

2021 ANNUAL CONFERENCE

# Association of Leadership Educators

## *Leadership for a Global Neighborhood*

JUNE 28 - JULY 1



VIRTUAL





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RICE UNIVERSITY

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Department of Agricultural Education & Communication, University of Florida

International Leadership Association

# WELCOME!

Greetings, ALE Members & Conference Participants!

On behalf of the board of directors, I would like to welcome you to the Association of Leadership Educators 32nd Annual Conference—our second ever VIRTUAL annual conference! Natalie Coers, our Vice-President and Conference Chair, has been hard at work with her team planning an incredible conference. Last year's conference was a success, if I do say so myself, but the gift of time this year has allowed us to incorporate your feedback, learn from the experience, and continue to improve. All good leadership practices, right?

If you are new to the association or the conference, welcome! If you are a long-time conference attendee, welcome back! We are very glad to have so many from the ALE neighborhood joining us this year. While the past year has been tough in many respects, we hope you will find the conference to be a time you can connect, share, learn, and recharge. By the end of it, we want you to come away with new friends, new ideas, and renewed energy for our shared profession.

As we embark on this exciting shared experience, I want to thank Natalie and the conference planning committee, our concurrent sessions co-chairs, Jackie Bruce and Katie McKee, everyone who submitted and reviewed proposals, and all of you who have given your time, energy, and expertise to participate this year. None of this is possible without all of you.

It has been my honor to serve as your president this year, and I extend my deepest appreciation to the board of directors for all they have done to help us move the association forward.

See You Soon!



Marianne Lorensen, PhD  
President, Association of Leadership Educators



## MISSION

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

## VISION

The Association of Leadership Educators' vision 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 SCHEDULE AT A GLANCE

### [ Monday ] June 28

9:30 AM (EDT)	<i>New Attendee Welcome (30 minutes)</i>
10:00 AM (EDT)	<i>New Neighbor Networking (50 minutes)</i>
11:00 AM (EDT)	<i>Opening Plenary Session (90 minutes)</i>
1:00PM (EDT)	<i>Session 1 (90 minutes)</i>
3:00PM (EDT)	<i>Session 2 (90 minutes)</i>
5:00PM (EDT)	<i>Social Hour (60 minutes)</i>

### [ Tuesday ] June 29

9:00AM (EDT)	<i>What's New at JOLE</i>
11:00 AM (EDT)	<i>Session 3 (90 minutes)</i>
1:00PM (EDT)	<i>Plenary Session (90 minutes)</i>
3:00PM (EDT)	<i>Session 4 (90 minutes)</i>
5:00PM (EDT)	<i>Social Hour (60 minutes)</i> <i>Sponsored by Doerr Institute for New Leaders</i>

### [ Wednesday ] June 30

10:30 AM (EDT)	<i>New Neighbor Networking (30 minutes)</i>
11:00 AM (EDT)	<i>FAN Meetings (60 minutes)</i> <i>Authoring &amp; Reviewing for JOLE (60 minutes)</i>
12:00PM (EDT)	<i>Poster Session (90 minutes)</i>
2:00PM (EDT)	<i>Roundtables A &amp; B (120 minutes)</i>
5:00PM (EDT)	<i>Social Hour (60 minutes)</i>

### [ Thursday ] July 1

10:30 AM (EDT)	<i>New Neighbor Networking (30 minutes)</i>
11:00 AM (EDT)	<i>FAN Meetings (60 minutes)</i>
12:30PM (EDT)	<i>Closing Plenary - Annual Meeting &amp; Awards (120 minutes)</i>
3:00PM (EDT)	<i>Board of Directors Meeting (90 minutes)</i>

#### Session Types:

● Research   ▲ Practice   ◆ Workshop   ■ Panel   ★ Discussion   💡 Idea Incubator



## ALE HISTORY

The Association of Leadership Educators, Inc. (ALE) grew out of a need to create professional development opportunities for people who work with leadership programs. Development of the association was subsequent to a series of successful leadership development seminars via Cooperative Extension at the national level.

Established as the premier international professional association for leadership educators, ALE has continued to grow and expand. Membership is open to any individual whose career interest is in leadership education. As we celebrate our accomplishments, we look forward to the future.

A strong foundation of leadership has brought us to this point and with the vision and unwavering dedication of its early leaders, current board, dedicated volunteers, and loyal members, ALE will continue to grow as it engages members in fulfilling the mission to strengthen and sustain the expertise of professional leadership educators.

### "FOUNDING MOTHERS & TOM"

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

- 
- A vertical timeline on the right side of the page, marked by a blue line with circular dots at each event. The events are listed to the right of the line, with the year to the left. The text for the events is as follows:
- 1980s ● Minimal professional development opportunities for those specializing in leadership through Cooperative Extension
  - 1988 ● 1st Extension Leadership Development Seminar  
*July 10*  
Charlotte, NC  
*Empowering Adults As Leaders Through Home Economics Programs*
  - 1989 ● 2nd Extension Leadership Development Seminar  
*August 6*  
Manhattan, KS  
*Developing Human Capital Through Extension Leadership Programs*
  - 1990 ● 3rd Extension Leadership Development Seminar  
*August 17-18*  
Milwaukee, WI  
*People Problems and Solutions: The Leadership Connection*  
  
Association of Leadership Educators formed
  - 1991 ● 1st ALE Conference  
*September 13-14*  
Denver, CO
  - 2002 ● Journal of Leadership Education (JOLE) launched

## 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&amp;M University</i>
2008-2009	Mark Russell, <i>Purdue University</i>
2009-2010	Carrie Stephens, <i>University of Tennessee</i>
2010-2011	Jackie Bruce, <i>North Carolina State University</i>
2011-2012	Nicole Stedman, <i>University of Florida</i>
2012-2013	Tony Andenoro, <i>University of Florida</i>
2013-2014	Eric Kaufman, <i>Virginia Tech</i>
2014-2015	Kelleen Stine-Cheyne, <i>Stine-Cheyne Consulting, LLC</i>
2015-2016	Jennifer Moss-Breen, <i>Creighton University</i>
2016-2017	Donnette Noble, <i>Roosevelt University</i>
2017-2018	Jill Arensdorf, <i>Fort Hays State University</i>
2018-2019	Barbara Altman, <i>Texas A &amp; M University - Central Texas</i>
2019-2020	Justin Greenleaf, <i>Fort Hays State University</i>



## 2020-21 ALE BOARD OF DIRECTORS



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## CONFERENCE PLANNING COMMITTEE

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Natalie Coers

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### COMMITTEE MEMBERS

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Carol Clyde Gallagher

John Lubker

Nicole Stedman

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Eric Kaufman

Keith Keppley

Megan L Kidd

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Carolynn Komanski

David J Kritz

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Maria Malayter

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Kate McCain

L.J. McElravy

Katherine McKee

Jeni McRay

Wren Mills

Froilan Mobo

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Jamie Thompson

Jody Tolan

Scena Webb

Brett L Whitaker

Todd Wiggen

Jane Williams

Kathryn Woods

Laurie Yates



## KEYNOTE SPEAKERS

[ Monday ] June 28 | Opening Plenary Session | 11AM (EDT)



### DR. PRISCILLA ZELAYA

COO & CO-FOUNDER, P4HGLOBAL

#### **DEVELOPING LEADERS IN CROSS CULTURAL CONTEXTS**

*P4H Global has over 10 years of experience in Haiti. Throughout their time in the country, they have been able to develop and empower a team of 30 Haitian staff to reach over 6,000 Haitian teachers in the entire country. In a country where 80% of Haitian teachers have no pre-service training, teacher training is highly important. Their work has focused on building up the leadership capacity of both their staff as well as school leadership to help reach the needs of students.*

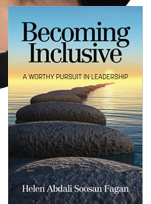
[ Tuesday ] June 29 | Plenary Session | 1PM (EDT)

### DR. HELEN FAGAN

UNIVERSITY OF NEBRASKA - LINCOLN

#### **BECOMING INCLUSIVE: AN ANTECEDENT TO LEADERSHIP FOR A GLOBAL NEIGHBORHOOD**

*Albert Einstein said, "problems cannot be solved at the same level of thinking that created them." To develop leaders for a global neighborhood, we must think differently than we have before. That is just what Dr. Helen Fagan has done when she has faced adversity. In this session, Dr. Fagan discusses what she has learned from decades of inclusion work. This includes how she has learned that becoming inclusive is an antecedent for leadership in a global neighborhood.*



## SOCIAL HOURS

**[ Monday ] June 28 | 5PM (EDT)**

### **COCKTAILS & CONVERSATIONS [RELAXED]**

After a day of conferencing, it's nice to sit back and enjoy a beverage (adult or otherwise). Come join Dr. Kristie Guffey and Dr. Jason Headrick for an ALE Social. Gather the ingredients for one of the recipes in your conference box or one of your favorite beverages, then join us to mix it up and get a chance to meet up with friends (old and new) for some light-hearted conversation through Leadership Roulette. This will be a great way to end a day of learning, leading, and virtual conferencing.



### **CHOCOLATE CONNECTIONS [INTERACTIVE]**

Gather a few varieties of your favorite chocolate bars (i.e. dark, milk, flavored) and join us to learn about the language of chocolate tasting. Then connect with some colleagues while enjoying your chocolate.

**[ Tuesday ] June 29 | 5PM (EDT)**

### **SOCIAL HOUR FEATURING MIXOLOGIST LYNNETTE MARRERO**

*Sponsored by the Doerr Institute for New Leaders at Rice University*

Please see the info item in your conference box or turn to page 21 for more information.

**[ Wednesday ] June 30 | 5PM (EDT)**

### **TRIVIA TIME [INTERACTIVE]**

Join us for an interactive trivia time! Whether you're an avid trivia player that is full of random factoids or simply interested in learning a few fun bits of information... this social hour will give you an opportunity to try your hand at some of our favorite trivia while connecting with colleagues. Trivia will flow in the main area, while breakout rooms will be available for welcomed side conversations.

### **TRAVELOGUES [RELAXED]**

Staying at home doesn't mean we can't "travel"! For this social hour, bring an object that reminds you of a favorite travel experience to share with fellow ALE members - a market souvenir, a picture, or even a favorite drink. International or domestic, reflect on game-changing meals, hikes to a secluded beach, spotting wildlife on safari, seeing a state park through fresh eyes with friends and family. Your host will facilitate questions and themed breakout rooms. Let's connect as we reminisce and find some inspiration for future adventures!





9:30AM (EDT)	New Attendee Welcome
10:00AM (EDT)	New Neighbor Networking
11:00AM (EDT)	Opening Plenary Session <i>Keynote Speaker: Dr. Priscilla Zelaya</i>
1:00PM (EDT)	Concurrent Sessions

### ■ 1-A Panel: Beyond the Impostor Phenomenon: Reaching One's Potential in Diverse and Global Contexts

*Chair: Stephanie Menefee, Northcentral University*  
*Megan Downing, Northern Kentucky University*  
*Ada Cenkci, Northern Kentucky University*  
*Jeffrey Zimmerman, Northern Kentucky University*  
*Nana Arthur-Mensah, Northern Kentucky University*  
*Melody Rawlings, Northcentral University*

The Impostor Phenomenon (IP), a psychological cycle of reoccurring self-doubt and diminished self-efficacy, can negatively affect even the most accomplished individuals. While leadership in any location is by no means easy, leadership in an unfamiliar host culture or organization can provide additional challenges to anyone used to leading in a more familiar environment. Similarly, feelings of IP can be exacerbated among leaders in an unfamiliar host culture due to a variety of factors impacting one's self-efficacy outside of one's home culture (i.e. culture shock, etc.). Because IP is characterized by lower levels of self-efficacy, panelists will discuss various approaches to increase self-efficacy through activities that promote self-leadership and effective followership. Panelists will also address issues such as loneliness and an increasingly virtual workplace as a means to raise self-efficacy and mitigate potential negative effects of IP in diverse and global contexts. Panelists will explore implications for leader/follower development and teaching strategies that build confidence for anyone facing IP-triggering situations in diverse environments. Contrasting perspectives and common themes will create a rich tapestry for discussion.

### ■ 1-B Panel: Creating and Maintaining Leadership Education Programs with Limited Time and Resources

*Dr. Doug DeWitt, Chair, Salisbury University*  
*Dr. Wallace Southerland III, Salisbury University*  
*Dr. Christy Harper, Salisbury University*  
*Dr. Chrys Egan, Salisbury University*

In this panel, participants will understand and apply the Integrated Capacious Model of Leadership Identities Construction to creating and maintaining leadership education programs that have proven successful even with limited time or resources. The Capacious Model encourages every person to develop their leadership identity by examining leadership contexts (from internal to cultural) and influences (purpose and calling, self-identity, social identity, and relationship). Each panelist offers different programs to illustrate what has been done and what panel attendees might do. This interdisciplinary, multi-level panel examines leadership identities construction across diverse program designs to help attendees envision designing or enhancing their own programs.

### 1-C Panel: When Leadership Terminology Collides: A Spirited Comparison of Adaption-Innovation Theory and Adaptive Leadership

*Adam Cletzer, University of Missouri*

*Megan M. Seibel, Virginia Tech*

*Eric Kaufman, Virginia Tech*

*Curt Friedel, Virginia Tech*

*Moderator: Jeremy Elliott-Engel, University of Arizona*

As researchers, scholars, and practitioners, leadership educators apply an intellectual inquiry process, identifying what is known and understood, and what is not. Often, this requires seeking clarity around terms and considering how similarities might be contextualized differently between theory and practice. Exemplified through research and teaching, both Adaption-Innovation (A-I) Theory and Adaptive Leadership share similar vocabularies surrounding the concept of adaption. Both are concerned with how individuals and groups solve varying types of problems and navigate change, but one emphasizes individual differences in cognitive style while the other prescribes a series of leader/group processes. This moderated panel affords opportunity for a deep dive into the nuanced overlap of terminology with the premise that leadership educators often teach and model theoretically sound concepts in practice-based contexts. An examined comparison of A-I theory to Adaptive Leadership may illuminate this valuable example of connecting rigorous, empirically supported theory and pragmatic practice.

### 1-D Workshop: Overcoming statistics anxiety: Understanding quantitative statistics for leadership educators

*Hannah M. Sunderman, University of Nebraska-Lincoln*

*Lindsay J. Hastings, University of Nebraska-Lincoln*

*Effective methods are critical to effective research, review of research, and, ultimately, practice. However, understanding emerging quantitative statistical techniques is no small task and can induce statistics anxiety (Onwuegbuzie & Wilson, 2003). Therefore, the purpose of this workshop is to increase knowledge of advanced quantitative methods in a comfortable environment. Specifically, we will focus on two advanced statistical techniques, structural equation modeling (SEM) and multilevel modeling (MLM), and apply them to the field of leadership education. This workshop will introduce the benefits of complex quantitative methods, provide an overview of MLM and SEM, analyze research articles that utilize SEM and MLM, and apply advanced statistical techniques to the research/interest areas of participants. The target audience for this workshop is leadership educators and scholars who want to understand and, perhaps, utilize advanced quantitative techniques but do not yet have an extensive background in the field. It is our hope that all participants leave the workshop feeling more able to engage with advanced quantitative statistics, whether that be through reading, reviewing, or employing these techniques.*

### 1-E Workshop: Student collaboration & team effectiveness through academic & student affairs leadership programs

*Susan Luchey, University of Delaware*

*Josh O'Connor, UCLA*

This interactive workshop will provide an experience for participants to engage in leadership activities that will work in both virtual and traditional settings. This workshop will focus on team development and teaching students to problem solve, innovate, produce and assess in teams. Participants will understand the inclusion of providing team development activities for students in academic and co-curricular settings; how to facilitate a number of activities that engage students in effective team work; the value of experiential learning; and the value of student affairs and faculty collaborations in developing transferable skills.



3:00PM (EDT)

Concurrent Sessions

● 2-A-1 Research Manuscript: Leader(ship) Identity Development and Meaning Making for Leadership Educators: A Scoping Review

*Jonathan Orsini, University of Florida*

*Hannah M. Sunderman, University of Nebraska-Lincoln*

The purpose of this scoping review was to analyze the scholarship regarding leader(ship) identity development and meaning making for leadership educators. A scoping review method was utilized to explore the current research and identify key characteristics related to the intersection of leader(ship) identity development and meaning making with a specific focus on New Directions for Student Leadership, a thematic sourcebook series for leadership educators. Thirteen chapters published between 2011 and 2020 met the inclusion criteria. The chapters contributed to knowledge about the most heavily referenced theories when discussing leader(ship) identity development, as well as the processes of meaning making highlighted within and outside of the leader(ship) identity development context. In response to these findings, we (a) call for a more interdisciplinary approach to leader(ship) identity development, (b) urge future scholars to definitively articulate how leadership educators can utilize meaning making to facilitate leader(ship) identity development, and (c) recommend a careful empirical consideration of the role meaning making has in learning.

● 2-A-2 Research Manuscript: Exploring Implicit Leadership Theories in the Arts

*Alie Gillespie, University of Nebraska - Lincoln*

*L.J. McElravy, University of Nebraska - Lincoln*

The arts not only promote cultural development within society, but the arts also serve as a major economic force. The importance of arts is also expressed through burgeoning research on arts organizations and the leadership needed for the industry. Leadership within the arts may serve as a unique context, where leaders must balance business acumen with artistic sensitivity. To address the specific needs of arts leadership, we propose to examine the implicit leadership theories held by arts educators, arts students, and arts practitioners using content analysis. Results from this study will afford valuable insight into the breadth of desired characteristics of leaders in the arts. This knowledge will aid in the advancement and enhancement of education and training for future and current arts leaders.

● 2-A-3 Research Manuscript: "I am because we are": Developing leaders through community-engaged learning on the global stage

*Elizabeth Goryunova, University of Southern Maine*

*Tara Grey Coste, University of Southern Maine*

*Mary-Anne Peabody, University of Southern Maine*

Community-based pedagogy is recognized as high-impact experiential learning that meaningfully combines real-life experience, reflective observation, abstract conceptualization, and active experimentation. It is a worldwide phenomenon, implemented across various academic disciplines in both domestic and global contexts. This study explores the benefits of global community-engaged learning for leadership education by examining The Montagu Project, a global leadership program in South Africa developed by a leadership department at a public university in the United States. Qualitative analysis of students' reflections written about the project suggests life-changing experiences that prepare learners for engaged citizenship and leadership by strengthening individual democratic values, civic responsibility, critical thinking, and creativity.

## ■ 2-B Panel: When Best is not Best For All: Rethinking Best Practices in Leadership Education

*Jessica Chung, University of Minnesota*

*Nyasha M. GuramatunhuCooper, Our Lady of the Lake University*

*Jason Headrick, Texas Tech University*

*Darren Pierre, Loyola University, Chicago*

*Kerry Priest, Kansas State University*

*Onyedikachi Ekwerike, Kansas State University (Chair/Moderator)*

The concept of "best practices" is prevalent in higher education as a means to denote a procedure or practice that is most effective or appropriate, particularly in teaching methods and assessment. The current complexities of a global pandemic, racial justice, and economic devastation ask us to pause and consider the purpose, applicability, and impact of best practices in leadership education. This panel brings together leadership educators from different institutions, social locations, and scholarly interests to discuss the use and limitations of best practices, offer a framing for "impactful practices" as an additional and alternative consideration for design and measure of assessment, and consider critical questions shaping the future of leadership education.

## ▲ 2-C-1 Practice Manuscript: Theory-Driven Approaches to Targeting Socially Responsible Leadership in Emerging Adults: Congruence

*Hannah M. Sunderman, University of Nebraska-Lincoln*

*Lindsay J. Hastings, University of Nebraska-Lincoln*

The purpose of this innovative practice paper is to share a theory-driven approach to developing Congruence, an individual value of the Social Change Model of Leadership, among college student mentors and adolescent mentees. Specifically, we discuss the development and implementation of a leader development intervention with two parts: (a) a two-hour content block with interactive activities and an emphasis on discussion in the fall and (b) a small-group meeting with in-depth discussions in the spring. Grounded in theory, the intervention focused on identifying values in the self and others, recognizing congruent leadership, and considering a situation from the perspective of multiple values. The intervention will be evaluated based on the learning objectives. By providing an in-depth description of the intervention, as well as an evaluation strategy, the current innovative practice paper leadership educator to utilize this curriculum to facilitate a Congruence intervention in a curricular or co-curricular setting.

## ▲ 2-C-2 Practice Manuscript: From talk to action: An appreciative inquiry approach to diversity and inclusion work

*Roberta Maldonado Franzen, Kansas State University*

*Mac Benavides, Kansas State University*

There is growing interest in learning and development around diversity and inclusion (Hartwell et al., 2017). The Inter-Association Leadership Education Collaborative (ILEC) and National Leadership Education Research Agenda call for increased awareness on diversity, inclusion, social identity, power, and systemic inequity efforts to be a priority for leadership educators (Andenoro & Skendall, 2020; Beatty et al., 2020; ILEC, 2016, p. 6). This practice paper will describe how a community of practice (CoP) emerged to further explore diversity and inclusion activities. Specifically, the action taken by the CoP to create a systematic approach to develop a leadership development activity utilizing evidence-based practices. The CoP adapted the work of Dr. Eddie Moore and created a 28-Day Challenge and examined four overarching topics: gender, (dis)ability, race and ethnicity, and becoming an ally (America & Moore, n.d.) The 28-day challenge incorporates leadership and learning theories: social change leadership, transformative leadership, and intercultural learning to advance the activity. The appreciative inquiry framework provides a solution-focused tool to further the conversation. Reflections and recommendations are explored.

- ▲ 2-C-3 Practice Manuscript: Leadership Self-Efficacy Theory: Understanding the Innerworkings of Assessments by Creating Our Own  
*Charlotte Norsworthy, University of Georgia*  
*Keith Herndon, University of Georgia*  
*Brittany Adams-Pope, University of Georgia*  
*Carolyn Turknett, Turknett Leadership Group*  
*Lauren Harris, Turknett Leadership Group*

This innovative practice paper explores a theoretical framework supporting leadership self-assessments' leadership self-efficacy theory. The paper describes the theory's application in an exemplar self-assessment instrument and explains our approach to understanding the inner workings of assessments by creating and testing our own.

- ◆ 2-D Workshop: What If?: Teaching Transformative Leadership in a Pandemic  
*Katherine E. McKee, NC State University*  
*Jacklyn A. Bruce, NC State University*

Transformative leadership requires engagement with others, in particular, others who are marginalized. As students in The Oaks Leadership Scholars were in the final weeks of their transformative leadership projects, the COVID-19 crisis made face-to-face interactions impossible and poor internet infrastructure in the United States created an additional barrier for students and the communities with whom they were engaging as activists; however, activists worldwide were facing the same challenges and with the program's emphasis on authentic practice, these activists could serve as models for the scholars to become distance activists. As the pandemic persists, it remains relevant for leadership educators to learn how to support students in engaging with communities as activists using a variety of distance practices. Participants in this workshop will learn to engage students in transformative leadership education through online project based learning and teach students to engage with activist communities and with marginalized or minoritized populations at a physical distance. Participants will work in small groups to complete an activity used in The Oaks Leadership Scholars program in 2020 and 2021 to identify effective distance activism strategies and reflect on this activity to determine its suitability for their own leadership programs.

- ◆ 2-E Workshop: Improving Team Performance with KAI  
*Jerald H. Walz, Virginia Tech*  
*Curtis R. Friedel, Virginia Tech*

In this interactive workshop participants will discover the key tenets of Kirton's Adaption-Innovation theory, its related assessment, Kirton's Adaption-Innovation Inventory or the KAI, and how this theory can be applied for individuals working alone and in groups to improve inter-personal dynamics and increase group success. The late psychologist Michael Kirton (1976) developed Adaption-Innovation theory and its personality assessment to explain why some initiatives are successful and others fail (Kirton, 2011). He suggested that success or failure of a new initiative is related to group inter-dynamics that are in turn caused by deep-seated personality differences in cognitive style, which he characterized as lying on a continuum between more adaptive and more innovative (Kirton, 2011). The presenters will accomplish this through providing an awareness of KAI theory and its basic tenets, comparing and contrasting different cognitive styles, helping participants understand their own cognitive style, offering the characteristics and dynamics of team problem solving, and examining strategies for managing cognitive diversity within project teams.



9:00AM (EDT)      What's New at JOLE

11:00AM (EDT)      Concurrent Sessions

### 3-A Workshop: Checked Out: Resistant Learning around Difficult Topics in Social Justice Leadership

*Jera Niewoehner-Green, The Ohio State University*

*Amy Collins-Warfield, The Ohio State University*

Student resistance to learning occurs across disciplines, including leadership education. When teaching a social justice approach to leadership, students' identities, cultural norms, and political beliefs can be challenged, which may increase resistance to class engagement, openness to different perspectives, and changes to long-held beliefs. Although some assumptions may lead us to believe it is just the type of student or pure discomfort that leads to resistance, resistant learning is multidimensional and requires the consideration of several factors of the student experience and human cognition. Given the current sociopolitical climate, conversations around social justice issues are even more challenging due to deep divides and the urge to avoid conflict. Yet learning how engage in difficult topics wherein assumptions are challenged can develop students' critical thinking and perspective taking. Through this Educator Workshop we will provide the content and pedagogy for how to effectively identify and engage resistant learners in the classroom through defining it and the reasons it occurs, identifying resistant learning behaviors, reflecting on previous experiences with resistant learners, and devising strategies to implement in the future.

### 3-B-1 Practice Manuscript: Building an e-Leadership Toolbox: Equipping Students with Digital Tools for Leadership Development

*Kathryn Woods, Austin Peay State University*

The purpose of this application manuscript is to explore an assignment given to students in an online leadership development graduate course as a tool to help them synthesize the concept of e-leadership, beyond the management of online teams. The assignment directs students to develop a "tool" for leadership development as a first step toward curating a larger-scale "e-leadership toolbox" that could serve as a portfolio of resources designed to help them develop and thrive as leaders in a digital environment. The featured assignment for this course directs students to describe how they could create and leverage a virtual board of directors, implement and reflect on personal branding efforts, or find value in e-mentorship strategies. Students use this assignment as an opportunity to apply the course material that relates to strategies used to cultivate accountability in the leadership development process. The assignment encourages students to think critically about course concepts and provides an opportunity to apply the concepts directly to their roles in their current or desired future workplace or industry. Reflecting on the assignment has allowed this researcher to provide recommendations intended to inspire creative ideas and inform curricular best practices in online (and often interdisciplinary) leadership programs that seek to prepare students to thrive in technology-mediated work environments.

▲ **3-B-2 Practice Manuscript: Teaching Leadership Skills for Cross-Sector Partnerships**  
*Barbara W. Altman, Texas A&M University-Central Texas*

This paper will describe the pedagogical approach and activities of a new leadership class designed to teach graduate students in a College of Business Administration the skills necessary to participate in cross-sector partnerships. These partnerships involve semi-structured relationships between organizations representing different sectors, which could be government, business, non-profit, or civil society. The specific application is leadership skills to achieve improved sustainability. Sustainable development goal (SDG) 17 proposes that cross-sector partnership are necessary to solve many of the other SDGs, however how to form, maintain and succeed at such partnerships is not fully explored in the literature. Recent studies show many of these partnerships fail. Leadership skills to run and participate in cross-sector partnerships are critical skills if we are to succeed at solving a variety of global social issues. This paper reviews the relevant leadership theories and leadership education studies relevant to forming and succeeding at cross-sector partnerships. How this prior research informed the basis of the class is discussed. The format of the new course, readings, high impact activities and results of the first experience running the class are presented. Participants in the conference session will receive the Syllabus for the class. While intended for graduate students in a Leadership for Sustainability program, many of the components of the class could be adapted to other leadership classes, as the ability to work across sectors is a very important leadership skill in today's complex environment.

▲ **3-B-3 Practice Manuscript: Implementing Uhl-Bien and Arena's Model of Leadership for Organizational Adaptability**  
*Jeff Johansen, Kansas State University*

This application paper describes a workplace leadership development intervention based on Uhl-Bien and Arena's (2018) model of leadership for organizational adaptability within a traditional business structure. The purpose of the intervention was to explore the applicability of the model and to identify learnings for future work. The results indicated that Complex Adaptive Theory can be applied within the context of traditional organizational structures behind the efforts of a high-performance work team. Communication flows were critical to foster effective leadership practices. Additionally, team facilitation was necessary to create the conditions of collective leadership. The implications of this work offer insights for leadership educators and developers of training programs. It illustrates one example of how leadership development can be embedded in workplace intervention processes. The learning from these experiences makes a case for the inclusion of complex adaptive theory and practice in leadership studies and leadership training programs, although it is acknowledged that further research is warranted to better understand the application of theory to practice across varying organization types and leadership challenges.

### 3-C-1 Research Manuscript: Collaborators Needed: Predictors of Self-Assessed Teamwork Competence in Agricultural Faculty

*Jonathan Orsini, University of Florida*

*Nicole Stedman, University of Florida*

The current study explored agricultural faculty self-perceived teamwork competence using an exploratory cross-sectional survey design. The survey was sent to a professional association of agricultural faculty, the North American Colleges and Teachers of Agriculture (NACTA). The quantitative study evaluated 338 survey responses using multiple regression. Results from the regression analysis found that discipline self-efficacy, feelings of impostorism, the presence of prior teamwork training, participation in administrative teams, and gender were all significant predictors of faculty self-perceived teamwork competence. Results from this study advance leadership research in team science by demonstrating the importance of faculty differences based on gender, feelings of self-efficacy, and the influence of the impostor syndrome on teamwork self-assessment.

### 3-C-2 Research Manuscript: Building Effective Student Project Teams: What has Shared Leadership Got to do With it?

*I. Dami Alegbeleye, University of Southern Maine.*

*Eric K. Kaufman, Virginia Tech University*

The central problem this study seeks to solve pertains to the inability of college graduates to engage effectively in teamwork. To solve this problem, we explored the antecedent and outcome of teamwork quality-shared transformational leadership as an antecedent and team effectiveness as an outcome. We hypothesized that the effect of shared transformational leadership on team effectiveness will be mediated by teamwork quality. The sample consists of 98 GSA students, sub-divided into 20 project teams. The findings, using MPLUS software, provide support for the hypothesis, as evidenced by a significant indirect effect between shared transformational leadership and team effectiveness ( $B = 0.56, p < 0.01$ ), through teamwork quality. We also hypothesized that individual-level transformational leadership will predict shared transformational leadership. The hypothesis was rejected, as it was not supported by the findings. The findings have important implications for leaders, leadership educators, leadership researchers, and organizations.

### 3-C-3 Research Manuscript: The Relationship Between Stoicism and Emotional Intelligence in Undergraduate Leadership Students

*Amy Brown, University of Florida*

*Nicole Stedman, University of Florida*

*Matthew Sowcik, University of Florida*

*James Charles Bunch, University of Florida*

This study was the first to examine two related constructs within the context of leadership. Stoicism is an ancient philosophy offering practical advice for a virtuous and eudaemonic life. As a method to examine one's emotional experiences (Sellars, 2006), leaders such as Roman Emperor Marcus Aurelius and Teddy Roosevelt (Aurelius, ca. 160 A.D./2002) practiced Stoicism, yet mentions of it within the field of leadership research have been scant. Leadership academics contrast desirable emotional intelligence behaviors with Stoicism (Grewal & Salovey, 2005; Mayer et al., 2008). These two constructs are both concerned with effectively managing emotions, practicing self-awareness, high levels of motivation, and sensitivity to the expression of emotion in others (Goleman, 2005; Pigliucci, 2017; Salzgeber, 2019). Undergraduate students in a leadership minor ( $N = 445$ ) at a public university completed the Emotional and Social Competency Inventory and the Liverpool Stoicism Scale. Assessment results were described, and the relationship of variables were examined using Pearson Product Moment. The research findings provided baseline statistics for future exploration of Stoicism within the context of leadership.



■ 3-D Panel: Bias and Privilege in Leadership Education

*John Banter, Georgia Southern University*

*Jackie Bruce, North Carolina State University*

*Gina Matkin, University of Nebraska - Lincoln*

*Katherine McKee, North Carolina State University*

*Josh O'Connor, UCLA*

This interactive panel will provide an open and real discussion about bias and privileges in leadership education. The panelists will define terms, discuss theories, and discuss real life examples of how bias/privilege impacted their work in leadership education. Panelists will identify problems within leadership education and strategies to overcome them. Participants will be able to design and utilize strategies that attempt to address social justice/social responsibility issues through leadership engagement activities and describe how their community engagement alongside critical reflection on their own perceptions, biases, and assumptions will inform their understanding of social (in)justice issues and their awareness of power, privilege, and positionality.

● 3-E Workshop: Learning by Doing: Incorporating Experiential Education in a Leadership Program

*Susan Luchey, University of Delaware*

*Matthew Creasy, University of Delaware*

*Julie Millisky, University of Delaware*

How do you make your classes or workshops engaging in a virtual or in person setting? Do you provide your students with transferable experiences that will not only develop them as leaders, but will earn them success in the workplace? This workshop will engage participants in understanding the value of experiential education in developing our students as leaders by engaging them in activities that reinforce the outcomes and theoretical underpinnings of a nationally recognized, four-tiered, co-curricular leadership development program at a large research university.

1:00PM (EDT)      Plenary Session  
*Keynote Speaker: Dr. Helen Fagan*

3:00PM (EDT)      Concurrent Sessions

4-A Keynote Follow-Up Session  
*Helen Fagan, University of Nebraska - Lincoln*

● 4-B-1 Research Manuscript: Conducting Leadership Program Reviews in U.S. Higher Education: A Comparative Case Study  
*Dan Jenkins, University of Southern Maine*  
*Melissa L. Rocco, University of Maryland*

Program reviews are a standard practice in higher education. Yet, due to the infancy of the leadership discipline, little is known about the process of conducting reviews of leadership programs. Through interviewing 13 experienced leadership program reviewers in both curricular and co-curricular contexts, the authors of this study aim to address this gap in the literature. A comparative case study was employed to learn more about what encompasses a leadership program review and elicit evidence-based practices for facilitating leadership program reviews in higher education. A thematic analysis of the interview transcripts was conducted by the researchers and the four major themes of review logistics, reviewer experiences, review outcomes, and lessons learned are shared in this study. The researchers found contextual factors related to the institutions and leadership programs, reviewer facilitation skills, setting clear expectations of the review process and outcomes, identifying resources, and nuances related to power considerations and political dynamics to be primary factors in conducting leadership program reviews. The authors close by offering implications for research and practice based on these findings.

● 4-B-2 Research Manuscript: An Exploration of Graduate Level Agricultural Leadership Course Descriptions  
*Annie F. Muscato, University of Florida*  
*Matthew J. Sowcik, University of Florida*  
*Rebecca J. Williams, University of Florida*

Since its introduction into agricultural education programs in the 1970s, agricultural leadership has continued to change due to the needs of students and trends within the field (Cletzer, et al., 2020; Jones, 2004; Williams, 2007). One of the major changes was inclusion of the discipline in graduate level education (Jones, 2004). However, there still exists a scarcity of research on graduate level agricultural leadership programs. A single research question guided the study: What is the scope and nature of graduate agricultural leadership courses offered in the United States? A qualitative content analysis was conducted to capture the meanings, emphasis, and themes of agricultural leadership graduate coursework. The frame for this research consisted of all departments or programs in the United States offering agricultural leadership programs at the graduate level; established by the American Association of Agricultural Educators member list. University course catalogs were reviewed, and graduate courses offered by the agricultural education departments of those institutions that included any of the following terms in the course title were noted: (a) lead, (b) leader, and (c) leadership. A total of 62 courses from 11 institutions met the criteria and were analyzed. The findings clustered the courses into 21 distinct categories, further compiled together into the following six overarching themes: (1) individual-level focus, (2) organizational-level focus, (3) societal-level focus, (4) professional focus, (5) methodological focus, (6) developmental focus. The findings and recommendations should be considered by agricultural leadership educators and academic leaders as they evaluate how to grow their programs.

#### 4-B-3 Research Manuscript: Exploring Connections Between Leadership Education Learning Outcomes and Programs in Student Affairs

*Taylor Stokes, University of Florida*

*Clay Hurdle, University of Florida*

*Nicole Stedman, University of Florida*

Higher education institutions face fragmentation and inconsistency with the planning and execution of leadership development programs. While expectations of leadership development programs continue to evolve, higher education institutions are held accountable by both government and society for the skill level and leadership capacity of their graduates. Student affairs divisions are often charged with developing leadership programs to link scholarship and practice. This qualitative research study explored the desired leadership development outcomes and the interventions that are occurring in the context of student affairs. This study presents valuable considerations for administrators and practitioners within higher education who seek to create a sustainable leadership development effort across disciplines and offices.

#### 4-C Panel: What is Interdisciplinary Leadership and How Do We Teach It (Well)?

*Leah Georges, Creighton University, Facilitator*

*Candace Bloomquist, Creighton University*

*Nathan Harter, Christopher Newport University*

*William Donaldson, Christopher Newport University*

*Frederick Gill, Creighton University*

Leaders from diverse disciplines must be able to effectively work together on complex problems. What many leadership educators want to know is how to teach emerging leaders - undergraduate and graduate alike - how to work together across differences in these complex spaces. One approach to navigating complex problems is interdisciplinary leadership. While origins of leadership stem from interdisciplinary roots, this does not mean that leadership is being practiced or taught in an interdisciplinary way. Together, this panel will explore the question whether there is such a thing as interdisciplinary leadership and if so, how we should teach it. We will discuss complexity, paradoxes, systems thinking, interdisciplinarity, and working across differences as they relate to leadership. This diverse set of panelists will encourage a conversation about how we, as educators guiding leadership learners across a wide range of settings, might think more concretely about what interdisciplinarity in leadership looks like and how we might teach future leaders to harness interdisciplinarity to work across differences. Attendees will leave this panel discussion with concrete examples and philosophical ideas about how the panelists have applied and experienced specific teaching strategies that have helped prepare their students and themselves to utilize interdisciplinarity when leading teams that are addressing complex problems.

#### 4-D Workshop: How Do We Know if Anything Changed? Using Degree-of-Change Methodology for Research and Evaluation

*Lindsay J. Hastings, University of Nebraska - Lincoln*

*Hannah M. Sunderman, University of Nebraska - Lincoln*

Effective leadership development tends to require intrapersonal, interpersonal, and longitudinal elements; thus, careful attention should be applied toward evaluating and researching change beyond the default pre-post mentality. Degree-of-change methodology has considerable utility for leadership educators in program evaluation and research as it addresses several forms of bias, primarily response shift bias. The purpose of this Methods Workshop is to sharpen ALE member acuity in degree-of-change methodology to improve their program evaluation and research efforts. By the end of this workshop, participants will be able to (a) describe and distinguish degree-of-change methodology from other forms of assessment methodologies, (b) recognize and distinguish applications of degree-of-change methodology in program evaluation and research, and (c) formulate a defensible plan for using degree-of-change methodology in their program evaluation and/or research efforts.



#### 4-E Workshop: Using Andragogical Principles to Guide Effective Learning Practices for Self-Leadership Development

*Michael Linville, Indiana Wesleyan University*

*Mark Rennaker, Indiana Wesleyan University*

For all of the advantages that society typically grants to leaders (influence, prestige, even power), time and time again many leaders display poor character and bad behaviors that result in unmotivated, disillusioned followers and, ultimately, produce failures in meeting organizational goals (Crossan et al, 2012). Given leader failures, Harvard professors Rob Goffee and Gareth Jones (2006) once posed the question: Why should anyone be led by you? The audiences to whom they spoke often fell silent as those in attendance considered their right to lead others as well as the willingness of followers to be led. Collectively, the right and willingness considerations surface an additional question: where does leadership begin? Leader failure, as well as leader success with others and organizations, emerges from the same foundation: self-leadership and whether it is effective or poor. Much leadership education focuses on learning theories of leadership or good behaviors of leadership. However, two fundamental assumptions will undergird this proposed workshop for leadership educators: people lead out of who they are, and one must lead self well before being well suited to lead others. Based on those key assumptions, this workshop will consider the use of andragogical principles to enable holistic self-leadership. Through the extensive use of interactive discussion questions, hands-on activities and group collaboration, attendees will gain insights that stimulate fresh thinking and reflection in teaching students of leadership.

5:00PM (EDT) Social Hour with Mixologist Lynnette Marrero



**VIRTUAL**

# Social Hour

with mixologist Lynnette Marrero

**Tuesday, June 29th**  
5:00-6:00 PM ET

**Register at**  
<http://bit.ly/DoerrSocialHour>

Join fellow conference attendees for a fun-filled social hour to learn about the #LeadershipReckoning movement in higher education and how you can join the Doerr Institute's Consortium for Improvements in Leadership Education and Development.

**GUIDING THE LEADERS OF TOMORROW**

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### Leadership Teaching and Pedagogy/Andragogy

Coordinator: Dan Jenkins, Ph.D. (daniel.m.jenkins@maine.edu)

*We will spend our time together recapping the year since the 2020 conference, including some exciting benchmarks from The Leadership Educator Podcast, network in smaller groups on a variety of pedagogical topics, and participate in a teach and share style activity with a focus on teaching leadership online.*

### Student Affairs Leadership

Coordinators: John Banter, Ed.D. (jbanter@georgiasouthern.edu) &

Matthew Creasy (mcreasy@udel.edu)

*The Student Affairs Leadership FAN will focus our time together on the topic Enhancing Our Work. We will discuss practices that elevate our work and emerging topics that leadership educators in student affairs should be aware of.*

### Graduate Leadership Education

Coordinator: Michael Gleason, Ph.D. (michael.gleason@wartburg.edu)

*The last year-and-a-half has been like no other. At last year's conference we discussed adjustments programs were making in response to COVID-19. During this year's session we will discuss what we have learned after another year of pandemic. As we consider our transition back to "normal" what are the ways we can make our programs even more student-centered and responsive to our external environments than they were before.*

### Leadership Studies Research

Coordinator: Lindsay J. Hastings, Ph.D. (lhastings2@unl.edu)

*Leadership Studies Research FAN members are encouraged to attend the Authoring and Reviewing for JOLE session! As researchers who may be interested in publishing our findings, come hear more about the process of authoring and peer reviewing submissions to the outlet for scholarship for ALE, The Journal of Leadership Education.*

### Leadership Coaching and Consulting

Coordinator: Jan Cardwell, Ph.D. (janice.cardwell19@gmail.com)

*According to a February 2021 Gallup Poll report many leaders in America are not fully comfortable or prepared to talk about race and other cultural issues. As businesses bring employees back into the workplace the challenges of diversity, equity, and inclusion require leadership coaching and consulting. Join us as we conduct a "Think Panel" to discuss Challenges and Opportunities for Diversity, Equity, and Inclusion in a Post Pandemic world.*

### Student Group

Coordinator: Zach Wooten (zachary.wooten@alvernia.edu)

*Welcome to the official launch of the FAN for students, by students! Join us to meet other students of leadership (undergraduate and graduate), brainstorm some ideas about the future of our FAN, learn how you might get and stay involved, and collectively think about how to stay in touch throughout the year. Bring a student friend!*

10:30AM (EDT)	New Neighbor Networking
11:00AM (EDT)	FAN Meetings Authoring and Reviewing for JOLE
12:00PM (EDT)	Poster Session

▲ Practice: Serving Military-Connected Learners at a SCU: Leadership Education Pathways & Student Services

*Seth Kastle, Fort Hays State University*

*Jeni McRay, Fort Hays State University*

*Haley Moon, Fort Hays State University*

In 2020, [a state comprehensive university] launched a University-wide Transfer and Military Center (TMC), which provides centralized student support services from recruitment through graduation for all military-connected students. This innovative practice poster takes ALE attendees on a visual tour of this University's journey in developing the center, an endeavor that resulted in a suite of military-specific leadership education programs, which maximize college credit for prior military training and experience to shorten their path to degree completion. The poster includes a comprehensive overview of the characteristics of military-connected learners, details of the leadership education degree pathways, and a depiction of best practices for serving military-connected student populations. This will be an instructive poster for other schools and educational organizations interested in serving military-connected populations.

▲ Practice: Developing Capacity for Leading in a Digitally Transformed World

*Joe Lasley, University of Southern Maine*

*Elizabeth Goryunova, University of Southern Maine*

The world has gone digital, but the benefits of digital transformation for organizations (such as increased innovation and efficiency) are accompanied by unique challenges and costs (technology, training, security, etc.). To effectively carry out essential leadership functions in a digital environment, leaders need to develop the capacity to utilize the advantages of digital technology. We discuss the best practices, considerations, challenges, and strategies for the design and facilitation of impactful leadership instruction that results in developing skills important for leaders' effectiveness in a digital environment.

▲ Practice: Developing Future Cybersecurity Leaders through ePortfolios: Purdue C.A.P. Leadership Academy

*Mesut Akdere, Purdue University*

*Flavio Lobo, Purdue University*

Cybersecurity jobs are expected to have a 350% growth rate between 2013 and 2021, with an estimate of 3.5 million unfilled cybersecurity jobs globally by the end of 2021 (Morgan, 2019). In addition to technical cybersecurity knowledge, skills, and abilities, leadership competency is vital for the cybersecurity workforce, which relies on collaboration and coordination among employees with complementary skills (Deming, 2017). To fill this critical workforce gap, we have undertaken the development of an ePortfolio-based leadership development program for professionals entering fields in cyber-related areas. The Purdue Cyber Apprenticeship Program (P-CAP) Leadership Academy is a work-based educational leadership development program sponsored by the U.S. Department of Labor.

▲ Practice: Assessing College Students' Leadership Mindsets to Facilitate the Leadership Coaching Process

*Summer Odom, Texas A&M University*

*Tearney Woodruff, Texas A&M University*

*Dylan Murray, Texas A&M University*

Leadership aptitude and self-awareness require ongoing reflection and development. The mindset of student leaders are adaptive to situations, but draw from personal experiences to establish a shifting leadership paradigm. This practice aimed to equip leadership coaches and mentees within a leadership program with a holistic overview of each student's understanding of leadership and to guide reflection discussions to further student development. Students in a leadership program completed the LABS instrument and results were calculated to determine their hierarchical and systemic scores. An infographic was created as a visual to depict where student scores were on a continuum and given to the student's leadership coach to be used in helping guide the student in their leadership journey. The LABS instrument has been found to help differentiate students at Stage 3 or Stage 4 of the Leadership Identity Development Model (LID). This practice sought to provide context for the mentees' leadership mindset while also providing a loosely structured framework as to where the students may experience further leadership development.

▲ Practice: Building College Students' Capacity to Solve Wicked Problems

*Summer Odom, Texas A&M University*

*Jonan Donaldson, Texas A&M University*

*Rachel Stoltzman, Texas A&M University*

Employers believe college students need problem solving skills and the ability to work on a team and they lack these skills upon entering employment. Design-based thinking for engaged learning (DTEL) provides structure for project-based collaborative learning and was used in a leadership course for teams of undergraduate students to facilitate their problem-solving of real, wicked problems presented by local organizations. Students developed solutions to these wicked problems and presented them to organizations. In assessments of the process, students reported gains in problem-solving and teamwork skills. While the design thinking process was a challenge at the beginning for students, it was described by students as providing a useful structured framework for problem solving and teamwork projects. Instructors used feedback to refine the structure of the design thinking process including more instructional components like videos and designed a template to be used by other faculty who desire to implement design thinking into their courses.

▲ Practice: Growth Mindset and Design Thinking in Undergraduate Advising: Presenting and Evaluating a Manual

*Addison Sellon, University of Nebraska-Lincoln*

*Hannah Sunderman, University of Nebraska-Lincoln*

*L.J. McElravy, University of Nebraska-Lincoln*

The purpose of the current poster is to present an innovative way to improve the academic advising experience in leadership education. Academic advising is well-recognized as a critical component to the undergraduate experience; however, scholars and practitioners have called for improvement of the advising process for the betterment of both student and advisor. Growth mindset and design thinking are complementary concepts that may meet this need by providing students with tools to increase their problem-solving skills while allowing advisors to provide a structured yet personalized experience. This poster outlines a proposed manual designed to integrate growth mindset and design thinking into the advising process, providing a useful document for advisors to use while also encouraging students to take charge of their academic experience.



● **Research: Understanding Women in Leadership From the Inside**  
*Sakshi Bhati, Kansas State University*

Women in leadership positions around the world face personal and professional obstacles which distinguish them individually since their phenomenological experiences are unique. These subjective experiences shape their social interactions and leadership practices, and this concept is developed with the help of an iceberg analogy, highlighting the surface above the iceberg (material, physical and objective place) as a woman's outer world where she interacts and exerts leadership practices and the bottom (mental and phenomenological space) as her mental state which is filled with subjective experiences built by personal and societal barriers created in the outside world. The analogy implicates a need for effective leadership development practices to prevent barriers from transpiring and urges institutions to foster and promote women and leadership scholarship.

● **Research: Check Yes or No: Assessing Students' Critical Thinking Behaviors using the QUEEN Checklist Assessment**  
*Bethany A. Busa, Texas A&M University*  
*Barry L. Boyd, Texas A&M University*  
*Jennifer Strong, Texas A&M University*

Effective leaders are critical thinkers. We, as leadership educators, understand the correlation, but sometimes find it hard to assess critical thinking behaviors. Therefore, a model of behaviorally-anchored critical thinking was created (the QUEEN model) and a subsequent assessment developed. One version of this assessment is a check-list instructors and leadership development practitioners can utilize to measure critical thinking behavior. This assessment was used with students in an applied leadership ethics course to appraise their critical thinking behavior before and after critical thinking instruction. Results found students used critical thinking behaviors more frequently after engaging in purposeful critical thinking instruction.

● **Research: Examining the transformational leadership level of youth coaches**  
*Tom Short, Central Michigan University*  
*Eric Buschlen, Central Michigan University*

At what age can young people begin to learn leadership? Who is most able to impart leadership skills with this group? Are youth coaches transformational leaders? The answer to these questions has implications for educators at all levels and in all fields of study. According to Brinton, Hill, and Ward (2017), nearly 44 million students aged six to eighteen participate in youth sports programs. The sheer preponderance of youth athletes underscores the millions of coaches interacting with these adolescents. Therefore, athletic coaches are positioned well to impart leadership skills. Specifically, youth football offers a positive channel for athletes to develop life skills and highlights the importance of athletics as a platform for instilling positive leadership qualities (Christofferson & Deutsch, 2017). In this study, a national sample of youth coaches (n=334) took an online survey version of the Multifactor Leadership Questionnaire (MLQ). The results outline how these coaches exhibit consistent levels of transformational leadership, they impact an athlete's leadership development, and further the discussion regarding the mentor's influence on an athlete's leadership lens.

● **Research: Florida Extension Agents' Perceived Level of Trust with Their County Extension Director**

*Elisha Cash, University of Florida*

*Matt Benge, University of Florida*

*Matthew Sowcik, University of Florida*

County Extension Directors (CED) act as the administrative leader of the County Extension office and also implement their own educational program. County Extension agents act as the leader of their program area and corresponding community audience. Because of the autonomous nature of the agents work, it is imperative that CEDs trust agents. The Trust in Leaders Scale (TLS) (Adams et al., 2008) was created to measure person-based trust between leaders and followers through four constructs: competence, integrity, benevolence, and predictability. A census study was conducted by distributing the TLS to the target audience, County Extension agents that report to a CED. Results indicated moderate levels of trust between agents and CEDs, as perceived by the agents. Recommendations include further studies, within the national Extension service and across multiple organizations, to find out if high levels of trusting relationships are perceived, qualitative studies exploring how followers perceive trust is built, and staff development professionals considering the importance of trust when hiring and training leaders.

● **Research: Assessment of the Organizational Culture of Cooperative Extension: Women in Positions of Leadership**

*Ginger McLaurin Cunningham, NC State University*

*Jackie Bruce, NC State University*

*Katie McKee, NC State University*

Women face unique barriers that their male counterparts do not experience in male-dominated disciplines and careers, such as agriculture. If we acknowledge that culture and leadership are inextricably connected, this study, which explores the lived experiences, leadership dynamics, power relationships, and cultures surrounding female County Extension Directors/Coordinators within the Cooperative Extension System, will help us to make an assessment of the organizational viability and effectiveness of Cooperative Extension. This will allow us to better ourselves in the coming years, not just for organizational health, but for overall societal wellness and empowerment as aware global partners.

● **Research: Impacts of the COVID-19 Pandemic on Sophomore College Student Involvement**

*Hannah Neighbors, Texas A&M University*

*Summer Odom, Texas A&M University*

*Bruce Brown, Texas A&M University*

Structured leadership experiences like those in student organizations offer students an opportunity to build their leadership skills, develop confidence in their leadership abilities, and increase the likelihood of seeing themselves as leaders. College student involvement in student organizations has been impacted by the COVID 19 pandemic. To examine part of this impact, this study analyzed written reflections from sophomores (n = 151) who participated in a freshman leadership organization about how the COVID 19 pandemic has affected their involvement in student organizations. A content analysis of these reflections revealed four themes: students had to transition their involvement to online formats, they experienced social and relational difficulties, less involvement overall, and some students did report some positive impacts like new skills learned or no impacts. While student organization involvement directly impacts the development of student leadership skills, it has further implications for students' leadership development for after graduation opportunities, students' well-being, and students' sense of belonging for the remainder of their university time. Leadership educators who work with student organizations on campus should focus on helping students develop relationships and create opportunities for involvement.

- **Research: Transforming Colleges of Agriculture: How LGBTQ+ Students Enact Transformative Behaviors**  
*Coleman Simpson, NC State University*  
*Jackie Bruce, NC State University*  
*Katie McKee, NC State University*

Significant research exists on the impacts and experiences of LGBTQ+ identified students in institutions of higher education related to climate. However, there is a gap in the current research related to the lived LGBTQ+ student experience and even less related to specific contexts, in this case, Colleges of Agriculture. This gap in the literature perpetuates the assumption that LGBTQ+ folx simply do not exist in these contexts, and that those contexts are not viable options for these individuals. This study seeks to investigate the lived queer experience in a College of Agriculture contexts, and to understand how LGBTQ+ actively enact the behaviors of Transformative Leadership to develop more equitable and justice climates in their college communities.

- **Research: Exploring Staff and Student Leadership Education in Theory and Practice**  
*Jonathan Stubblefield, Western Washington University*  
*Erica Tucker, University of Washington Tacoma*

The purpose of this poster presentation is to explore the leadership frameworks used in student and staff leadership programs at a variety of institutional types within the Pacific Northwest. By conducting this research, the authors can demonstrate whether current leadership approaches appropriately center the experiences of women and BIPOC student leaders. Further, the authors can explore existing correlations between student and staff leadership programs within the same institution. There are two research questions that will guide the authors throughout the process: What are the fundamental theories that are practically incorporated into student leadership programs at a variety of higher education institution types in the Pacific Northwest? Further, what is the correlation, if any, between student and staff leadership philosophies at the same institution?

- **Research: Supporting Ethical Decision-Making Across Culture: Leadership Education On-Campus and Abroad**  
*Graziella Pagliarulo McCarron, George Mason University*  
*Nicholas Lennon, George Mason University*  
*Aoi Yamanaka, George Mason University*

Committing to social justice and inclusion means fostering individuals' sound decision-making about right and wrong across personal and cultural differences (Bell, 2020). What does this mean for college students? Practically, this means helping students develop ethical compasses aligned with values, purposes, and practices (Lawton & Páez, 2013) that not only sensitize students to social inequities (Ng & Sears, 2018), but also inspire them to lead change. As such, this study's purpose is to unpack how ethical leadership education supports students' journeys from ethnocentric to culturally-responsive decision-making - as underpinned by elements of the Intercultural Development Continuum framework (Bennett, 2004; Bennett & Castiglioni, 2004). Via this poster, we will present findings from a case study of 15 college students' (undergraduate and graduate) experiences with ethics and leadership coursework on-campus and abroad - exploring student development and teasing out differences based on exposure to global contexts. By foregrounding students' experiences, we hope to share promising practices for supporting ethical decision-making across curricular and co-curricular contexts.



## Practice: Transformational Leadership and a Look into Corporate Cultism

*Avery Hill, Arizona State University*

*Kate McCain, Arizona State University*

In the last twenty years, there has been rapidly increased interest in the leadership model of transformational leadership. This theory has been closely linked by researchers with the term 'corporate cultism' (Tourish & Pinnington, 2015, pg. 1). This poster presentation will outline the components of transformational leadership theory while applying a critical lens to the analysis. In particular it finds similarities between the practices of transformational leadership and behaviors consistent with cults. As leaders of organizations continue to incorporate transformational leadership theory, they need to be aware of the possible negative outcomes this model can have on the employees and institution alike.



2:00PM (EDT)

Roundtables - Group A

★ 5-A Roundtable: Lights, Camera, Action: Using Film as a Narrative Pedagogy for Leadership Educators

*Kate D. McCain, Arizona State University*

Pedagogical practices, curriculum development, and building leadership capacity in college students is both an art and science. Sharing best practices for leadership education allows instructors to learn from one another on creative approaches for putting theory into practice and helping students grow in their leader identity development. Using film as a pedagogical tool allows students to view historical, classic figures in leadership and apply examples of behaviors, communication, and social change processes in action. Bruner (1996) explains historical narratives are constructed in our culture through the ways in which common stories are told through social and cultural influences. The purpose of this round table discussion focuses on pedagogical practices and curriculum development, sharing a film-theory course centered on narrative framework and Social Change Model (SCM).

★ 5-A Roundtable: Access to Collegiate Extracurricular Activity by Underrepresented Students

*Jamie Thompson, Trinity University*

Evidence highlights that college students who identify as members of underrepresented groups are less likely to be involved in extracurricular activity (ECA) compared to their peers who identify as members of the majority (Purcell et al., 2012; Stevenson & Clegg, 2011; Stuart et al., 2011). Access to collegiate extracurricular activity by underrepresented student populations is important to address because participation in ECA results in many positive outcomes such as employability advantage (Blasko, 2002; Clark et al., 2015; Purcell et al., 2012) and academic achievement and persistence (Astin, 1984; Kuh et al., 2007), among others. A roundtable discussion will address three goals: 1) Raise awareness of access to extracurricular activity; 2) Discuss this topic in relationship to the specific context and environment at participants' institutions; and 3) Consider how institutions and stakeholders can address access to ECA and increase participation by underrepresented populations.

★ 5-A Roundtable: The Impact of Mentoring on Leadership Educator Professional Identity Development

*Hannah M. Sunderman, University of Nebraska-Lincoln*

*Kate McCain, Arizona State University*

While mentoring has been connected to leadership educator professional identity development (LEPID; Seemiller & Priest, 2015, 2017), there is much more to learn about the structures and experiences behind this connection. The purpose of this roundtable is to facilitate a discussion on how having (or not having) a mentor influenced the LEPID of participants. This discussion and research will provide a means of reflection and connection for participants and help develop current and future leadership educators by aiding in our understanding of how, why, and through what mechanisms mentoring influences LEPID.

★ 5-A Roundtable: The Danger and Opportunity of Crisis as Pedagogy

*Brett Whitaker, Fort Hays State University*

*Dr. Lori Kniffin, Fort Hays State University*

Crisis is a "dangerous opportunity". Leadership educators have been presented with the unique circumstance of a societal shared crisis in the form of COVID-19. Crisis itself is bad, but it can be used for good educational outcomes, provided that faculty can skillfully navigate the difficult balance of intellectual honesty and caring for students' needs. This roundtable is designed to explore and discuss both whether this is an appropriate educational practice, and if so, how to do this skillfully and with care.



### 5-A Roundtable: Framing Civic Leadership in the 21st Century: Helping Students Become More Than Good Neighbors

*Jason Headrick, Texas Tech University*

Civic engagement has declined over the past 50 years in the United States. Societal challenges have leadership educators scrambling for ideas and programs that can address these challenges for the greater good. Civic leadership programming can address these challenges through curricular and co-curricular programming, but there needs to be a discussion to frame what civic leadership looks like in the 21st century. Leadership educators need to create programs that engage our communities and help our students find their path to being good citizens. The purpose of this roundtable will be to engage in these conversations centered on the needs of modern-day civic leadership programming, the challenges we face, and to share impactful practices currently being engaged at our own institutions.



### 5-A Roundtable: How to Identify and Engage Gifted Student Leaders in Grades 3-12

*Carlyn F. Fryberger, Gifted & Talented Leadership Specialist, K-12*

*Randi Rasco, Gifted & Talented Leadership Specialist, K-12*

There are unidentified potential leaders sitting in primary and secondary school classrooms across the country. How can leadership potential be discovered and developed to elicit a more positive outcome for these student leaders? Three years ago, an urban public school district began a Leadership Gifted and Talented program funded by a federal Jacob K. Javits Gifted and Talented Students Education Program grant. Innovative identification and service models were developed to integrate this program.



### 5-A Roundtable: Barriers Mitigating Collaboration Among Higher Education Faculty and Staff

*S. Jeannette Guignard, CalBaptist University*

*Cammy Purper, CalBaptist University*

*Greg Bowden, CalBaptist University*

According to Kouzes and Posner (2017), "as paradoxical as it might seem, leadership is more essential -not less- when collaboration is required" (p. 243) and thus, effective collaboration is an important facet of exemplary leadership. In this roundtable, the researchers will discuss what are the perceived barriers and hesitations impeding faculty and/or administrative staff from collaborating with their academic colleagues. It is acknowledged that academia historically has valued individualism and that structures within higher education can pose inherent barriers to collaboration, especially for faculty. However, research indicates that the benefits of collaborative endeavors not only benefit the individuals and the institution, it can also promote an enhanced learning experience for students. Obtaining an understanding of what are individuals' perceived barriers and hesitations, can inform and assist academic leaders to develop strategies and best practices that promote an environment that facilitates collaborative efforts for higher education faculty and staff.



### 5-A Roundtable: Getting to Know Our Neighbors to Improve Group Dynamics

*Wren Mills, Western Kentucky University*

*Kristie Guffey, Murray State University*

Regardless of whether you teach fully online, remotely, or in-person, an important component of each course is to quickly build a learning community amongst and with our students. This is especially true in courses that will involve daily small group work or significantly weighted group projects. During this round table, the presenters will share how to use three assessments and activities-the Jung Typology, the DISC, and the Compass Points- to help students get to know each other and their instructor in an extended, non-traditional ice breaker. Participants will also learn via a review of literature why doing so can help students perform better on and feel more satisfied with group tasks.

★ 5-A Roundtable: Breaking Down the White Savior Complex in Higher Education's Leadership & Service Programs

*Julie LeBlanc (she/her), Florida State University*

*Kelli Dowd (she/hers), Oakland University*

*Heather Polonsky (she/they), Penn State University*

Much of higher education's leadership development and community engagement work centers whiteness and the experiences of white people (Cann & McCloskey, 2017; Mitchell et al., 2012). How do we develop experiences that are inclusive, educate our students, provide meaningful learning opportunities, while also not perpetuating harm against communities we serve? How do we reconstruct our programs and root this work in equity and social justice to empower leaders who disrupt systems of oppression to create systemic change? This roundtable is an opportunity for leadership and service educators to come together to discuss breaking down the white savior complex within our programs for college students.

★ 5-A Roundtable: Exploring Barriers to Effectively Teaching Cross-Cultural Leadership Theory and Praxis

*Michael Linville, Indiana Wesleyan University*

*Artem Kliuchnikov, The Analytical Center for Leadership Research & Development (Ukraine)*

Expansive changes in global communications and the rapidly emerging and integrated global economy have led to the widespread emergence of multicultural teams. These developments are consequential with respect to the understanding of leadership theories and practices across cultures, as the latter has become both urgent and important. Teaching leadership effectively should be heavily influenced by the extent to which similarities exist within and between the respective cultures, though this is not always the case. Simply adopting Western cultural bound theories and practices in the classroom requires considerable caution, as the constraints and assumptions upon which leadership is taught may be faulty (Wee Pin Goh, 2009). This roundtable will focus on a discussion among participants of the challenges and barriers faced in teaching leadership across various cultural contexts.

★ 5-A Roundtable: Leader Identity Development Through Personal Leadership Philosophies

*L.J. McElravy, University of Nebraska - Lincoln*

*Amardeep Kaur, University of Nebraska - Lincoln*

Leader identity plays an important role in shaping an individual's willingness and readiness to engage in leadership. To help promote leader identity development, we propose the use of a personal leadership philosophy assignment. A personal leadership philosophy is a short statement expressing one's views and expectations for themselves as leaders. Reflecting on and clarifying one's leadership beliefs may be helpful in promoting leadership identity development. The goal of roundtable discussion is to engage in dialogue exploring the relationship of leadership identity and personal leadership philosophies to promote college student learning and leadership development.

💡 5-A Roundtable Let's get to Work(spaces): Developing Leadership Scholar Identities through Graduate Education

*Michaela Saunders, Kansas State University*

*Kerry L. Priest, Kansas State University*

Emerging and experienced scholars involved in leadership education can strengthen their scholar identities, leader identities, and leadership educator professional identities through practice. This roundtable will explore and discuss scholar identity, notions of doctorateness, and the importance of building identity development and growth into leadership learning and development graduate programs along with leadership development processes and practices.

3:00PM (EDT)

Roundtables - Group B

- ★ 5-B Roundtable: The Cs of Change, a Framework for Leaders. A Componentized Approach to the Implementation of Change  
*Ian H. MacLeod, CD-Birch Hollow Consulting*

Leadership and change are inexorably connected. Leaders are constantly grappling with change that has become increasingly complex with unique work environments and processes, supply chain issues and other factors. The focus of this roundtable is a conceptual framework, the 4Cs of Change, that gives leaders a structure to examine the component parts of change in order to develop effective implementation plans. To better understand change, it can be broken into component parts; the Cs of change are context, culture, clarity, and communication. This roundtable discussion will introduce the framework and stimulate discussion on how it can help leaders with change. Is it a tool that would help them lead complex change? Are there additional components to change?

- ★ 5-B Roundtable: What is Her Story? Discussing Female Leader Identity, Imposter Phenomenon and Self-Efficacy  
*Kate D. McCain, Arizona State University*  
*Paula Veach, Arizona State University*

Attention to the study of leader identity development has increased in the last decade. While gender roles and identity continue to be a source of discussion, fewer studies have examined the social and contextual factors influencing leadership identity emergence particularly among female leaders in academic environments. There are things that women learn from a lifetime of functioning in male dominated spaces such as leadership. The result of this learning may offer alternative perspectives about leadership, distinctive priorities and ways of interacting. This round table will engage female leaders within higher education in narrating their experiences with leader identity, imposter phenomenon, and self efficacy.

- ★ 5-B Roundtable: Creating Student Belonging in Online Courses  
*Ada Cencki, Northern Kentucky University*  
*Megan Downing, Northern Kentucky University*

As a result of the COVID-19 pandemic and related social distancing measures, many college classrooms moved online. The sudden shift in learning modality brought some challenges to leadership educators, including how to create a sense of belonging in their classrooms. Sense of belonging is a basic human need and research indicates significant benefits of belonging in the classroom such as academic self-efficacy, intrinsic motivation, engagement, and course achievement. Considering such student benefits, this roundtable will explore fostering a sense of belonging in online leadership classrooms. The participants will share their personal experiences for creating belonging in their virtual classrooms, especially the practices that can benefit students from underrepresented groups.

- 💡 5-B Roundtable: Best Practices in Undergraduate Mentoring: Findings & an Invitation  
*Carol Clyde Gallagher, Cottey College*  
*Yolanda Caldwell, The College of Saint Rose*

There are many and varied opportunities to undergraduate mentoring programs. This roundtable session will review relevant information from the literature, followed by a discussion of possible best practices to consider in the development of a multi-campus mentoring program. Participants interested in developing and implementing a multi-campus program will be invited to participate in a project that addresses one of the more significant findings of previous research - the need to evaluate with consistent criteria, format, functions, and definitions.





### 5-B Roundtable: Exploring Whiteness as Property in College Student Leadership Scholarship & Practice

*Lauren Irwin, University of Iowa*

I argue that whiteness as property offers a valuable conceptual tool for college student leadership education scholarship and practice. Whiteness remains underexplored in college student leadership education scholarship, despite the increasing use of critical frameworks. Accordingly, this roundtable places research about student affairs leadership education alongside literature on racialization in leadership prototypes to highlight how leadership legitimacy functions as a property of whiteness. Implications for research and practice, using whiteness as property, will be explored.



### 5-B Roundtable: Exploring Growth Mindset and Design Thinking in Undergraduate Leadership Education Academic Advising

*Addison Sellon, The University of Nebraska-Lincoln*

*Hannah Sunderman, The University of Nebraska-Lincoln*

*L.J. McElravy, The University of Nebraska-Lincoln*

Academic advising has the potential to play a critical role in leadership education students' undergraduate experience (Mann, 2020; Spratley, 2020). The utilization of growth mindset and design thinking can enable student development and provide advisors with specific material to work on with their students. During this roundtable discussion, three leadership educators, two of whom are faculty members and one of whom is a graduate student, will share their own advising experiences along with materials formulated to incorporate growth mindset and design thinking into leadership education advising practices. The discussion will allow participants to share their own perspectives on advising, experiences with growth mindset and/or design thinking, provide feedback on the proposed manual, and collaborate on using the proposed manual in their own advising practices. All of the discussion points work towards the overall goal of enhancing the undergraduate advising experience in leadership education.



### 5-B Roundtable: Gender and Problem Solving: Implications for Leadership in Higher Education

*Sarah Bush, University of Idaho*

*Megan Seibel, Virginia Tech*

*Jera Niewoehner-Green, The Ohio State University*

*Mary Rodriguez, The Ohio State University*

Leading and managing change through complex problem solving is an integral part of higher education. Yet, appropriately assessing and understanding one another through this work is difficult. Kirton's Adaption-Innovation (A-I) theory explains problem-solving preferences; namely how people generate ideas, perceive and engage with structures in order to implement ideas, and respond to rules and group norms differently. While there is a dearth of literature related specifically to gender and problem-solving style preference, the environment assuredly influences behavior. Gendered expectations may warrant a behavioral response that is the result of coping to fit, rather than an exhibition of true preference. It is conjectured that gender-influenced workforce behavior, if at a gap from preferred method of implementing change, can result in poor person-organization (P-O) fit and may adversely impact the success and retention of women in higher education. In this roundtable, we will explore how problem-solving style impacts the perceptions of women and how those perceptions impact their experiences in higher education.



### 5-B Roundtable: Student Leadership Development Framework: Creating a Common Language Across the University

*Taylor Stokes, University of Florida*

*Jack Causseaux, University of Florida*

Ambiguity around leadership education across higher education institutions stems from lack of clarity around an institution's language, vision, and goals for leadership education.

Departments enacting leadership development programming at institutions are expected to make leadership development a priority, but are not given clear guidelines or a consistent message to the goals, common outcomes, or expectations around leadership development for students. This causes individual areas to create programming that may not be congruent with other departments or the overall mission, vision, and values of a framework already being used by the institution. Discussing and ideating strategies to unify efforts across a division of student affairs, or an entire campus, will aid leadership educators in providing clarity to leadership educators, ensuring consistent messaging around leadership is being shared with students, and fulfilling the mission of the university.



### 5-B Roundtable: Unraveling Toxic Cultures Within Student Organizations

*Coleman Simpson, NC State University*

Student Governments rely on autonomy, procedure, and impassioned students to make their organizations successful. However, what happens when autonomy and procedure lead to toxic and unforgiving processes that create harm? What happens when students start to place too much weight on levels of engagement, and begin alienating students who cannot commit at the same levels? Using the current culture of a Student Government at a large public university to guide a conversation, student affairs professionals can develop reflective questions, ideas, and plans to unravel toxic behaviors and cultures within student organizations.



### 5-B Roundtable: A United Front: Exploring the Notion of Campus-Wide Leadership

*J. "Clay" Hurdle, University of Florida*

A review of the literature indicates that there is disagreement among leadership educators and administration over the direction and structure of leadership development curricula in universities. In an effort to address the knowledge gap of what should constitute a campus-wide leadership development curriculum, the present roundtable seeks to facilitate a discussion about the present state of campus-wide leadership development curricula in academia. Various topics will be discussed including potential ideas for addressing the disagreement seemingly apparent in the literature.



### 5-B Roundtable: Identifying and Retaining Assets of Hybrid Teaching and Learning

*Lori E. Kniffin, Fort Hays State University*

*Justin Greenleaf, Fort Hays State University*

Hybrid teaching and learning combines both face-to-face and online course formats. While this type of teaching modality has existed for some time, demand for the format increased dramatically due to the COVID-19 pandemic. The purpose of this roundtable discussion is to define hybrid teaching, explore assets related to the hybrid teaching model, and create opportunities to collaborate on ways to retain the strengths of this approach while reflecting on potential best practices for use in the future. Guided questions will be provided to assist participants in thinking critically about the topic.

### Leadership Teaching and Pedagogy/Andragogy

Coordinator: Dan Jenkins, Ph.D. (daniel.m.jenkins@maine.edu)

*We will spend our time together recapping the year since the 2020 conference, including some exciting benchmarks from The Leadership Educator Podcast, network in smaller groups on a variety of pedagogical topics, and participate in a learning activity demonstration that utilizes Google Jamboards.*

### Student Affairs Leadership

Coordinators: John Banter, Ed.D. (jbanter@georgiasouthern.edu) &  
Matthew Creasy (mcreasy@udel.edu)

*The Student Affairs Leadership FAN will focus our time together on the topic Enhancing Our Work. We will discuss practices that elevate our work and emerging topics that leadership educators in student affairs should be aware of.*

### Graduate Leadership Education

Coordinator: Michael Gleason, Ph.D. (michael.gleason@wartburg.edu)

*The last year-and-a-half has been like no other. At last year's conference we discussed adjustments programs were making in response to COVID-19. During this year's session we will discuss what we have learned after another year of pandemic. As we consider our transition back to "normal" what are the ways we can make our programs even more student-centered and responsive to our external environments than they were before.*

### Leadership Studies Research

Coordinator: Lindsay J. Hastings, Ph.D. (lhastings2@unl.edu)

*Join us as we finalize plans for the inaugural Research Jam Session at the 2022 ALE Conference. This jam session will be a chance for ALE members to organize in small groups to get advice and direction on their individual research projects and ideas. Small groups will be organized based upon researcher needs. Come provide your ideas, thoughts, and interests about making this inaugural session a success!*

### Leadership Coaching and Consulting


Coordinator: Jan Cardwell, Ph.D. (janice.cardwell19@gmail.com)

*According to a February 2021 Gallup Poll report many leaders in America are not fully comfortable or prepared to talk about race and other cultural issues. As businesses bring employees back into the workplace the challenges of diversity, equity, and inclusion require leadership coaching and consulting. Join us as we conduct a "Think Panel" to discuss Challenges and Opportunities for Diversity, Equity, and Inclusion in a Post Pandemic world.*

### Student Group

Coordinator: Zach Wooten (zachary.wooten@alvernia.edu)

*Welcome to the official launch of the FAN for students, by students! Join us to meet other students of leadership (undergraduate and graduate), brainstorm some ideas about the future of our FAN, learn how you might get and stay involved, and collectively think about how to stay in touch throughout the year. Bring a student friend!*

- 
- 10:30AM (EDT)      New Neighbor Networking
- 11:00AM (EDT)      FAN Meetings
- 12:30PM (EDT)      Closing Plenary Session  
Annual Meeting & Awards Presentation
- 3:00PM (EDT)      Board of Directors Meeting

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## AWARDS

### Peter Northouse Outstanding Teaching Award

This award recognizes an ALE member for their contribution to advancing leadership education through outstanding teaching and learning.

### SAGE Outstanding Scholar Award

This award recognizes an ALE member for their contribution to advancing leadership education through their scholarship. This may include various forms of publication, presentations, and other scholarly works that advance leadership education teaching, research, and practice.

### ALE Distinguished Leadership & Service Award

This award recognizes an experienced ALE member whose leadership and service upholds and embodies the association's mission: to strengthen and sustain the expertise of professional leadership educators.

### ALE Rising Star:

#### Early Career Leadership & Service Award

This award recognizes an early career ALE member whose leadership and service upholds and embodies the association's mission: to strengthen and sustain the expertise of professional leadership educators.

#### Robin Orr Outstanding Practitioner Award

This award recognizes a distinguished practitioner for their significant accomplishments and contributions to leadership education and related fields. For the purpose of this award, a practitioner may include student affairs professionals, administrators, trainers, extension specialists, community leadership, military service or those holding other primarily non-teaching roles.

#### Founding Mothers Student Scholar Award

ALE recognizes the importance of student involvement in growing the discipline of ALE. This award supports conference participation for up to four graduate and undergraduate student presenters.

#### ALE Outstanding Program Award

This award is designed to recognize outstanding leadership programs developed or implemented by leadership educators. Two awards will be given in this category; one for a program that has the primary purpose of academic credit, and another for a program that has the primary purpose for an out-of-classroom experience.

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