+E/See page 8)

8:00 - 9:30 am Concurrent Session 4

4-A-1 Educator Workshop: Managing Abrasive Workplace Behavior: A Tool for Leaders (Alvarado A)

Laura Crawshaw, Ph.D., BCC, Founder, The Boss Whispering Institute

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Managing abrasive employee behavior is no easy task, and doing it poorly, or failing to do it altogether can have disastrous consequences. Leaders often avoid this task, dreading negative reactions and defensive responses. This innovative approach equips leaders with the insight and tools to intervene calmly and confidently.

4-B-1 Research Paper: Developing Ourselves with the Help of Media: Entertainment Media's Impact on the Developing Self factor of Leadership Identity Development (Alvarado B)

2018-19 Outstanding Research Paper

Rachel Eddowes, Graduate Assistant, Texas A&M University

Jennifer Strong, Associate Professor, Texas A&M University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

How do our favorite shows and fictional characters influence our leadership development? This qualitative study explored the role entertainment media plays in influencing the Developing Self factor of the Leadership Identity Development Model. Recommendations for practitioners and researchers are provided.

4-B-2 Research Paper: Exploring Barriers in Leadership Learning Environments: A Foundation for Undergraduate Leader Development (Alvarado B)

Madeline Grace Black-Oberg, Graduate Research Assistant, University of Florida

Anthony C. Andenoro, Lecturer of Leadership Studies, Iowa State University

Target Audience: Faculty, Student Affairs Professionals, Graduate Students, Undergraduate Students

This study explores the barriers to leadership learning environments from learner, instructor, & environmental perspectives. The findings suggest that positive student-instructor relationships, critical reflection, & adaptive leadership application, will have profound implications on the field of leadership education & learner development.

4-B-3 Research Paper: A Culture of Leadership Identity Development: Big Problems, Big Possibilities (Alvarado B)

Jarred A. Shellhouse, Graduate Student, University of Florida

Cameron J. Outlaw, Graduate Student, University of Florida

Valerie M. Sledd, Graduate Student, University of Florida

Hannah S. Carter, Associate Professor, University of Florida

Target Audience: Faculty, Graduate Students

Global complex problems compromise the future of the world. Leadership educators can create a culture of learning for students to create solutions. Using leadership identity development (LID) as a lens, this study examined how growth took place in students when the focus was problem-solving and systems thinking, and leadership was a byproduct.

4-C-1 Innovative Practice Paper: Creating a State System-Wide Transfer Leadership Course (Alvarado C)

Jill Arensdorf, Provost and Vice President of Academic Affairs/Professor, Leadership Studies, Fort Hays State University

Brett Whitaker, Assistant Professor, Leadership Studies, Fort Hays State University

Lauren Edelman, Associate Director, Leadership Institute, Washburn University

Michael Gleason, Director, Leadership Institute, Washburn University

Trisha Gott, Assistant Director/Instructor, K-State University Staley School of Leadership Studies

Marg Yaroslaski, Communication Professor, Independence Community College

Mary Banwart, Associate Professor, University of Kansas Department of Communication Studies

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

This practice paper will describe one state system's process to develop a system-wide introductory leadership course for seamless transfer amongst public community colleges and four-year institutions. Challenges, opportunities, processes, and next steps will be shared through this presentation.

4-C-2 Innovative Practice Paper: Developing Diversity Consciousness in Leaders: The Proof Is in the Pudding (Alvarado C)

Cammie Weaver, Graduate Teaching Assistant, Oklahoma State University

William Weeks, Professor, Oklahoma State University

Penny Pennington Weeks, Professor, Oklahoma State University

Katherine Bezner, Undergraduate Student, Oklahoma State University

Target Audience: Faculty, Graduate Students, Undergraduate Students

This innovative practice was designed to develop diversity consciousness among undergraduate students in an online multicultural leadership course. As the first major course assignment, Food and My Story asks students to reflect and examine their own culture through a family recipe. Each year 450 students participate in this assignment.

4-C-3 Innovative Practice Paper: Increasing Metacognitive Capacity through the Disruption of Implicit Leader Prototypes (Alvarado C)

Benjamin Brooks, Assistant Professor, Kennesaw State University

Natasha Chapman, Lecturer, Global Engineering Leadership, University of Maryland, College Park

Target Audience: Faculty

This paper situates metacognitive capacity as a fundamental component of critical leadership development. Exploring bias and implicit leader prototypes are powerful vehicles for building metacognitive capacity as well as disrupting normative assumptions about leadership. The paper provides practical insights into how best to engage these subjects.

4-D-1 Innovative Practice Paper: Cultivating Global Leaders: Leadership Education and the Sustainable Development Goals (Alvarado F)

Nicole Stedman, Professor, University of Florida

Natalie Coers, Lecturer, University of Florida

Barbara Altman, Associate Professor and Associate Dean (Interim), Texas A&M Central Texas

Target Audience: Faculty, Student Affairs Professionals

Higher education has the potential to play a transformative role in the way students and rising global community leaders advocate for and act upon pressing global issues. Join in as leadership educators focused on utilizing the Sustainable Development Goals (SDGs) as a strategic framework for developing sustainability leaders with global awareness.

4-D-2 Innovative Practice Paper: Inclusive Community Leadership Development: Creating a Culture of Leadership for All (Alvarado F)

Helen Abdali Soosan Fagan, Director of Leadership Engagement, Rural Futures Institute at University of Nebraska; Assistant Professor of Practice, Leadership Engagement, University of Nebraska-Lincoln

Gina Matkin, Ph.D., Associate Professor, Leadership Studies, University of Nebraska-Lincoln

Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Combining lessons learned from two competitive grant projects related to rural community leadership to create an Inclusive Community Leadership Development Fellows program. This program is designed to create a culture of leadership by enhancing Inclusive Leadership capacity in students and community leaders who participate.

4-D-3 Innovative Practice Paper: Why Don't You Just Meet Me in the Middle? Using Metaphor Cards to Enhance and Facilitate Mediated Dialogue in Leadership Education (Alvarado F)

Daniel Jenkins, Chair & Associate Professor, Leadership & Organizational Studies, University of Southern Maine

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

In this innovative practice session, we will explore the power of metaphor cards as a conduit for facilitating deep, mediated dialogue about leadership and followership and making abstract conversations about these concepts more concrete.

4-E-1 Educator Workshop: Game On: The Use of Gamification in Leadership Curriculum (Alvarado H)

Susan Burton Ph.D., Assistant Professor of Practice in Leadership Education, University of Nebraska- Lincoln, Department of Agriculture Leadership, Education and Communication

Ashlee Young, M. Ed., Assistant Director, William H. Thompson Learning Community, University of Nebraska-Lincoln

Kara Brant, Associate Director for Support and Advocacy, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Game on, learners! Using game elements, mechanics and game-based thinking can illuminate subject-specific knowledge while facilitating student drive to accomplish learning goals. This session demonstrates core experiential practices that leadership educators can adopt and adapt to structure online and classroom work, as well as two specific “games.”

9:30 - 9:45 am Break

9:45 - 11:15 am Concurrent Session 5

5-A-1 Educator Workshop: Re-Imagining Leadership Development within Communities: Aligning Collective Leadership Theories and Practice (Alvarado A)

Lori E. Kniffin, Assistant Director, UNC Greensboro

Ryan M. Patterson, Assistant Director, Leadership and Service Center, University of South Carolina

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Participants will engage in discussion about emerging collective paradigms of leadership and postmodern curriculum theories to consider how to better align these theories in community leadership programs (CLPs). Five recommendations for re-imagining community leadership development will be shared (also applicable to campus communities).

5-B-1 Research Paper: Shifting Agency Cultures: A Case Study of a State Agency Leadership Program (Alvarado B)

Valerie McKee Sledd, Leadership Programs Coordinator, University of Florida

Hannah Carter, Dean of Extension, University of Maine

Target Audience: Faculty, Coaches/Consultants/Trainers

This case study explores the outcomes of a state government agency leadership program as collected from evaluation data, program director commentary, and the intrapersonal leadership characteristics identified from program participants. Findings indicate a possible shift in agency culture led by participants of three program cohorts.

5-B-2 Research Paper: A Two-Method Approach to Exploring Affective Responses to Peer Evaluations in a Leadership Classroom (Alvarado B)

Jason Headrick, Graduate Teaching Assistant, University of Nebraska-Lincoln

L.J. McElravy, Associate Professor, University of Nebraska-Lincoln

Megan Ringo, Graduate Research Assistant, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This research study focuses on affective responses to receiving peer feedback to a cooperative exam. Two methods explored student reported responses to peer feedback using the Positive and Negative Affect Schedule (PANAS) and a qualitative content analysis of student reflections for affective response.

5-B-3 Research Paper: A Culture of Trust: Social Networks in the Educational Admissions Process (Alvarado B)

James R. Martin Jr., Assistant Professor, Creighton University

Candice Bloomquist, Assistant Professor, Creighton University

Target Audience: Faculty, Coaches/Consultants/Trainers

In this study, we examine communication patterns and social networks within the admissions process at three schools: a primary school, a secondary school, and a medical school. The purpose: to illuminate relationships that may allow trust to flow between individuals and throughout organizations.

5-C-1 Educator Workshop: Using Social Media to Be a More Effective Leader in the 21st-Century Classroom (Alvarado C)

Michelle Post, Adjunct Faculty, Ashford University/Forbes School of Business & Technology

Andree Swanson, Program Chair, Bachelor of Arts Business Leadership, Associate Professor, Ashford University/Forbes School of Business & Technology

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This workshop provides an understanding of social media, effective leadership, and the 21st-century classroom. And explains the “sweet spot” of the intersection of these three concepts, which includes V.O.I.C.E., purpose, and intent.

5-D-1 Innovative Practice Paper: Coaching for Improvement: Developing the DoDEA Coaching Model (Alvarado F)

2018-19 Outstanding Innovative Practice Paper

Eric K. Kaufman, Associate Professor, Virginia Tech

Patrick J. Schermann, Assistant Professor of the Practice, Vanderbilt University

Mark D. Cannon, Associate Professor, Vanderbilt University

James Coartney, Graduate Assistant, Virginia Tech

Shreya Mitra, Graduate Assistant, Virginia Tech

James C. Anderson II, Graduate Assistant, University of Georgia

Target Audience: Coaches/Consultants/Trainers

While the concept of coaching is nothing new, it is gaining ground in new settings, including educational leadership. As a practical illustration, we highlight the transformative approach of Department of Defense Education Activity (DoDEA), including the professional learning that contributed to emergence of the DoDEA Coaching Model.

5-D-2 Innovative Practice Paper: Building a Culture of Leadership Through Inter-State Exchange Experience (Alvarado F)

Laura L. Greenhaw, Assistant Professor, Mississippi State University

M. Annabelle Stokes, Graduate Assistant, Mississippi University

Target Audience: Faculty, Coaches/Consultants/Trainers

This innovative practice session describes an inter-state exchange experience for industry professionals. We will highlight the learning objectives of the experience, provide the full itinerary for consideration, and share qualitative data from pre- and post-experience interviews with participants.

5-D-3 Innovative Practice Paper: How to Develop the Virtue of Humility through Mentoring (Alvarado F)

Mathew Sowcik, Professor, University of Florida

Austin Council, Graduate Student, University of Florida

Target Audience: Faculty, Student Affairs Professionals

This innovative practice paper will cover research conducted to ascertain how leaders developed humility through the practice of mentoring, and best practice themes that emerged to design (or redesign) a leadership education mentoring program to develop humility within student leaders.

5-E-1 Innovative Practice Paper: Teaching Sensitive Topics in Leadership Education (Alvarado H)

S. Lynn Shollen, Associate Professor of Leadership Studies, Christopher Newport University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Specific pedagogical strategies can be utilized to engage students with sensitive topics within leadership education. The strategies explained have been successful with undergraduate students in a women and leadership course, and are applicable to various leadership education contexts that inevitably incorporate other sensitive topics beyond gender.

5-E-2 Innovative Practice Paper: Development, Assessment, and Evaluation of Leadership Mentoring Programs (Alvarado H)

Lindsay Hastings, Clifton Professor in Mentoring Research and Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln

Hannah Sunderman, Graduate Research Assistant and Associate Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln

Nick Knopik, Graduate Assistant, Nebraska Human Resources Institute, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals

The purpose of this innovative practice paper is to address the nuanced considerations of developing, assessing, and evaluating leadership mentoring programs. Specifically, this paper addresses the nuanced considerations of creating appropriate program outcomes and associated objectives given the individualized nature of mentoring relationships.

5-E-3 Innovative Practice Paper: Developing Students as Leaders through Professional Coaching: A Preliminary Assessment of Outcomes (Alvarado H)

Ryan P. Brown, Managing Director of Measurement, Doerr Institute for New Leaders, Rice University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Impact evidence from a new, campus-wide initiative is reported regarding the use of professional leadership coaches with undergraduates. Results indicate substantial changes in leader identity, corroborated by observers, as well as behavioral differences in levels of leadership responsibility.

11:30 am - 1:00 pm Lunch and Speaker: Dr. Corey Seemiller - Hosted by James M. Cox Jr. Institute

(Alvarado D+E) Post-Keynote Discussion (Location To Be Announced)

1:15 - 2:45 pm Concurrent Sessions 6

6-A-1 Educator Workshop: Wicked Problems and Wild Ideas: Innovative Leadership through Design Thinking (Alvarado A)

Jessica Hill, Associate Director, Leadership Programs, The University of Arizona

Raven Moniz, Graduate Assistant, The University of Arizona

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Contemporary societal challenges require innovative and forward-thinking leadership. Design Thinking has emerged as a human-centered methodology for teaching and applying creative problem-solving in interdisciplinary contexts. Participants in this workshop will engage in a hands-on design sprint to learn the stages of Design Thinking.

6-B-1 Research Paper: The Art of Leadership: Exploring the Use of Photography and Narratives in Understanding Adaptive Leadership Concepts (Alvarado B)

Jason Headrick, Graduate Teaching Assistant, University of Nebraska-Lincoln

Kate McCain, Ph.D., University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Using a phenomenological explanatory method, participants focused on adaptive leadership concepts through the use of imagery and personal narratives. Results illustrate student's ability to make meaning of abstract adaptive leadership concepts through narrative inquiry and visual approaches of photo elicitation.

6-B-2 Research Paper: Organizational Change Facilitation: Where Have All the Leaders Gone When Creating Anti-Harassment Cultures (Alvarado B)

Krystal Brue, Assistant Professor, Cameron University

Aubree Walton, Associate Professor, Cameron University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Recent harassment scandals and #MeToo publicity confirm that misconduct plagues businesses. Organizations often rely on training and policy initiatives to address workplace misconduct; however, these compliance efforts have not systematically changed behaviors. Our research suggests the benefits of using behavioral modeling to improve cultures.

6-B-3 Innovative Practice Paper: The Leadership Challenge Event: Practicing Leadership through Simulation Competition (Alvarado B)

Lauren Edelman, Associate Director, Leadership Institute, Washburn University

Michael Gleason, Director, Leadership Institute, Washburn University

Target Audience: Faculty, Student Affairs Professionals, Graduate Students, Undergraduate Students

The Leadership Challenge Event™ is a unique, inter-scholastic and inter-collegiate leadership competition for students to practice leadership in a simulated environment. Learn how one institution brought schools together from across the region to develop leadership skills by solving real-world problems in a variety of community contexts.

6-C-1 Educator Workshop: When Technical Skills Aren't Enough: Training for the Softer Side of Community Action Leadership (Alvarado C)

Laura Greenhaw, Assistant Professor, Mississippi State University

Marina Denny, Assistant Professor, Mississippi State University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

This workshop will highlight our partnership with Wildlife Services to provide leadership development to complement their technical skill. Come learn about activities we used to teach emotional intelligence, power and influence, and conflict management.

6-D-1 Innovative Practice Paper: From Noble Intentions to Measurable Impact (Alvarado F)

Ruth Reitmeier, Assistant Director of Coaching, Rice University, The Doerr Institute for New Leaders

Sarah Sullivan, Department Coordinator, Rice University, The Doerr Institute for New Leaders

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

The purpose of this innovative practice session is to explore the use of professional leadership development coaching and an International Coach Federation accredited coach training program to develop university students as leaders. Impact evidence from these programs is also discussed.

6-D-2 Innovative Practice Paper: A Service-Learning Introduction of the Beliefs, Events Values Inventory (BEVI) as a Method of Building a Culture of Leadership (Alvarado F)

Colleen Kelly, Ph.D. Student, Purdue University

Kris Acheson-Clair, Director of CILMAR, Purdue University

Mark Russell, Professor, Purdue University

Target Audience: Faculty, Student Affairs Professionals

We will introduce the Beliefs, Events Values Inventory (BEVI) as it relates to intercultural leadership competences.. By presenting this case study example, an international service-learning program to Haiti for agricultural majors, participants will better understand how the BEVI can be used to assess students and learning outcomes.

6-D-3 Innovative Practice Paper: Leadership and the Good Life (Alvarado F)

Zachary Wooten, Instructor, West Chester University of Pennsylvania

Matthew Pierlott, Associate Professor, West Chester University of Pennsylvania

Target Audience: Faculty

What makes a good life? What does it mean to live a flourishing life? What does leadership have to do with a life well lived? These are difficult questions that require philosophical muscles many of us have left untrained; we need one another's help and perspective to answer them.

6-E-1 Educator Workshop: Facilitating Systems Thinking, Personal Values Identification, and Complex Problem Solving through Project-Based Learning (Alvarado H)

Valerie McKee Sledd, Graduate Student, University of Florida

Cameron Outlaw, Graduate Student, University of Florida

Kevin Kent, Graduate Student, University of Florida

Target Audience: Faculty

This workshop highlights how leadership instructors leveraged systems thinking, values clarification, and complex problem solving as ways to develop learners' capacity for leadership. The interdisciplinary course utilized innovative ways to challenge learners to think critically and creatively as well as develop teamwork and communication skills.

2:45 - 3:00 pm Refreshment Break

3:00 - 4:00 pm FAN Meetings (See Page 8)

4:15 - 5:45 pm ALE Business Meeting and Awards Presentation (Alvarado D+E)

6:30 - 9:30 pm Dinner/Excursion: Indian Pueblo Cultural Center

WEDNESDAY, JULY 10

8:00 - 8:55 am Breakfast (Alvarado D+E)

9:00 - 9:45 am Roundtable Session A

Check Out My Podcast: The Application and Implementation of Podcasting as Pedagogy (Table 1)

Blaise Lanoha, Graduate Teaching Assistant, University of Nebraska-Lincoln

Jason Headrick, Graduate Teaching Assistant, University of Nebraska-Lincoln

L.J. McElravy, Assistant Professor, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Technology-based pedagogy, such as podcasting, allows educators to interact with learners in relevant and memorable ways. This roundtable discussion seeks to address the application of podcasting for leadership educators interested in commissioning podcasts as a prospective pedagogy for leadership audiences.

Servant Leadership: Bridging Theory and Practice (Table 2)

Carol Z. Rownd, Ph.D., Assistant Professor of Leadership Studies, Our Lady of the Lake University

Wenonah B. Ecung, Ph.D., Assistant Professor of Leadership Studies, Our Lady of the Lake University

Esther S. Gergen, Ph.D., Associate Professor of Leadership Studies, Our Lady of the Lake University

Mark T. Green, Ph.D., Professor of Leadership Studies, Our Lady of the Lake University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Recognizing that whether in the classroom or organizational setting, professional leadership experts need to be equipped with the most effective tools that yield the greatest results, this roundtable will focus on the empirical benefits of servant leadership and the practical means of creating supportive environments for developing servant leaders.

Building a Culture of Leadership: Why Real Leadership is Inclusive, and How Educators and Executives Can Teach It (Table 3)

Yael Hellman, Educational Development Administrator, Los Angeles County Sheriff's Department

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

By strengthening reflective and connective powers, leaders of organizations in turn model and build effective, inclusive leadership paradigms. Engaging exercises provide teams experiential practice understanding and valuing differences and learn how to build the culture of leadership our era requires and invites.

Supporting a Culture of Assessment through Utilization of the Multi-Institutional Study of Leadership (Table 4)

Madeline Lambing, Program Coordinator, Washburn University Leadership Institute

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

What is hindering campuses ideal usage of the tool? Participants attending this roundtable will discuss innovate ways institutions could use the MSL data set and generate ideas for cross-unit collaboration.

Utilizing Small Groups in the Leadership Classroom: Creating a Culture of Cooperation (Table 5)

Nicholas Knopik, Graduate Research Assistant, University of Nebraska-Lincoln

Lindsay Hastings, Clifton Professor in Mentoring Research and Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln

Hannah Sunderman, Graduate Research Assistant, University of Nebraska-Lincoln

Target Audience: Faculty, Graduate Students, Undergraduate Students

This roundtable discussion will address the use of small groups in leadership education. The facilitators will share positive outcomes from using small groups in undergraduate leadership classrooms and the discussion will consider the role of the teacher and outcomes for students. Participants are encouraged to share innovative practices.

When Social Media Rules: Expectations for Emotional Intelligence in Social Media (Table 6)

Nicole Stedman, Professor, University of Florida

Brittany Adams-Pope, Public Service Assistant, University of Georgia

Jonathan Orsini, Graduate Teaching Assistant, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

In this roundtable participants will engage in a lively debate about the role of emotional intelligence in social media. But how authentic is this engagement? The facilitators will guide participants through various questions to illuminate how people choose to express emotional intelligence in social media to build a culture of authenticity.

Reflective Practice in Leadership Education (Table 7)

Steven Winton, Ph.D., Director of MA Leadership and Organizational Development Program, Saint Louis University

Patrick Hughes, Ph.D., Program Director of Justice Leadership and Management, University of Baltimore

Andrea Cornelius, Graduate Assistant/Ph.D. Student, Saint Louis University

Target Audience: Faculty

We will facilitate a dialogue where participants share how reflective practice is incorporated into curricula, as well as utilized in assignments. We also want to discover how educators overcome some of the barriers of reflective practice. Finally, we want to discuss how this competency relates to building a culture of leadership.

Interactive Procedures for Qualitative Inquiry: Reliability and Validity Checking (Table 8)

Kate McCain, Ph.D., University of Nebraska-Lincoln

Target Audience: Faculty, Graduate Students, Undergraduate Students

This roundtable presentation will outline two interactive strategies for reliability and validity checking in qualitative research. Participants who attend this roundtable will be able to facilitate a data conference and organize a game method for conducting the peer review process of coding data.

What Crosses the Line? Ethical Leadership within Academic Fundraising (Table 9)

Annie F. Muscato, Graduate Teaching Assistant, University of Florida

Austin Council, Doctoral Candidate, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

In light of dwindling government funding, educational institutions are increasingly relying on philanthropic support to fulfill their missions. Leadership programs are no exception. In this round table we will facilitate dialogue around the potential ethical dilemmas leadership faculty could face when accepting private funding for their programs.

Using Critical Reflection in the Classroom for Leadership Education and Development (Table 10)

Sequetta Sweet, Assistant Professor of Organizational Leadership, Stockton University

Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

The purpose of the presentation and discussion roundtable is to explore and share creative methods of critical reflection as a pedagogy inside and outside of the classroom to enhance student learning, growth and development as leaders and how these approaches be enhanced to invoke deep level learning and leadership development?

9:50 - 10:35 am Roundtable Session B

Women Faculty in Leadership: Building a Culture of Support (Table 1)

Haley Rosson, Assistant Professor, Agriculture and Extension Education, West Virginia University

Lauren Lewis Cline, Doctoral Student, Agricultural Education, Communications, & Leadership, Oklahoma State University

Penny Pennington Weeks, Professor, Agricultural Education, Communications, & Leadership, Oklahoma State University

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

This roundtable discussion will serve as an opportunity for leadership educators to share experiences related to the challenges and opportunities associated with roles as women faculty and discuss methods for integrating effective mentoring and support structures within the profession. Join the conversation to “Build a culture of leadership!”

Best Practices for Utilizing Undergraduate Research Assistants in Leadership Education (Table 2)

Hannah Sunderman, Doctoral Research Assistant, University of Nebraska-Lincoln

Lindsay Hastings, Clifton Professor in Mentoring Research and Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln

Nick Knopik, Graduate Research Assistant, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Graduate Students, Undergraduate Students

Undergraduate research is an increasing focus of higher education. During this Roundtable, staff members of a leadership development program will share lessons learned from working with undergraduate research assistants. The discussion will elicit effective practices for utilizing undergraduate research experiences in leadership education.

Why are Rural Regions Losing Future Leaders? (Table 3)

Daniel P. Collins, Graduate Student, North Carolina State University

Jackie Bruce, Associate Professor and Director of Graduate Programs, North Carolina State University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Participants will explore connections between rural youth leadership programs and retention challenges, and subsequently, the communities connected to them. The collective will identify factors that contribute to “brain drain” that can be addressed by leadership programs.

Do Emotionally Intelligent Leaders Help Create a Stronger Culture of Leadership? (Table 4)

John Slieter, Graduate Student, University of Nebraska-Lincoln

Gina Matkin, Associate Professor, University of Nebraska-Lincoln

Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students

This roundtable offers attendees an overview of our current understanding of Emotional Intelligence (EI) and Leadership gathered from a comprehensive review of the literature. This conversation is important because, as leadership educators, we need to know if EI does indeed help us create better leaders, AND whether it is a developable skill.

A Conversation about the Interdisciplinary Nature of Leadership (Table 5)

Leah Georges, Assistant Professor, EdD Program in Interdisciplinary Leadership Program, Creighton University

Candace Bloomquist, Assistant Professor, EdD Program in Interdisciplinary Leadership Program, Creighton University

Target Audience: Faculty, Graduate Students

This roundtable session is designed for those interested in discussing the interdisciplinary nature of leadership. Conversations about whether, and under what circumstances leadership studies is an established or emerging discipline underscore the need to thoughtfully discuss the role of interdisciplinarity in this important academic conversation.

Shifting the culture of the “F” Word: Followership in Leadership Education (Table 6)

Carolynn Komanski, Director of Youth Compliance Services, University of Florida

Jack Causseaux, Associate Director of Student Activities & Involvement, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

A follow up from a 2016, this roundtable discussion seeks to collaboratively and constructively reexamine the follower in leadership education by critically analyzing semantics, discover implications of behavior of leaders (and the relationship to followership), understand and value the vast roles of followers, and promote innovative means to address the resistance of followership.

Succession Planning in Higher Education: A Myth or a Solution? (Table 7)

Kenneth M. Karamichael, Director, Office of Continuing Professional Education, Rutgers University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Higher education is at critical crossroads for talent acquisition, development and leadership. Succession planning is a process for identifying and developing new leaders. Can effective succession plans provide for institutional sustainability, advancement of university missions, and ultimately benefit the students and communities we serve?

Grasping the Difference: How We Teach the ‘Four I’s’ of Transformational Leadership (Table 8)

Ellie Anderson, GTA, University of Nebraska-Lincoln Agricultural, Leadership, Education and Communication Department

L.J. McElravy, Assistant Professor, University of Nebraska-Lincoln Agricultural, Leadership, Education and Communication Department

Target Audience: Faculty, Coaches/Consultants/Trainers

In this session, participants will unpack how leadership educators discuss and teach the conceptualization of transformational leadership and its four I’s. Purposeful questioning and strategic discussion will lead to the formation of statements that specifically demonstrate how educators discuss and teach the differentiation of each sub-dimension.

An Integrated Culture of Research and Practice: The Scholar-Practitioner as a Product of Graduate Leadership Education (Table 9)

Barbara Altman, Associate Professor and Associate Dean (Interim), Texas A&M Central Texas

Kelleen Stine-Cheyne, Adjunct Faculty, Creighton University

Target Audience: Faculty, Graduate Students

Many graduate leadership education programs aspire to train “scholar-practitioners” as part of their mission. This round table is focused on comparative discussion between faculty and administrators of graduate leadership education programs on what are the methods being employed to prepare students for scholar-practitioner roles.

Building Positive Psychological Capacities for the Development of Authentic Leadership (Table 10)

Katherine E. McKee, Assistant Professor, NC State University

Rhonda Sutton, Director of College Leadership Programs, Interim Director - Extension Organization Development, NC State University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

This roundtable seeks to engage participants in a discussion about the four positive psychological capacities necessary for authentic

10:35 - 11:00 am Break

11:00 - 11:45 am Closing Session and Awards Presentation (Alvarado D+E)

EXCURSION

Indian Public Cultural Center

The Indian Pueblo Cultural Center's museum is the preeminent place to discover the history, culture, and art of the 19 Pueblos of New Mexico. The permanent collection houses thousands of rare artifacts and works of art, including a world-renowned collection of historic and contemporary Pueblo pottery, as well as baskets, weavings, paintings, murals, jewelry, and photographs. To illuminate Pueblo art and culture, the center hosts an exciting schedule of rotating exhibits showcasing works from the permanent collection and beyond. The museum is also home to a world-class library and archives with thousands of rare documents and books related to the 19 Pueblos and other tribes of the Southwest.

Native American Dance Groups

Since time immemorial, Pueblo communities have celebrated seasonal cycles through prayer, song, and dance. They ensure that life continues and that connections to the past and future are reinforced. The Indian Pueblo Cultural Center is the only place in North America to offer traditional Native American dances every week year-round, showcasing dance groups from the 19 Pueblos of New Mexico, as well as Plains Style, Navajo, Apache, and Hopi dancers.



SERVICE PROJECT

Based in Albuquerque, the Children's Grief Center of New Mexico (CGC) provides free grief support groups for children, teens, young adults (ages 5-25), and their caregivers after the death of a loved one. The CGC support groups are held in Albuquerque and Rio Rancho, and this year added grief support groups for Spanish speakers. Families are never charged for their services and they are the only service of this kind in Central New Mexico. CGC also offers several trainings to educators, first responders, mental health professionals, and medical staff on various topics of children's grief. CGC has a resource library, open to the public, with a wide variety of grief related books including parent loss, spouse loss, sibling loss, child loss, as well as books for teens and children. They also have books on parenting grieving children, sudden loss, suicide, homicide and anticipatory grief. In the darkest time of their lives, the Children's Grief Center of New Mexico helps children and families start to heal together and move towards post-traumatic growth. ALE is very pleased to support Children's Grief Center of New Mexico by donating to their resource library, specifically booklets from "What's Your Grief" that they give to grieving families.

There are Two Ways to Support CGC:

1. You may donate money toward a group purchase of the informational booklets at the ALE conference in July
2. You may purchase booklets and bring them with you to the conference! They request the following Booklets from <https://whatsyourgrief.com/store/>

Requested Books:

Navigating Grief: A Beginner's Guide
Surviving the Grief of a Traumatic Loss
Surviving the Grief of an Overdose Death
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Parenting while Grieving: A Survival Guide



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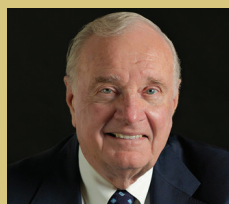
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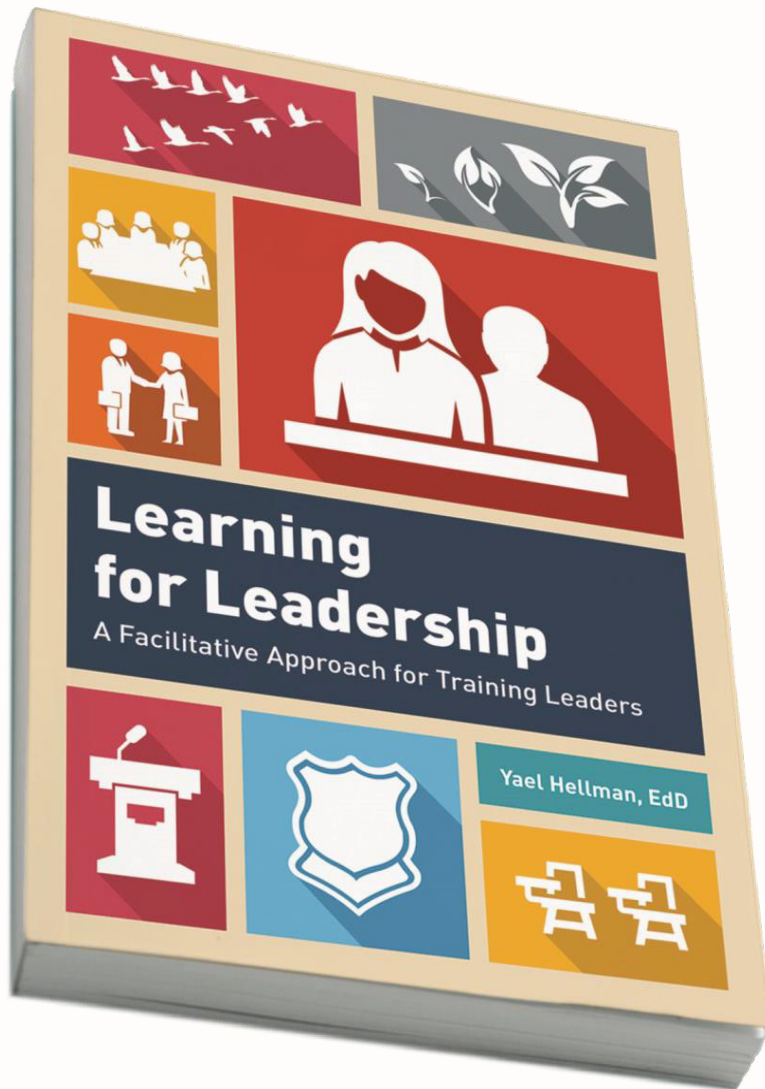
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