

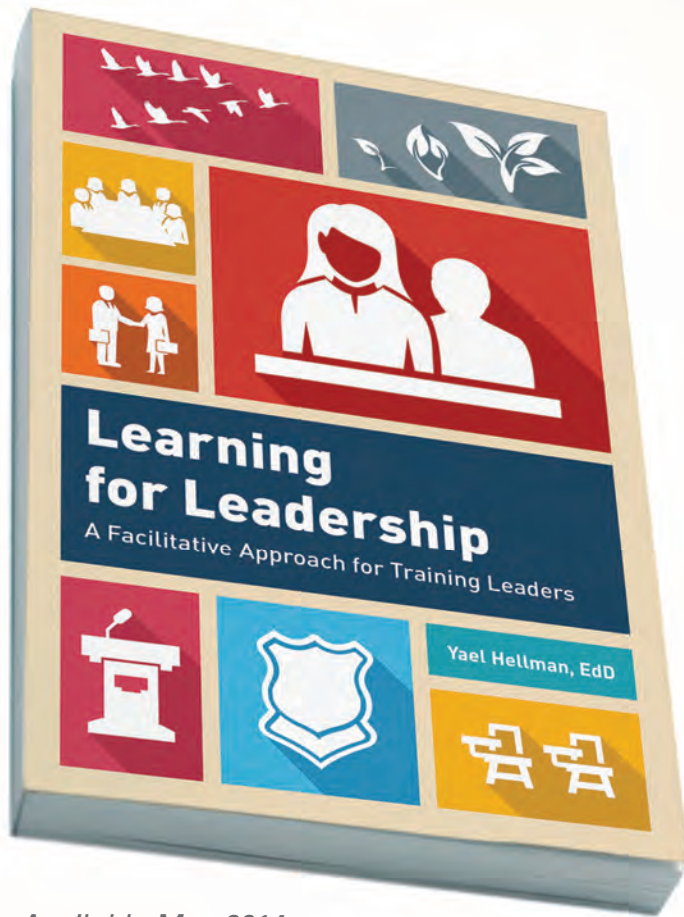
Association of Leadership Educators

*Cultivating Leadership Education for a
Complex World*

2017 Annual Conference
Charleston, South Carolina
www.leadershipeducators.org



Discover the training approach that turns learners into leaders!



"Hellman makes a compelling case that leadership education is itself an act of leadership, requiring you as a facilitator to exhibit those very same behaviors that you are trying to nurture into your program participants."

Marty Linsky

Co-founder and Principal
Cambridge Leadership Associates

Available May 2014

If you are tasked with developing effective leaders, teaching just isn't going to be enough. Learn how a truly facilitative classroom is structured and why it is the best environment to learn leadership skills.

041436 62220

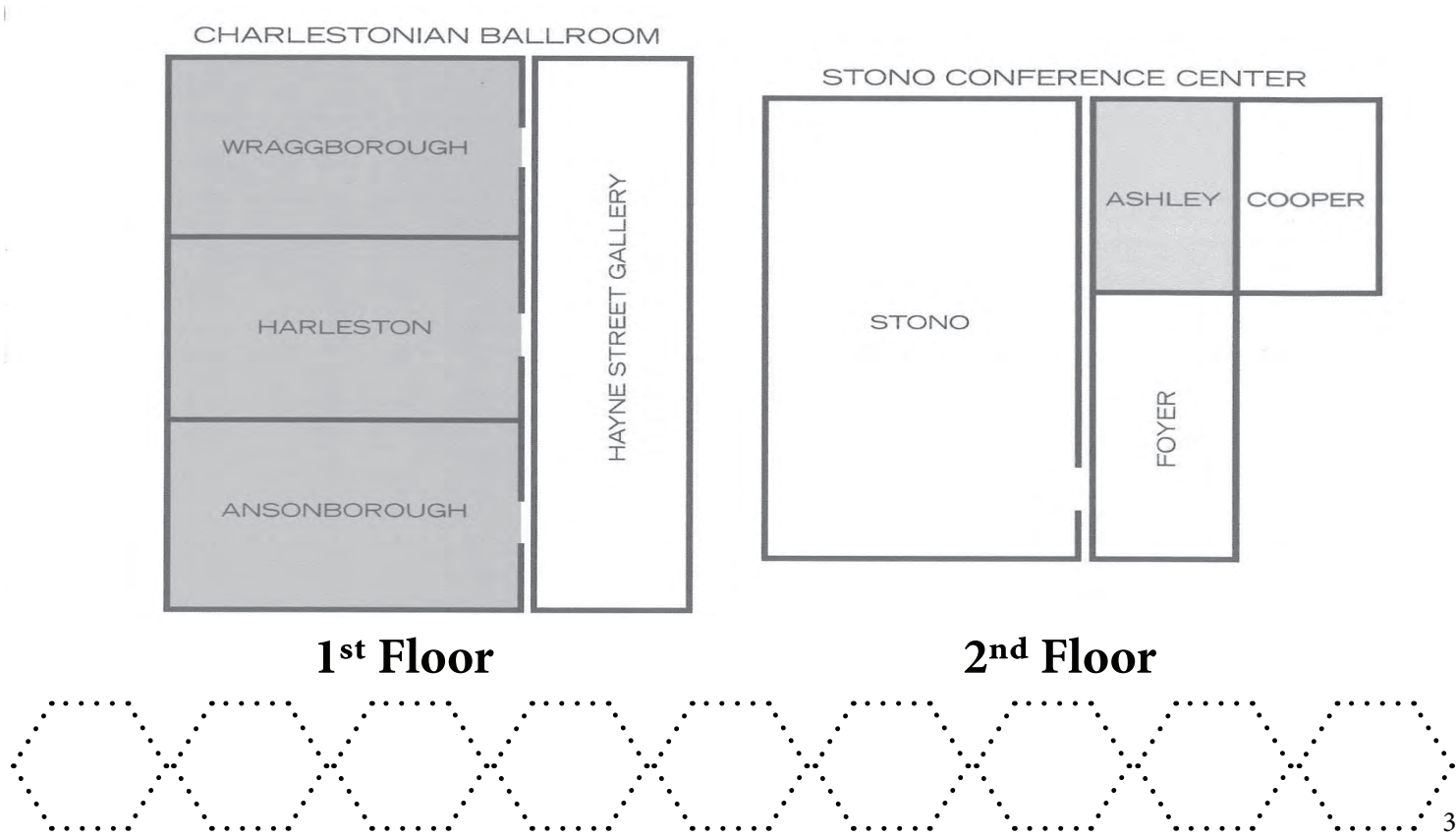
Learn more at www.astd.org/learningforleadership



TABLE OF CONTENTS

HOTEL MAP.....	3
WELCOME.....	4
CONFERENCE AT A GLANCE.....	5
ABOUT ALE AND CONFERENCE ENGAGEMENT.....	6
SESSIONSCHEDULE.....	8
KEYNOTE SPEAKERS.....	9
SUNDAY, JULY 9.....	10
MONDAY, JULY 10.....	13
TUESDAY, JULY 11.....	18
WEDNESDAY, JULY 12.....	22
CONFERENCE EXCURSION AND SERVICE PROJECT.....	26
THANK-YOU CONFERENCE SPONSORS.....	27
NOTES.....	32

HOTEL MAP



WELCOME

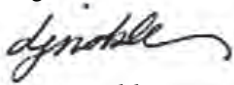
Welcome to Charleston and the 27th annual conference and business meeting of the Association of Leadership Educators!

The beauty of hosting a conference during the summer is we're able to capitalize on everything wonderful about each unique location we visit and Charleston will continue that tradition! Known for its rich history dating back to 1670, the diversity of the city is reflected in its vibrant arts community, exquisite culinary fare, and chic shopping. Nature lovers will be enthralled by the saltwater estuaries and coastal ecosystem that is home to dolphins, osprey, wading birds, and sea turtles. Possibilities are abound in Charleston and in the tranquil character of South Carolina's low country.

Of course, a large part of the appeal of Charleston is its southern hospitality! Hospitality is something that the members of ALE understand inside and out. Indeed, one of the hallmarks of ALE is its camaraderie. Our compassion as an association is demonstrated time and again through our mentoring programs, through our celebration of our members' accomplishments, and through our thoughtful engagement and support of one another as we share our research and creativity during the conference each year. We don't just "teach" leadership, we "do" leadership. As you mill about the city and wind your way in and out of concurrent sessions, please check in with old friends, make new friends, and celebrate the southern culture by making everyone you encounter feel welcome and nurtured in the warmth of ALE's spirit.

In closing, it has been my honor to serve as the association's president this past year. I am grateful for the remarkable opportunity to serve with a wonderfully talented group of people. I hope your conference experience and stay in Charleston brings you immense satisfaction and that you find joy every day in "Cultivating Leadership Education for a Complex World."

With gratitude,



Donnette Noble
President, ALE

- On behalf of the Association of Leadership Educators
- (ALE) Board, I welcome you to the 27th annual
- conference and beautiful Charleston, SC. The theme this
- week is Cultivating Leadership Education for a Complex
- World. It is our hope that you find new and innovative
- ways to grow and challenge your leadership knowledge,
- pedagogy, and strategies so that you can equip your
- students and other constituents to face and lead through
- the opportunities and challenges in our complex world.

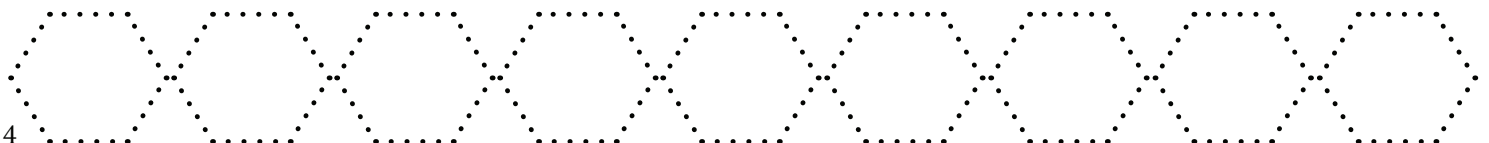
- In this program, you will find information about our
- concurrent sessions, speakers, hotel, sponsors, the
- Association history, ALE committee members and volun-
- teers, and our service project (new to the conference this
- year). The service project will benefit Lowcountry Orphan
- Relief, a local organization that provides support services
- for children identified as at-risk or suffering. We hope that
- you will consider donating a few items to this local
- organization, which will be presented to an organization
- representative on Wednesday morning of the conference.

- Of course, a conference like this requires many efforts by
- many hardworking people. Thank you for attending and
- participating in this experience. Thank you to the City of
- Charleston and Doubletree Hotel in Historic
- District-Charleston for their hospitality. Thank you to our
- generous sponsors for this year's conference. Thank you to
- the many reviewers who assisted with the proposal review
- process. Thank you to the incredible ALE Board and 2017
- Conference planning teams and subcommittees who have
- worked diligently to make this a unique experience for
- learning, service, and networking amongst leadership
- professionals.

• Sincerely,



• Jill Arensdorf
• Conference Chair/Vice-President, ALE



CONFERENCE AT A GLANCE

Day 1: Sunday, July 9, 2017

10:00 am – 12:00 pm	JOLE/ALE Board Meeting	Wando
12:00 – 7:30pm	Registration/Welcome Table	Hotel Lobby
4:00 – 5:00 pm	Newcomer Reception & ALE Orientation	Wraggborough
5:30 – 7:30 pm	Opening Reception & Poster Presentations	Stono
	Hosted by Cox Institute, University of Georgia	
7:30 – 9:00 pm	Mentoring Program Dinners	Off-site

Day 2: Monday, July 10, 2017

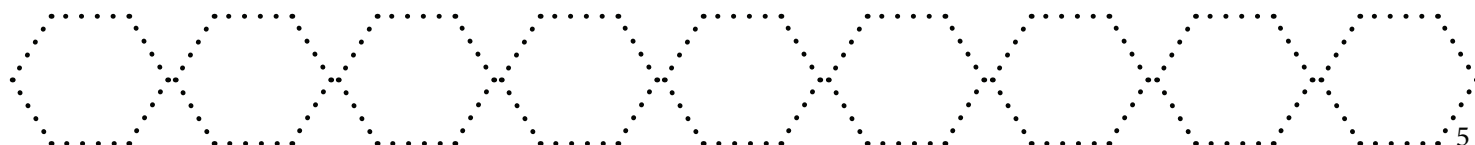
8:00 am – 4:00 pm	Registration/Exhibitors	Stono/Hayne St. Gallery
8:30 – 9:30 am	Breakfast and Opening Plenary	Stono
9:45 – 11:15 am	Concurrent Session 1	See page 8
11:30 am – 1:00 pm	Lunch and Speaker: Dr. Matt White	Stono
1:15 – 2:45 pm	Concurrent Session 2	See page 8
2:45 – 3:00 pm	Sponsored Break, Hosted by HERS	Hayne Street Gallery
3:15 – 4:00 pm	Roundtable Session A	Stono
4:05 – 4:50 pm	Roundtable Session B	Stono
5:00 – 6:30 pm	Past Presidents' Dinner <i>or</i> Dinner on Your Own	
7:00 – 9:00 pm	Downtown Tour and Excursion	Meet in lobby at 6:45

Day 3: Tuesday, July 11, 2017

7:00 – 7:45 am	Special Bylaws Session	Wraggborough
8:00 am – 4:00 pm	Registration/Exhibitors	Stono/Hayne St. Gallery
8:00 – 9:30 am	Breakfast and Speaker: Ms. Erin Fischer	Stono
9:45 – 11:15 am	Concurrent Session 3	See page 8
11:30 – 12:30 am	Concurrent Session 4	See page 8
12:45 am – 2:15 pm	Lunch and Speaker: Dr. Josie Ahlquist	Stono
2:30 – 4:00 pm	Concurrent Session 5	See page 8
4:00 – 4:15 pm	Refreshment Break	Hayne Street Gallery
4:15 – 6:15 pm	ALE Business Meeting	Wraggborough
7:00 – 8:30 pm	Awards Dinner	Stono

Day 4: Wednesday, July 12, 2017

8:00 – 9:30 am	Breakfast and Plenary-Teach & Share Forum	Stono
9:45 – 11:15 am	Concurrent Session 6	See page 8
11:30 am – 12:30 pm	Concurrent Session 7	See page 8
12:30 – 1:00 pm	Closing Plenary	Stono
2:30 – 4:00 pm	2017-18 Board Meeting	Wando



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

2016-17 Board of Directors

Jennifer Moss-Breen - Past President	Golda Eldridge - Secretary
Donnette Noble - President	Barb Altman - Treasurer
Jill Arensdorf - VP/ Conference Chair	Susan Luchey - Site Selection
Leslie Pedigo - Awards and Recognition	Justin Greenleaf - Marketing & PR
Brittany Adams-Pope - Member Services	
Barry Langford - Resource Development	
Adrian Popa - Chair, JOLE Editorial Advisory Board	

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 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>Perdue 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>

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

Marketing Committee

Brittany Adams-Pope
 Justin Greenleaf, Chair
 Kerry Fierke
 Carley Morrison

Mentoring Program Coordinator

Susan Luchey

Member Resources Committee

Chalisa Bracken
 Barry Langford, Chair

Awards Selection Committee

Chalisa Bracken
 Sarah Heminger
 Marcus Kelley
 Matthew Kilpatrick
 Leslie Pedigo, Chair
 Scena Webb

Concurrent Session Committee

Natalie Coers
 Matthew Creasy
 Dennis Duncan
 Beth Foreman
 Michael Gleason
 Eric Kaufman
 Kaley Klaus, Chair

Speakers Committee

Tony Andenoro
 Richard Bame
 Julian Bhebhe
 Robin Horstmeier
 Illysa Izenberg
 Dan Jenkins, Chair
 Mark Russell

Excursions/Service Project Committee

Leah Georges
 Kristie Guffey
 Josh O'Connor, Chair

ALE Conference Intern - Ella Ingram

Emerging Scholars

Nicole Alonso, Montclair State University (1-B-2)*
J. Danielle Barber, Virginia Tech (5-D-3)
Jessica Bartak, University of Nebraska-Lincoln (2-B-3)
Madeline Grace Black, University of Florida (Roundtable A-1)
Brad Borges, Texas A&M University (1-B-3)
Sarah A. Bush, Virginia Tech (2-B-2, 5-D-1, 5-D-3)*
Caroline W. Clement, North Carolina State University (Poster 18, 3-D-3)
Jama Coartney, Virginia Tech (Poster 5)
Jasmine Collins, University of Illinois at Urbana-Champaign (6-C-1)
Amanda Cutchens, University of South Florida (6-E-1)
Margaret Douglas, Gonzaga University (4-A-2)
Linnea Dulikravich, University of Florida (5-E-1)
Allison L. Dunn, Texas A&M University (Posters 12 & 13, 1-B-3)
Jeremy Elliott-Engel, Virginia Tech (2-B-2)
Ethan Fridmanski, University of Notre Dame (7-E-1)
Katherine Friesen, Iowa State University (Roundtable B-3, 5-B-2)
Sky Georges, University of Florida (Roundtable B-8)
Whitney Green, Texas A&M University (Poster 14)
Benjamin Grove, Virginia Tech (5-D-1)
J.E. Jason Headrick, University of Nebraska-Lincoln (Poster 17)*
Margaret Hunt, Christopher Newport University (Poster 15)
Clay Hurdle, University of Florida (Poster 6)
Vincent Drew Jemison, University of Phoenix (6-C-2)
Jeremy Johnson, Virginia Tech (5-D-1)
Gloria Kerandi, University of Minnesota (Roundtable B-5)
Lori E. Kniffin, University of North Carolina-Greensboro (2-E-1)
Carolynn Komanski, University of Florida (1-D-1, Roundtable A-3)
Ryan Kor, University of Georgia (2-D-3)
Sarah Kowalkowski, University of William and Mary (Poster 3)
Grace M. LaPrairie, University of Minnesota (7-E-2)
Allie Love, Vanderbilt University (7-A-1)
Ben Marcy, University of Minnesota (3-A-1, Roundtable B-5, 5-A-1)
Valerie McKee, University of Florida (6-B-3)
Anne McMahon, Cabrini University (4-C-2)
Katelyn Mize, Texas A&M University (5-B-3)
Benjamin Morris, University of Florida (Roundtable B-8)
Carley C. Morrison, Mississippi State University (3-D-1, 4-B-2, 6-B-1)
Jera Niewoehner, University of Florida (Poster 8)
Cayley Reif, University of Minnesota (5-A-1)
Haley Nicole Rosson, Oklahoma State University (7-D-1)*
Kyle Sramek, Fort Hays State University (Poster 11)
John Thornton, Virginia Tech (Poster 5)
Jennifer Veres, Monash University (5-D-2)
Maria Versteeg, University of Minnesota (Roundtable B-5)
Kayla Waldorff, University of Florida (6-B-3)
Shannon Wiley, Virginia Tech (2-B-2)
Abigail V. Whitaker, North Carolina State University (Poster 18; 3-D-3)
Madison Wilkerson, Texas A&M University (Poster 12)
RJ Youngblood, Kansas State University (4-E-2)

*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

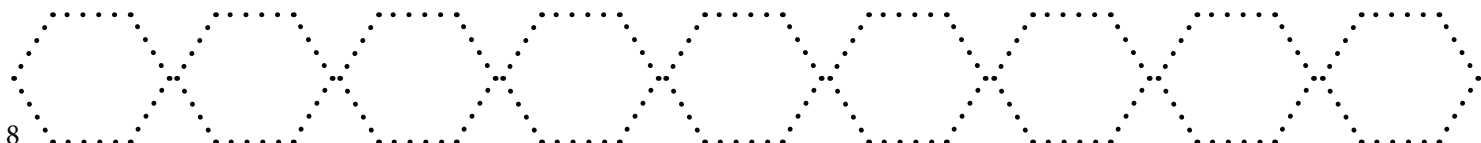
Brittany L. Adams-Pope	Kathryn Hollywood
Barbara Altman	Kristine F. Hoover
Nicole Alonso	Vincent Jemison
John Baker	Felicia Mainella
John Banter	Amber Manning-Ouellette
Cristi Burrill	David J. McGough
D. Adam Cletzer	Kathryn McKee
Natie Coers	Jera L. Niewoehner
Judy G. Craven	Summer Odom
Amanda Cutchens	Comfort O. Okpala
Dirk Davis	Leslie J. Pedigo
Nathan Eva	Loretta Pequeno-Griffin
Sky Georges	David Rosch
Kristie B. Guffey	Thomas Stanley
James "Gus" Gustafson	Nicole Stedman
Donna Haeger	Kelleen Stine-Cheyne
Lindsay Hastings	Brett L. Whitaker
Jason Headrick	Maude Yacapsin

Reviewers

Jeanne Almaraz	Michelle Manganaro
Anthony C. Andenoro	Kate McCain
Jill Arensdorf	L.J. McElravy
Judith Asimwe	Valerie McKee
Matt Benge	Aaron McKim
Katherine Berdy	Carley C. Morrison
Greg Bowden	Peter Mutia
Sarah Lee Brown	Donnete Noble
Jackie Bruce	Irma O'Dell
Sarah Bush	Summer Odom
Lavon Chalwell-Brewley	Comfort Okpala
Jennifer Chandler	Tina R. Olson
Adam Cletzer	Hector Ortiz
Natalie Coers	Emily R. Perdue
Dirk Davis	Brian Polding
Benjamin Dean	Kerry L. Priest
Deirdre Dixon	Timothy Reed
Allison Dunn	Anthony Dustin Rollins
Dale Eberwein	Carolyn Roper
Lauren Edleman	Dave Rosch
Golda Eldridge	Tricia Rosengarten
Bonnie Ellis	Cheryl Ross
Michael Fields	Lori Rothstein
Beth Foreman	Jill Rucker
Katie Friesen	Jane A. Schumacher
Leah Georges	Valerie Sessa
Michael Gleason	Bala Shehu
Laura Greenhaw	Tiffany Smith
Justin Greenleaf	Matthew Sowcik
Brian Griffith	Gayle Spencer
Yael Hellman	Nicole Stedman
Sarah Heminger	Clint Stephens
Keith Herndon	Kelleen Stine-Cheyne
Patrick Hughes	Jennifer Strong
Andrew Hughes	Leann Taylor
Clay Hurdle	Valerie Taylor
Dan Jenkins	Scena B. Webb
Keith Keppley	Meghan Weyrens Kuhn
Carolynn Komanski	Carol Wheeler
Linda LaPinta	Brett Whitaker
Jacquie Lonning	Todd Wigger
Cheyenne Luzynski	RJ Youngblood

SESSION SCHEDULE

	Time	Ansonborough Room A	Ashley Room B	Harleston Room C	Cooper Room D	Waggborough Room E	Stono
Monday Session 1	9:45 - 10:15	1-A-1	1-B-1	1-C-1	1-D-1	1-E-1	
	10:15 - 10:45		1-B-2		1-D-2		
	10:45- 11:15		1-B-3		1-D-3		
Monday Session 2	1:15-1:45	2-A-1	2-B-1		2-D-1	2-E-1	Post- Keynote Discussion
	1:45 - 2:15		2-B-2		2-D-2		
	2:15-2:45		2-B-3		2-D-3		
Tuesday Session 3	9:45 - 10:15	3-A-1	3-B-1		3-D-1	3-E-1	Post- Keynote Discussion
	10:15 - 10:45		3-B-2		3-D-2		
	10:45- 11:15		3-B-3		3-D-3		
Tuesday Session 4	11:30 - 12:00	4-A-1	4-B-1	4-C-1	4-D-1	4-E-1	
	12:00 - 12:30	4-A-2	4-B-2	4-C-2		4-E-2	
Tuesday Session 5	2:30 - 3:00	5-A-1	5-B-1	5-C-1	5-D-1	5-E-1	Post- Keynote Discussion
	3:00 - 3:30		5-B-2		5-D-2		
	3:30 - 4:00		5-B-3		5-D-3		
Wednesday Session 6	9:45 - 10:15	6-A-1	6-B-1	6-C-1	6-D-1	6-E-1	
	10:15 - 10:45		6-B-2	6-C-2	6-D-2		
	10:45- 11:15		6-B-3	6-C-3			
Wednesday Session 7	11:30 - 12:00	7-A-1	7-B-1	7-C-1	7-D-1	7-E-1	
	12:00 - 12:30	7-A-2		7-C-2	7-D-2	7-E-2	



KEYNOTE SPEAKERS

DR. MATTHEW WHITE



Dr. Matthew White is a Professor of Trumpet, Coordinator of Jazz and Commercial Music, Director of Ensembles at Coastal Carolina University, is an active recording artist in Nashville, manages the CCU Recording Studio and has engineered and produced recordings and is a Bach Trumpet performing artist. He has appeared on numerous albums, radio broadcasts, and television shows, and has performed with: Bob Mintzer, Jeff Coffin, Arturo Sandoval, Dave Liebman, and Rihanna, to name a few. In 2013, he released his first album as a leader, The Super Villain Jazz Band. Despite his active teaching and performing schedule, Matt is involved in several music research topics.

MS. ERIN FISCHER

Ms. Erin Fischer is the owner and CEO of The Leadership and Training Studio. She travels often; she has spoken in 45 states, volunteered in Hawaii, recruited in Hungary, and taught in Brazil. Her focus is super-cognitive skills and developing people while building teams and organizations. Her mission is to help teams and individuals excel at what they do. Erin wanted to support the growth of people by giving them time to think, reflect, and gain knowledge. Because she has been through too much training and sat through too many boring speakers, she knows she must be dynamic on stage. She is a speaker that will keep your attention and give you practical skills.



DR. JOSIE AHLQUIST



Dr. Josie Ahlquist is currently an adjunct faculty member at Florida State University, teaching undergraduate and master level courses. She is a digital leadership educator. She believes in challenging how education thinks about social media for community building, leadership development, and student services. Josie is passionate about developing the leadership capacity of college students and administrators and is committed to advancing research, knowledge, and skill around technology for higher education faculty and administrative leadership. Josie has been named to the Top 50 Must-Read Higher Education Technology Blogs by Ed Tech Magazine, published in The Journal of Leadership Studies, and is writing a book on Digital Leadership in Higher Education with Stylus Publishing, which is set to release next summer.

SUNDAY, JULY 9

10:00 am - 12:00 pm **JOLE/ALE Board Meeting** (Wando)

12:00 - 7:30 pm **Registration and Welcome Table** (Hotel Lobby)

4:00 - 5:00 pm **Newcomer Orientation and ALE Orientation** (Wraggborough)

5:30 - 7:30 pm **Opening Reception and Poster Presentations**, hosted by Cox Institute,
University of Georgia (Stono)

POSTERS

1. Images of Culture: Exploring Photographic Representations of Cultural Experiences

Natalie Coers, Program Coordinator, University of Florida

Study abroad experiences are common among undergraduate students. A case study approach offers insight into a study abroad experience designed for agricultural leadership, including service, cultural immersion through homestays, and agricultural tourism experiences over 10-12 days in a South American country through photo-elicitation methods.

2. Cultivating Visionary Leaders to Transform Our World

Natalie Coers, Program Coordinator, University of Florida

Vision has long been a quality and characteristic defining leadership. To cultivate vision among undergraduate students in a course, the United Nations' Sustainable Development Goals are utilized as a foundation to inspire a vision that connects local service and personal interests to global, complex issues.

3. Identifying the Most Critical Competencies for Entry-Level Leader Lawyers

Chris Leupold, Associate Professor, Elon University

Sarah Kowalkowski, Law Student, Elon University

Sibley Fillette, Elon University

Alicia Norton, Elon University

This qualitative study examines the most critical competencies required for job success for entry-level lawyers. Historically, law schools have almost exclusively focused on teaching doctrinal and legal content. While such education is essential, this study highlights how most of the critical skills are 'softer' ones that are traditionally ignored.

4. Surfacing the Iceberg of Leadership: A New Taxonomy of Leadership Concepts and Theories

D. Adam Cletzer, Assistant Professor, University of Missouri

Eric K. Kaufman, Associate Professor, Virginia Tech

Leadership scholars have long tried to impose order on the numerous theories in leadership literature. While mid-level theories abound, no taxonomy exists to provide hierarchy and a mechanism for explaining how theories interrelate. This poster offers a taxonomy for organizing leadership theories and concepts based on the metaphor of an iceberg.

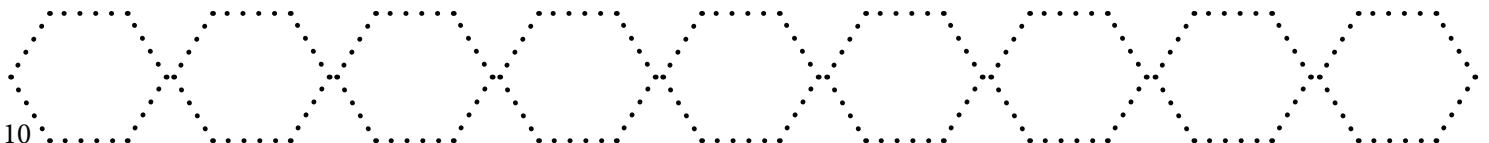
5. How does leadership education shape students' definitions of leadership? Insights from the Multi-institutional Study of Leadership

Eric K. Kaufman, Associate Professor, Virginia Tech

John Thornton, Undergraduate Student, Virginia Tech

Jama Coartney, Graduate Assistant, Virginia Tech

The Multi-institutional Study of Leadership covers more than 400 different variables, including participants' self-reported definitions of leadership. By coding and categorizing those definitions, we are able to explore the relationship with leadership education activities.



6. Determining How Participation in a Strengths-Based Curriculum May Affect Authentic Self-Awareness in First-Year College Students

Clay Hurdle, M.S. Student & Graduate Assistant, University of Florida

This proposed research study will attempt to determine if participation in a StrengthsFinder curriculum affects the authentic self-awareness in first-year college students. The study's participants will include members of a first-year experience course at the University of Florida.

7. The Development and Maintenance of Social Identity within a Military Motorcycle Club

Dr. Todd Wiggen, Assistant Professor, Southwestern Oklahoma State University

This autoethnographic study examined the development and maintenance of social identity within the context of a voluntary association, a military motorcycle club, the influence of social identity on individual behavior within the organization, and the impact of low salience on organizational identity on organizational stagnation and member attrition.

8. Online Leadership Short Course for County Extension Directors

Jera Niewoehner, Graduate Assistant, University of Florida

Matt Benge, Assistant Professor, University of Florida

Matthew Sowcik, Assistant Professor, University of Florida

The CED Leadership Short Course was designed to build leadership competencies in County Extension Directors in six sessions. Through an online-learning environment, program participants stay engaged with both the instructor and other program participants through green screen presentations, videos, readings, discussion boards, and assignments.

9. The Content, Tools, and Resources to Teach Humility in Your Leadership Class

Matthew Sowcik, Assistant Professor, University of Florida

Austin D. Council, Graduate Assistant, University of Florida

Recent research suggests that humility predicts prosocial behaviors such as creativity, generosity, performance on the job and forgiveness. This poster will cover the creation of a class on the topic of humility and the objectives, resource, and assignments needed to provide students exposure to this much-needed construct.

10. Global Leadership Exchange: An Exploration of Homelessness

Judy G. Craven, Director of Engagement and Outreach, Center for Student Leadership, Kennesaw State University

Hannah Moon, Manager of Global and Domestic Leadership Engagement Initiatives, Center for Student Leadership, Kennesaw State University

The purpose of this poster is to describe a leadership exchange program that engages students to explore homelessness through immersion experiences in two major cities in the Southeastern United States. This poster provides an overview of the power that exchange models can have on leadership development and community engagement.

11. Ten Year Update: A Review of Undergraduate Leadership Major Programs

Justin Greenleaf, Assistant Professor of Leadership Studies, Fort Hays State University

Seth Kastle, Instructor of Leadership Studies, Fort Hays State University

Jill Arensdorf, Chair and Associate Professor of Leadership Studies, Fort Hays State University

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

Kyle Sramek, Graduate Teaching Assistant, Fort Hays State University

The purpose of this qualitative study is to identify and understand undergraduate leadership major programs offered throughout the world. Using five databases of undergraduate leadership programs, in addition to an extensive web search, 166 programs offering a major in leadership were initially identified.

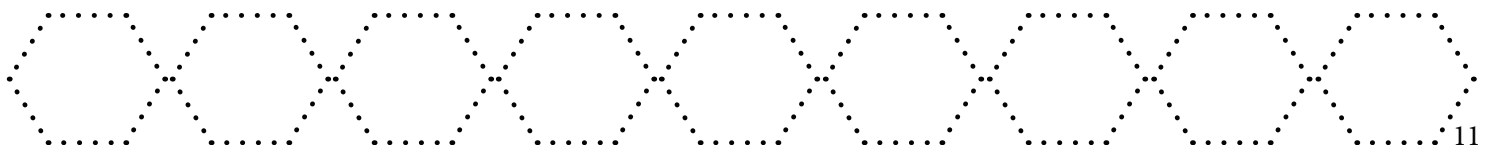
12. Effects of Leadership Education and Personality Types on Motivation to Lead of Undergraduate Students Studying Leadership

Madison Wilkerson, Undergraduate Student, Texas A&M University

Allison L. Dunn, Graduate Student, Texas A&M University

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

This study examined the affective-identity and social-normative motivations of students in leadership courses, and how their personality traits connect to these motivations. Descriptive statistics were used to illustrate participants' personality tendencies within the Big Five model, along with affective-identity and social-normative motivations.



13. Utilizing Biomimicry to Teach Organizational Structure, Culture, and Decision-making in an Introductory Course

Allison L. Dunn, Graduate Student, Texas A&M University

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

Robert Strong, Jr., Associate Professor, Texas A&M University

Tracy Rutherford, Professor, Texas A&M University

Biomimicry is one innovative practice focused on integrating knowledge across disciplines, as it searches for nature-inspired solutions to human challenges. Using honey bee behavior as examples, biomimicry principles were used in a face-to-face introductory leadership course to incorporate leadership concepts with naturalistic solutions.

14. An Assessment of the Undergraduate Leadership Teaching Assistant Experience (ULTA): Students' Change in Transformational Leadership Behaviors

Whitney Green, Undergraduate Student, Texas A&M University

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

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

This study examined how students (N = 32) who participated as an undergraduate leadership teaching assistant perceived their abilities to exhibit transformational leadership behaviors and how they changed as a result of the experience. Results showed significant increases in students' perceptions of their abilities to exhibit each of the four transformational.

15. Exploring the Embodiment of Story in Nonprofit Leadership

Margaret Hunt, Undergraduate Student, Christopher Newport University

Lori M. Throupe, Instructor, Christopher Newport University

This emerging research begins to explore the skill of "embodying story" (Gardner, 1995) as reflected in the connections between a leader's personal identity story and leadership as manifested in their non-profit organization's member perceptions and branding.

16. Life Cycle of a Theory to Pedagogy

Nicole L. P. Stedman, Professor, University of Florida

Anthony C. Andenoro, Assistant Professor, University of Florida

Through the proposed stages of establishment, translation, implementation, assessment, and confirmation, this poster showcases the process using Emotionally Engaged Thinking (EET) FACE Method as an example. Within the existing literature, a model of this nature has not been documented, leaving a gap for those seeking to document this process.

17. Buzz Groups and Role Simulation: Interactive Teaching Methods for Interpersonal Leadership Skills

James Edd Jason Headrick, Doctoral Student, University of Nebraska-Lincoln

This poster presentation will focus on teaching and learning, incorporating buzz groups, and role simulation instructional methods into curriculum. These instructional and active learning methods occurred within an interpersonal skills for leadership course to integrate key content and leadership development, leading to student comprehension and application.

18. Using PhotoVoice to Understand how Undergraduate Students Make Meaning of Leadership Theories & Concepts

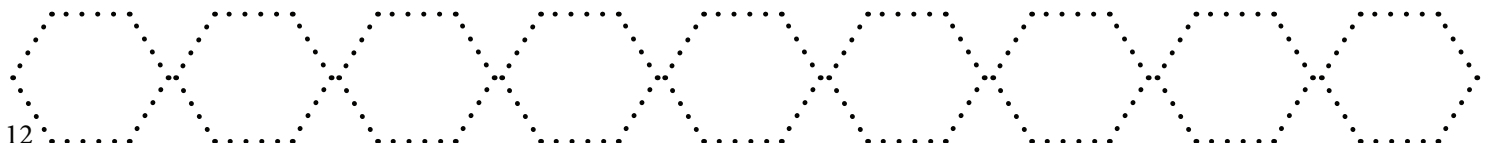
Caroline W. Clement, Graduate Teaching Assistant, North Carolina State University

Abigail V. Whitaker, Graduate Teaching Assistant, North Carolina State University

Jackie Bruce, Associate Professor, North Carolina State University

This qualitative study attempted to discern how undergraduate students in an introductory leadership course make meaning of the course content via photographs. Throughout the course of the semester, students took photos and submitted them as demonstrations of their understanding of the leadership theories under study.

7:30 - 9:00 pm Mentoring Program Dinners (Charleston; Dutch Treat)



MONDAY, JULY 10

8:00 am - 4:00 pm **Registration and Exhibitors** (Stono/Hayne Street Gallery)

8:30 - 9:30 am **Opening Plenary and Breakfast** (Stono)

9:45 - 11:15 am Concurrent Sessions

1-A-1 Educator Workshop: But Who Grows Apples? Experiential Learning to Develop Active Listening in Leadership Education (Ansonborough)

Caitlin Bletscher, Assistant Professor, Washington State University

The challenge for transformational leaders in our current complex world is to find ways to listen effectively. This workshop provides content and pedagogy to effectively and experientially combat this challenge by introducing the theoretical and practical application of active listening in the university classroom.

1-B-1 Research Paper: Trajectories of Student Leadership Development through Training: An Analysis by Gender, Race, and Prior Experience (Ashley)

David M. Rosch, Assistant Professor, University of Illinois at Urbana-Champaign

Clinton M. Stephens, Director of Leadership Studies & Assistant Professor, Emporia State University

Vernon Wall, Director of Business Development, LeaderShape, Inc.

We examined the developmental trajectories of students who participated in a national leadership program. Results indicated increases in all areas immediately after participation with tapering occurring over time. Trajectories differed with regard to gender; while similar when examined by race, pre-existing differences emerged.

1-B-2 Research Paper: Who Participates? Who Leads? What are the Outcomes for College Students in Co-curricular Activities? (Ashley)

Nicole Alonso, Student, Montclair State University

Valerie Sessa, Professor, Montclair State University

Jennifer Bragger, Professor, Montclair State University

Sessa and London's learning model (Sessa & London 2006, London & Sessa, 2006) was used to generate hypotheses suggesting that readiness to learn predicts which college students chose to respond to learning triggers in the institutional context of a university (i.e. co- or extra-curricular activities, take on leader roles), and that participation leads to such learning outcomes as higher GPA, psycho-social development, and flourishing/well-being. Results partially support hypotheses.

1-B-3 Research Paper: The Motivation and Intent Towards Leadership and Entrepreneurship of Undergraduate Students Enrolled in Leadership Majors or Minors (Ashley)

Allison L. Dunn, Graduate Student, Texas A&M University

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

Brad Borges, Undergraduate Student, Texas A&M University

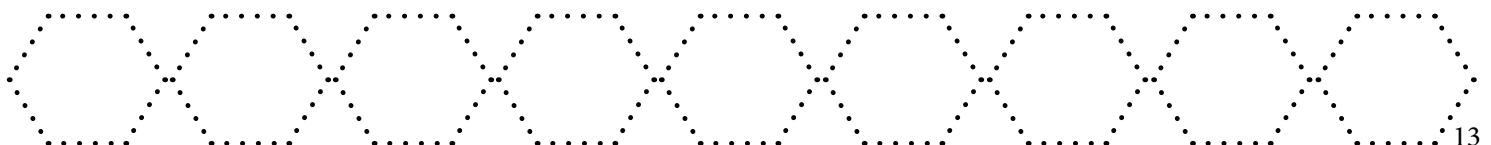
The results of a study of undergraduate leadership students' motivation and intent towards leadership and entrepreneurship will be presented. This research forms a foundation for continued dialogue regarding how leadership educators can help their students become more motivated to lead, and increase their intention to do so after graduation.

1-C-1 Educator Workshop: Developing a Campus-wide Leadership Model (Harleston)

Barb Kautz, Assistant Director of Leadership Development, University of Wisconsin – Madison

Donna Freitag, Leadership Specialist/Band Liaison, University of Wisconsin – Madison

Join us for this session where we will briefly give the history and overview of this campus-wide values and competency-based leadership model, and highlight some of the practical ways (course curriculum, student/staff development, and student programs) the Framework has been implemented, with a particular focus on our Leadership Certificate.



1-D-1 Innovative Practice Paper: Mindful Leadership and our Future Leaders: Undergraduate Course Integration to a University Mindfulness and Honors Program (Cooper)

Carolynn Komanski, Graduate Student, University of Florida

One way in which mindfulness is being offered on campus to students in Fall 2017, is through the development of a one credit, eight-week, undergraduate Mindful Leadership course. The course is directed to Honors students and integrates the history of mindfulness, leadership theory, and practical application of mindful leadership in diverse industries.

1-D-2 Innovative Practice Paper: Finding Sense in a Complex World: Linking Mindfulness and Adaptive Leadership Practices (Cooper)

Christine H. Shaefer, Faculty, Federal Executive Institute

Gregory T. Gifford, Dean, Federal Executive Institute

Robert L. McKeage, Director of the Business Leadership Honors Program, University of Scranton

Today's turbulent world challenges leaders to gain clarity and to approach problems from different vantage points. Two leadership development programs currently link the practices of mindfulness and adaptive leadership with positive results in helping leaders clear their mental path from the dance floor to the balcony.

1-D-3 Innovative Practice Paper: Developing Complex Adaptive Leadership Capacity through Virtual Reality: Extending the Immersive Experience (Cooper)

Anthony C. Andenoro, Assistant Professor of Leadership Education & Director, Challenge 2050 Project, University of Florida

Matthew Sowcik, Assistant Professor of Leadership Education and Coordinator, Leadership Minor, University of Florida

Jocelyn Widmer, Assistant Scholar & Director, Masters of Urban and Regional Planning, University of Florida

Immersive leadership learning experiences can assist leadership educators in developing critical competencies and capacities grounded in complex adaptive leadership necessary for addressing our most pressing global issues. This session will address how these experiences can be created via Virtual Reality Leadership Learning.

1-E-1 Educator Workshop: Cultivating Critical Thinking in a Complex World (Wraggborough)

Barry Boyd, Associate Professor, Texas A&M University

Jennifer Strong, Associate Professor, Texas A&M University

Participants at this educator workshop will learn the theoretical basics, a model for critical thinking, and specific strategies and activities to implement in the classroom, to increase students' critical thinking skills. Outcomes include increased knowledge of critical thinking standards and the elements of thought, as well as practical and implementable teaching strategies to increase student critical thinking.

11:30 am - 1:00 pm Lunch and Speaker: Dr. Matt White

1:15 - 2:45 pm Concurrent Sessions

Post-Keynote Discussion (Stono)

2-A-1 Educator Workshop: DRAG-IT: A Guide for Critical Reflection for Enhancing College Student Learning and Leadership Development (Ansonborough) *2016-17 ALE Mini-Grant Recipient

Cheyenne Luzynski, Teaching Assistant Professor, West Virginia University

Cory Hamilton, Lecturer and Doctoral Student, Eastern Michigan University

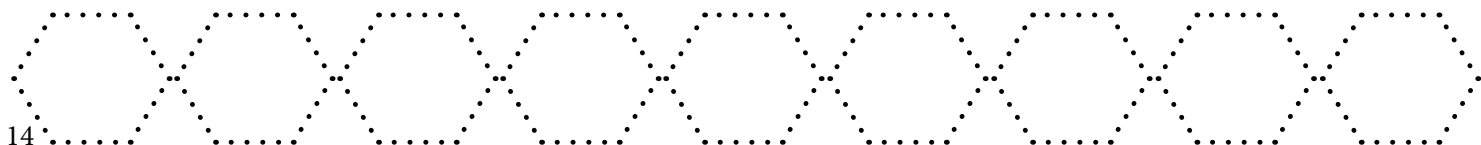
This engaging session introduces an innovative pedagogical tool for leading students and staff in critical reflection. DRAG-IT is an easy to remember acronym that assists facilitators in debriefing classroom and experiential learning. The session will discuss the theory and development of DRAG-IT, and provide opportunity for application.

2-B-1 Research Paper: Eco-Leadership in Practice: A Mixed Methods Study of County 4-H Programs (Ashley)

D. Adam Cletzer, Assistant Professor, University of Missouri

Eric K. Kaufman, Associate Professor, Virginia Tech

Ecological perspectives of leadership are characterized by collective decision-making, collaboration, shared leadership, and grassroots organization — and they are becoming more prevalent. This study seeks to empirically link ecological approaches to leadership and organizational success by studying collective leadership in county 4-H programs.



2-B-2 Research Paper: A Youth Perspective: The 4-H Teen's Leadership Identity Development Journey (Ashley)

Sarah A. Bush, Graduate Assistant, Virginia Tech

Jeremy Elliott-Engel, Graduate Assistant, Virginia Tech

Shannon Wiley, Graduate Assistant, Virginia Tech

Tonya Price, Ph.D., Assistant Professor & Extension 4-H Specialist, Virginia Tech

This qualitative study examined 4-H teen leadership identity development journeys. Yielding six emergent themes: (1) leaders have characteristics; (2) leaders engage with others; (3) leaders address the greater good; (4) leadership is a position (role); (5) leaders are exemplars; and (6) how do youth leaders understand themselves.

2-B-3 Research Paper: The Current State of Youth Leadership Development Programs in Nebraska, and its Implications for Pedagogies and Assessments in Youth Leadership Education (Ashley)

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

Katie Brock, University of Nebraska – Lincoln

Jessica Bartak, Graduate Teaching Assistant, University of Nebraska – Lincoln

Lindsay J. Hastings, Assistant Professor, University of Nebraska – Lincoln

The current state of youth leadership programming across Nebraska is explored. Specifically, program information regarding leadership definitions, pedagogies used, evaluation strategies, accessibility, and target population was collected from 16 programs from across Nebraska. Implications for youth leadership education are discussed.

2-D-1 Innovative Practice Paper: Listening and Leading from the Circle (Cooper)

Carolyn D. Roper, Ph.D., Associate Professor of Leadership, Purdue University Northwest

Adrian James, Ph.D., Assistant Professor of Organization Behavior and Leadership, Purdue University Northwest

The authors describe their informal experiments with peace circles in the classroom, organizations, and workplaces as ways to foster strong relationships and reach consensus. Peace circles naturally promote active listening and reliance on non-authoritarian leadership. The authors will facilitate a discussion on future research.

2-D-2 Innovative Practice Paper: The Leader's Communication Tools: A Framework for Teaching Leadership Communication (Cooper)

Cheryl Noel Ross, Ed.D., Director of the Center for Leadership Development, Southeastern Bible College

Leadership and communication are inextricably linked. Determining which communication tools are beneficial in a context can be a challenge. This session provides a model and framework for equipping leaders to better utilize the communication tools that are available, as well as to reflect upon strengths and weakness in leadership communication.

2-D-3 Innovative Practice Paper: Industry Practicum: Teaching Skills, Producing Thought Leaders (Cooper)

Keith Herndon, Professor of Practice and Director of the Cox Institute, University of Georgia

Ryan Kor, Graduate Assistant, University of Georgia

This innovative practice paper uses a journalism training practicum to discuss how the process of teaching specific skills can empower and embolden its participants to think critically about their professional goals, and allow them to emerge not only with new technical skills but also as industry thought leaders.

2-E-1 Educator Workshop: The Future of Civic Leadership: Exploring the Intersections of Service-Learning and Community Engagement and Leadership Education (Wraggborough)

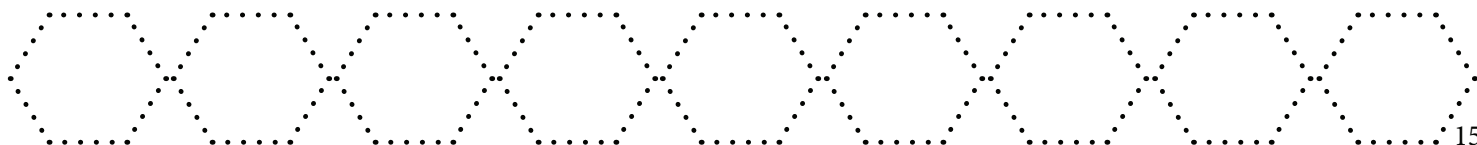
Kerry L. Priest, Assistant Professor, Kansas State University

Lori E. Kniffin, Graduate Assistant, Institute for Community and Economic Engagement, University of North Carolina Greensboro

Patti H. Clayton, SLCE Consultant, and Senior Scholar, IUPUI, UNCG, & Kansas State University

This session invites leadership educators to join the conversation and consider how the future of service-learning and community engagement intersects with the teaching, practice, and study of leadership.

2:45 am - 3:00 pm Sponsored Break, hosted by HERS (Hayne Street Gallery)



3:15 - 4:00 pm Roundtable Session A (Stono)

Exploring the Barriers to Developing Complex Adaptive Problem Solvers in Leadership Learning Environments (Table 1)

Anthony C. Andenoro, Assistant Professor of Leadership Education and Director, Challenge 2050 Project, University of Florida
Madeline Grace Black, Undergraduate Research Associate, University of Florida

Grounded in an ongoing study examining leadership faculty behaviors, this roundtable allows for honest dialogue aimed at identifying environmental barriers and educator limitations that inhibit the development of complex adaptive problem solvers.

Mindfulness & Acceptance in Leadership Education: Case study of ACT (Acceptance and Commitment Training) Among University Students (Table 2)

Caitlin Bletscher, Assistant Professor, Washington State University

The facilitator shares success with infusing Acceptance and Commitment Training (ACT) into her university leadership and communication course and encourages discussion for future implementation in leadership education. ACT uses acceptance and mindfulness strategies alongside commitment and behavioral change to increase psychological flexibility.

Calling All Grads: Exploring How Graduate Students can be Successful in their Academic Programs (Table 3)

Carolynn Komanski, Graduate Student, University of Florida

Jennifer Moss-Breen, Program Director and Associate Professor, Creighton University

This roundtable discussion seeks to collaboratively and constructively examine factors that impact graduate students' success in our academic programs. This dialogue will provide tangible insights for students and educators to best answer the question, "How can we be successful graduate students and be prepared for our careers after graduation?"

Application of the Big 5 Personality Model to Virtual Team Leadership (Table 4)

David G. Wolf, Ph.D., Associate Professor, Barry University

This roundtable discussion will share the results of a recently created virtual team leadership assignment that was implemented in a Master's Degree program, and presented in a hybrid format in a foundational leadership course. It was loosely based on a 2012 study of 71 virtual teams in an undergraduate business program.

Analytics in Business Education: Building Leaders as Data Literate Decision Makers (Table 5)

Donna L. Haeger, Ph.D. Professor, Cornell S.C. Johnson College of Business

Laurie A. Branch, Ph.D., Professor, St. Bonaventure University

As the volume of information grows, so does the gap in leaders with the ability to manage, understand, and make decisions using data. A deeper understanding and ability in data modeling and its outcomes is key to leadership development today.

Deconstruction and Reconstruction: Driving Questions and Considerations for Leadership Education Program (re)Design (Table 6)

Dr. Nyasha M. Guramatunhu Cooper, Assistant Professor, Kennesaw State University

Dr. Jennifer W. Purcell, Assistant Professor, Kennesaw State University

Dr. Heather I. Scott, Program Director and Assistant Professor, Kennesaw State University

Dr. LaJuan Simpson-Wilkey, Department Chair and Professor, Kennesaw State University

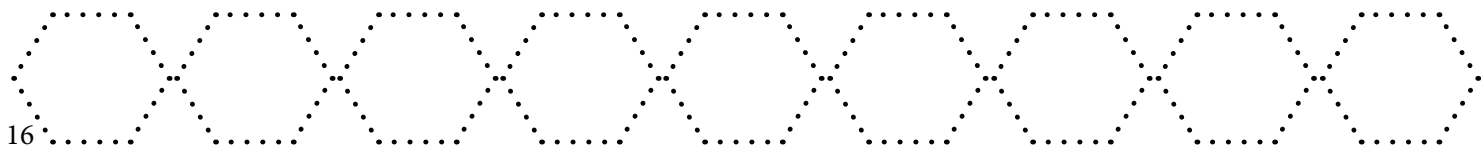
Dr. Felicia Mainella, Leadership Studies Faculty, Kennesaw State University

Join us to discuss common questions that drive curriculum development and redesign, including how our educator identities inform curricula decisions. The session will include discussion on considerations for program redesign and will conclude with an invitation to continue the dialogue as a cross-institutional community of inquiry and practice.

Leadership and Career Education: Connecting For a New Vision (Table 7)

Gayle Spencer, Director, Illinois Leadership Center, University of Illinois at Urbana-Champaign

Leadership and career education share a common purpose of self-knowledge and efficacy, and a mutual goal of enhancing skills and competencies of students to make a difference in their personal, organizational, and global worlds. We will dialogue about a vision to connect student engagement, leadership, and career readiness to prepare students.



Everything You Want to Know About ALE but Were Afraid to Ask (Table 8)

Donnette Noble, 2016-2017 ALE President; Associate Professor and Chair, Organizational Leadership Program, Roosevelt University

Whether you're a brand-new member or a long-term member, a guest or a visitor, a student or a seasoned professional, this roundtable discussion is for you! Join a lively conversation about all things ALE! Want to know how to get involved? We've got answers! Want to know where we've been? We've got answers! Want to know where we're going? We've got answers! What to know how you can make an impact in leadership education? We've got answers!

Examining the Intersectionality of Leadership and Management: Reframing Our Pedagogical Approach (Table 9)

Jared Nielsen, Assistant Professor, Fort Hays State University

Brendon Fox, Assistant Professor, Fort Hays State University

We understand leadership and management as distinct disciplines, yet with overlapping characteristics in a Venn-like fashion. Our goal is to utilize a roundtable discussion comprised of experienced faculty to develop new and innovative pedagogy that will help equip our students for a better future.

4:05 - 4:50 pm Roundtable Session B (Stono)

An Introduction to JOLE (Table 1)

Adrian Popa, Chair, JOLE Editorial Advisory Board; Associate Professor, Gonzaga University

Kathryn Hollywood, JOLE Editorial Advisory Board Member; Professor & Doctoral Faculty, Concordia University Chicago

Jackie Bruce, JOLE Editor; Associate Professor, North Carolina State University

Join members of the JOLE Editorial Advisory Board for an introduction to the Journal of Leadership Education. We will discuss ways to be involved and engaged with the JOURNAL and exciting things coming ahead.

Evaluation of Yearlong Academic Leadership Cohort Programs (Table 2)

Justin Greenleaf, Assistant Professor of Leadership Studies, Fort Hays State University

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

Aaron McKim, Assistant Professor, Michigan State University

Jonathan Velez, Associate Professor, Oregon State University

The purpose of this roundtable discussion is to enhance the current research efforts on yearlong academic leadership cohort programs, provide opportunities for learning about yearlong academic cohort programs, and invite individuals with similar programs to participate in the existing collaborative effort.

Cultivating in a Complex World: The State of Leadership Studies (Table 3)

Katherine Friesen, Instructor and Graduate Assistant, Iowa State University

Clinton M. Stephens, Director of Leadership Studies & Assistant Professor, Emporia State University

As leadership studies in institutions of higher education becomes more legitimized, we should continue engaging in conversations to conceptualize this academic work and identify where we are headed. Come to engage in this discussion. We will share the latest thoughts and our perspectives on thought-provoking questions—plus, hear your perspectives.

Teaching Leadership at the Graduate Level: Drawing Upon Our Complex World to Enhance Learning (Table 4)

Leah Georges, Assistant Professor for Ed.D. Program in Interdisciplinary Leadership, Creighton University

Jennifer Moss-Breen, Program Director for Ed.D. Program in Interdisciplinary Leadership, Creighton University

This roundtable session is designed for those currently engaged with, or interested in, graduate leadership education. The conversation will offer the opportunity to discuss strategies to engage adult graduate learners, and how to effectively make the transfer between teaching undergraduate leadership students to students at the graduate level.

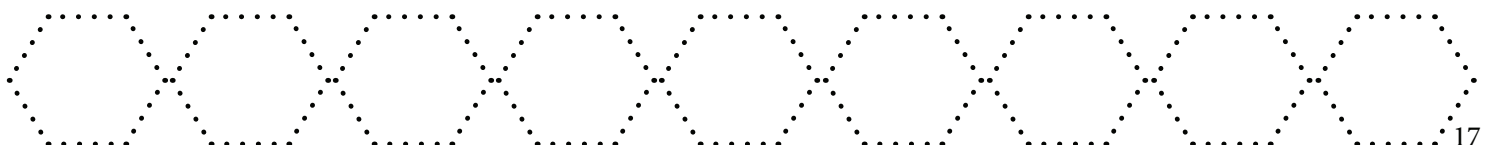
Moving Away from Management: Engaging in Difficult Campus Conversations (Table 5)

Maria Versteeg, Leadership Minor Student Associate, University of Minnesota

Gloria Kerandi, Leadership Minor Student Associate, University of Minnesota

Ben Marcy, Leadership Instructor & Graduate Assistant, Leadership Minor

This roundtable will discuss the role of leadership educators in student empowerment related to a recent divisive campus-wide event. The roundtable will focus on how leadership educators can cultivate spaces for student-driven conversations, so they are better prepared to engage in environments that are often polarizing, challenging and complex.



Educational Leadership through Differentiation: Responsive Teaching for a Complex World (Table 6)

Maude Yacapsin, Associate Professor, Messiah College

Are higher educators ready for differentiation and responsive teaching? This session will explore various methods by which to differentiate discipline-specific activities, and the leadership necessary to promote faculty development.

Project YES Virtual Mentorship Program (Table 7)

Mr. Cameron Rutledge, Leadership Training Specialist, General H. Hugh Shelton Leadership Center, North Carolina State University

Dr. Myra G. Moses, Associate Director for Executive Education, Curriculum Technology & Communications, General H. Hugh Shelton Leadership Center, North Carolina State University

Mr. James C. Johnson, National Director, Project Youth Extension Service, North Carolina State University

Dr. Harriett C. Edwards, Associate Professor & Extension Specialist for Volunteerism/Extension Military Liaison, North Carolina State University

The purpose of this roundtable session is to explore the Project Youth Extension Service (YES) virtual mentorship program. This versatile, innovative program provides college interns access to high-quality talent development, exposure to a wide array of seasoned professionals, and experiential learning activities.

Innovating Leadership Programs that Develop Leaders: Addressing the Gap between Leadership Education and Leaders' Needs (Table 8)

Sky Georges, Ph.D. Student/Graduate Assistant, University of Florida

Benjamin Morris, Ph.D. Student/Graduate Assistant, University of Florida

Madeline Grace Black, Undergraduate Research Associate, University of Florida

Organizations are spending more money than before on leadership development to handle the complex challenges faced in today's world. However, leadership development's classroom approach has been described as ineffective. As leadership educators, we can restructure our program design to meet expectations of participants with experiential leadership.

5:00 - 6:30 pm Dinner on your own or Past Presidents' Dinner

7:00 - 9:00 pm Downtown Tour and Excursion at Charleston Music Hall and Speaker: Charles Carmody, meet in the hotel lobby at 6:45 pm

TUESDAY, JULY 11

7:00 - 7:45 am Special ALE Bylaws Session (Wraggborough)

8:00 am - 4:00 pm Registration and Exhibitors (Stono/Hayne Street Gallery)

8:00 - 9:30 am Breakfast and Speaker: Ms. Erin Fischer

9:45 - 11:15 am Concurrent Sessions

Post-Keynote Discussion (Stono)

3-A-1 Educator Workshop: Noticing, Stopping the Action, and Starting Something New: A Look at the Core of Intentional Emergence Teaching (Ansonborough)

David Hellstrom, Teaching Specialist, University of Minnesota

Jason Jackson, Multicultural Education Coordinator and Teaching Specialist, University of Minnesota

Ben Marcy, Leadership Instructor and Graduate Assistant, University of Minnesota

In the last decade, the Leadership Minor at the University of Minnesota has seen substantial growth since the adoption of our Intentional Emergence Model. This workshop will focus on three core competencies of the Model: noticing, stopping the action, and starting something new. Join us as we practice together!

3-B-1 Research Paper: Leading School Change Through Innovation (Ashley)

Dr. Aneta Walker, Principal, Auburn University

Dr. Ellen Reames, EELT Professor, Auburn University

Decades of differing philosophies and conventions have placed the idea of change at the forefront of current reform efforts (Rothkopf, 2009). With the implementation of rigorous standards to prepare students to be college and career ready, school leaders must be innovative and change agents for continuous school improvement.

3-B-2 Research Paper: An Examination of Exemplary Leaders in Higher Education: A Focus on Academic Deans (Ashley)

Comfort Okpala, Chair and Professor, Leadership Studies and Adult Education, North Carolina A&T State University

Dr. Kimberly Young Walker, Academic Program, Manager, South Carolina Commission on Higher Education

This case study describes the characteristics of successful academic deanship by exploring the perspectives of a dean, faculty members, staff members, students, and alumni.

3-B-3 Research Paper: The Relationship between Culture and Leader-Member Exchanges (LMX) (Ashley)

Mark Villanueva, Senior Project Planner, Southwest Research Institute

Carol A. Wheeler, Assistant Professor, Our Lady of the Lake University

The authors will present the results of a research study examining the relationship between cultural values and leader-member exchanges, with a sample of professionals in a research organization, using Hofstede's Value Survey Module Questionnaire and the LMX7 Questionnaire. Results were surprising and provide a focus for future research.

3-D-1 Innovative Practice Paper: Pushing Students to their Limits: Combining Leadership Theory and Complex Societal Problems in an Infographic Assignment (Cooper)

Laura L. Greenshaw, Assistant Professor, Mississippi State University

Carley C. Morrison, Graduate Assistant, Mississippi State University

The purpose of this innovative practice session is to introduce an infographic assignment implemented to challenge students to think critically about how leadership can be applied to solve complex problems within specific contexts.

3-D-2 Innovative Practice Paper: Teaching Creativity in a Leadership Seminar (Cooper)

Renee Kosiarek, Assistant Professor, Aurora University

Leaders need to learn to be creative in order to solve 21st century problems. At North Central College, we offer a Seminar on Leadership that focuses on creativity. This session will share details of the seminar, including rationale, objectives, assignments, and class exercises in the hope that other institutions may create similar offerings.

3-D-3 Innovative Practice Paper: PhotoVoice as a Means of Meaning Making in a Leadership Theory Course (Cooper)

Jackie Bruce, Associate Professor, North Carolina State University

Abigail Whitaker, Graduate Student, North Carolina State University

Caroline Clement, Graduate Student, North Carolina State University

An instructor used PhotoVoice to engage students in meaning making and critical thinking. Designed to push students to connect the abstract nature of leadership theory to their own "everyday lives," this practice moved students out into the(ir) worlds, and helped them understand leadership was not "out there," but right where they were every day.

3-E-1 Educator Workshop: Effective Learning Outcomes Assessment for Leadership Educators (Wraggborough)

Kaley Klaus, Instructor & Director of Student Leadership Development & Assessment, Leadership Studies, Fort Hays State University

Jeni McRay, Assistant Professor of Leadership Studies, Fort Hays State University

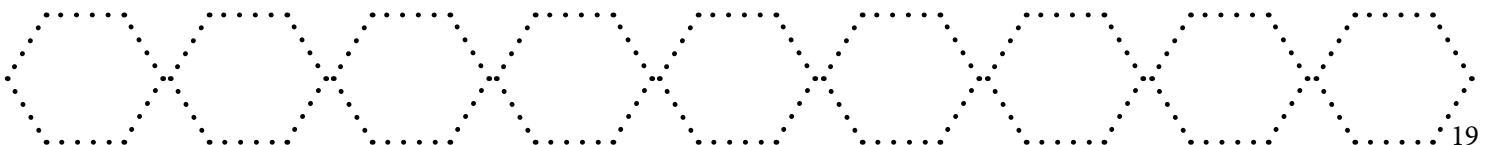
This interactive workshop session will allow leadership educators and practitioners the opportunity to practice writing higher order learning outcomes, identify appropriate assessment methods to measure learning, and discuss ways assessment results can be used for continuous program improvement in the field of leadership education.

11:30 am - 12:30 pm Concurrent Sessions

4-A-1 Innovative Practice Paper: Educating and Developing Principled Leaders: Implementing an Empirical Model of Servant Leadership within a Values-Based, Residential University Community (Ansonborough)

Benjamin P. Dean, Ph.D., Department Head & Associate Professor, Leadership Studies, The Citadel, Charleston, SC

Could a university with long-established traditions of values-based leadership embrace a theoretically grounded, empirical leadership model in achieving its organizational mission of educating and developing principled leaders? The Citadel, in Charleston, SC, launched an initiative in 2015 to find and implement such a model to enhance its outcomes.



4-A-2 Innovative Practice Paper: Learning Servant Leadership and Identifying Community-based Strategies in Times of Divide: A Student, Faculty, Community Partner Interfaith Collaboration (Ansonborough)

Margaret Douglas, Student, Gonzaga University

Dr. Kristine Hoover, Faculty & Director of Institute of Hate Studies, Gonzaga University

Using service-learning, combined with community engaged scholarship, this pedagogical approach enhances student transformation, involves and benefits the community growing together, and explores potential contributions to literature in servant leadership.

4-B-1 Research Paper: Student Learning Outcomes Associated with eService-Learning (Ashley)

Justin Greenleaf, Assistant Professor of Leadership Studies, Fort Hays State University

Brent Goertzen, Professor of Leadership Studies, Fort Hays State University

This case study explores student learning outcomes from a student-led, eService-learning (SLES) course. The researchers interviewed 12 participants in addition to evaluating final reflection papers. Data analysis yielded three general categories including leadership insights, personal growth and development, and working with others.

4-B-2 Research Paper: An Assessment of Volunteer Leaders' Competencies and Skills Following Leadership Training (Ashley)

Carley C. Morrison, Graduate Assistant, Mississippi State University

Laura L. Greenshaw, Assistant Professor, Mississippi State University

The purpose of this study was to determine if identifying and training volunteer leaders is beneficial to the outreach of organizations they serve. Volunteers were assessed prior to, and following, a leadership training based on their ability to demonstrate leadership competencies and skills.

4-C-1 Research Paper: Effect of Instructor Transformational Leadership on Student Learning Behavior (Harleston)

Alaba Apesin, Assistant Professor, Saint Michael's College

This study provides an insight into the relationship between instructors' transformational leadership behaviors and students' learning behaviors. It investigates the effects of transformational teaching on student's motivation, positive attitude, and participation.

4-C-2 Research Paper: A Call for Metacognitive Intervention: Improvements Due to Curricular Programming and Training (Harleston)

Melissa S. Terlecki, Associate Professor and Chair, Cabrini University

Anne McMahon, Undergraduate Student, Cabrini University

This research paper session is aimed at sharing the results of a quantitative study looking at the effects of training in metacognition as part of a Leadership course, compared to controls. Effects were promising, and curricular development in the area of metacognition is recommended.

4-D-1 Innovative Practice Paper: Exploring Deliberate Practice & the Use of Skill Sheets in the Collegiate Leadership Competition (Cooper) * Outstanding Practice Paper 2017

Scott J. Allen, Associate Professor of Management, John Carroll University

Daniel Jenkins, Director and Assistant Professor, Leadership & Organizational Studies, University of Southern Maine

Bela Krizanovic, Executive Director, Collegiate Leadership Competition

Little has been written about the use of skill sheets in leadership education, and this session will demonstrate their use in one specific context. Skill sheets are used in a number of domains (e.g., medical education), and their introduction to leadership learning and education is a critical step in our development as a discipline.

4-E-1 Innovative Practice Paper: Kansas Leadership Studies Summit: Cultivating Collaborative Capacity for the Common Good (Wraggborough) *2016-17 ALE Mini Grant Recipient

Kerry L. Priest, Assistant Professor, Kansas State University

Clinton M. Stephens, Director of Leadership Studies & Assistant Professor, Emporia State University

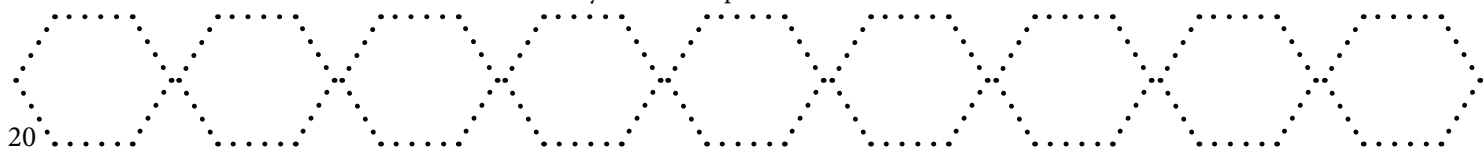
Brandon W. Klierer, Assistant Professor of Civic Leadership, Kansas State University

This summit responds to local and national needs for intensive dialogue focusing on collaboration and capacity building among leadership educators for advancing the common good. We will share outcomes of these dialogues, including new initiatives and recommendations for other multi-campus collaborations.

4-E-2 Innovative Practice Paper: Girls on the Run: Practical Movement-based Interventions to Develop Leader Identity in Young Girls (Wraggborough)

RJ Youngblood, Acting Assistant Director, Kansas State University

This participatory session will engage GOTR programs as a case for intentional curriculum interventions to develop leader identity in girls. The session will present an overview of the program, sample leader identity lesson, and engage participants in conversations around connections to their own work with youth development.



12:45 - 2:15 pm **Lunch and Speaker: Dr. Josie Ahlquist (Stono)**

2:30 - 4:00 pm **Concurrent Sessions**

Post-Keynote Discussion (Stono)

5-A-1 Educator Workshop: The Complexities of Challenge and Support: Intersecting Identities of Leadership Educators and Students (Ansonborough)

Jason Jackson, Multicultural Education Coordinator & Teaching Specialist, University of Minnesota

Ben Marcy, Leadership Instructor and Graduate Assistant, University of Minnesota

Cayley Reif, Leadership Minor Associate, University of Minnesota

This workshop will ask leadership educators to consider their multiple intersecting social identities, and examine how these identities frame their ability to challenge and support students. Activities will be based off of the Intentional Emergence framework in which participants' identities will help inform other participants' practice in the moment.

5-B-1 Research Paper: Exploring the Lived Experiences of Becoming and Being a Leadership Educator: A Phenomenological Inquiry (Ashley)

Daniel Jenkins, Director and Assistant Professor, Leadership & Organizational Studies, University of Southern Maine

Little is known about the leadership educators who work in more than 2,000 leadership programs worldwide. This phenomenological study of 13 experienced leadership educators from four states and 11 universities explored the lived experiences of becoming and being a leadership educator in higher education.

5-B-2 Research Paper: The Quest of Legitimacy: The Future of Leadership in a Complex World (Ashley)

Katherine Friesen, Instructor & Graduate Assistant, Iowa State University

This session considers leadership as a body of knowledge and practice, and the role of legitimacy in academia. By conceptualizing disciplines and exploring legitimacy arguments for leadership studies as a discipline, areas of further inquiry are identified as we continue to define and advocate for leadership as a body of knowledge and practice.

5-B-3 Research Paper: A 15-Year Perspective of the Journal of Leadership Education (Ashley)

Katelyn Mize, Student, Texas A&M University

Barry Boyd, Associate Professor, Texas A&M University

Jennifer Strong, Associate Professor, Texas A&M University

Perspective analysis of research journals provides important information about topic areas being researched and most common methodologies. This 15-year analysis found that more articles in JOLE focus on research than any other category. Of those research articles, the vast majority used descriptive or experimental methodology.

5-C-1 Educator Workshop: Leadership Coaching: The Innovative Intersection of Career and Leadership Development (Harleston)

Erin Morgenstern, Assistant Director for Leadership, Ohio University

Erika Peyton, Assistant Director for Employer Relations and Marketing, Ohio University

Come learn the new cutting edge leadership development service - Leadership Coaching. Participants will discuss the intersection of leadership skill development and neuroscience, learn the Leadership Coaching structure, and role play ways to increase a student's process to gain 21st century leadership skills.

5-D-1 Research Paper: Cultivating Innovative Teen Leadership Programming: Building Evidence of Impact (Cooper)

Sarah A. Bush, Graduate Assistant, Virginia Tech

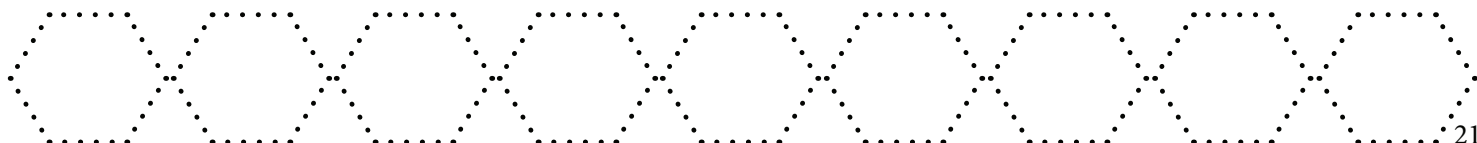
Benjamin Grove, Director of Development, Virginia Cooperative Extension

Jeremy Johnson, Associate Specialist, Volunteer Development, Virginia Tech

Megan Seibel, Ph.D., Assistant Secretary of Agriculture & Forestry, Commonwealth of Virginia

Tonya Price, Ph.D., Assistant Professor & Extension 4-H Specialist, Virginia Tech

To provide meaningful leadership and civic engagement experiences to teens, a statewide teen leadership program model was created. Four central components of the model are understanding of self, developing a network, community problem solving, and advocacy. This evaluative research aimed to determine the overall effectiveness of the program model.



5-D-2 Research Paper: Girls Just Wanna have Leadership Development: A Systematic Literature Review with Implications for Business Schools (Cooper)

Helen De Cieri, Professor, Monash University

Nathan Eva, Lecturer, Monash University

Anita Devos, Senior Lecturer, Monash University

Jennifer Veres, Student, Monash University

Using a systematic literature review of 143 academic publications, we identified five major themes and found that a range of factors impact leadership development programs for girls. We identify important implications and questions for leadership programs in business schools and offer an agenda to guide future research.

5-D-3 Research Paper: Relationships between Eco-Leadership and Problem-Solving Styles of Gifted and Talented Youth (Cooper)

Curtis R. Friedel, Assistant Professor, Virginia Tech

D. Adam Cletzer, Assistant Professor, University of Missouri

Sarah A. Bush, Graduate Assistant, Virginia Tech

J. Danielle Barber, Graduate Assistant, Virginia Tech

We examined the relationship between youth's problem-solving style with ecological views of leadership, namely systemic thinking and hierarchical thinking. Theoretically, we suggest that no relationship should exist between the KAI and LABS-III measures, and we found no empirical evidence to support the relationship.

5-E-1 Educator Workshop: A New Lens for Leadership Education: Grounding Agency in Credible Knowledge in the Face of Counter-Reality (Wraggborough)

Anthony C. Andenoro, Assistant Professor of Leadership Education & Director, Challenge 2050 Project, University of Florida

Linnea Dulikravich, Undergraduate Research Associate, University of Florida

Nicole L. P. Stedman, Professor of Leadership Development and Undergraduate Coordinator, University of Florida

Leadership learning should empower students to take action in addressing complex problems. This workshop purports to address this challenge by teaching leadership educators to develop agency in leadership learners, so they will be better equipped to

4:00 - 4:15 pm Refreshment Break (Hayne Street Gallery)

4:15 - 6:15 pm ALE Business Meeting (Wraggborough)

Agenda:

Introductions and Welcome

History and State of the Association

Acknowledgements

Budget Review

Proposed Bylaws Changes

Seating of the New Board

Closing Remarks

7:00 - 8:30 pm Awards Dinner (Stono)

WEDNESDAY, JULY 12

8:00 -9:30 am Plenary with Breakfast and Teach and Share Forum (Stono)

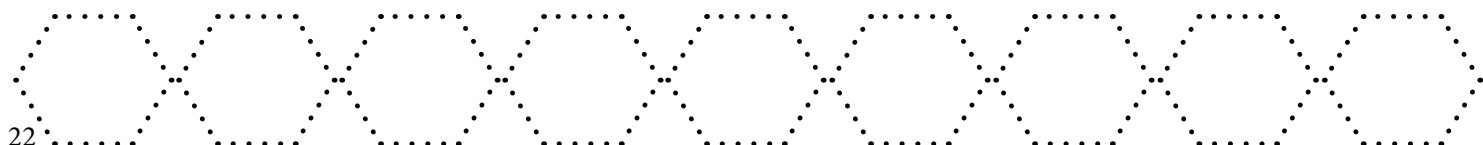
9:45 - 11:15 am Concurrent Sessions

6-A-1 Educator Workshop: Crucial Conversations: Facilitating Dialogue in Turbulent Times (Ansonborough)

Susan Luchey, Associate Director, University Student Centers for Leadership Development, University of Delaware

Barbara Altman, Associate Professor of Management, Texas A&M University - Central Texas

In a world of 24/7 news and responses triggered by social media, emotions, and experiences, we are often afraid to express opinions due to anticipated response. This workshop teaches how to empower students to facilitate a program called Crucial Conversations, by guiding participants to explore their own values and implicit biases on current events.



6-B-1 Research Paper: What Skills do Volunteer Leaders Need? A Delphi Study (Ashley)

Carley C. Morrison, Graduate Assistant, Mississippi State University

Laura L. Greenshaw, Assistant Professor, Mississippi State University

This study, employing Delphi methodology, was conducted with volunteer directors in the community to identify leadership competencies for volunteer leaders. At the conclusion of three rounds of iteration, 42 competencies were identified.

6-B-2 Research Paper: Emotional Intelligence: Performance Matters – or does it? (Ashley)

Justin C. Matus, Associate Professor, Wilkes University

This session will present the results of a study of the relationship between Emotional Intelligence and Job Performance. Job performance is measured using an online business simulation game. Business aptitude is also measured and used as a control variable. Gender differences are also examined.

6-B-3 Research Paper: Personality Types, Generations, and Gender: A Closer Look at the Graduates of an Agricultural and Natural Resource Leadership Development Program (Ashley)

Valerie McKee, Leadership Programs Coordinator, IFAS Center for Leadership, University of Florida

Hannah Carter, Director, IFAS Center for Leadership, University of Florida

Kayla Waldorff, Graduate Assistant, University of Florida

Since 1989, the Wedgworth Leadership Institute for Agriculture and Natural Resources (WLIANR) has provided leadership programming for opinion leaders working in the agriculture and natural resource industries in Florida. This study sought to describe the personalities of WLIANR participants through personality types and preferences as well as in context to generation and gender.

6-C-1 Research Paper: Longitudinal Effects of Session Racial Diversity within a Student Leadership Immersion Program (Harleston)

David M. Rosch, Assistant Professor, University of Illinois at Urbana-Champaign

Jasmine Collins, Graduate Student, University of Illinois at Urbana-Champaign

Vernon Walls, Director of Business Development, LeaderShape, Inc.

We examined the impact of racial diversity on students within a leadership program. A total of 667 participants in sessions coded as either “High,” “Moderate,” or “Low” in racial diversity within the session served as the sample. Longitudinal results suggest that session diversity significantly predicts gains for all students regardless of race.

6-C-2 Research Paper: A Narrative Inquiry of the Perceptions Leading to the Under-Representation of Women’s Political Leadership: A Study Measuring the Intensity of Perception (Harleston)

Vincent Drew Jemison, Doctoral Student, University of Phoenix

The theory of measuring the Intensity of Perception (IPT) is achieved by optimizing leadership performance (decision-making and behavior) that follow a predictable path. Measuring perception makes it necessary to interact with others as a course of action to establish the cognitive level of an individual’s performance.

6-C-3 Research Paper: U.S. College Students Thriving Through a Global Leadership Education (Harleston)

Cameron Beatty, Assistant Professor, Salem State University

Amber Manning-Ouellette, Lecturer, Iowa State University

This paper explores how students benefit from traveling abroad, in order for faculty to better advocate for co-curricular programs, global perspectives, and increasing cultural competencies. Faculty must provide evidence and support of the necessity of international perspectives, and work to make them accessible to all students.

6-D-1 Innovative Practice Paper: The Certificate of Social Justice Program (Cooper) *2016-17 ALE Mini-Grant Recipient

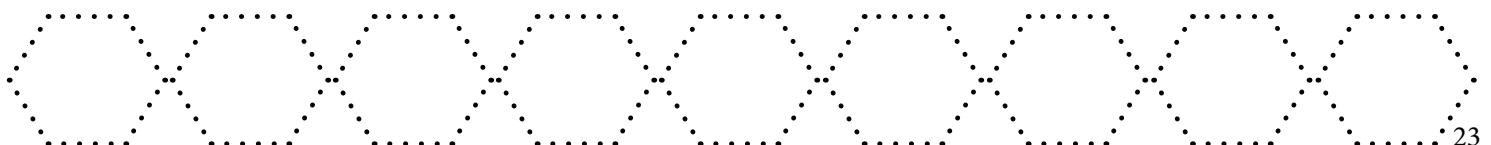
Jackie Bruce, Associate Professor, North Carolina State University

Joy Morgan, Assistant Professor, North Carolina State University

Wendy Warner, Associate Professor, North Carolina State University

Katherine McKee, Office of Faculty Development, North Carolina State University

The Certificate of Social Justice (CSJ) pilot project is a comprehensive, grant-funded program that begins our students’ leadership experiences focused on inclusion/activism. These young leaders are being provided with the needed skills to build bridges with others, and create more socially aware and engaged communities.



6-D-2 Innovative Practice Paper: Development of an Interdisciplinary Doctoral Program in Organizational Leadership (Cooper)

Joseph Marchetti, Professor of Education, Stockton University

George Sharp, Assistant Professor of Education, Stockton University

Pamela Vaughan, Assistant Professor of Education, Stockton University

This proposal addresses the gap that exists between the environment in which leaders lead, and the leadership development programs designed to prepare leaders. A newly created, interdisciplinary, and innovative Ed.D. in Organizational Leadership program that bridges this gap is presented from design to implementation.

6-E-1 Educator Workshop: Cultivating the Intentional Use of Art as Leadership Pedagogy: Mixing Music and Media (Wraggborough)

Daniel Jenkins, Director and Assistant Professor, Leadership & Organizational Studies, University of Southern Maine

Amanda Cutchens, Academic Advisor and Doctoral Student, University of South Florida

This educator workshop showcases experiential, art-based instructional strategies to demonstrate the wide uses of art as a tool to teach leadership concepts. In this session, experienced leadership educators will explain the intentionality and learning outcomes associated with and model activities for delivering this strategy.

11:30 am - 12:30 pm Concurrent Sessions

7-A-1 Research Paper: Are Undergraduate Millennials Open to Feedback? The Impact of Peer Feedback on Undergraduate Leadership Development (Ansonborough)

Brian Griffith, Associate Professor, Vanderbilt University

Allie Love, Undergraduate Student, Vanderbilt University

In today's ever-changing "knowledge economy," leadership development skills and abilities have become increasingly crucial to success in the workforce. Peer feedback can be a critical antecedent to leadership development and, contrary to popular belief, millennials may be quite open to receiving it.

7-A-2 Research Paper: Do Formal Leadership Programs Really Prepare Students to Become "Ready, Willing, and Able" Leaders? A Multi-campus Study (Ansonborough)

David M. Rosch, Assistant Professor, University of Illinois at Urbana-Champaign

This research examined the differences between students with significant prior experience in formal leadership initiatives and a comparison sample. The multi-campus study (n=1,112) suggests that experienced students have no more complex cognitive models of leadership than those with no experience.

7-B-1 Research Paper: Experiences and Outcomes of a Women's Leadership Development Program (Ashley) *Outstanding Research Paper 2017

Krystal Brue, Assistant Professor, Cameron University

Women's leadership training programs provide opportunities to value women leaders as resources. This session will address practices most helpful in women's leadership development, including personal agency changes; cognitive, affective, and behavioral growth dynamics; engaging learning activities, social capital development, and relational modeling.

7-C-1 Innovative Practice Paper: Sounds Good, But: Assessing Relational Leadership Teaching (Harleston)

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

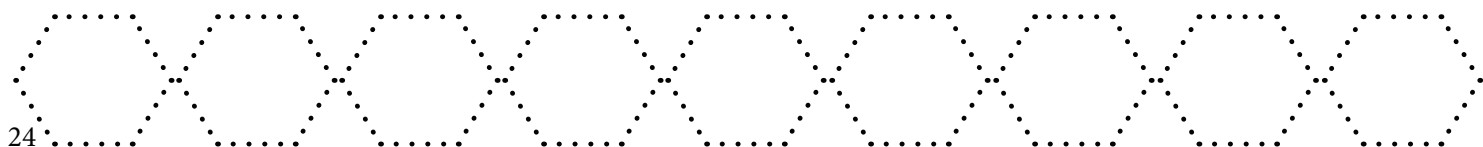
This session presents an original survey of leadership program alumni, measuring the personal and professional impact of the courses' relational elements. Along with gauging the effects of in-class and post-graduation cohort relationships, survey results suggest ways to maximize benefits of interpersonal techniques and focus in leadership teaching.

7-C-2 Innovative Practice Paper: Using Project Based Learning and Communities of Practice to Develop Transformative Leadership for Advocate and Activist Social Identities (Harleston)

Katherine McKee, Office of Faculty Development, North Carolina State University

Jackie Bruce, Associate Professor, North Carolina State University

Project based learning (PBL) is a powerful tool in leadership education. In this case, PBL is used in teaching at the intersection of leadership education and social justice education to facilitate the development of advocate and activist identities in students.



7-D-1 Innovative Practice Paper: “I Am Different, Not Less.” Temple Grandin and Strengths-Based Leadership Education (Cooper)

Haley Nicole Rosson, Graduate Student, Oklahoma State University

Penny Pennington Weeks, Professor, Oklahoma State University

The film, *Temple Grandin*, was utilized in an undergraduate personal leadership development course to help students synthesize and apply strengths-based leadership concepts. This session describes the teaching methodologies employed and provides recommendations for leadership educators seeking to implement the use of film in their courses.

7-D-2 Innovative Practice Paper: Promoting Leadership for Sustainability via “Momentum for Change” Awards Project (Cooper)

Barbara Altman, Associate Professor of Management, Texas A&M University - Central Texas

There is a growing need in leadership education for strategies to teach students global awareness. This innovative practice session will present a tested exercise that can be used to sensitize leadership students to model projects recognized by the United Nations “Momentum for Change” awards for innovative sustainability solutions.

7-E-1 Innovative Practice Paper: Moving Beyond Responsible Conduct of Research Training: Ethical Leadership Development for Ph.D. Students in STEM (Wraggborough)

John Lubker, Associate Dean of the Graduate School, University of Notre Dame

Ethan Fridmanski, Graduate Assistant, University of Notre Dame

Laura Carlson, Associate Provost & Dean of the Graduate School, University of Notre Dame

Training in responsible conduct of research, the primary training expectation for graduate students, typically conveys content passively. This presentation will highlight the Ethical Leaders in STEM program, and discuss the assessment and outcomes of a program that is experiential, active, and focused on creating future ethical leaders in STEM field.

7-E-2 Innovative Practice Paper: A Unique Approach to the Standard Teaching Assistant Program (Wraggborough)

Anna Capeder, Assistant to the Coordinator, Leadership Minor, University of Minnesota

Grace M. LaPrairie, Leadership Minor Student Associate, University of Minnesota

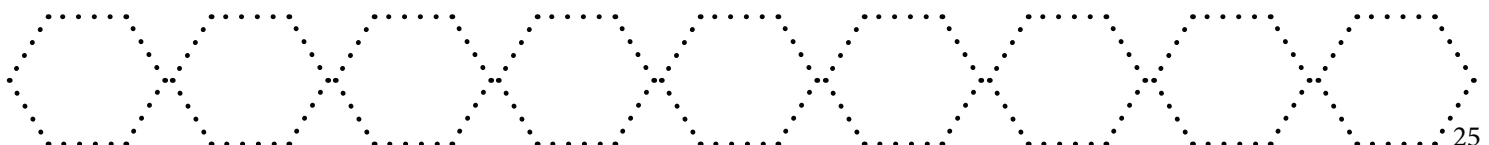
This session presents an alternative approach to teaching assistant programs and shares the non-traditional learnings of a program participant. By the end of this session, participants will understand how teaching assistant programs can evolve to the next level and offer a life-long development for all involved.

12:30 - 1:00 pm Closing Plenary (Stono)



Application Deadline: October 1, 2017

www.leadershipeducators.org/Mini-Grants



EXCURSION

Having been built in 1849-50, the **Charleston Music Hall** has a rich and vast history as one of the oldest buildings on the block. Originally, the Charleston Music Hall was The Tower Depot, which was a large train station with a three-story tower. The Tower Depot closed in 1853. After the Civil War, the Charleston Bagging Manufacturing Company bought the Music Hall, but it was damaged on August 31, 1886 by the Charleston earthquake. The earthquake destroyed the three-story tower and later, the rest of the building was torn down or used for storage. The Bagging Company closed during the Great Depression, and the building sat vacant until 1995 when the Bennett-Hofford Company transformed the building into an arts venue. The goal of the Music Company is “to create extraordinary musical, artistic, and theatrical experiences, and promote the finest local, regional, and national acts, while also encouraging local and communal participation.” We will be visiting the historic Charleston Music Hall on Monday, July 10 from 7 to 9 pm for a presentation on multicultural social challenges, and using music to address systemic discrimination. The presentation will be followed by a tour of the facilities.



SERVICE PROJECT

We are excited to announce that we will be collecting donations for **Lowcountry Orphan Relief** throughout the conference. The mission of Lowcountry Orphan Relief is to provide support services and aid to meet the needs of Lowcountry children identified as at-risk or suffering from abandonment, abuse, and/or neglect, because “no child should be without the basic necessities in life, regardless of their life circumstances.” Since 2006, Lowcountry Orphan Relief has clothed over 22,000 children in the Tri-County area. Please bring an item or two to donate, OR purchase an item to donate when you arrive in Charleston. A representative from Lowcountry Orphan Relief will be joining us for breakfast Wednesday, July 12 to speak, and accept donations on the behalf of Lowcountry Orphan Relief.

Accepted gently used donation items:

- Children's clothing - especially khaki and navy pants, and solid color, polo shirts for school uniforms
- Shoes- all sizes
- Coats
- Pajamas
- Books
- Stuffed animals

Accepted new donation items:

- Diapers
- Baby wipes
- Travel size toiletries
- Socks
- Underwear
- School Supplies
- Book bags

Do you want to donate, but don't want to travel with these items?

Shop at a store within 1/2 mile of the hotel:

MoonPie General Store (48 N Market St), 469 feet, 2 minutes
Five and Dime General Store (99 S Market St), .1 mile, 3 minutes
College Corner (1 Coming St.), .5 mile, 9 minutes
Walgreens (380 King St.), .6 mile, 12 minutes
CVS (59 George St.), .6 mile, 12 minutes



Thank you to our sponsors for supporting the 27th annual Association of Leadership Educators Conference

DEPARTMENT OF LEADERSHIP STUDIES AT FORT HAYS STATE UNIVERSITY

UNDERGRADUATE PROGRAMS

- **BACHELOR OF SCIENCE OR BACHELOR OF ARTS**
in Organizational Leadership
- **MINOR** in Leadership Studies
- **CERTIFICATE** in Leadership Studies
- **CERTIFICATE** in Global Leadership

GRADUATE PROGRAM

- **MASTER OF PROFESSIONAL STUDIES** with a
concentration in Organizational Leadership

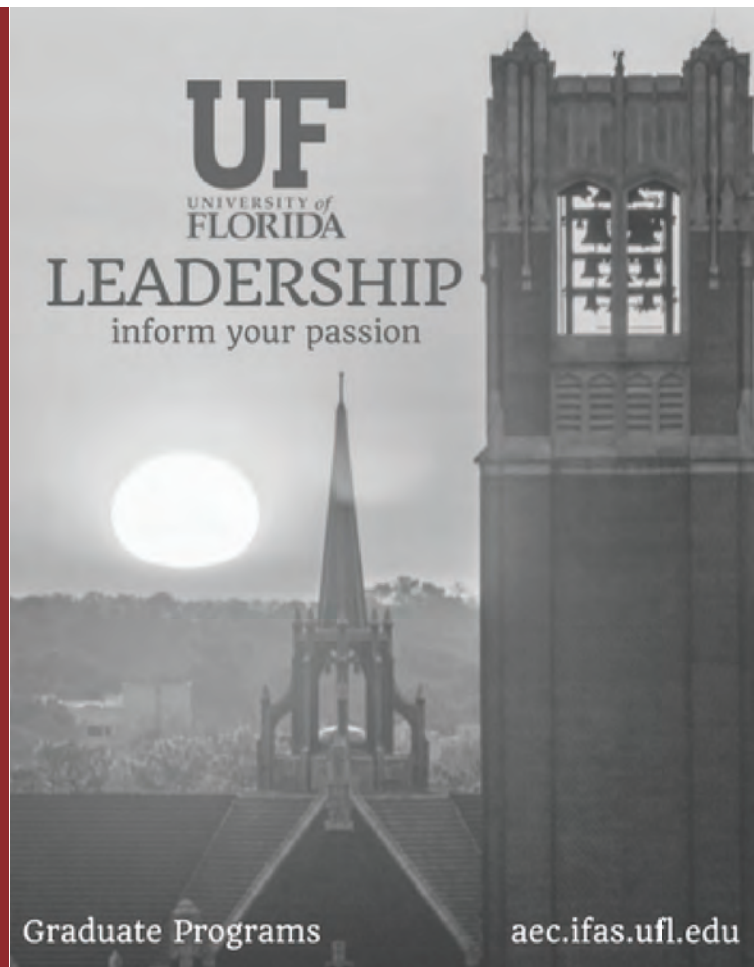
**ALL PROGRAMS ARE OFFERED ON
CAMPUS AND ONLINE!**

**FOR MORE INFORMATION, VISIT:
www.fhsu.edu/leadership**




FORT HAYS STATE UNIVERSITY
DEPARTMENT OF LEADERSHIP STUDIES

Forward thinking. World ready.



TAKE THE WHEEL ON
*your leadership
journey*



HERS

To learn how HERS leadership development programming
can help you chart your direction, visit **HERSnet.org**.
Please share and join the conversation **f** **t** **@HERSInstitutes**

KANSAS STATE
UNIVERSITY

Staley School of Leadership Studies

POINTS
OF LIGHT

Certificate in Community-Engaged Leadership

The Kansas State University Staley School of Leadership Studies and Global Campus have partnered with Points of Light to offer a 12-credit-hour undergraduate certificate in community-engaged leadership.

CERTIFICATE HIGHLIGHTS

- 12-credit-hour undergraduate certificate to be completed in one calendar year
- Delivered using an interactive and real-time learning platform
- Service-learning coursework for community-engaged leadership
- Participants engage with community to make real change
- Each participant is supported by a community coach
- Learning outcomes include communication, critical thinking and problem solving

SCHOLARSHIPS

Financial assistance may be available. Please contact KaitlinL@ksu.edu for more information.

Scholarships are generously made possible by the AT&T Foundation.

WHO SHOULD APPLY?

- Professionals working within the nonprofit sector
 - National service members
- Anyone with a passion for creating positive community impact
 - Undergraduate students

"I cannot believe how much the perspectives we have talked about in class have affected me in my day-to-day work. I find myself being able to articulate the leadership concepts I see in my personal and professional roles all the time. I have gained global perspectives on issues that I had never considered. This helped me to really dig in to my civic work to identify the communities I want to work with and I've begun to amend processes in my program to make sure we are accessible to all communities."

- Shelley, Omaha, NE

VISIT k-state.edu/leadership

A Proud Sponsor of the 2017 ALE Conference Opening Reception



James M. Cox Jr. Institute for Journalism Innovation, Management & Leadership

Grady College of Journalism and Mass Communication

UNIVERSITY OF GEORGIA

The James M. Cox Jr. Institute for Journalism Innovation, Management and Leadership at the University of Georgia's Grady College of Journalism and Mass Communication prepares students for leadership roles in an ever-evolving news media. Through innovative experiential learning programs, applied research and leadership development initiatives, the Cox Institute is at the forefront of addressing the strategic challenges faced by contemporary news organizations. Its signature programs train students as Cox Institute Leaders and recognize exceptional professionals as Industry Fellows.



2017 Industry Fellow and Cox Institute Leaders

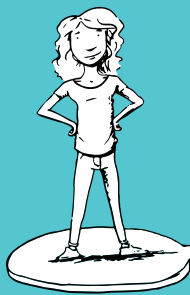


Richard Griffiths (Industry Fellow), Katelyn Umholtz, Taylor Cromwell, Lauren Sloan, Zachary Hansen, Denver Ellison, Anna Logan, Cory Cole, Reann Huber, Daniel Funke, Mollie Simon, Lauren Herbert, McKenzie Lewis, Miles Moraitis, Jaylon Thompson, Keith Herndon (Cox Institute Director)

Please visit our website at Grady.uga.edu/CoxInstitute



KANSAS LEADERSHIP CENTER



Degree options
to fit your life.



Online
anytime,
anywhere

Campus
experience
in Columbia,
Missouri

Local centers
in 35+ locations
across the country

Associate, bachelor's and
master's degrees, your way.
Get started at
CCIS.edu



LEARNING + EXPERIENCE =
EVOLUTION

EVOLVE AT THE FORBES SCHOOL OF BUSINESS
& TECHNOLOGY AT ASHFORD UNIVERSITY

- / 24 degree programs available
- / Transfer up to 90 approved credits*
- / Convenient start dates throughout the year
- / Entrepreneurship scholarships available

VISIT **FORBES.ASHFORD.EDU** FOR MORE INFORMATION

*The transferability of credits is subject to Ashford University's transfer credit policies, and requires the submission of official transcripts. The official transcripts will be evaluated to determine the credits that will officially apply toward an Ashford University degree program.

Ashford University is accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001, www.wscuc.org.

Forbes School of Business
& Technology
at ASHFORD UNIVERSITY™



Save the date for
the 28th annual
conference in
Chicago, Illinois
July 8-11, 2018



INTERNATIONAL LEADERSHIP ASSOCIATION 19TH ANNUAL GLOBAL CONFERENCE

Leadership in Turbulent Times

12-15 October 2017
SQUARE Brussels Meeting Centre
Brussels, Belgium

PLENARY SPEAKERS



Margaret Heffernan

Acclaimed Author of *Willful Blindness: Why We Ignore the Obvious at Our Peril*



David Petraeus

Director of the U.S. Central Intelligence Agency (2011-2012)



Herman Van Rompuy

Prime Minister of Belgium (2008-2009)
President of the European Council (2009-2014)



Jeroen van der Veer

Chief Executive of Royal Dutch Shell plc (2004-2009)

Conference Chair: Jorrit Volkers

Dean of Deloitte University Europe, the Middle East and Africa (EMEA)

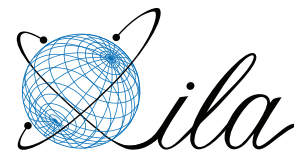
Program Chair: Patrick Sweet

Co-Director, Leadership Alliance for the Geneva Centre for Security Policy – Center for Creative Leadership

Experience the ILA difference!

If you're looking for cross-sector, cross-cultural, cross-generational conversations with people who passionately believe good leadership can make a difference and who energetically work for positive change, then the ILA has some good news. The unique learning and networking opportunities at ILA conferences will inform, inspire, and invigorate you and your team.

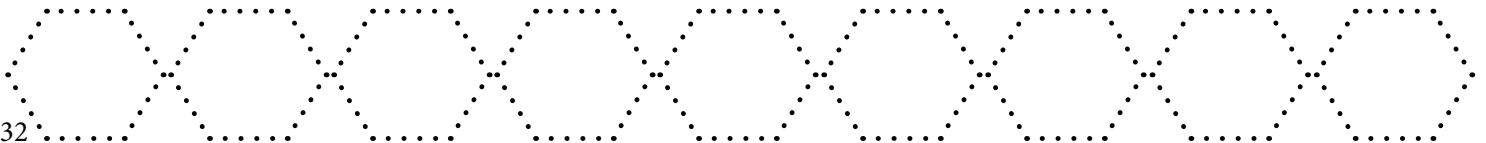
Members of the ILA receive the best pricing on registration rates as well as access to leading edge thinking and practices via our many member benefits. Join us today at www.ila-net.org/Join.



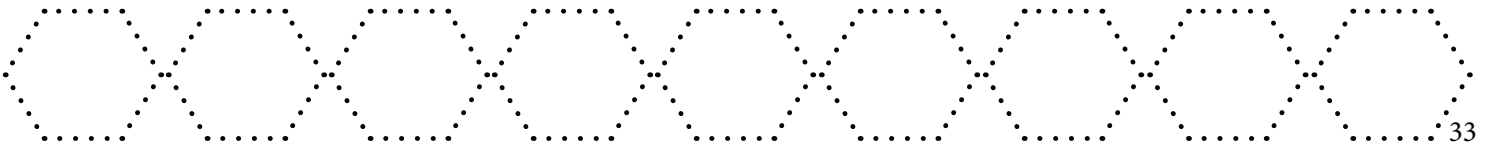
International Leadership Association

www.ila-net.org/Conferences

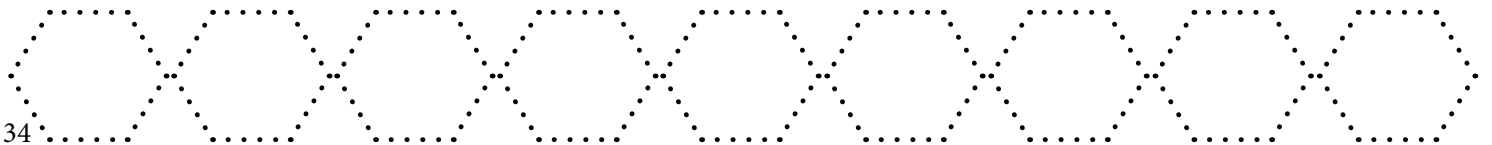
Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

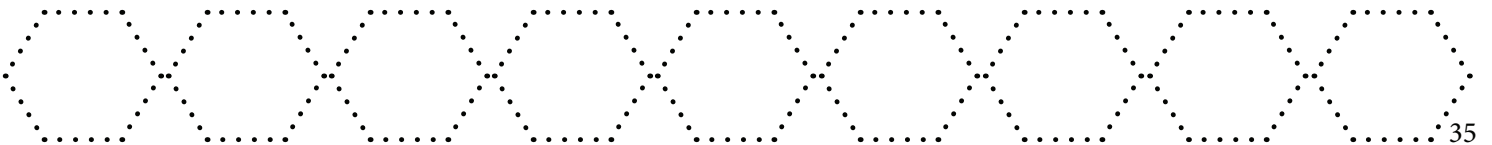
Notes



Notes



Notes





Great leaders are not born, they're made.

COLLEGIATE LEADERSHIP COMPETITION

LEARN MORE:

*Exploring Deliberate
Practice & the Use of
Skill Sheets in the
Collegiate Leadership
Competition*

07/11/17
11:30 am

4-D-1, Cooper



Great Lakes
Cleveland, OH
04.06.18 - 04.07.18

Heartland
Hays, KS
04.13.18 - 04.14.18

Mid - Atlantic
Philadelphia, PA
04.13.18 - 04.14.18

New England
Portland, ME
04.20.18 - 04.21.18

Ohio Valley
Oxford, OH
04.20.18 - 04.21.18

