

Association of Leadership Educators

2018 Annual Conference

July 8 - July 11

Chicago, Illinois



www.leadershipeducators.org

*Leadership Innovation and Inclusion
in the City of Big Shoulders*

HERS

HIGHER EDUCATION RESOURCE SERVICES

WHO WE ARE

HERS is dedicated to creating and sustaining a diverse community of women leaders through leadership development programs and other strategies with a special focus on gender equity within the broader commitment to achieving equality and excellence in higher education.

UPCOMING PROGRAMS

Next Stages Next Steps

Advance further and focus on the next step in your career in higher education. Delivered with Academic Search, Inc., explore how to identify positions that align well with your strengths and professional aspirations as well as how to prepare materials for a senior level academic search.

Details:

Chicago, IL
August 9-11, 2018

Application Deadlines:

Early App Deadline: **July 9, 2018** *Receive a \$500 discount!*
Regular App Deadline: **August 7, 2018**

Register Today: hersnet.org/community/happenings

The HERS Institute

The HERS Institute is one of the most compelling leadership development opportunities in higher education. The HERS Institute focuses on a special leadership development model wherein participants focus on self-knowledge, networking and institutional awareness.

Wellesley College ('18-'19) **CLASS FULL!**

Bryn Mawr July 8-20, 2019

Early App Deadline: **October 15, 2018** *Receive a \$500 discount!*
Regular App Deadline: **January 31, 2019**

University of Denver June 17-29, 2019

Early App Deadline: **October 15, 2018** *Receive a \$500 discount!*
Regular App Deadline: **January 31, 2019**

Applications open on August 1, 2018 and can be found on our website: hersnet.org

Questions? Call the HERS Team at (303) 871-6866
or email us at hers@du.edu.

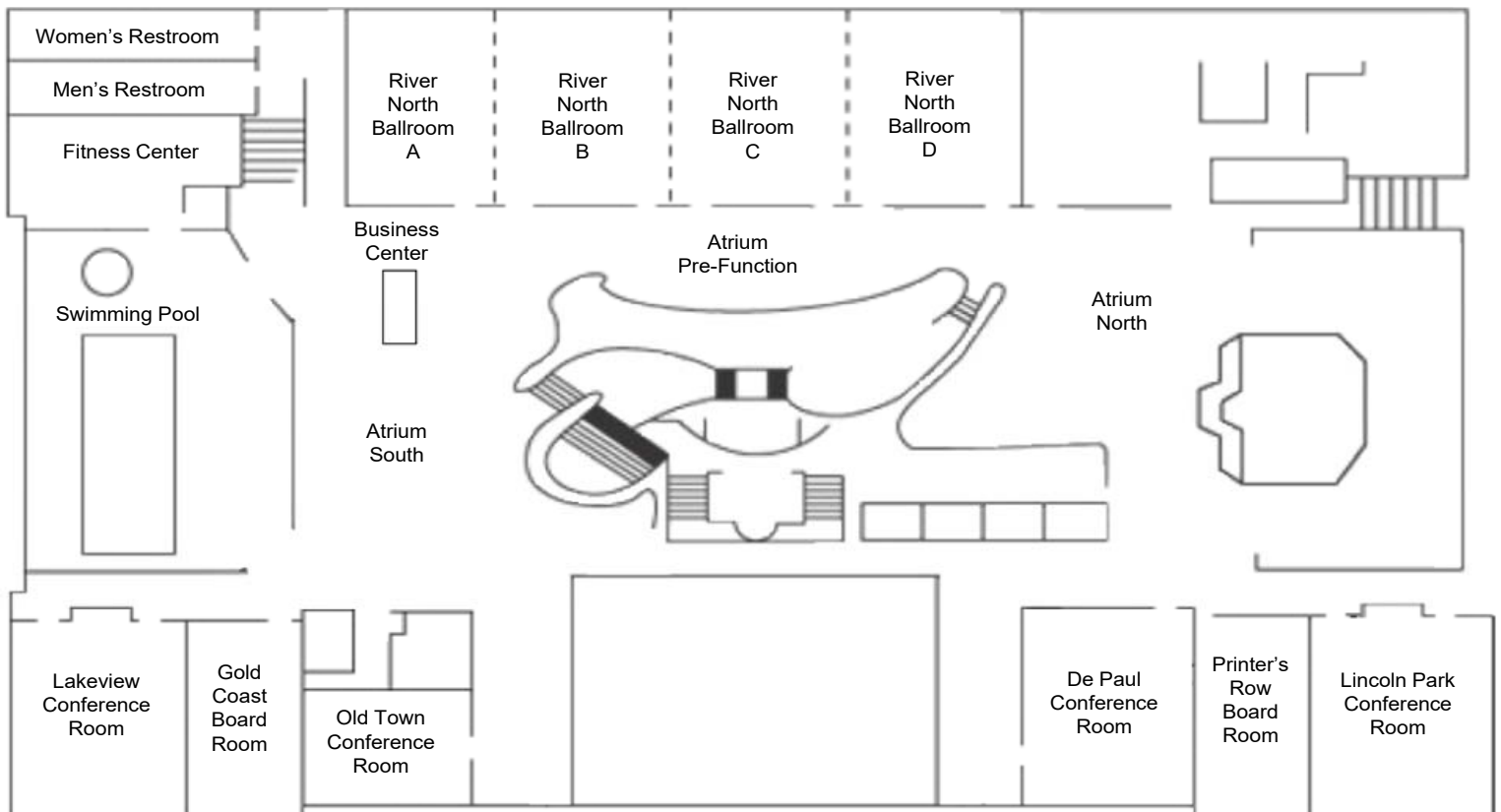


Creating & Sustaining a Diverse Community of Women Leaders in Higher Education

TABLE OF CONTENTS

HOTEL MAP.....	3
WELCOME.....	4
CONFERENCE AT A GLANCE.....	5
ABOUT ALE.....	6
SESSION SCHEDULE.....	8
SPEAKERS AND FOCUS AREA NETWORKS	9
SUNDAY, JULY 8.....	10
MONDAY, JULY 9.....	13
TUESDAY, JULY 10.....	16
WEDNESDAY, JULY 11.....	19
CONFERENCE EXCURSION AND SERVICE PROJECT.....	23
ADVERTISEMENTS.....	25
NOTES.....	31
THANK-YOU CONFERENCE SPONSORS.....	35

HOTEL MAP



***All meetings and events are on the second floor**

Welcome

Welcome to Chicago and the 28th annual Association of Leadership Educators conference and business meeting. We are thrilled that you are joining us for this thought-provoking opportunity to network and learn from and with colleagues from across the globe.

As you have seen, the conference theme this year is Leadership Innovation and Inclusion in the City of Big Shoulders. I wrote in one of our newsletters this past year that Chicago earned the nickname 'City of Big Shoulders' through a poem published in 1914 called Chicago written by Carl Sandburg. The poem recognizes the hardworking, persistent, and proud people of Chicago. One line of the poem says "Come and show me another city with lifted head singing so proud to be alive and coarse and strong and cunning." I find similarities between leadership educators, our respective students and 'broad shouldered' Chicago. Even when we may question what, who, and how we are teaching and developing leadership capacity in others, I hope we're doing so in a way that keeps us persistent and proud, yet also eager to help one another strengthen our work. During this week you will be challenged to do just this.

In the spirit of strengthening our collective work as leadership educators, I encourage you to not only take advantage of concurrent sessions, speakers, ALE Focus Area Networks (FANs), and the incredible service project, but also to explore the magnificent city of Chicago. Whether it is at the conference site, strolling along the shore of Lake Michigan, taking in a cultural performance, exploring the Lincoln Zoo, or soaking in the views from atop the Willis Tower, I hope that you feel welcome and invigorated to engage in critical thinking and conversations about your work in leadership education and development.

I have been truly honored to serve as the ALE President this past year and hope that I have a chance to connect with each of you this week as we celebrate and learn together.

Sincerely,



Jill Arensdorf
ALE President, 2017-18

I am so excited to see both old and new faces joining us for our ALE Annual Conference 2018 here in Chicago. I have been honored to serve as your ALE Vice President and Conference Chair this year and can certify that it truly takes a "village" to coordinate this event. We are a lucky professional association, as our "village" is made up of a set of volunteers who bring passion and commitment to whatever task they choose to take on. The dedicated members of the Conference Planning Committee have ribbons on their badges, please give them a big thank-you when you see them!

Our Conference this year builds on old traditions, but also integrates in some new ones. Instead of a traditional awards dinner on Tuesday night, we will highlight award winners late Tuesday afternoon at our Annual Meeting and Awards Presentation. Then Wednesday late morning, once all presentations have concluded, we will award the Outstanding Papers and Posters at our closing session -- please plan to attend.

Tuesday night we will take advantage of one of Chicago's most famous venues – Second City! We all need humor in our lives and work and Second City is the most widely acclaimed training venue for up and coming comedians. After an informal buffet dinner at Second City, we will be treated to a Best of Second City performance that promises to be hilarious. I apologize ahead of time if any of the sketches offend, we asked them to keep it balanced!

We continue a new service project tradition started last year in Charleston to assist a local non-profit agency with donations and our recipient this year is WITS – Working in the Schools. I hope you either brought a book with you or contributed at the registration table to this organization that provides needed books to Chicago school children.

I am excited to begin serving as your ALE President at the close of the Conference – I hope to visit with as many of you as possible during the Conference to find out your vision of the future of ALE and how all of us can continue to assist our "village" to flourish.



Barb Altman
ALE Vice President/Conference Chair, 2017-18

Conference at a Glance

Day 1: Sunday, July 8, 2018

10:00 am – 12:00 pm	ALE Board Meeting	Printer's Row
12:00 – 6:30pm	Registration/Welcome Table	Atrium
4:00 – 5:00 pm	Mentor/Mentee Reception	DePaul
5:30 – 7:00 pm	Opening Reception & Poster Presentations	River North ABCD
Hosted by Cox Institute, University of Georgia		
7:30 – 9:00 pm	Mentoring Program Dinners	Off-site

Day 2: Monday, July 9, 2018

8:00 am – 4:00 pm	Registration & Exhibitions	Atrium
7:30 – 8:15 am	Hotel Breakfast	Atrium North
8:15 – 9:40 am	Welcome & Plenary One: Dr. Peter Northouse	River North ABCD
9:50 – 11:20 am	Concurrent Session 1	See page 8
11:30 am – 1:00 pm	Lunch & FAN Session 1	See page 14
1:10 – 2:40 pm	Concurrent Session 2	See page 8
2:40 – 3:00 pm	Break	Atrium
3:00 – 4:30 pm	Concurrent Session 3	See page 8
4:45 – 5:45 pm	Hotel Reception & Day 1 Debrief	River North BCD
6:30 – 9:00 pm	Dine around town	Meet in lobby

Day 3: Tuesday, July 10, 2018

7:00 – 8:00 am	JOLE Breakfast/JOLE Session	Atrium N/River North BCD
8:00 am – 4:00 pm	Exhibitors	Atrium
8:15 – 9:45 am	Concurrent Session 4	See page 8
9:55 – 11:25 am	Concurrent Session 5	See page 8
11:30 am – 1:00 pm	Lunch on your own	
1:00 – 2:15 pm	Plenary Two: Dr. Lee Bolman	River North ABCD
2:25 – 3:25 pm	Concurrent Session 6	See page 8
3:45 – 5:30 pm	ALE Business Meeting & Awards	River North ABCD
6:30 – 10:30 pm	ALE Celebration/ 2nd City Excursion	2nd City

Day 4: Wednesday, July 11, 2018

8:00 – 11:55 am	Exhibitions	
8:00 – 8:55 am	Hotel Breakfast & FAN Session 2	See page 19
9:00 – 9:45 am	Roundtable Session A	River North ABCD
9:50 – 10:35 am	Roundtable Session B	River North ABCD
10:35 – 11:00 am	Check-out Break	
11:00 – 11:45 am	Awards & Closing Session	River North ABCD
12:45 – 2:15 pm	2017-18 & 2018-19 Board Lunch	Off-site
2:45 – 5:45 pm	2018-19 Board Meeting	Printer's Row
6:30 pm	2018-19 Board Dinner	Off-site

About ALE

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

Founders

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

2017-18 Board of Directors

Donnette Noble - Past President L.J. McElravy - Treasurer
Jill Arensdorf - President Susan Luchey - Site Selection
Barb Altman - VP/ Conference Chair Justin Greenleaf - Marketing & PR
Brittany Adams-Pope - Member Services Golda Eldridge - Secretary
Barry Langford - Resource Development Leslie Pedigo - Awards and Recognition

Past Presidents

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

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.

Conference Planning Committees

Speakers

John Baker
Robin Horstmeier
Dan Jenkins, Chair
Barb Kautz
Todd Wigger

Concurrent Sessions

Michael Gleason
Nyasha GuramatunhuCooper
Carolynn Komanski
Jera Niewoehner-Green
Summer Odom, Chair
Carolyn D Roper
Michelle Steele
Megan Stein
Brett Whitaker

Excursions

Leah Georges
Gregory Gifford
Kristie Guffey
John Lubker
Jeni McRay
Josh O'Conner, Chair
Kelleen Stine-Cheyne

Local Logistics

Barb Altman, Chair
Natalie Coers
Susan Luchey,
Mark Regensburger
Carly Speranza

Marketing and Public Relations

Brittany Adams-Pope
Justin Greenleaf, Chair
Megan Kidd
Carley Morrison
Ryan Olsen

Resource Development

Alaba Apesin
John Augusto
Baleshka Brenes
Sabre Carroll
Barry Langford, Chair
Peter Mutia
Ryan Patterson

Awards and Recognition

Caitlin Bletscher
Sarah Heminger
Matthew Kilpatrick
Meghan Kuhn
Leslie Pedigo, Chair
Scena Webb

Mentor

Susan Luchey, Chair

Emerging Scholars

2018 Emerging Scholars

Ibukun Alegbeleye, Virginia Tech University (Poster 7, 4-C-1)
J. Ryan Amaral, Virginia Tech University (3-B-3)
Jessica Bartak, University of Nebraska-Lincoln (5-E-1)
Jessica Benson, Texas A&M University (Roundtable 3B)
Sarah Bush, Virginia Tech University (3-B-3)
Daniel P. Collins, North Carolina State University (Roundtable 10B)
Crystal Cleggett, Governors State University (Poster 16)
Haley Q. Clement, Oregon State University (1-B-3)
Austin Council, University of Florida (4-B-2)
Rachel Eddowes, Texas A&M University (Roundtable 3B)
Katherine Friesen, Iowa State University (2-C-1, 6-D-1)
Jason Headrick, University of Nebraska-Lincoln (Poster 18, Roundtable 5B)
Alexandra Horton, Governors State University (Poster 16)
Nick Knopik, University of Nebraska-Lincoln (Roundtable 8B)
Quinn E. Knudsen, Montclair State University (4-B-1)
James E. Lee, University of Nebraska-Lincoln (Roundtable 7B)
Lauren Lewis Cline, Oklahoma State University (Poster 21)
Stephanie Lovely, Virginia Tech University (3-B-3)
Tiffani N. Luethke, University of Nebraska-Lincoln (Roundtable 5B)
Rachel Mack, Virginia Tech University (3-B-3)
Nicholas C. Martinez, University of Florida (1-D-2, 6-C-1)
Kate McCain, University of Nebraska-Lincoln (Poster 18, 5-E-1)
Benjamin Morris, University of Florida (Poster 17)
Isabelle M. Oleck, University of Florida (1-D-2, 6-C-1)
Derek Olson, University of San Diego (6-C-2)
Cameron J. Outlaw, University of Florida (Poster 3, 1-D-2, 6-C-1)
Catlin M. Pauley, Michigan State University (1-B-3)
Janiece Pigg, Mississippi State University (5-B-1)
Haley Rossen, Oklahoma State University (Poster 21)
Zachary Schaefer, Texas A&M University (Poster 6)
Asha Shayo, Virginia Tech University (3-B-3)
Coleman Simpson, North Carolina State University (Roundtable 10A)
Elon Skloot, University of Georgia (1-B-1)
Sanah Ste. Claire, University of Florida (Poster 15)
Megan Stein, Texas A&M University (Poster 6)
Hannah Sunderman, University of Nebraska-Lincoln (4-B-3, Roundtable 8B)
Margaret J. Toich, Montclair State University (4-B-1)
Jenn Wert, University of Florida (4-B-2)
Lauren Woodward, Virginia Tech University (3-B-3)
Zachary Wooten, Alvernia University (Roundtable 4B)

Moderators

Andree Swanson	Kathryn Hollywood
Candace Bloomquist	Kedir Assefa Tessema
Carly Speranza	Kenneth Harris
Carrie Stephens	Kris Gerhardt
Crystal Cleggett	Leslie Pedigo
Debbie Ford	Matt Cooney
Gail Latta	Misty Resendez
Greg Bowden	Natalie Coers
Gus Gustafson	Rachel Pridgen
Janna Bernstein	Susan Luchey
Jeff Bourgeois	Todd Wigger
Kaley Klaus	Tyrone Miller
Kate Parker-Burgard	Valerie McKee

Reviewers

Anthony Andenoro	Hector R. Ortiz
Jill Arensdorf	Cameron J. Outlaw
John Banter	Adam Payne
Jessica Benson	Kerry Priest
Janna Bernstein	Deana Raffo
Caitlin Bletscher	Misty Resendez
Kristi Bockorny	Dave Rosch
Greg Bowden	Christine H. Shaefer
Barry Boyd	Gretta Sharp
Krystal Brue	John Sherlock
Natalie Coers	Lynn Shollen
Jasmine Collins	Coleman Simpson
Daniel Collins	Gayle Spencer
Matthew A. Cooney	Nicole Stedman
Martinella Dryburgh	Michelle Steele
Allison Dunn	Kelleen Stine-Cheyne
Karen Edwards	Robert Strong
Katherine Friesen	Cecilia E Suarez
Leah Georges	Kedir Assefa Tessema
Michael Gleason	Herb Thompson
Elizabeth Goryunova	Jamie Thompson
Justin Greenleaf	Meghan Weyrens Kuhn
Kristie Guffey	Brett Whitaker
Jeannette Guignard	Erica Wiborg
Lindsay Hastings	Todd Wigger
Jason Headrick	Steven Winton
Keith Herndon	Kathryn Woods
Robin K. Hinkle	Ashlee Young
Vincent Jemison	
Daniel Jenkins	
Seth Kastle	
Eric Kaufman	
Kaley Klaus	
Quinn Knudsen	
Gail F. Latta	
James Lee	
Chris Leupold	
Juliana Lilly	
Stephanie Lovely	
Cristen Mann	
Amber Manning-Ouellette	
James R. Martin Jr.	
Gina S. Matkin	
Kate McCain	
L.J. McElravy	
David McGough	
Valerie McKee	
Katherine McKee	
Marian T. Mety	
Jennifer Moore	
Ben Morris	
Carley Morrison	
Jera Niewoehner-Green	
Summer Odom	
Ryan Olsen	

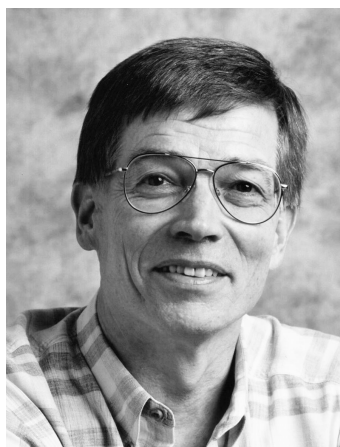
Concurrent Session Schedule

	Time	Lincoln Park	DePaul	Old Town	Lakeview	River North A	River North BCD
Monday Concurrent Session 1	9:50 - 10:20	1-A-1	1-B-1	1-C-1	1-D-1	1-E-1	Post-Keynote Discussion
	10:20 - 10:50		1-B-2		1-D-2		
	10:50- 11:20		1-B-3		1-D-3		
Monday Concurrent Session 2	1:10-1:40	2-A-1	2-B-1	2-C-1	2-D-1		
	1:40 - 2:10		2-B-2		2-D-2		
	2:10-2:40		2-B-3**		2-D-3		
Monday Concurrent Session 3	3:00 - 3:30	3-A-1	3-B-1	3-C-1	3-D-1	3-E-1	
	3:30 - 4:00		3-B-2		3-D-2		
	4:00 - 4:30		3-B-3		3-D-3		
Tuesday Concurrent Session 4	8:15 - 8:45	4-A-1	4-B-1	4-C-1	4-D-1	4-E-1	
	8:45 - 9:15		4-B-2		4-D-2*		
	9:15 - 9:45		4-B-3		4-D-3		
Tuesday Concurrent Session 5	9:55 - 10:25	5-A-1	5-B-1	5-C-1		5-E-1	
	10:25 - 10:55		5-B-2				
	10:55 - 11:25						
Tuesday Concurrent Session 6	2:25 - 2:55		6-B-1	6-C-1	6-D-1	Post-Keynote Discussion	
	2:55 - 3:25		6-B-2	6-C-2	6-D-2		

*-Outstanding Innovative Practice Paper

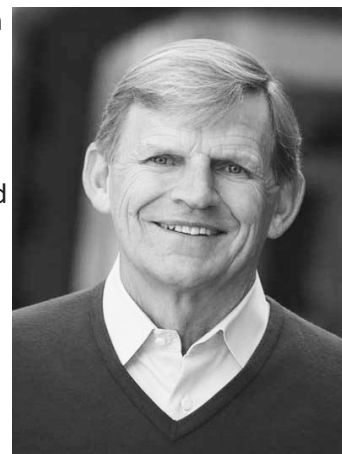
** - Outstanding Research Paper

Keynote Speakers



Lee Bolman, Ph.D. is an author, scholar, consultant and speaker who is Professor of Leadership and holds the Marion Bloch/Missouri Chair in Leadership at the University of Missouri-Kansas City (UMKC). His most recent books include *Reframing Organizations: Artistry, Choice and Leadership* (6th ed., 2017) and *How Great Leaders Think: The Art of Reframing* (2014), both with Terry Deal, and two books with Joan Gallos *Engagement: Transforming Difficult Relationships at Work* (2016), and *Reframing Academic Leadership* (2011). His books have been translated into more than ten languages. His publications also include cases, chapters, and articles in scholarly and professional journals. Lee holds a B.A. in History and a Ph.D. in Organizational Behavior from Yale University. Before coming to UMKC, he taught for four years at Carnegie-Mellon University and more than twenty years at Harvard. His administrative roles at UMKC have included Interim Dean of the Bloch School of Management, and chair of the Department of Organizations, Leadership, and Marketing. At Harvard, he served as director and principal investigator for the National Center for Educational Leadership and the Harvard School Leadership Academy, with a total of \$3 million in external funding. He was also the educational chair for two Harvard executive programs - the Institute for Educational Management and the Management Development program.

Peter G. Northouse, Ph.D., is Professor Emeritus of Communication in the School of Communication at Western Michigan University. *Leadership: Theory and Practice* is the bestselling academic textbook on leadership in the world and has been translated into 13 languages. In addition to publications in professional journals, he is also the author of *Introduction to Leadership: Concepts and Practice* (now in its fourth edition) and co-author of *Leadership Case Studies in Education* (now in its second edition) and *Health Communication: Strategies for Health Professionals* (now in its third edition). His scholarly and curricular interests include models of leadership, leadership assessment, ethical leadership, and leadership and group dynamics. For more than 30 years, he has taught undergraduate and graduate courses in leadership, interpersonal communication, and organizational communication on both the undergraduate and graduate levels. Currently, he is a consultant and lecturer on trends in leadership research, leadership development, and leadership education. He holds a doctorate in speech communication from the University of Denver, and master's and bachelor's degrees in communication education from Michigan State University.



ALE Focus Area Networks (FANs)

Membership involvement and development has been a focus of ALE for years. Beyond the annual conference, the association is committed to creating opportunities for ALE members to connect with leadership educators and practitioners throughout the year to share, network, dialogue, and collaborate in areas that are important to them. Ultimately, the idea for Focus Area Networks (FANs) grew out of conversations at the 2016 and 2017 ALE conferences, as well as the feedback from an ALE member survey that was disseminated in the fall of 2017. Five priority areas were identified from the data provided by members. The five focus areas and facilitators are as follows:

- ♦ **Graduate Leadership Education** – Leah Georges, Creighton University
- ♦ **Leadership Studies Research** – Lindsay Hastings, University of Nebraska-Lincoln
- ♦ **Executive Education and Coaching** – Jan Cardwell, University of Phoenix
- ♦ **Student Affairs Leadership** – Lauren Bullock, Temple University
- ♦ **Teaching and Pedagogy/Andragogy** – Leah Flynn Gallant, MIT & Dan Jenkins, University of Southern Maine

To get involved in a FAN, please email Jill Arensdorf at jrarensdorf@fhsu.edu with your FAN preference.

During the conference, FANs can connect during lunch on Monday and breakfast on Wednesday. We hope you will feel welcome to get involved!



SUNDAY, JULY 8

10:00 am - 12:00 pm **ALE Board Meeting** (Printer's Row Conference Room)

12:00 - 6:30 pm **Registration and Welcome Table** (Atrium)

4:00 - 5:00 pm **Mentor/Mentee Reception** (DePaul)

5:30 - 7:00 pm **Opening Reception and Poster Presentations, hosted by Cox Institute, University of Georgia** (River North ABCD)

POSTERS

1. Building a Foundation of Intention and Quality: Program Assessment for Leadership Education

Kaley Klaus, Instructor, Leadership Studies

Jeni McRay, Assistant Professor, Leadership Studies

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

This poster presentation will discuss one regional state comprehensive institution's method in designing a comprehensive and systematic assessment plan for an academic undergraduate major in organizational leadership.

2.A Model of Leader and Follower Experiences as a Source of Transformational Learning

Daniel Jenkins, Chair & Associate Professor, University of Southern Maine

Kathy Guthrie, Educational Leadership & Policy Studies, Associate Professor, Florida State University

Leader and Follower Experiences as a Source of Transformational Learning" presupposes experiential learning as requisite for leadership education. Students' attention is focused on both leadership AND followership experiences as a foundation for leadership learning, leading to critical reflection, meaning making, and metacognitive discovery.

3. Developing Meaning Making and Adaptive Leadership Capacity in Leadership Learners: An Approach for Addressing Complex Adaptive Problems

Cameron J. Outlaw, Graduate Assistant, Challenge 2050 Project, University of Florida

Anthony C. Andenoro, Assistant Professor of Leadership Education, University of Florida

Adaptive challenges litter the landscape of our complex global communities. This poster presents a process for prioritizing deep learning, value clarification, and pathways for developing simple rules. Outcomes include the development of critical leadership necessary for addressing our most pressing global challenges.

4. Using Exit Survey Data for Continuous Improvement in an Interdisciplinary Ed.D. Program

Candace Bloomquist, Assistant Professor, Creighton University

Debra J. Ford, Associate Professor, Creighton University

This poster describes the findings and recommendations of an analysis of exit survey data that focused on student feedback about the research/dissertation phase of the Ed.D. program. Actions include facilitating connections among students and the program during the coursework and the dissertation phase.

5. Leaders On and Off the Field: A Look at Strengths of College Student Athletes' Enrolled in a Personal Leadership Course

Megan Stein, Graduate Student, Texas A&M University

Avery Martin, Undergraduate Student, Texas A&M University

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

This study sought to examine the strengths of student athletes in leadership courses in order to better understand characteristics of this specialized population. Clifton StrengthsFinder assessment results were analyzed of athletes from 11 sports over seven years.

6. Yes I'm Biased, but I'm Ok With That: Examining Implicit Bias in an Undergraduate Personal Leadership Course

Zachary Schaefer, Undergraduate Student, Texas A&M University

Allison Dunn, Assistant Lecturer, Texas A&M University

Megan Stein, Graduate Student, Texas A&M University

Summer Odom, Associate Professor, Texas A&M University

This study sought to examine the learning of students enrolled in an undergraduate leadership course who completed an assignment on the topic of implicit bias. The sample was students in a personal leadership course who chose to complete an assessment that indicated their bias within the topic of race.

7. Self-Perceived Youth Leadership Life Skills Development Outcome of Virginia Governor's School of Agriculture: A Case Study

Ibukun Alegbeleye, Ph.D. Student, Virginia Tech University

Eric Kaufman, Associate Professor, Virginia Tech University

Curtis Friedel, Assistant Professor, Virginia Tech University

This poster discusses the leadership development outcome of the Virginia Governor's School of Agriculture (VGSA), a pre-college residential program, whose mission is to develop future leaders and scientists for careers in agriculture. Findings suggest that there was a slight to fairly moderate leadership skills gain among VGSA participants.

8. A Pilot Program in College Mentorship: Is There Value?

Kristi M. Bockorny, Assistant Professor, Northern State University

Michelle Lesnar, Instructor, Northern State University

Mentoring has become a common practice in higher education. It provides the potential to positively impact many areas in higher education including student retention and leadership development. The following pilot study was conducted to gain insight into the expectations of mentors and mentees within a mentorship program.

9. Who Enrolls in a Leadership in Social Justice Program?

Katherine McKee, Assistant Professor, North Carolina State University

Jackie Bruce, Associate Professor, North Carolina State University

Joy Morgan, Assistant Professor, North Carolina State University

Wendy Warner, Associate Professor, North Carolina State University

The Oaks Leadership Scholars program is a year-long co-curricular leadership and justice/equity program. Rooted in transformative leadership, students in the program work on building the capacities needed to effectively lead towards a more equitable society. This study surveyed incoming students and determined that they had enacted Learner and Ally identities.

10. Leadership Certificate and Mentor Program in the School of Pharmacy based on a University's Leadership Framework

Brett Kelly, Assistant Professor, Center for Leadership & Involvement

Dave Mott, Faculty Member, Center for Leadership & Involvement

Ed Portillo, Assistant Professor, Center for Leadership & Involvement

Erik Burns, Assistant Professor, Center for Leadership & Involvement

Donna Freitag, Leadership Certificate Assistant & Band Liaison, Center for Leadership & Involvement, School of Pharmacy, UW-Madison

This poster will summarize the findings of the initial year of the Leadership Certificate and Mentor Program through the School of Pharmacy based on the university's Leadership Framework. The program includes 30 pharmacy doctoral students paired with 30 practicing pharmacy mentors.

11. Teaching Intersectional Social Justice at the Apex of Leadership

Daniel Collins, Graduate Student, North Carolina State University

Jackie Bruce, Associate Professor, North Carolina State University

Katherine McKee, Assistant Professor, North Carolina State University

Using literature as the catalyst for change is grounded in Freirean pedagogy. At NC State, leadership educators are crafting an environment for building transformative leadership skills using foundational social justice texts as starting point for capacity building and reflection.

12. NCC LEAD: A Structural and Strengths-based Partnership for Social Change Leadership Development

Abigaile VanHorn, Associate Director of Leadership, Ethics, and Values, North Central College

Rachel Pridgen, Director of Student Involvement, North Central College

The development of a Strengths-based, first year leadership development program provided the opportunity for innovative collaboration between Academic and Student Affairs on our campus. The advantages of partnership include shared resources, the capitalization of department-specific expertise, as well as the cultivation of campus community.

13. Implementation of a Competency-based Model as the Theoretical Framework for the Re-design of an Online Bachelor's of Arts in Organizational Leadership

A. Greg Bowden, Associate Professor of Education / Director of Masters in Organizational Leadership, California Baptist University Division of Online and Professional Studies

Dirk Davis, Associate Vice President for Academics / Professor of Education, California Baptist University Division of Online and Professional Studies

S. Jeannette Guignard, Associate Professor of Organizational Leadership, California Baptist University Division of Online and Professional Studies



The purpose of this poster session is to share the process undergone by a university as they work to redesign courses three years after the initial launch of the online Bachelor of Arts in Organizational Leadership (BAOL) program, in order to align the program courses and outcomes with an underlying research-validated theoretical framework.

14. The Development of Healthy Behaviors through Intentional Leadership Learning Initiatives

Saneh Ste. Claire, Graduate Student, University of Florida

Cecilia E. Suarez, Assistant Professor, University of Florida

Bridging the gap between leadership and health is an essential concern as we progress our understanding of leadership and the field of leadership learning. A learning intervention is proposed that encompasses 3 determinants of health and leadership: Physical environment, the social environment, & oneself, in reference to individual characteristics.

15. Preparation Practices of Community College Leaders of Color: Diversification of the Community College Presidency

Matthew A. Cooney, Assistant Professor, Governors State University

Crystal Cleggett, Graduate Student, Governors State University

Alexandra Horton, Graduate Student, Governors State University

This poster presents insight into a national study focused on how community college leaders are preparing for community college presidency through their current positions, educational preparation, and participation in leadership development programs.

16. Undergraduate Leadership Students' Perspectives on Experiential Learning in Leadership

Benjamin Morris, Graduate Student, University of Florida

Leadership education faces critics that suggest we are not developing leaders. This study explores students' perceptions of experiential learning in a leadership course to determine the impact it is having on developing their leadership skills. The study finds that experiential learning is having a positive impact in leadership development.

17. The Art of Leadership: Exploring the Use of Photography and Narrative in Understanding Adaptive Leadership Concepts

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

Kate McCain, Graduate Teaching Assistant, University of Nebraska-Lincoln

Gina Matkin, Associate Professor, University of Nebraska-Lincoln

The purpose of this study is to explore students' ability to make meaning of adaptive leadership concepts through narrative inquiry and visual approaches of photo elicitation. This phenomenological explanatory critique will examine the experience of participants and an understanding of cognition and real-world application for leadership educators.

18. Austin College: Community Connect

Martinella Dryburgh, Director, Posey Leadership Institute, Austin College

This poster examines an experiential learning opportunity for Leadership Studies students to increase inclusion of Chin Burmese refugees in a small north Texas community.

19. Beyond the Weekly Discussion Board Post: Increasing Content Engagement in an Online Survey of Leadership Theory Course

Allison Dunn, Assistant Lecturer, Texas A&M University

Blogging can be an effective way for students to increase their engagement with course content. Using their daily lives as a leadership laboratory, rather than contrived situations or scenarios, enables students to gain an appreciation for the practicality of leadership theories or approaches to multiple and varied contexts.

20. Exploring the Unique Challenges and Opportunities of Female Leaders Within the Agricultural Industry: A Panel Discussion

Lauren Lewis Cline, Graduate Teaching Associate, Oklahoma State University

Haley Rossen, Graduate Teaching Associate, Oklahoma State University

Penny Pennington Weeks, Professor, Oklahoma State University

A Women in Agricultural Leadership panel discussion was organized to help students synthesize key concepts related to gender diversity, the organizational realities component of the Discovering Leadership Framework, and the development of positive organizational climates as authentic leaders in an agricultural leaders in society course.

7:30 - 9:00 pm Mentoring Program Dinners

MONDAY, JULY 9

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

7:30 - 8:15 am **Hotel Breakfast** (Atrium North and River North ABCD)

8:15 - 9:40 am **Conference Welcome & Plenary One: Peter Northouse** (River North ABCD)

9:50 - 11:20 am Concurrent Sessions

1-A-1 Educator Workshop: Improving the Candidacy Process in an Interdisciplinary Ed.D. Program in Leadership (Lincoln Park)

Candace Bloomquist, Assistant Professor, Creighton University

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

The purpose of this educator workshop is to provide the opportunity for attendees to actively participate in the rubric exercise and dialogue process, which was one of the processes the Interdisciplinary Ed.D. Program in Leadership used to reform their candidacy process. Faculty in undergraduate, master's, and doctoral level programs are welcome.

1-B-1 Research Paper: An Examination of Leadership Development and other Experiential Activities on Student Resilience and Leadership Efficacy (DePaul)

Chris Leupold, Elon University

Isabella Cannon Professor of Leadership, Elon University

Elon Skloot, Graduate Student, University of Georgia

Using MSL data, this paper examines the impact of leadership development programs and other experiential activities on students' resilience and leadership efficacy.

1-B-2 Research Paper: Strengths Based Assessment: Predicting Student Success in an Online Graduate Leadership Program (DePaul)

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

This research project, funded by the 2018 ALE Mini-Grant Program describes the type and frequency of students' Clifton-Strengths themes and explores the relationship between strength themes and a variety of student success indices in an online graduate leadership program. Recommendations about advising across all strength domains are discussed.

1-B-3 Research Paper: To Enroll or Not to Enroll: Answering the Question of Student Motivation to Engage in Curricular Leadership Education (DePaul)

Catlin M. Pauley, Graduate Research Assistant, Michigan State University

Haley Q. Clement, Graduate Research Assistant, Oregon State University

Aaron J. McKim, Assistant Professor, Michigan State University

Jonathan Velez, Associate Professor, Oregon State University

Jon C. Simonsen, Associate Professor, University of Missouri

A team of researchers completed a grounded theory exploring student motivations for enrolling in postsecondary Curricular Leadership Education programs. The resulting theory illuminates critical factors impacting student decisions to enroll in programs. Session participants will explore new strategies to increase the quality of recruitment efforts.

1-C-1 Educator Workshop: How to Draw Toast: Enhancing Systems Thinking in Global Leadership Education (Old Town)

Caitlin Bletscher, Assistant Professor, Washington State University

In order to develop innovative solutions for the many complex, wicked issues currently facing today's globalized world, our students must be equipped in systems thinking. This Educator Workshop provides the content, pedagogy, and delivery for how to effectively and experientially introduce the concept of systems thinking in the classroom.

1-D-1 Innovative Practice Paper: Achieving Cross-cultural Pedagogical Success (Lakeview)

William Allen, Assistant Professor, Fort Hays State University

The purpose of this innovative practice session is to review, build upon, and organize teaching techniques and personal approaches in a cross-cultural teaching environment for increased pedagogical effectiveness. Leadership educators stand to gain at least one critical tool or insight to increase their teaching efficacy.

1-D-2 Innovative Practice Paper: The Development of Neuroplasticity in Interdisciplinary Leadership Learners: The Physiology of Problem Solving (Lakeview)

Anthony A. Andenoro, Assistant Professor of Leadership Education, University of Florida

Isabelle M. Oleck, Research Associate, Challenge 2050 Project, University of Florida

Nicholas C. Martinez, Research Associate, Challenge 2050 Project, University of Florida



Neuroscience affords leadership educators a framework for the development of necessary problem-solving skills and capacities in interdisciplinary leadership learners. This paper proposes a conceptual framework for engaging leadership learners in the development of neuroplasticity and complex adaptive solutions for mitigating global challenges.

1-D-3 Innovative Practice Paper: Mentorship as the Nexus of Transactional & Transformational Learning (Lakeview)

Jamie Thompson, Director of Student Involvement, Trinity University

Jacob Tingle, Director of Experiential Learning, Trinity University

Twyla Hough, Director of Career Services, Trinity University

Rachel Boaz, Assistant Director of Residence Life, Trinity University

As a response to the increasing demand for accountability and the questioning of higher education's value, the 1869 Scholars initiative utilizes student-alumni mentoring relationships to help students explore life's big questions and articulate skills developed in curricular and co-curricular environments.

1-E-1 Educator Workshop: Innovating the First Day of the Leadership Course: A case-in-point Approach Toward Transforming the Expectations of Teacher and Learner (River North A)

Preston Cosgrove, Assistant Professor, Cardinal Stritch University

The purpose of this workshop is to demonstrate an innovative method for transforming the teacher/learner expectations on the first day of the leadership class. The facilitator will engage the participants in a modified case-in-point simulation of a first day, followed by a reflective dialogue on participants' own praxis.

11:30 am - 1:00 pm Lunch & FAN Session One (Buffet in River North BCD)

1. Graduate Leadership Education, Lincoln Park
2. Leadership Studies Research, DePaul
3. Executive Education and Coaching, Old Town
4. Student Affairs Leadership, Lakeview
5. Teaching and Pedagogy/Andragogy, River North A

1:10 - 2:40 pm Concurrent Sessions

2-A-1 Educator Workshop: Embodiment: Essential Skills & Practices for the 21st Century Leader (Lincoln Park)

Chris Johnson, CEO, Q4 Consulting, Inc.

This highly experiential workshop focuses on Embodied Leadership, a radically different way of learning to lead. This body-mind approach, grounded in somatic intelligence, enables participants to experience the body as a source of intelligence, power, and wisdom. Together, we will practice cultivating presence and uncovering habituated mindsets.

2-B-1 Research Paper: Self-Efficacy and the Gender-Specific Behaviors of Women Leaders (DePaul)

Dr. Marian Mety, Core Adjunct Faculty, Wayne State University

A discussion of the relationship between self-efficacy and the ability of women leaders to overcome gender-specific behaviors and increase leadership effectiveness.

2-B-2 Research Paper: Understanding Relationships between Race, Gender, and Postsecondary Student Leadership Development: A Critical Literature Review (DePaul)

Jasmine D. Collins, Assistant Professor, University of Illinois at Urbana-Champaign

This session will include an introduction to critical quantitative inquiry, a discussion of strengths and weaknesses of current identity-based leadership development literature, and suggestions for research and practice.

2-B-3 Research Paper: Harmony and Help: Recognizing the Impact of Work-Life Balance on Women Leaders (DePaul)

Outstanding Research Paper

Krystal Brue, Assistant Professor, Cameron University

For women in leadership, managing work and life obligations is essential. This study examined social support and work-family integration/blurring to determine how women in STEM leadership positions perceived these dynamics.

2-C-1 Educator Workshop: Making Service-Learning a Reality: A Workshop for Creating Service-Learning Leadership Courses (Old Town)

Katherine Friesen, Graduate Assistant

Amber Manning-Oullette, Lecturer, Iowa State University

This workshop seeks to provide leadership educators with pertinent and relevant literature and resources, along with the time to structure a service-learning leadership course. Participants will engage in course design with deliverables including a course syllabus, building intentional partnerships, and assessment.

2-D-1 Innovative Practice Paper: Implementation of a Leadership Framework to develop, implement, and assess a longitudinal, co-curricular student leadership program emphasizing leadership competencies and values (Lakeview)

Ed Portillo, Assistant Faculty Member, UW-Madison
David Mott, Assistant Faculty Member, UW-Madison
Brett Kelly, Assistant Faculty Member, School of Pharmacy, UW-Madison

This manuscript illustrates the use of a novel leadership framework for development, implementation, and planned analysis of a longitudinal leadership certificate and mentor program for doctorate of pharmacy students and provides opportunity to illustrate application of leadership concepts directly to a health care profession.

2-D-2 Innovative Practice Paper: Being a Learner-centric Educator: Using the Leadership Learning Framework for Instructional Strategies and Assessment of Learning (Lakeview)

Kathy Guthrie, Associate Professor, Higher Education, Dept of Educational Leadership & Policy Studies
Daniel Jenkins, Chair and Associate Professor, Leadership & Organizational Studies, University of Southern Maine

When the focus of education is placed on learning, student- and learner-centered approaches to teaching emerge. This session will introduce a leadership learning framework and explore strategies in which practitioners can best teach leadership and assess learning both in and out of the classroom using this learner-centric model.

2-D-3 Innovative Practice Paper: Using a Theoretical Framework as Infrastructure to Strengthen and Align Program Outcomes and Assessments of an Online Leadership Program (Lakeview)

A. Greg Bowden, Ed. D., Associate Professor, Director, Organizational Leadership Programs
Dirk Davis, Ed.D., Associate Vice President of Academics
S. Jeanette Guignard, Ed.D., Associate Professor, California Baptist University: Online and Professional Studies

This presentation journals the process undergone by a university as they work to redesign courses three years after the initial launch of the online Bachelor of Arts in Organizational Leadership (BAOL) program, in order to align the program courses and outcomes with an underlying research-validated theoretical framework.

2:40 - 3:00 pm Break (Atrium)
3:00 - 4:30 pm Concurrent Sessions

3-A-1 Educator Workshop: Leadership Programs: How to Intentionally Conceptualize, Implement, and Assess Outcomes (Lincoln Park)

Robin T. Frye, Program Officer, Dartmouth College
Tatyana L. Gao, Program Officer, Dartmouth College

This workshop highlights the strategic framework our organization created for intentional program conceptualization, implementation, and evaluation. We'll share experiences, tools, techniques, and best practices that formed the basis of a forthcoming book. Participants will apply concepts to their own programs in their respective organizations.

3-B-1 Research Paper: What the Best Leadership Educators Do: A Sequential Explanatory Mixed Methods Study of Pedagogical Use (DePaul)

Daniel Jenkins, Chair and Associate Professor, Leadership & Organization Studies, University of Southern Maine
What do the best leadership educators do? This study utilized a mixed-methods design to explore the pedagogical use of leadership educators, first, through a web-based survey (N = 846) and second, through qualitative interviews (N = 13). Findings suggest the "best" stress the constructivist, pragmatic, experiential, and meaning-making components.

3-B-2 Research Paper: Leadership Education and Non-Native English Speaking Classrooms (DePaul)

Jeff Bourgeois, Assistant Professor, Fort Hays State University
Cris Bravo, Visiting/Assistant Professor, Tec de Monterrey
As US higher education extends globally, leadership education has become an increasingly present offering in international contexts. This mixed-methods research investigates effective instructional activities employed to facilitate leadership education among non-native speaking students. Strategies employed in multiple modalities will be discussed.

3-B-3 Research Paper: Community Viability in a Leadership Living-Learning Community (DePaul)

Stephanie Lovely, Graduate Assistant, Virginia Tech University
Sarah Bush, Graduate Assistant, Virginia Tech University
J. Ryan Amaral, Graduate Assistant, Virginia Tech University
Lauren Woodward, Graduate Assistant, Virginia Tech University
Rachel Mack, Graduate Assistant, Virginia Tech University
Asha Shayo, Graduate Assistant, Virginia Tech University
Megan Seibel, VALOR Director and Extension Specialist, Virginia Tech University



Living Learning Communities foster student learning and sense of belonging. Community Viability is important in LLCs for sustainability and resiliency. Using the Community Viability Indicator model, student perceptions of community viability were measured in an LLC. Scores may reflect sense of community, with implications for diverse populations.

3-C-1 Educator Workshop: Seeing things as we are: Exploring Assumptions and Perspective Taking in Leadership Education (Old Town)

Jera Niewoehner-Green, Assistant Professor, The Ohio State University

Caitlin Bletscher, Assistant Professor, Washington State University

In order to effectively collaborate with the diverse make-up of our organizations one must be aware of their own paradigm. This Educator Workshop engages participants in an experiential exercise that allows for critical self-reflection of one's perspective and its shift depending on context, group dynamics, and assumed roles.

3-D-1 Innovative Practice Paper: The Community of Effective Leaders Program: An Application of Inclusive Leadership Development (Lakeview)

Adam Payne, Recent Graduate, Ed.D. Organizational Leadership, University of Pennsylvania

What does an inclusive leadership development program for undergraduate and graduate students at a private higher education institution look like? This innovative practice paper discusses the Community of Effective Leaders (CEL) Program, which ran for three academic years at a moderate-sized university.

3-D-2 Innovative Practice Paper: The Master Educator Course: An Accelerated, Collaborative Living-Learning Community Experience (Lakeview)

Kristen Guthrie, Assistant Professor Organizational Leadership, Western Kentucky University

John Baker, Associate Professor Organizational Leadership, Western Kentucky University

Wren Mills, Adjunct Professor of Organization Leadership, Western Kentucky University

Dennis George, Dean University College, Western Kentucky University

Our University has begun a unique program to provide instructor training in organizational leadership for the U.S. Army Cadet Command, the Army organization responsible for approximately 270 ROTC programs across the United States and its territories. Upon completion of the MEC, students earned 15 undergraduate credits and a Certificate in Organizational Leadership.

3-D-3 Innovative Practice Paper: Cultivator: A Cross-Platform, Multi-Device Leadership Development Program Experience (Lakeview)

Kevin Kent, Graduate Student, University of Florida

Valerie McKee, Leadership Programs Coordinator, University of Florida

Hannah Carter, Associate Professor, University of Florida

In-person, time-limited leadership development programs (LDPs) present several barriers that can be addressed with technology. This includes the application gap that exists between leadership programming experiences and "the real world." This project combines digital learning, social media, mobile technology, and research-based programming.

3-E-1 Educator Workshop: Implementing a Dialogic Process for Social Change: Dialogue for Uncertain Times (River North A)

Michelle Steele, Academic Director & Assistant Professor, Lipscomb University

Colleges and universities can play an integral role in involving a broad range of people and perspectives in ways that lead to positive social change. This workshop utilizes the Public Conversations Project process as it applies to the Social Change Model for community engagement and change.

4:45 - 5:45 pm Hotel Reception and Day 1 Debrief- (Get food & drink in Atrium then convene in River North BCD. Mentors and Mentees are encouraged to attend!)

6:30 - 9:00 pm Dine Around Town (Register online and join your group in the lobby)

TUESDAY, JULY 10

7:00 - 8:00 am Hotel Breakfast/JOLE Session (Atrium North/ River North BCD)

8:00 am - 4:00 pm Exhibitors (Atrium)



8:15 - 9:45 am Concurrent Sessions

4-A-1 Educator Workshop: Developing Leadership Capacity through Structured Peer Consultation (Lincoln Park)

Justin Greenleaf, Assistant Professor, Fort Hays State University

Thomas Stanley, Kansas Leadership Center

This educator workshop is designed to introduce participants to a structured process of peer consultation. This process, designed specifically to help participants make progress on tough challenges, could be replicated and implemented as a tool used by leadership educators to aid in leadership development with students as well as peers.

4-B-1 Research Paper: Leadership Development Readiness: Furthering our understanding of this multi-dimensional construct (DePaul)

Quinn E. Knudsen, Graduate Student, Montclair State University

Valerie I. Sessa, Full Professor, Montclair State University

Jennifer D. Bragger, Full Professor, Montclair State University

Margaret J. Toich, Graduate Student, Montclair State University

First semester freshmen students from five universities with leadership development programs were used to test our model that suggests leader developmental readiness as having a general readiness to learn, leader possible self, leadership self-efficacy, and motivation to lead. A cluster analysis yielded two distinct groups.

4-B-2 Research Paper: The Implications of Humility on Generosity (DePaul)

Matthew Sowcik, Assistant Professor

Austin Council, Graduate Assistant

Jenn Wert, Graduate Assistant, University of Florida

Recent research has identified the constructs of humility and generosity as important characteristics of leadership. Yet, little is known empirically regarding the relationship between these two constructs. This research examines the connections between humility and generosity and explores the impact of these virtues on the process of leadership.

4-B-3 Research Paper: Examining and Explaining the Relationship Between Generativity and Socially Responsible Leadership (DePaul)

Lindsay Hastings, Clifton Professor in Mentoring Research & Director, Nebraska Human Resources Institute, University of Nebraska

Hannah Sunderman, Graduate Assistant & Associate Director, Nebraska Human Resources Institute

This session will share the results from an explanatory sequential mixed methods study that sought to examine and explain the relationship between generativity and socially responsible leadership amongst college student leaders who mentor.

4-C-1 Educator Workshop: Leadership Discourses: Exploring Students' Definitions of Leadership (Old Town)

Eric Kaufman, Virginia Tech University

Ibukun D. Alegbeleye, Virginia Tech University

D. Adam Cletzer, Virginia Tech University

This workshop will uncover the leadership discourses among college students through the collective wisdom of the workshop participants. We will engage in a collaborative card-sort process of college students' definitions of leadership, as captured through the Multi-institutional Study of Leadership (MSL).

4-D-1 Innovative Practice Paper: Teaching Leadership in a Management Course: Using Q Methodology to Engage Students in Theory Building (Lakeview)

Brandy Walker, Public Service Faculty, Fanning Institute, University of Georgia

Keith Herdon, Professor of Practice, Grady College, University of Georgia

Teaching leadership requires balancing theory and practical applications. This article shares how the often under-utilized Q methodology has been used to create a leadership teaching exercise that encourages participants to construct their own sense of leadership theory using the insights of established theories unrestricted by just one framework.

4-D-2 Innovative Practice Paper: Using Leadership Definitions to Provoke Deep Explorations in the Nature of Leadership (Lakeview) Outstanding Innovative Practice Paper

Deana M Raffo, Associate Professor of Management, Middle Tennessee State University

The purpose of this session is to share a learning activity that provokes students' thinking about the nature of leadership through six leadership definitions. This activity is a dynamic starting place to talk about what leadership is, how it differs from management, the evolution of leadership, and diverse perspectives in leadership.

4-D-3 Innovative Practice Paper: A Visitor on Campus: Enhancing Inclusion through Social Belonging Interventions in the Classroom (Lakeview)

Anna Whitehall, Assistant Professor, Washington State University

Caitlin Bletscher, Assistant Professor, Washington State University



This paper provides a case study of larger and smaller, stealthier interventions of social belonging implemented in a communication and leadership course at a Land-Grant university. Results are presented and recommendations for educators across disciplines and contexts are provided to enhance social belonging in our leadership classrooms.

4-E-1 Educator Workshop: Teaching to Develop Advocate, and Activist Identities (River North A)

Katherine McKee, Assistant Professor, North Carolina State University

Jackie Bruce, Associate Professor, North Carolina State University

Participants will examine activities in use for developing advocate and activist identities in a program for the intersection of transformative leadership and social justice and discuss the intended outcomes and implications of these activities.

9:55 - 11:25 am Concurrent Sessions

5-A-1 Educator Workshop: Developing Identities and Capacity to Engage in Leadership Education for Social Justice (Lincoln Park)

Kerry Priest, Assistant Professor, Kansas State University

Participants in this workshop will engage in personal storytelling, the development of a shared definition of leadership education for social justice education, and some of the self-work necessary to engage in such leadership education through a critical perspective. This self-work will prepare educators to facilitate student examinations of system.

5-B-1 Research Paper: Is it worth it? A Case Study Exploring Volunteer Leaders' Perceptions of Leadership Training (DePaul)

Carley C. Morrison, Visiting Assistant Professor, Mississippi State University

Laura L. Greenhaw, Assistant Professor, Mississippi State University

Janiece Pigg, Undergraduate Student, Mississippi State University

This case study determined participants' perceptions of a volunteer leadership training experience compared to observations of the actual leadership training. A focus group revealed three themes that were both justified and refuted by observations of the training.

5-B-2 Research Paper: Developing 21st Century Leadership Skills in County Extension Directors: Exploring Design, Implementation and Evaluation of an Online Leadership Development Program (DePaul)

Matt Sowcik, Assistant Professor, University of Florida

Matt Benge, Assistant Professor, University of Florida

Jera Niewoehner-Green, Assistant Professor, Ohio State University

The study explored the outcomes of an online leadership program. Findings indicate that the design and delivery of the program resulted in high participant satisfaction and increases in leadership knowledge and skill level. Positive outcomes in this type of programming has implications for the design/implementation of future leadership programs.

5-C-1 Educator Workshop: Escape Rooms: A Student-Centered Approach to Animating Leadership Learning (Old Town)

John Banter, Associate Director of Leadership Programs

John Egan, Leadership Educator, Georgia Southern University

Tap into the intrinsic motivation provided by escape games to bring learning objectives to life. After you experience a leadership escape game first hand, we will review the literature surrounding serious games and escape games. The workshop will conclude with the development of an escape game to fit your own educational and contextual needs.

5-E-1 Educator Workshop: Dramaturgical Teaching: Experiencing leadership styles through a simulated environment to enhance learning outcomes (River North A)

Kate McCain, Doctoral Candidate/ Graduate Teaching Assistant, University of Nebraska - Lincoln

Jessica Bartak, Graduate Research Assistant, University of Nebraska - Lincoln

LJ McElravy, Assistant Professor, University of Nebraska - Lincoln

This workshop will present a pedagogical approach, known as dramaturgical teaching that takes experiential learning to a new level in leadership education. The session will overview literature on dramaturgical teaching, provide assessment data, and facilitate activities for participants to experience the simulation environment.

11:30 am - 1:00 pm Lunch on your own (See conference bag handout for close restaurants)

1:00 - 2:15 pm Plenary Two: Lee Bolman (River North ABCD)

2:25 - 3:25 pm Concurrent Sessions

6-B-1 Research Paper: The Doctoral Candidacy Process: Assessment and Reforms (DePaul)

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

Candace Bloomquist, Assistant Professor, Creighton University

This paper examines the influence of reforms on the experience and scores provided by faculty members on doctoral students' candidacy exams. Using statistical analyses and a focus group, we find that while the reforms achieved a

stated goal of increasing the robustness of the process, further reforms are needed to ensure consistent evaluations.

6-B-2 Research Paper: Eliciting the True Self: The Effects of Doctoral Education on Developing Authentic Leader Identity (DePaul)

Gail F. Latta, Program Director/Professor, Xavier University

Authentic leadership aligns actions with an identity grounded in the “true self”. Such alignment requires self-awareness of discrepancies between current self and aspirational ideals. This study uses personal constructs psychology to explore evidence doctoral education in leadership serves as a catalyst for developing authentic leadership identity.

6-C-1 Innovative Practice Paper: Enabling Healthy and Successful Relationships through Nonviolent Communication: A Foundation for Authentic Leadership Practice (Old Town)

Anthony A. Andenoro, Assistant Professor of Leadership Education, University of Florida

Nicholas C. Martinez, Research Associate, Challenge 2050 Project, University of Florida

Isabelle M. Oleck, Research Associate, Challenge 2050 Project, University of Florida

Cameron J. Outlaw, Research Associate, Challenge 2050 Project, University of Florida

The formation of authentic leadership is grounded in the process of self-awareness and vulnerability. This session demonstrates how Nonviolent Communication provides leadership educators with a dynamic and innovative educational practice to develop authentic leadership in leadership learners and contribute to more sustainable organizations.

6-C-2 Innovative Practice Paper: Millennials and Organizational Leadership: Experiential Learning Lessons (Old Town)

Mariko Peshon, Postdoctoral Teaching Fellow, University of San Diego

Derek Olson, Doctoral Student, University of San Diego

Millennial students are a frequent topic of conversation in the field of leadership. In an experiential leadership and organizational change course, the relationship between the traits of millennial students and the course design provides an impactful learning opportunity to examine learning styles and teaching practices in leadership studies.

6-D-1 Research Paper: Evidence-based Student Learning Outcomes from Curriculum Alignment of the Research Process and Complex Systems (Lakeview)

Amber Manning-Ouellette, Lecturer of Leadership Studies, Iowa State University

Katie Friesen, Graduate Assistant, Iowa State University

This research paper will explore student learning from a capstone course focused on curriculum that aligns learning adaptive leadership approaches with a full-scale research project. Findings suggest that students develop three predominant competencies including 1) learning and reasoning, 2) group dynamics, and 3) self-awareness and development.

6-D-2 Research Paper: Prevailing Over Qualitative-Quantitative Schisms (Lakeview)

Dr. Karin Klenke, Chief Leadership Development Officer, Leadership Development Institute (LDI) International

This paper is an effort to overcome some schisms between the two prevailing leadership paradigms, qualitative and quantitative by finding more conciliatory ways of evaluating qualitative and quantitative leadership research.

Post Keynote Discussion (Printers Row)

3:45 - 5:30 pm **ALE Business Meeting and Awards (River North ABCD)**

6:30 - 10:30 pm **ALE Celebration and Second City Excursion**

WEDNESDAY, JULY 11

8:00 - 11:55 am **Exhibitors (Atrium)**

8:00 - 8:55 am **Hotel Breakfast and FAN Session Two (Atrium North & following rooms)**

- 1. Graduate Leadership Education, Lincoln Park
- 2. Leadership Studies Research, DePaul
- 3. Executive Education and Coaching, Old Town
- 4. Student Affairs Leadership, Lakeview
- 5. Teaching and Pedagogy/Andragogy, River North A

9:00 - 9:45 am **Roundtable Session A (River North ABCD - P - Presentation Focused & D - Discussion Focused)**



Moving Beyond Polarization to Support Leadership Innovation and Inclusion (Table 1) P

Gina S. Matkin, Associate Professor, University of Nebraska

Donnette Noble, Associate Professor, Roosevelt University

Are you looking for new strategies for classroom discussions around difficult topics? We will present our own experiences helping students engage in conversations in non-polarizing ways (using Bennett's DMIS model) while helping them discover the multiple perspectives that exist in any issue. We encourage you to bring your own ideas to share.

The Mindful Educator: Recognizing Cultural Dimensions in the Classroom (Table 2) D

Ryan Olson, Instructor, Fort Hays State University Department of Leadership Studies

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

As leadership educators are increasingly called upon to interact with diverse learners in a variety of cross-cultural settings, it is imperative for those educators to consider the cultural dimensions that impact the classroom dynamic. In this roundtable, the presenters will share dimensions of culture that are critically impactful on the learning.

The Culminating Experience: Sharing Innovative Best Practices for Graduate Leadership Program Capstones (Table 3) D

Steven L. Winton, Director of MA Leadership and Organizational Development program, Saint Louis University

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

In this session, we will explore how graduate leadership programs are having students integrate important leadership competencies into their capstones. We hope the exchange of ideas will stimulate the creation of more innovative capstones - capstones that call for students to integrate competencies of forward-focused leadership frameworks.

Using Feature Films as an Instructional Medium to Teach Organizational Behavior, Leadership and Management (Table 4) P

Todd Wiggen, Assistant Professor, Southwestern Oklahoma State University

The use of feature films provides a powerful pedagogical device that can pull students into a topic, provide a focal point for analysis and serve as a common experience for discussion. Participants will discuss potential applications of utilizing feature films as well as generate suggestions for specific films.

Exploring Tenure Processes in Leadership Studies (Table 5) D

Jill Arensdorf, Chair and Associate Professor, Fort Hays State University

Justin Greenleaf, Assistant Professor, Fort Hays State University

Brent Goertzen, Professor, Fort Hays State University

Barry Boyd, Associate Professor, Texas A&M University

The purpose of this roundtable is to explore tenure processes in leadership studies departments and units at colleges and universities in the United States. Guided questions will be provided to help participants explore the tenure process with the goals of providing clarity and support for individuals seeking tenure in leadership studies units.

Leadership Research for Global Goals: What's the Role of the SDGs? (Table 6) D

Natalie Coers, Program Coordinator, University of Florida

The United Nations' Sustainable Development Goals (SDGs) offer 17 areas of focus for leaders around the world to tackle global issues, such as hunger, poverty, education, and environmental concerns. Join this roundtable to discuss how leadership research connects to the global goals and the role leadership education has in progressing the SDGs.

Cougar Tank: An Educational Entrepreneurial Leadership Program (Table 7) P

Dr. Claudia Santin, Dean, College of Business, Concordia University-Chicago

Donna Blaess, Professor, Leadership, Concordia University-Chicago

Kathryn Hollywood, Professor, Leadership, Concordia University-Chicago

The merits of Cougar Tank, an educational entrepreneurial leadership initiative, undertaken in 2017 by the College of Business and Concordia Enterprise Group (CEG) are discussed. The initiative is designed to provide a platform for business students to competitively exhibit their innovative ideas, business creativity, and leadership skills.

What are Funds of Knowledge? A Collaborative Approach to Leadership Education (Table 8) D

Janna Bernstein, Assistant Director for Leadership and Scholar Development, University of Nevada, Las Vegas

This presentation will discuss the importance of using the identities of both student and teacher to facilitate culturally conscious conversations in leadership courses. Attendees will learn how engaging "funds of knowledge" encourages inclusive and holistic learning environments and be provided best practices for classroom implementation.

Nonprofits Shoulder Increasing Responsibilities: How Are We Educating Their Leaders? (Table 9) D

Christine H. Shaefer, Ph.D., Faculty, Federal Executive Institute



Robert McKeage, Professor, University of Scranton
Gregory T. Gifford, Dean, Federal Executive Institute

This roundtable seeks to engage conference attendees in dialogue around if and how they target education for leadership in non-profits, and to spur forward-thinking discussion regarding leadership education for paid and volunteer nonprofit leaders.

Student Experiences Within Leadership and Social Justice Programs (Table 10) D

Coleman Simpson, Student, North Carolina State University
Dr. Jackie Bruce, Associate Professor, North Carolina State University
Dr. Katie McKee, Faculty, North Carolina State University

This roundtable will provide space for discussing the impact of leadership programs with a focus on justice and equity, impact the college student experience. Skills and knowledge development, strategies for program creation, and student and programmatic impact will be discussed.

First Gen Again: Exploring the Journey from First-Generation Undergraduate to First-Generation Graduate Student in Leadership Studies (Table 11) D

Ashlee Young, Coordinator, Emerging Leaders Scholarship Program
Gina S. Matkin, Associate Professor, University of Nebraska-Lincoln

First gen undergrad students are an important subject of study and research. But what about graduate students? What kind of challenges do they face and how can we best support them? Come join our discussion as we explore the unique challenges faced by first generation graduate students to help guide our practice and future research in this area.

Leadership Education Innovation for Gen Y and Gen I: Enhancing Experience, Engagement and Knowledge Retention Through Interactive Digital Technology (Table 12) P

Elizabeth Goryunova, Assistant Professor, University of Southern Maine
Interactive digital technology is seamlessly incorporated into daily activity of today’s learners and tomorrow’s leaders: Gen Y and Gen I (Z). Consequently, when thoughtfully integrated into instruction it can serve “digital natives” as an effective learning tool. We examine benefits and challenges of using gamified tools for leadership instruction

9:55 - 10:40 am Roundtable Session B (River North ABCD - P- Presentation Focused and D-Discussion Focused)

A Mindful University: Relational Leadership, Mindfulness, and Shared Governance (Table 1) P

Timothy W. Pedigo, Assistant Professor, Governors State University
Matthew A. Cooney, Assistant Professor, Governors State University

The purpose of this round table is to explore how relational leadership and mindfulness practices are connected to leadership in shared governance through increasing empathy and connection. The presenters will discuss a collaborative effort to engage their university community in mindful practices to benefit leadership in shared governance.

Exploring Adaptive Leadership as a Tool for Building Leadership Capacity in Sorority and Fraternity Leaders (Table 2) D

Jack Causseaux, Director of Sorority and Fraternity Affairs, University of Florida
Anthony Andenoro, Assistant Professor, University of Florida

The practices of adaptive leadership has promising implications for addressing complex cultural challenges within fraternity and sorority communities. This roundtable provides an opportunity to discuss the merits of this model and one university’s approach to using adaptive leadership in leadership education for sorority and fraternity student leaders.

Conflict Analysis and Resolution Skills: The Gap in Leadership Education (Table 3) D

Jessica Benson, Graduate Teaching Assistant, Texas A&M University
Rachel Eddowes, Graduate Teaching Assistant, Texas A&M University

This roundtable discussion will focus on the relationship between conflict management and resolution skills within leadership education. Additionally, it will allow participants to explore innovative methods of incorporating conflict management and resolution into leadership education.

The Intersection of Leadership Studies and Family Communication Theory: Implications for Undergraduate Pedagogy (Table 4) P

Zachary Wooten, Ph.D. Student, Alvernia University
Leadership scholars have identified stages and models of leadership development throughout individuals’ lifespans and the role of family influence in leadership identification. This roundtable discussion explores the intersectionality of leadership studies and family communication theory as a basis for undergraduate leadership pedagogy.

A Discussion of MOOCs and Fully Online Courses: Recommendations for Facilitating Inclusion and Connection through Web-based Learning (Table 5) P

Jason Headrick, Graduate Teaching Assistant/Instructor, University of Nebraska-Lincoln
Tiffani N. Luethke, Graduate Student Assistant/Instructor, University of Nebraska-Lincoln



Massive Open Online Courses (MOOCs) and traditional post-secondary online courses have strengthened access to leadership education. This roundtable presentation will address the needs of online leadership educators and establish direction for scholarship/practice related to reaching leadership audiences in the 21st century.

Leadership & Civil Discourse: Helping Students Understand the Relationship in the Current Environment (Table 6) D

John Sherlock, Professor, Western Carolina University

This discussion roundtable offers an opportunity for dialogue about ways leadership educators can help students to understand the essential relationship between leadership and civil discourse. In the current environment, it can be argued that the exchange of views between individuals is often “uncivil” and counter to the type of inclusive and respectful dialogue deemed to be essential in a number of established theories of leadership, including Burns’ (1978) view of transformational leadership and Uhl-Bien’s (2006) conceptualization of relational leadership. This roundtable provides a unique setting for inclusive sharing of diverse experiences and, ideally, generation of innovative approaches for class discussions, readings, and assignments to foster student learning.

Leadership Education for Increased Will-Power and Way-Power: Incorporating Hope (Table 7) D

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

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

Hope Theory significantly predicts academic performance as well as impact in follower attitudes and behaviors. This discussion explores ways Hope Theory increases agency and pathways thinking in academic performance goals and in pursuit of authentic leadership within the dyadic relationship between instructor and student in a Leadership classroom.

Developing a Diverse and Inclusive Leadership Environment: Advice from the Field (Table 8) D

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

Nick Knopik, Graduate Assistant, University of Nebraska-Lincoln

This discussion will share research on diversity and elicit advice and innovative practices from others engaged in leadership programs and classrooms. Two staff members of a leadership program will share challenges faced and lessons learned regarding diversity and inclusion, and will facilitate conversation on strategies that promote true change.

Teaching Global Leadership: Integrating Cultural Competency and International Leadership Education (Table 9) D

Tara Widner-Edberg, Lecturer of Leadership Studies, Iowa State University

Global/international leadership is prevalent in leadership education combining leadership practices with cultural competency while emphasizing the dynamic & complex context in leadership processes. A recent GLstudy was conducted, including development & testing of a model. This will be a guided discussion on teaching global/international leadership.

Rural Youth Leadership Development: Focusing on Youth in Central Appalachia (Table 10) D

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

Jackie Bruce, Associate Professor, North Carolina State University

Participants will explore how youth leadership programs can be more inclusive with a particular focus on rural youth programs. It is the hope that the collective will gain insight from one another, with the goal to improve programming. Discussion prompts will guide how information can be utilized further in advancing youth development and leaders.

Heteronormative Bias in Studying and Educating about Women and Leadership (Table 11) D

S. Lynn Shollen, Associate Professor, Christopher Newport University

Existing research and theory on women and leadership is exclusively heteronormative, limiting our understanding of women and leadership and ability to effectively educate about the subject. Participants will explore implications regarding leadership education and strategize for inclusion of experiences of women leaders in same-sex relationships.

Advancing Leadership Education through Community-Engaged Scholarship (Table 12) D

Kerry L. Priest, Assistant Professor, Kansas State University

RJ Youngblood, Assistant Director, Academic Achievement Center, Kansas State University

In this roundtable discussion, we invite inviting participants to consider their own identities as community-engaged scholars, and the role that community-engaged scholarship can play in advancing the work of leadership education.

10:40 - 11:00 am Check Out Break

11:00 - 11:55 am Paper & Poster Awards, Presentation to Community Service Partner, and Closing Session (River North ABCD)



SERVICE PROJECT

As part of our commitment to leave a positive impact on our ALE conference host city, we have partnered with Working in the Schools (WITS) Chicago to donate new and like-new books for Chicago Public School classrooms and programs. WITS' mission is to set students on a trajectory for success by building critical literacy skills and developing positive self-identity through teacher led professional development and volunteer-powered mentorship programs. Further, WITS helps students achieve reading proficiency and develop positive attitudes towards reading for Chicago Public School students.

WITS happily accepts new and like-new books for 5-12 year-olds. They strive to cultivate a library that includes a wide variety of genres and formats, including fiction, nonfiction, graphic novels, and poetry. WITS is committed to including books in their library that **reflect the diversity** of their student population and seeks out the following types of books:

- ♦ culturally relevant
- ♦ bilingual
- ♦ feature main characters of many cultural backgrounds
- ♦ set in cities
- ♦ show many types of families
- ♦ immigrant stories
- ♦ show women and other minorities in non-stereotypical roles

**Building
Communities.
Empowering
Readers.**

wits
working in the schools

If you would like to join our effort in supporting WITS, you can donate new or like new books (keeping in mind their genres and formats) and bring them to the registration table. At the registration table, we will also be accepting donations to purchase a group-order of preferred books for WITS. We will present our book donations to a representative from WITS who will join us during the conference. We look forward to supporting with WITS and thank you for your support of this wonderful organization!

The Second City® EXCURSION

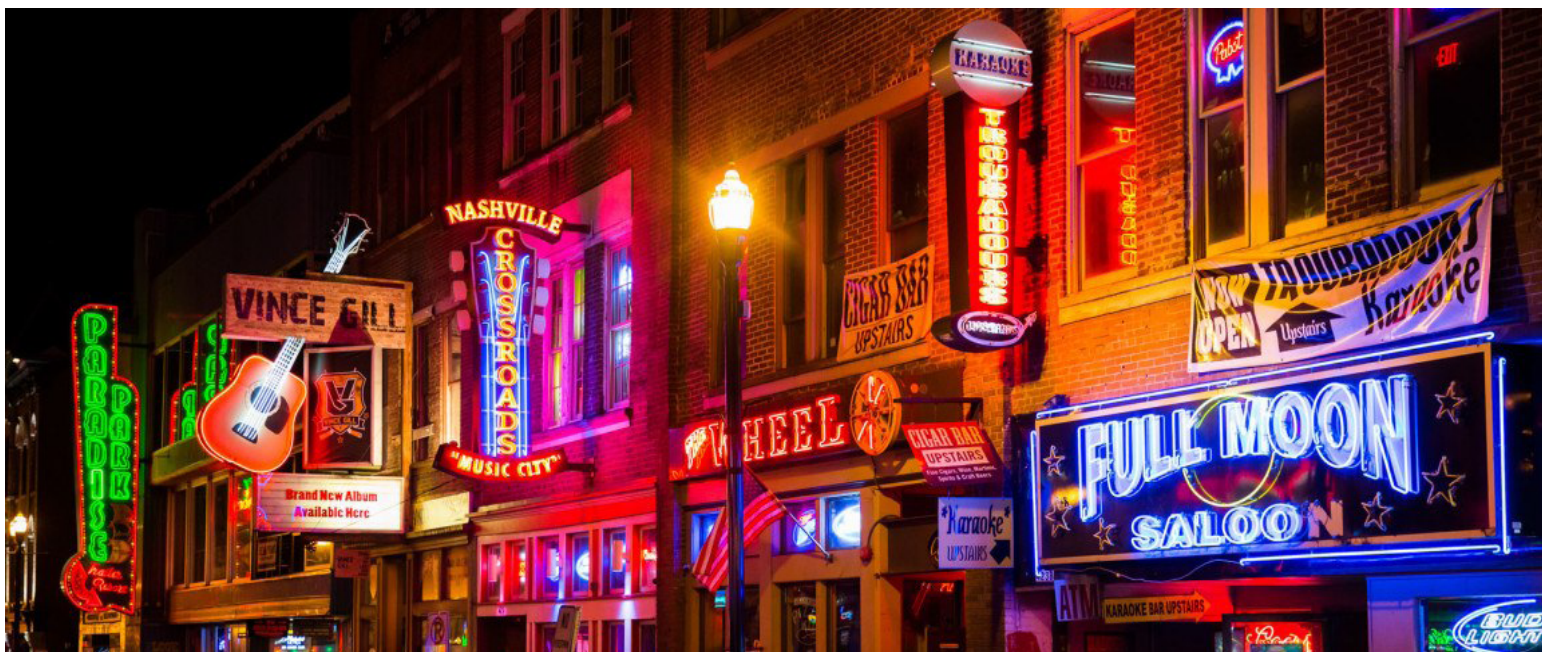


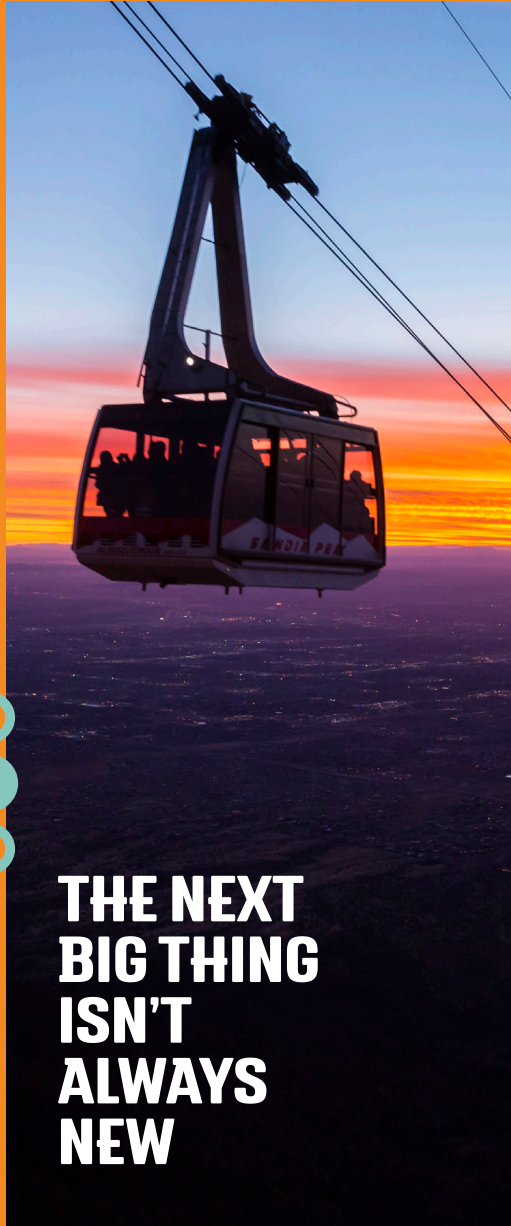
Come see where it all began! The Best of The Second City features some of the best sketches, songs, and improvisation from our fifty-eight year history performed by The Second City Touring Company. From the Company that launched the careers of Tina Fey, Stephen Colbert, Steve Carell and more, comes the next generation of the comedy world's best and brightest performing hilarious sketch comedy and The Second City's trademark improvisation. All registrants are welcome to join us Tuesday night at 6:30 pm.

JOIN US JULY 7-10, 2019 FOR THE 29TH ANNUAL ALE CONFERENCE IN ALBUQUERQUE, NEW MEXICO



AND JULY 12-15, 2020 FOR THE 30TH ANNUAL ALE CONFERENCE IN NASHVILLE, TENNESSEE





© Minh Quan



#TrueABQ



From rich, flavorful cuisine and an award-winning craft beer scene to centuries-old cultural traditions and a stunning year-round outdoor playground, it's no coincidence that well-known media outlets are touting Albuquerque's excellence. With top rankings from highly respected publications such as *Travel + Leisure*, *Expedia*, *National Geographic Traveler*, *Los Angeles Times*, *Sunset*, *Travelocity* and more, it's apparent that Albuquerque is the place to be. Start planning your visit to Albuquerque **July 6-10, 2019**, for **ALE's 29th Annual Conference**. **VisitABQ.org**

.VISIT.

ALBUQUERQUE

CHANGE YOUR PERSPECTIVE



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS



The College of Business Administration is proud to support the Association of Leadership Educators 2018 Annual Conference & also announce the Fall 2018 launch of the

Master of Science in *One Planet Leadership*

We are one of the founding partners in the One Planet Education Network (OPEN) <https://oneplanetbusiness.org/> Founded by the World Wildlife Fund, OPEN consists of business schools committed to embedding sustainability and social responsibility into their teaching, research and operations. The One Planet Leadership program will train mid-career professionals to practice "Leadership for Life," integrating all aspects of a triple bottom line approach to organizational challenges.

For more information:

www.tamuct.edu/degrees/graduate/one-planet-leadership.html



THE WORLD IS WAITING FOR LEADERS LIKE YOU

With specializations in organizational management and academic administration, Indiana Tech's Ph.D. in Global Leadership offers innovative leadership education with the convenience of online delivery.

Step forward. Give the world what it needs.

PHD.IndianaTech.edu | 800.288.1766



GLOBAL
LEADERSHIP

INDIANA**TECH**



A Proud Sponsor of the 2018 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 projects and leadership development initiatives, the Cox Institute is at the forefront of addressing the strategic leadership challenges faced by contemporary journalism organizations. Its signature programs recognize exceptional professionals as Industry Fellows and train students as Cox Institute Leaders who earn the Institute's leadership medal.



Cox Institute Leadership Medal

2018 Industry Fellow and Cox Institute Leaders



Marilyn Geewax (Industry Fellow), Madeline Ray, Noelle Lashley, Charlotte Norsworthy, Nicole Adamson, Samuel Smith, Maixme Tamsett, Garrett Michael, Michaela Patafio, John Durham, Sabrina Burse, Mary Carol Butterfield, Annie Jorgensen, Heather Bryan, Tori McElhaney, Maui Desai and Keith Herndon (Cox Institute Director)

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

YOU'RE INVITED...

Join ILA and share your unique perspectives, experiences, and knowledge with members in over 70 countries around the world to create leadership solutions that positively impact our complex global and local environments.

Learn more at www.ila-net.org

ILA@ila-net.org

+1.202.470.4818



International Leadership Association

24-27 October 2018

20th Anniversary Global Conference

*Authentic Leadership for Progress,
Peace & Prosperity*

West Palm Beach, FL, USA

www.ila-net.org/Conferences

24-27 October 2019

21st Annual Global Conference

Ottawa, Canada

5-8 November 2020

22nd Annual Global Conference

San Francisco, CA, USA



SAGE is proud to publish the following leadership books



For other SAGE Leadership titles, or to request a review copy, please visit sagepub.com. or call 800-818-7243.



N Graduate Studies in Leadership

*Department of Agricultural Leadership,
Education & Communication*

M.S. LEADERSHIP EDUCATION | PH.D. LEADERSHIP STUDIES

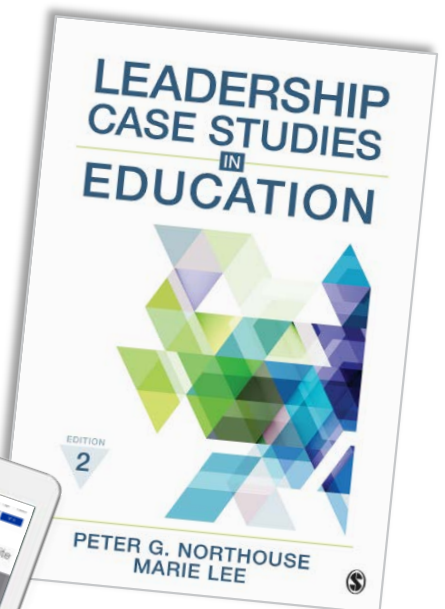
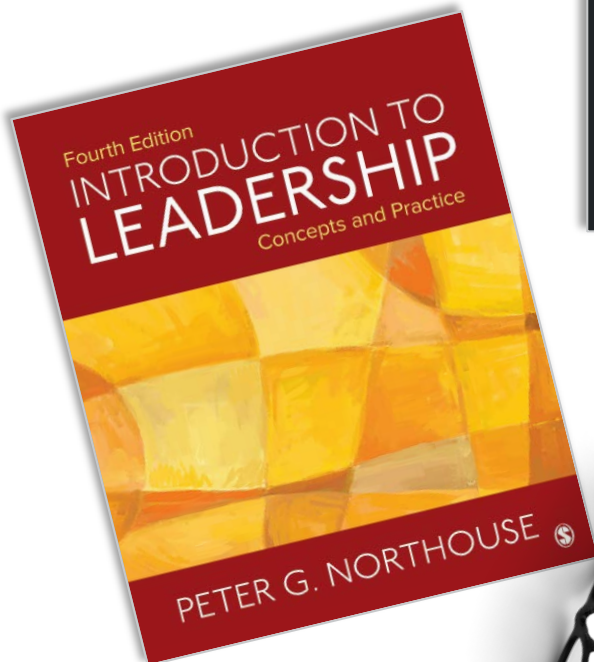
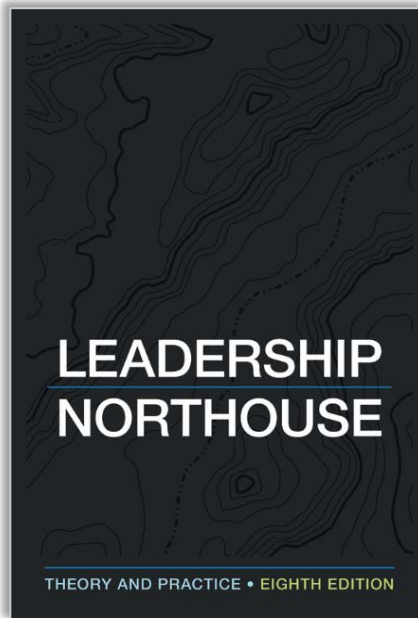
LEARN MORE AT

GO.UNL.EDU/ALEC-GRADUATE-PROGRAMS



NORTHHOUSE LEADERSHIP

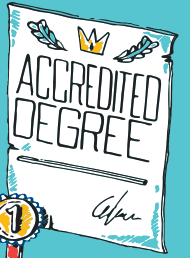
For 25 years, SAGE has proudly published the leadership books from Peter G. Northouse



For other SAGE Leadership titles, or to request a review copy, please visit sagepub.com, or call 800-818-7243.



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



Notes

[illegible]

[illegible]

This image shows a full page of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings present.

Thank You to our 2018 ALE Conference Sponsors!



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

Grady College of Journalism and Mass Communication

UNIVERSITY OF GEORGIA

H E R S

HIGHER EDUCATION RESOURCE SERVICES



FORT HAYS STATE UNIVERSITY
DEPARTMENT OF LEADERSHIP STUDIES

Forward thinking. World ready.



**AGRICULTURAL LEADERSHIP, EDUCATION
AND COMMUNICATION**

Institute of Agriculture and Natural Resources



**TEXAS A&M
UNIVERSITY
CENTRAL TEXAS**

COLLEGE of BUSINESS ADMINISTRATION



Great leaders are not born, they're made.

COLLEGIATE LEADERSHIP COMPETITION



Heartland

3/29-3/30, 2019

S. Ontario

3/29-3/30, 2019

Great Lakes

4/5-4/6, 2019

New England

4/5-4/6, 2019

Ohio Valley

4/12-4/13, 2019

Mid - Atlantic

4/12-4/13, 2019

With practice, every student can develop strong, transferable leadership skills. CLC's experiential format allows students to build new skills while adding an incredibly unique leadership experience to their resumes. Culminating in a final competition, participants create lasting relationships with a community of peers & coaches who are enthusiastic about leadership development & their bright futures.

LEARN MORE:

www.collegiateleader.org



440.532.2456



bela@collegiateleader.org