

Association of Leadership Educators 2022 Annual Conference

June 26-29, 2022
Kansas City, MO

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THE MIDDLE OF
EVERYWHERE





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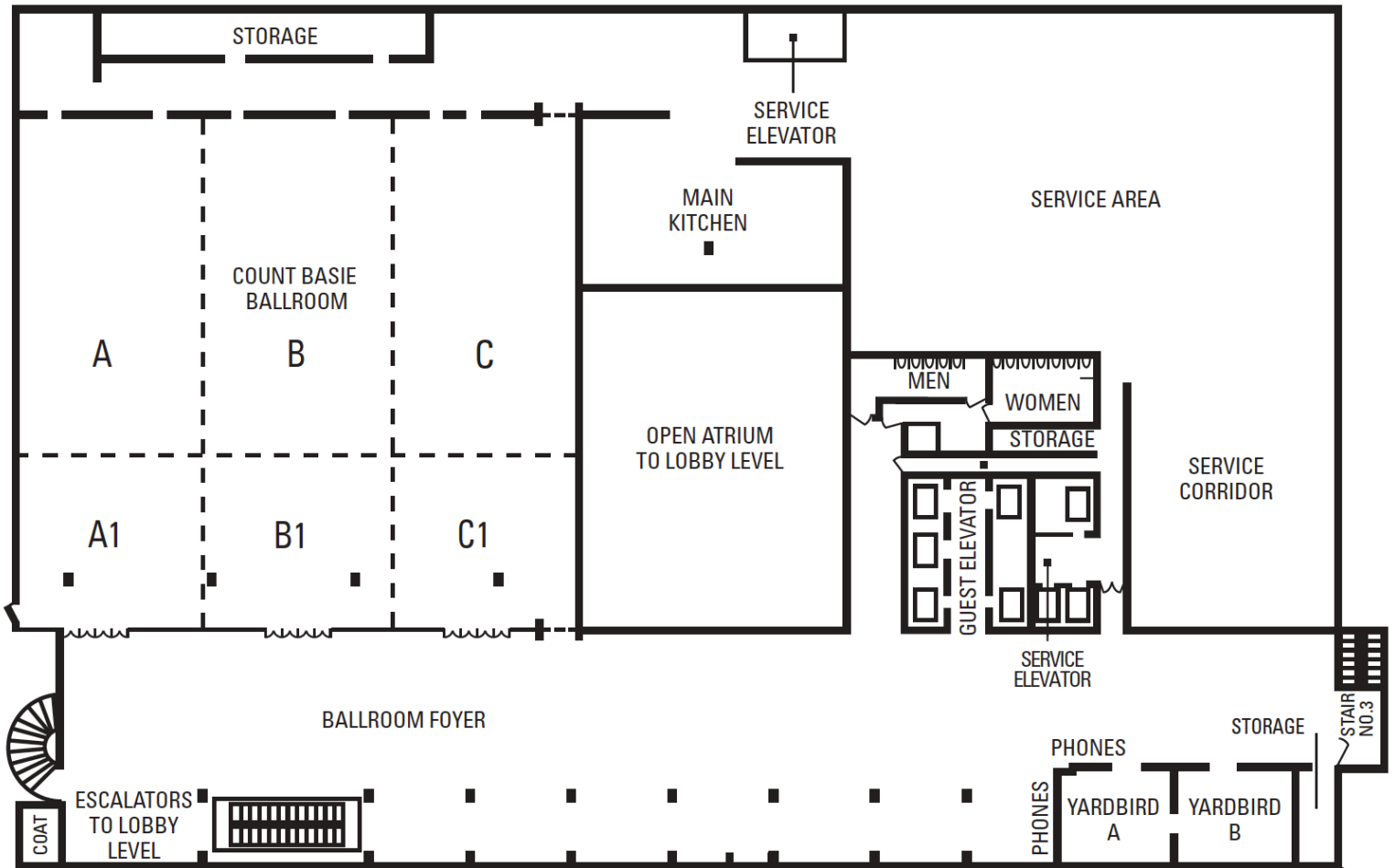
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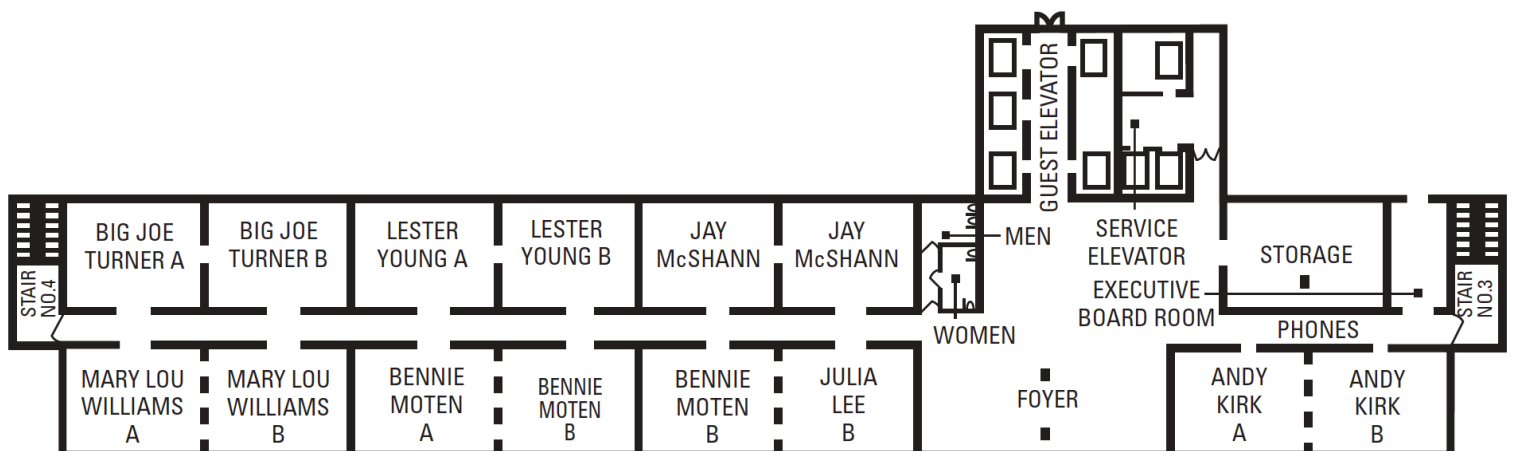
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Hotel Conference Area Map (West Tower)

2nd Floor (Basie Ballroom and Exhibitor Space)



3rd Floor (Breakout and Concurrent Session Rooms)



Welcome to the Association of Leadership Educators 2022 Annual Conference

Welcome to ALE 2022 - Kansas City! We are delighted to gather once again to share, collaborate, and learn together. Leah and her team have worked diligently to prepare for our time together; we are grateful for their dedication to making the conference happen after two years of virtual ALE Conferences! Take some time to look through the program content and schedule so that you can make the most of your conference participation. A highlight of conferencing is the opportunity to both see familiar faces while simultaneously connecting with newcomers.



If you are joining us at an ALE conference for the first time, a hearty welcome to our leadership community! Please don't hesitate to ask questions to get to know the organization and your leadership colleagues better throughout the week. We look forward to the many great presentations, posters, keynotes, outings, and adventures ahead!

Let's have a great week exploring *Leadership in the Middle of Everywhere!*

Natalie Coers
Association of Leadership Educators President

On behalf of the Association of Leadership Educators' Board of Directors, let me be one of many to welcome you to Kansas City, MO! After several years of enjoying each other's company from afar, I am *delighted* to share space with you, our ALE community, in person once again! We are so glad you are here.

ALE's collective goal is to *Guide the Leaders of Tomorrow*. The last several years, perhaps more than ever, have illustrated the importance of training leaders to lead, lead well, and lead everywhere, through grand and small everyday acts of informed leadership. The necessity to work together interdisciplinarily has never been greater, and we've been compelled to pause and consider how our teaching and training practices prepare our students to lead in our diverse and complex communities. This week we will share stories, hear about novel pedagogical practices, and learn about the cutting edge of leadership education from our colleagues and peers as we explore how to prepare future leaders (and ourselves as leadership educators) to lead in and from the middle of everywhere.



This conference is the result of the volunteer efforts of many, and I am grateful for every single moment of support from the ALE Board of Directors, conference planning teams and subcommittees, proposal reviewers, my Creighton University colleagues, and many more! I also thank the city of Kansas City, MO as well as the Marriott Hotel and the National WWI Memorial and Museum for being our excellent hosts. A very special thank you as well to our generous sponsors who helped bring this conference to life. I look forward to being in community with you this week!

Leah Georges, PhD
Association of Leadership Educators Vice President and Conference Chair

Conference Block Schedule At A Glance

Sunday, June 26, 2022						
	9:00am -12:00pm	ALE Board of Directors Meeting				
	12:30pm -7:00pm	Registration and Welcome Table				
	4:00pm - 5:00pm	Conference Connections/New Comer Reception and Welcome				
	5:00pm - 7:00 pm	Poster Session and Opening Welcome Reception				
	7:00pm - 9:00pm	Conference Connections Dinners				
Monday, June 27, 2022						
Location	7:30am - 4:00pm	Registration and Welcome Table				
	8:00am - 9:30am	Breakfast and Opening Speaker, Ricky Kidd				
Concurrent Session 1		Julia Lee	Mary Lou Williams	Bennie Moten	Andy Kirk	Jay McShann
	9:45am - 11:15am	Workshop	Practice/ Application Manuscripts	Panel	Research Jam Session	
			Research Manus.			
Concurrent Session 2	11:15am - 12:45pm	Lunch and Leadership in the Middle of Everywhere Panel				
	1:00 - 2:30pm	Workshop	Research Manuscripts	Panel	Mini-Grant Showcase	
			Prac/App Manus.			
Concurrent Session 3	2:30pm - 2:45pm	Break				
	2:45pm - 4:15pm	Workshop	Practice/ Application Manuscripts	Panel	Workshop	Workshop
	5:00pm - 7:00pm	Off-Site Excursion: National WWI Museum and Memorial				
Tuesday, June 28, 2022						
Location	7:30am - 4:00pm	Registration and Welcome Table				
	8:00am - 9:30am	Breakfast and Teach and Share Plenary				
Concurrent Session 4		Julia Lee	Mary Lou Williams	Bennie Moten	Andy Kirk	Jay McShann
	9:45am - 11:15am	Workshop	Panel	Panel	Research Manuscripts	Workshop
					Prac/App Manus.	
Concurrent Session 5	11:15am - 12:45pm	Lunch and Speaker, Keondria E. McClish				
	1:00pm - 2:00pm	Focus Area Network (FAN) Meetings 1				
	2:00pm - 2:15pm	Break				
	2:15pm - 3:45pm	Workshop	Practice/ Application Manuscripts	Panel	Research Manuscripts	Workshop
	3:45pm - 4:00pm	Break				
	4:00pm - 5:00pm	Focus Area Network (FAN) Meetings 2				
	Evening	Explore Kansas City/Enjoy Dinner On Your Own				
Wednesday, June 29, 2022						
	7:30am - 9:30am	Buffet Breakfast Available - Enjoy During Morning Sessions				
	7:45am - 8:30am	Journal of Leadership Education (JOLE) Coffee Talk				
	8:30am - 9:15am	Roundtable Session 1				
	9:30am - 10:15am	Roundtable Session 2				
	10:15am - 10:30am	Break				
	10:30am - 12:15pm	Conference Awards and Business Meeting				

Conference At A Glance

Sunday, July 26th

9:00am – 12:00pm	ALE Board of Directors Meeting	Big Joe Turner A
12:30pm – 7:00pm	Registration and Welcome Table	Basie Ballroom Foyer
4:00pm – 5:00pm	Conference Connections/New Comer Welcome	Julia Lee
5:00pm – 7:00pm	Poster Session and Opening Welcome Reception <i>Sponsored by the Doerr Institute for New Leaders</i>	Basie Ballroom
7:00pm – 9:00pm	Conference Connections Dinners	

Monday, July 27th

7:30am – 4:00pm	Registration and Welcome Table	Basie Ballroom Foyer
8:00am – 9:30am	Breakfast and Opening Speaker, Ricky Kidd	Basie Ballroom
9:45am – 11:15am	Concurrent Session 1	See Page 15
11:15am – 12:45pm	Lunch and Leadership in the Middle of Everywhere Panel <i>Sponsored by Children's Mercy Kansas City</i>	Basie Ballroom
1:00pm – 2:30pm	Concurrent Session 2	See Page 17
2:30pm – 2:45pm	Break	3 rd Floor Foyer
2:45pm – 4:15pm	Concurrent Session 3	See Page 19
5:00pm – 7:00pm	Excursion, National WWI Museum and Memorial <i>Sponsored by Creighton University</i>	WWI Museum

Tuesday, July 28th

7:30am – 4:00pm	Registration and Welcome Table	Basie Ballroom Foyer
8:00am – 9:30am	Breakfast and Great Ideas Teach and Share Forum	Basie Ballroom
9:45am – 11:15am	Concurrent Session 4	See Page 22
11:15am – 12:45pm	Lunch and Speaker, Dr. Keondria McClish-Boyd	Basie Ballroom
1:00pm – 2:00pm	Focus Area Network (FAN) Meeting 1	See Page 24
2:00pm – 2:15pm	Break	3 rd Floor Foyer
2:15pm – 3:45pm	Concurrent Session 5	See Page 24
3:45pm – 4:00pm	Break	3 rd Floor Foyer
4:00pm – 5:00pm	Focus Area Network (FAN) Meeting 2	See Page 28
Evening	Explore Kansas City/Enjoy Dinner On Your Own	

Wednesday, July 29th

7:30am – 9:30am	Buffet Breakfast Available – Enjoy During Morning Sessions	Basie Ballroom
7:45am – 8:30am	Journal of Leadership Education (JOLE) Coffee Talk	Andy Kirk
8:30am – 9:15am	Roundtable Session 1	Basie Ballroom
9:30am – 10:15am	Roundtable Session 2	Basie Ballroom
10:15am – 10:30am	Break	Basie Ballroom Foyer
10:30am – 12:15pm	Conference Awards and Business Meeting	Basie Ballroom

About The Association of Leadership Educators

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Purdue University

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Clemson University

Harriett Moyer
University of Wisconsin

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Kansas State University

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Texas A&M University

Vision

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.

Mission

To strengthen and sustain the expertise of professional leadership educators.

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2018-2019	Barbara Altman	Texas A & M University - Central Texas
2019-2020	Justin Greenleaf	Fort Hays State University
2020-2021	Marianne Lorensen	Florida State University

2022 Conference Engagement

2022 Conference Committees and Volunteers

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Sunday, June 26th

9:00am – 12:00pm	ALE Board of Directors Meeting (Big Joe Turner A)
12:30pm – 7:00pm	Registration and Welcome Table (Basie Ballroom Foyer)
4:00pm – 5:00pm	Conference Connections/New Comer Reception and Welcome (Julia Lee)
5:00pm – 7:00pm	Poster Session and Opening Welcome Reception (Basie Ballroom) <i>Sponsored by The Doerr Institute for New Leaders, Rice University</i>
7:00pm – 9:00pm	Conference Connections Dinners

Posters

1. Psychological Safety in The Classroom Everywhere

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Kelly Fisher, PhD, West Chester University of Pennsylvania

Psychological safety is a concept that has growing traction within the field of organizational learning as well as within the classroom. In a psychologically safe environment, people feel free to ask questions, be inquisitive and curious, and share ideas freely. In the classroom, students who feel safe are more apt to engage, connect, change, and learn. The focus of this workshop is to apply the principles of psychological safety to co-create pedagogical strategies and learning conditions that are specific to the higher education classroom, in general, and leadership development, specifically. This poster will be useful to faculty who teach graduate or undergraduate leadership courses, online or in the classroom.

2. The Power of the Microphone: Enhancing Leadership Voices Through Podcasting

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Austin Council, PhD, Virginia Tech

Caitlin Bletscher, PhD, Washington State University

Educators of all disciplines and backgrounds have been searching for new and innovative ways to teach their students due to the ongoing effects of the COVID-19 pandemic. The field of leadership education is no different. In this poster, two leadership educators will share their experiences, preliminary data, and facilitate dialogue around the use of podcasting as an instructional tool for leadership education. Facilitators will present multiple ways to implement podcasting into the learning environment, as well as appropriate ways to assess student learning outcomes through podcasting tools. Participants will gain valuable insights and strategies for how to implement this learning medium into their respective leadership classrooms.

3. Developing College Student Leaders Through Team Effectiveness and Leader Behavior

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Addison Sellon, The University of Nebraska-Lincoln

Lindsay Hastings, PhD, The University of Nebraska-Lincoln

Hannah Sunderman, PhD, The University of Nebraska-Lincoln

The purpose of the current poster is to present a theory-based intervention aimed to expand the understanding of leadership tendencies and improve team effectiveness for student small group leaders within a collegiate leadership mentoring program. Specifically, this poster focuses on individual and group training designed to provide reflection and understanding for student leaders who facilitate small groups in a leadership mentoring program. Within the individual training, students explore their leader behavior approach to understand how their tendencies influence their leadership style. Within the group training, student leadership teams evaluate their overall team effectiveness and set goals to create action plans. The intervention is rooted in the behavioral approach of leadership and generated to highlight the leadership team's leadership orientations and overall team effectiveness. The proposed intervention will be evaluated based on the program objectives. The current poster outlines the various components of the proposed intervention and provides an evaluation framework. We hope that this intervention provides leadership educators with the tools to facilitate a curriculum centered around student reflection, growth, and action from both an individual and team lens.

4. Exploring the Influence of Meaning-Making Experiences on Leader Identity Development through Narrative Storytelling

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Hannah Sunderman, PhD, Virginia Tech

Tori Pedersen, University of Nebraska-Lincoln

Ethan Carlson, University of Nebraska-Lincoln

Grant Holst, University of Nebraska-Lincoln

Kate McCain, PhD, Arizona State University

Jonathan Orsini, PhD, University of Florida

Austin Council, PhD, Virginia Tech

The current research poster explores meaning-making experiences that influence leader identity development through narrative storytelling, emphasizing the high points, low points, and turning points in leader identity development (McAdams, 2007). Participants in the current study (n = 17) were college students engaged in a leadership mentoring program at a large, Midwestern, land-grant institution. Data was collected

with qualitative, semi-structured interviews. Results from this study, including a description of the essence and outcomes for leadership educators, will be included in the research poster. These findings may increase clarity around specific meaning-making experiences, such as mentors, activities, classes, and leadership positions, that aid or hinder leader identity development, which would significantly affect leadership scholars and practitioners.

5. Analyzing Talent Trends in Generation Z College Students

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Matthew Gold, University of Florida

Megan Cantrell, MS, University of Florida

Jonathan Orsini, PhD, University of Florida

Generation Z, the generation taking over college campuses and workplaces. This study provides insight into the Clifton Strengths talent theme trends of Generation Z college students based on archival data from a major tier-one public research university in the southeastern United States. A sample of 592 students, were administered the CliftonStrengths Assessment. Results from this assessment were collected and analyzed, looking at the participants' generation, differences based on sex, and comparing the participants' generation to older generations. This information has been examined to determine if a talent theme trend does exist, and how this information would be used to enhance learning and workplace environments. The results indicate that Generation Z college students have the top five talent themes of Achiever, Restorative, Empathy, Strategic, and Futuristic, which provide insight into the inherent talents this generation possesses to be utilized in their lives. A ranking of talent themes for the whole studied population was determined, along with rankings based on sex and higher education was also established. Significance, using the chi-square test of independence, was found in males being more likely to have one or more Clifton Strengths in the Influencing domain, and two or more in the Strategic Thinking domain.

6. LeadHER: Leadership Perceptions of Women in Agriculture and Natural Resources

Target audience: Leadership practitioners, Non-profit educators

Karissa Palmer, Texas A&M University

Megan Cantrell, MS, University of Florida

Rural communities need leadership from a population that reflects those engaged in agriculture and natural resources. The purpose of this study was to evaluate leadership perceptions of women engaged in a female-only program within a statewide agriculture and natural resources organization. Specifically, an analysis was conducted on leadership definitions of the population and what positional and non-positional leadership roles participants held. Qualitative data analysis was completed on leadership perceptions of 14 female respondents, 13 of whom consider themselves leaders and currently hold leadership positions. Analysis of the data resulted in the following themes among leadership definitions: leadership is the ability to influence others, having a vision, providing motivation, defined by the leader, and is acknowledging others' strengths. Results indicated that those who identify as a leader can describe current leadership roles they hold. It is recommended that studies continue to look at perceptions of females and leadership discrepancies in traditionally male-dominated industries to ensure equity and inclusion of all.

7. Trying to Lead my Life: Preservice Teachers Connection Between Leader Identity and Self-Authorship

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Dana Tribble, PhD, Arkansas Tech University

Louis Nadelson, PhD, University of Central Arkansas

We posit there is a connection between college students' levels of leader identity, engagement in self-authorship, and the extent to which college students perceive themselves as leaders. Using Chickering's (1969) seven vector model, we explored a sample of preservice teachers to assess their perceptions of being leaders in the context of leading their own life, which is an indicator of self-authorship. We maintain the need for effective teachers to perceive themselves as leaders would manifest in pre-service teacher development of leader identity and expression of the leadership through empowered self-authorship. The need for teachers to be perceived as leaders in their schools provides justification for gaining the empowerment associated with high levels of self-authorship. We have found a gap in the exploration of the association between leader identity and self-authorship. Thus, using a mixed-methods approach, we are currently investigating the relationship between leader identity and self-authorship in preservice teachers.

8. The Intersection of Leadership and Music Education

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Abby Kennemer, Fort Hays State University

**Recipient, 2022 Founding Mothers' Scholar Award*

Meleny Jacome-Banuelos, Fort Hays State University

Justin Greenleaf, PhD, Fort Hays State University

The purpose of this study was to identify leadership styles and behaviors in music and identify musician needs and wants related to leadership education. Through connections at universities across the U.S., 25 band directors were sent surveys for ensemble members, section leaders, and directors to complete. The results from the three surveys suggested that section leaders see leadership in music in a negative way, while directors and ensemble members see leadership as participatory and cooperative. The opposing views of leadership in music suggest that leadership workshops and leadership courses for musicians could be helpful in developing a positive view of leadership at all levels in music.

9. Teaching with a Simulation: Keys to Engaging, Learning, and Debriefing with a Sim

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Kimberly Jordan, MSN/MBA, Ohio University

Amy Toth, M.Ed., Ohio University

Teaching and learning through play? Simulations, a type of interactive game, provide safe a environment for learning and an immersive, engaging experience. This replicable, shared experience for learning through play uses story, sound, visuals, role-play, and decision-making. Research shows that enjoyment is the key variance (58.4%) for learning effectiveness with these types of games (Fokiddes et al, 2019). From developing a role-playing leadership and team-building simulation, Centauri, three key insights for using simulations are offered to educators. The key insights for teaching with a simulation include understanding the importance of engagement, selecting simulations for learning objectives, and debriefing.

10. Responding to Crisis: Exploring the Communication Efforts of the COVID-19 Pandemic

Target audience: Higher education faculty (undergraduate and graduate), All audiences

Allison Muth, Fort Hays State University

***Recipient, 2022 Founding Mothers' Scholar Award**

Dr. Lori Kniffin, PhD, Fort Hays State University

Dr. Brett Whitaker, PhD, Fort Hays State University

Simply, crises are high-pressure, high-stakes situations. Faculty, staff, and students are being affected by a global pandemic, COVID-19, and organizations are balancing regular day-to-day responsibilities while supporting their employees, working remotely, and making key decisions about health and safety concerns. The COVID-19 pandemic is a recent example of a global adaptive challenge for nations across the globe. This incredibly complex problem meant we could not rely on implementing a previously identified solution or response (Dunn, 2020, p. 32) concerning crisis communication. Leaders are expected to carefully design a message and disseminate it using the correct channels to reach their primary target audience in order contain misinformation and bring truth to public opinion. This poster is open to anyone interested in exploring crisis communication in their organization as either the provider or recipient of such communication. Participants will share their positive and negative communication experiences and expose useful approaches that can be applied to future crisis scenarios that participants may encounter in their organizations.

11. The Influence of Leadership Educator Positionality on Student Identity and Intersectionality

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Laura Vaughn, MA, Florida State University

Darius Robinson, Ed.M, Florida State University

***Recipient, 2022 Founding Mothers' Scholar Award**

The positionality of leadership educators has been a hot topic during the past decade, but the question remains on how does educator positionality impact leadership courses and programming concerning student intersectionality (Guthrie & Jenkins, 2018)? This poster discusses and critically interrogates leadership educator identity and positionality within the field of leadership education in higher education and the impact of this positionality on students. This positionality, if unexamined, can have unintended impacts, including the silencing and denigration of student voices. Such an impact can cause issues on how student leaders perceive their leadership identity and how their personal, intersectional identities overlap with this. Ultimately, the question becomes, How can we as leadership educators actively interrogate our positionality to understand the intersectional nature of our student leaders' identities in order to create better education and programming?

12. A Qualitative Exploration of the Influence of Leadership on the Success and Failure of Farmers Markets in Virginia

Target audience: Non-profit educators, Leadership practitioners

Jama Coartney, MS, Virginia Tech

Eric Kaufman, PhD, Virginia Tech

Farmers markets play an important role within local food systems and short food supply chains (SFSCs); they create community connections. While the number of farmers markets has increased dramatically since 1994, many markets fail, and it is unclear why. Little is known about the influence of leadership practices on their success and decline. This qualitative case study explored how leadership influences factors contributing to success and failure. The first objective explored patterns contributing to the success and failure. The second objective analyzed markets through lenses of leadership. The study applied Jackson et al. s (2018) leadership hexad; adaptive leadership (Heifetz et al., 2009); and good-to-great leadership principles (Collins, 2011). Findings revealed surging operational changes, strong support for the SFSC, and the need for stabilizing forces. The six lenses of Jackson et al. s leadership hexad generated nuanced findings about the influences of vendors, champions, and partnerships; role of managers in supporting the community and entrepreneurship; ambiguity of ownership; planning for succession; surviving the startup phase; professionalizing farmers market management; co-constructing leadership with the community and vendors; evolving the purpose; and leveraging the purpose of farmers markets. Recommendations for future practice include professional development leadership pipelines.

13. Building Durable Skills and Networks: Leadership Educators' Contributions to Workforce Readiness

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Jama Coartney, MS, Virginia Tech

Eric Kaufman, PhD, Virginia Tech

Dalton Nelson, MS, Virginia Tech

Donna Westfall-Rudd, PhD, Virginia Tech

Megan Seibel, PhD, Virginia Tech

Curtis Friedel, PhD, Virginia Tech

Amy White, MS, Independent Consultant

Celeste Carmichael, MS, Independent Consultant

As America's workforce changes, so does the nature of the work and skills necessary for success. Employers are increasingly in need of a workforce that effectively engages in collaborative leadership. Educational opportunities should include collaborative leadership learning experiences to help build workforce readiness. Findings from action research reveal insights on durable skills and networks for collaborative leadership. Agricultural educators are bridging the gap by refreshing existing workforce development curricula to meet 21st century agricultural industry needs. Taking an activity-oriented approach, Leadership-as-Practice may assist in providing additional understanding of leadership practices or phenomena (Raelin, 2011, 2020). The purpose of this project was to reveal ideal approaches to integrating collaborative leadership education into existing curricula. The study used a semi-structured protocol with two focus groups. Participants, affiliated with agricultural workforce preparation programs, surfaced six key themes: (1) Agreeing with APLU employability skills report, (2) Finding positive benefits in completing internships, (3) Strategizing to build problem-solving skills, (4) Addressing soft skills assessment challenges, (5) Prioritizing verbal communication skill enhancements, and (6) Learning how to accept faults and mistakes. This action research approach, with stakeholders from multiple institutions, can serve as a model for expanding educational networks to exchange knowledge and share leadership curricula.

14. Student Perceptions of Undergraduate Agricultural Leadership Education Programs

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Caitlin Dreher, MS, Oklahoma State University

Lauren Cline, PhD, Oklahoma State University

Angel Riggs, PhD, Oklahoma State University

With the combined need for leadership in the agricultural industry (Alexander et al., 2017) and growth of student interest in leadership education (Fritz et al., 2003), undergraduate agricultural leadership education degree programs have grown. As agricultural workforce demands change, leadership skill development in students is a priority (Velez et al., 2014). Across the nation, agricultural leadership education opportunities are growing (Velez et al., 2014). A gap in research exists when determining why students choose agricultural leadership education programs as their major, degree option, or minor at the undergraduate level. The purpose of this study is to explore agricultural leadership student perspectives of undergraduate agricultural leadership education. Using Q methodology to examine perceptions of students currently enrolled in the major allowed researchers to gain a deeper understanding of the variety of student perceptions toward a growing major. The 37 statement Q set described possible opinions of undergraduate students based on previous literature and informal conversations. Twenty-eight undergraduate students enrolled in agricultural leadership at three universities completed sorts directed by the condition of instruction: What are your thoughts about your major? Based on interpretation of the Q sort data, post-sort interviews, demographic questioning, and factor arrays, two student perspectives were found.

15. Exploring Learner Motivation in an Agricultural Leadership Course Taught Online and In-person

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Erin Roberts, MS, Oklahoma State University

Lauren Cline, PhD, Oklahoma State University

As more undergraduate courses in agricultural leadership are offered online as well as in-person, it is important to understand learner motivation in both course modalities. Perceived course content relevancy (PCCR) is an indicator of learner motivation and provides insight into course effectiveness. However, little is known whether PCCR changes when a course is taught online versus in-person. The purpose of this study was to explore students' PCCR in an undergraduate agricultural leadership course taught in-person and online in Fall 2021. Students in both sections completed a course survey to identify and describe course content and teaching methods they found relevant to learning. Student comments were analyzed and coded following qualitative content analysis procedures to reveal themes related to PCCR in the course sections. The teaching methods students felt were most relevant to their learning differed between the two course sections. Online students perceived leadership content applicable to their current situations to be the most relevant whereas in-person students found future applications of course content to be perceived as relevant. These findings suggest varying life experiences and expectations between online and in-person learners may play a role in the differing PCCR, and thus, learner motivation, between the two sections.

16. An Analysis of the Leadership Development Curriculum of the Nigerian National Youth Service Corp Orientation Course

Target audience: Leadership practitioners, Higher education faculty (undergraduate and graduate)

Chibuzor Azubuike, MA, Kansas State University

***Recipient, 2022 Founding Mothers' Scholar Award**

The National Youth Service Corps (NYSC) is a mandatory scheme that Nigerian graduates from approved higher institutions of learning like universities and polytechnics must undergo before the age of 30 years. It was established in 1973 after the civil war which lasted from 1967 to 1970. With over 100,000 Nigerian youths undergoing this program, it is said to be one of the highest mobilizers of young people in the world.

The objective of the scheme is to unite Nigerians and provide manpower for the country in areas of deficiency. The NYSC begins with a three weeks compulsory orientation course. Most scholars have focused on researching the civil war and other circumstances that led to the establishment of the NYSC. Another body of work has analyzed the relevance of the NYSC; however, the NYSC curriculum has not been given the scholarly analysis it deserves. This is the gap that this study seeks to fill. This case study analysis of the NYSC scheme is informed by theoretical and conceptual lenses of social materiality, social change and leadership as practice. I propose that the NYSC is a leadership development curriculum; however, it requires intentional improvement.

17. Integrative Solutions For Engaging and Inspiring Leaders

Target audience: Leadership practitioners, Leadership coaches and consultants

Erik Fredrickson, Fredrickson Consulting Group

In an era where many people in the workforce are leaving their jobs and people are recognizing more than ever the value of time, innovative forms of engagement and human understanding are more important than ever. Using the Enneagram, structured feedback, and wellness initiatives we will explore practical ways leaders can engage and more effectively communicate to build stronger teams that find more meaning and connection in their work.

18. Servant Leadership: Who Serves Whom? Addressing Servant Leadership in the 21st Century

Target audience: Leadership coaches and consultants, Leadership practitioners

Katrina Hempelman, Arizona State University

Kate McCain, PhD, Arizona State University

Modern organizational pressures have driven leadership scholarship to generate post-industrial theories to fit existing organizational imperatives. Among these theories, servant leadership is increasingly accepted within many types of organizations to solve the problem of how to manage Generation Y (i.e. Millennials, Gen Y born between 1980-1994 (Berkup, 2014) that began to outnumber prior generations in the workforce in the early twenty-first century (Hasanuddin, 2021; Shaw & Newton, 2014). This poster addresses the epistemological underpinnings of servant leadership by analyzing its development under dominant pressures within social, political, cultural, and ethical contexts. It highlights the influence of rigid business needs on an evolving application of servant leadership engineered into the profit-driven behavioral model used today. The gap between servant leadership's core altruistic values and the evolved model currently applied in organizations suggests a growing chasm that poses a risk to the theory's future value. Implications for this preliminary groundwork lay the foundation for servant leadership training and development to address the unmet needs of Gen Y and Generation Z (i.e. Gen Z, born between 1995 and 2003, (Seemiller & Grace, 2018) employees to improve employee satisfaction, retention, and intent to be promoted within a variety of service organizations.

19. Stories in Action: Using Change Narratives for Leadership and Professional Development

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Kerry Priest, PhD, Kansas State University

Michaela Saunders, MLS, Kansas State University

This practice poster illustrates an approach to exploring complexity, understanding the power of your personal narrative, and identify a process for change based on your own goal(s). Rooted in Human Systems Dynamics, this change narrative process has been used for professional development with both graduate students and educators. The process helps people to think in new ways about -- and identify new strategies for -- work patterns and process challenges. Change narratives can support leadership educators' professional development, and the process is applicable as a leadership learning and development tool for multiple audiences.

20. Leadership for Young Change Agents across Factions and Countries: Building Youth-Led Organizations Actors to Address Regional Issues

Target audience: Students (undergraduate or graduate), Leadership practitioners

N'zoret Innocent Assoman, MS, Staley School of Leadership Studies, Kansas State University

Abdul-Latif Alhassan, MA, School of Science and Environment Memorial University of Newfoundland (MUN), Canada

The poster will illustrate a community-engaged study that supports young agents of change to act as catalysts for the development of other youth in Ghana and Côte d'Ivoire through leadership training. By agents of change, we mean young people who are actively engaged in bringing positive changes and development to their communities. The project seeks to foster a collaborative and integrative platform for young people (agents of youth transformational change) through Youth-led organizations to thrive and bring sustainable changes (through a transformational leadership lens) in Ghana and Côte d'Ivoire (West Africa). To achieve the purpose mentioned above participants will be exposed to leadership practices and content that will build on their skills, and experience for community development.

21. Community-Engaged Dissertations: Approaches to Leadership Education Research in PhD Programs

Target audience: Students (undergraduate or graduate), Higher education faculty (undergraduate and graduate)

Brandon Kliever, PhD, Staley School of Leadership Studies, Kansas State University

Anisah Amunega, MA, Kansas State University

N'zoret Innocent Assoman, MS, Kansas State University

Monica MacFarlane, MA, Kansas State University

The current research poster will consider three unique approaches to completing dissertation studies that include community-engaged leadership education research. The shared focus of these studies is how graduate students navigate designing engaged scholarship on leadership education topics. The poster will highlight relevant theoretical frameworks, teachings methods associated with leadership development and

training being studied, and how the engaged context will help advance leadership education scholarship. The three approaches highlighted consider leadership training in the context of a civil society organization in Nigeria, process facilitation associated with social justice education and Civil Asset Forfeiture (CAF), and youth/young adult civic learning initiatives in Côte d'Ivoire. Graduate students and faculty working with students interested in engaged-scholarship will benefit from this poster.

22. The Enemy's Gate is Down: Teaching Leadership Through the Novel *Ender's Game*

Target audience: Higher education faculty (undergraduate and graduate), K-12 educators

Megan Rust, Fort Hays State University

Kaley Klaus, EdD, Fort Hays State University

Science fiction has long been used as a way to examine leadership through a fantastical lens. From Captain Picard to Juan Johnny Rico, sci-fi audiences have been learning leadership lessons through their favorite characters since the 1920s. *Ender's Game*, by Orson Scott Card, is a science fiction story examining the life and leadership of Andrew Ender Wiggin, a six-year-old who goes on to become Earth's last chance against an enemy race. Exhibiting a range of leadership theories, *Ender's Game* is an excellent novel to use while teaching introductory leadership concepts. This poster outlines the value of using novels to teach leadership, and the specific instances of leadership exhibited in *Ender's Game*.

23. Evaluating the Evaluation: Toward Interrater Reliability of an e-Portfolio Scoring Rubric

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Brent Goertzen, PhD, Fort Hays State University

Kaley Klaus, EdD, Fort Hays State University

This poster will share research-based best practices on the effects of scoring rubrics for summative assessment. Moreover, the authors will share with their efforts to develop a valid and reliable scoring rubric to evaluate student e-portfolios as part of a capstone experience for a graduate program in organizational leadership.

24. A Phenomenological Study of how High School and College Football Coaches Showcase Leadership: Is it About Team or Transformation?

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Eric Buschlen, EdD, Central Michigan University

Kegan Rojas, MA, Central Michigan University

Janice Broyles, EdD, North Carolina Education Corps

Proper modeling of leadership through sports should enhance the character and leadership efficacy of college-aged athletes. To examine this, high school and college football coaches were interviewed to understand how and if they model leadership with their athletes. The interviews outlined four key themes: coaches exemplify leadership tenets with their players, they inspire players to become coaches, they build meaningful relationships with players, and football coaches teach grit. This research showcases how this particular set of football coaches focused on sport-related skill development and also on teaching leadership lessons that seemingly transcend the sport and setting.

25. Supporting Under-represented Minority (URM) Leaders & Educators in the Middle of Anywhere

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Herb Thompson III, PhD, University of Nebraska at Omaha

Theodore Johnson, M.Pa, University of Nebraska at Omaha

Anthony Roberson, MS, University of Nebraska at Omaha

Jeffrey Southall II, MS, University of Nebraska at Omaha

This poster seeks to introduce a structure review and response to the lack of support for under-represented minorities (URMs) through three rounds of targeted questions with three (URM) educator/leaders. The leaders on this poster combine their research fields (Public Administration, Organizational Psychology, Educational Administration, Communication, & Leadership Studies) and their unique experiences to provide an insightful poster discussion on how individuals might support URM in public higher education as they seek to lead in the middle of anywhere.

26. Quieted Voices: A Phenomenological analysis of the experiences of Black/African-American collegiate aviation students

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Theodore Johnson, MPA, University of Nebraska at Omaha (UNO)

The aviation industry lacks racial and gender diversity; it is white-male dominated with 94% identifying as white while only a mere 3.4% identify as Black/African-American. When factoring in gender, less than 5% of airline pilots are female (Lutte, 2021). There has been little research focalizing the participation rates of Blacks/African-Americans in aviation. The lack of diversity issue begs the question as to why Blacks/African-Americans are continually underrepresented in STEM fields. The purpose of this study was to understand the academic and social experience(s) of Black/African-American collegiate aviation students so higher education leaders could make informed policy decisions. A phenomenological approach was used to capture the phenomenon at-hand via semi-structured interviews of six participants. Eight themes emerged: Beneficence of Registered Student Organizations (RSOs) or Minority Serving Organizations (MSOs), early exposure to aviation, scholastic sink or swim, social isolation or assimilation, financial need/support, socio-emotional support, institutional cultural competency/sensitivity, and first generation(al) student pressure(s). A student's involvement in a RSO or MSO (e.g., OBAP) appeared to be a notable difference maker in one's collegiate experience(s). This study also highlighted the importance of socio-emotional support for students, which can help reduce instances of social isolation and assimilation many of the participants described.

27. How to Promote Deeper Reflections: Drawing Leadership Journeys

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

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

Brooke Wells, MS, University of Nebraska - Lincoln

Leader identity development happens over a lifespan, and major shifts in identity is unusual. The way individuals view their identity as a leader is built upon and reinforced over time. Significant leader identity change is unusual and not widely researched. However, there are events such as transformative experiences that do alter an individual's leader identity. Within a study aimed at identifying the factors that influence the way people describe transformative experiences that lead to perceived leader identity change, participants were asked to provide drawings of leadership journeys, written narratives of transformative experiences. This poster will review the process of drawings and written narratives employed and implications these methods have for leadership educators.

28. Examining the Efficacy of a Transformative Leadership Development Program

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Coleman Simpson, MS, North Carolina State University

Jackie Bruce, PhD, North Carolina State University

Katie McKee, PhD, North Carolina State University

Now in its fifth year as a university program, the Oaks Leadership Scholars has been the focus of multiple studies to determine its impacts in developing students as leaders. However, the program has never been compared to another leadership development curriculum to assess its efficacy at specifically developing transformative leaders, the theory the program is grounded in. This new study compares the Oaks Leadership Scholars to a fellow leadership development curriculum to see how effective the Oaks program is at developing transformative leaders.

29. Dependable Strengths Articulation Process (DSAP)

Target audience: Student affairs professionals, Leadership coaches and consultants

Jon Stubblefield, MS, Western Washington University

Erica Tucker, MA, University of Washington Tacoma

Many sessions have explored ways of integrating strengths into leadership education programs. This poster will delve into the Dependable Strengths Articulation Process, which is a strengths identification activity that is based on individual and group reflection and has applications in team and career development. Attendees of this poster session will go through the interactive process and share insights for strengths incorporation in leadership programs.

30. Exploring Experiences of Racial Minorities in Agricultural Leadership Roles

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Kenzie Bastian, MS, University of Florida

Laura Greenhaw, PhD, University of Florida

Racial minorities continue to be underrepresented in positional leadership roles in our society. However, the underrepresentation of minorities in agricultural fields, especially minorities' experiences in agricultural higher education leadership positions, is less documented. The purpose of the phenomenological research was to describe the experiences of individuals in a racial minority population that hold a faculty position at the [College]. Two research questions guided this investigation: What are the experiences of minorities that hold leadership positions in agriculture? What influences racial minorities to pursue an agricultural leadership position? Six minority faculty experiences were shared via semi-structured interviews. Six themes were derived from the interviews. The themes are choosing a career in agriculture, leadership perception, influence on community, obstacles, overcoming obstacles, underrepresentation of minorities, and recruitment and retention. Results indicate personal connection influences career choice in agriculture, representation for minority students, current obstacles that exist, and the need for system-wide institutional change. Recommendations are given from the findings.

31. Expanding the Boundaries: Exploring Participant Perceptions of Community Engagement After Participating in a Regional Leadership Program

Target audience: Leadership practitioners, Leadership coaches and consultants

Brittany Adams-Pope, PhD, University of Georgia

Lori Tiller, MA, University of Georgia

The need for community leadership and connectedness is great (Wituk et al., 2005). Leadership programs at the local (county/city) level are the most common type of leadership development but are regularly criticized for not developing actual leadership skills and concepts (NACL, 1995). Could a leadership program focused on purposeful leadership development of skills and concepts, spanning multiple county boundaries be the way to create a pipeline of more engaged community leaders? Instead of only meeting and engaging with people from their own community, could we expand our boundaries and subsequently increase community engagement in whole regions? This poster explores how alumni of two regional leadership programs grew and learned to look across county lines to help their own communities grow and thrive.

32. The Action Based Effective Leadership Development and Influence Framework: From Program to Full Course

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Adam Payne, EdD

This poster will discuss the application of the action based effective leadership development and influence (ABELDI) framework as an undergraduate and graduate leadership development program and a learning practice in higher education. The psychology of leadership course was offered as a special topics elective course at an undergraduate institution of moderate size in the northeastern region of the United States for six semesters prior to receiving full course approval for Spring of 2022. An overview of the ABELDI framework is presented along with related literature, and student perceptions of the course from both semesters are analyzed. As a result of reading this poster, readers will have the opportunity to learn about and examine the impact and student perceptions of an effective leadership framework in a leadership course at a specialized institution of higher education.

33. Leadership and Literature: Introduction to Leadership Theory Through Fiction

Target audience: K-12 educators, Higher education faculty (undergraduate and graduate)

Geoff Peate, EdD, Plymouth State University, New Hampshire

Every young person has the potential to become a leader, whether they are acting in a minor or major leadership role. More than ever, it is paramount that youth learn to identify themselves as potential leaders. One of the great barriers to cultivating leadership among youth is the treatment of them solely as the next generation. As a result, youth often fail to see themselves as actors in decision-making processes today. (Kress, 2006, p. 54). The future depends on good leaders; what can we do to help all youth see their potential as leaders?

34. Leadership and The Good Life Across Generations

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Zachary Wooten, PhD, West Chester University of Pennsylvania

***Recipient, 2022 Founding Mothers' Scholar Award**

Emma Dunham, West Chester University of Pennsylvania

This poster provides an example of an innovative service-learning assignment in a class entitled, Leadership and the Good Life. In the class, students discuss core questions such as, What makes a good life? , What do we have to do in order to live a good life? , and What circumstances are required for a good life? Students also consider the resources, pitfalls, and challenges of various visions of leadership and the good life. To engage these questions, students experience readings, guest lectures, group discussions, written reflections, and notably, a dialogical and intergenerational service learning experience. To help further expand students' perspectives on what it means to live a good life, the most iteration of the class identified an often overlooked perspective among traditional undergraduate students: older adults, especially those toward the end of life. This poster explains the pursuit of addressing that overlooked group through partnerships with local senior centers. Through the assistance of a community engagement scholar, students were paired with an older adult in the community and engaged in three meetings to discuss life's most meaningful questions amongst those at the beginning and end of their adult lives.

35. The Spiritual Aims of Leadership Education: The Writings of Parker Palmer and Beyond

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Zachary Wooten, PhD, West Chester University of Pennsylvania

***Recipient, 2022 Founding Mothers' Scholar Award**

Leadership educators must engage the questions, What are the aims of leadership education? and What should be the aims of leadership education? While short answers to these questions exist, long-form, interdisciplinary, humanities-based philosophical exploration of these questions are rare. While these questions can be explored in countless ways, a growing interest in leadership and spirituality represents the merit of considering spiritual aims of leadership education. To consider the spiritual aims of leadership education, a conceptual analysis of the writings of spirituality scholar and public intellectual, Parker J. Palmer, serve as a launching point. Through an organic and emerging design, this study utilizes interdisciplinary or synoptic conceptual analysis to identify seven spiritual aims of leadership education along with conclusions, critiques, future research possibilities, and further reflection upon the future of leadership education.

Monday, June 27th

7:30am – 4:00pm Registration and Welcome Table (Basie Ballroom Foyer)

8:00am – 9:30am Breakfast and Speaker, Ricky Kidd (Basie Ballroom)

ALE annual awards will be presented at each plenary session

The Consequences of Leadership

Ricky Kidd, I AM RESILIENCE

In 1996, Ricky Kidd was wrongfully convicted of a double homicide in Kansas City, MO. Despite an airtight alibi for his whereabouts at the time of the crime, he was ultimately convicted and sentenced to life in prison without parole. In 2019, with the assistance of the Midwest Innocence Project, Ricky was exonerated of the crime after having served nearly 25 years in prison for a crime he did not commit.

Ricky Kidd is now living in his freedom and helping others find theirs. He is a justice advocate and activist, speaker, author, and the founder of I AM RESILIENCE, a global transformational change platform that helps people tap into their own resilience.

Ricky shares about how leadership played a role in his conviction and ultimate release, as well as his own journey towards leadership. One court decision away from spending the rest of his life in prison, Ricky shares the impact of one judge—one leader—whose leadership ultimately led to Ricky's release. His story is founded in the power of everyday people, acting in their own everyday leadership, as change agents for themselves and their communities.



9:45am – 11:15am Concurrent Session 1

Workshop

(Julia Lee)

TRES II Reflection Framework: Critical Reflection Tool for Deepening Community-Campus Partnerships

Target audience: Higher education faculty (undergraduate and graduate), Service-learning or community engagement work practitioners

Lori Kniffin, PhD, Fort Hays State University

Jasmina Camo-Biogradlija, PhD, University of Michigan

Mary Price, PhD, IUPUI

Patti Clayton, PhD, PHC Ventures, IUPUI

Robert Bringle, PhD, IUPUI

Do you want to create stronger, more democratic community-campus partnerships? How do we get on the same page about the purposes of our partnerships? And what difference does inquiring into partnerships make? This workshop will introduce participants to the Transformational Relationship Evaluation Scale II (TRES II), which evaluates the quality of community-campus partnerships using 10 domains (e.g., resources, decision-making) and the TRES II Reflection Framework. The TRES II Reflection Framework is a tool (with the TRES II Scale embedded) that service-learning and community engagement practitioners may use to critically reflect individually, or ideally with partners, with the aim of understanding the current and aspirational state of a partnership and moving toward more transformational and democratic partnerships. Come participate in this interactive workshop to learn more about these tools and how they might enhance your partnerships within leadership education.

Panel

(Bennie Moten)

How to transition to teaching leadership online from in-person to online and back again (and again and again).

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Moderator: Kris Gerhardt, PhD, Wilfrid Laurier University

Panelists:

Kris Gerhardt, PhD, Wilfrid Laurier University

Lisa Kuron, PhD, Wilfrid Laurier University

Scott Allen, PhD, John Carroll University

Dan Jenkins, PhD, University of Southern Maine

David Rosch, PhD, University of Illinois, Urbana-Champaign

The challenges of transitioning from in-person to online and back to in-person (and back again) for experiential-based leadership courses and the Collegiate Leadership Competition (CLC) through the eyes of four leadership educators. Our purpose is to share lessons learned, as we strive to establish a practice field of leadership, and deliberately practice intentionality in the face of rapid change and emerging expertise. Regardless of mode of delivery, we have found that a coaching approach is an important style to adopt to help students work through applied leadership concepts. Likewise, the establishment of class and team norms is very important in in-class teaching and training sessions but seems

to be even more important in establishing good lines of communication in an online environment. Additionally, presenting all curricular content in the first half of a term allows students to practice the entire range of course content in a more sustained fashion, which may help them integrate the material and find ways to apply it outside of the classroom.

Research and Practice/Application Manuscripts (Mary Lou Williams)

Shrimp Tank: Preparing Entrepreneurial Leaders Using a Pitch Competition

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Keith Herndon, PhD, The University of Georgia

Kate Hester, University of Georgia

Ev Andrews, MA, University of Georgia

This innovative practice paper explains how a class business plan competition loosely modeled on the popular TV show Shark Tank became an educational tool to teach concepts essential to entrepreneurial leadership. Given the rise in entrepreneurship as a career path, this exercise uses the perceived attributes of innovation as a framework to teach emerging entrepreneurial leaders how to communicate their ideas in markets facing relentless change and disruption. Using a business plan competition called Shrimp Tank, this innovative practice asks young leaders to create and own a business idea and challenges them to effectively persuade their peers about its benefits in a competitive forum.

Transforming the Leadership Education Undergraduate Advising Process: Incorporating Growth Mindset and Design Thinking

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Addison Sellon, University of Nebraska-Lincoln

Hannah Sunderman, PhD, University of Nebraska-Lincoln

LJ McElravy, PhD, University of Nebraska-Lincoln

The purpose of this proposed application manuscript is to share two undergraduate academic advising manuals that are rooted in growth mindset and design thinking theory and aimed to provide structure and individualization to the academic advising process. Specifically, we discuss both student-centered and faculty-centered manuals that were developed to address concerns within undergraduate academic advising. Growth mindset and design thinking are linked to overall motivation, confidence, and problem-solving (Dweck, 2015; Hochanadel & Finamore, 2015; Mann, 2020), allowing for students to take control of and be actively engaged in their academic advising experience. The manuals will be evaluated based on feedback and data collected from students and academic advisors. Through thorough descriptions of the two manuals and an evaluation strategy, the current application manuscript provides leadership education students and their advisors with various tools to enhance and guide their undergraduate academic advising sessions.

The Subliminality of Leadership Communication: A Theoretical Connection Between Leadership Development and Communication

Target audience: Leadership coaches and consultants, Leadership Development Teachers/Programs/Organizations/Faculties

Ahmadreza Shamsi Yousefi, Doctoral Student in Leadership Communication-Kansas State University

Stephanie Dailey, Claremont Graduate University

Timothy Steffensmeier, PhD, Leadership Communication Professor-Staley School of Leadership Studies -Kansas State University/Director of Research, Kansas Leadership Center

This paper aims at increasing the effectiveness of leadership development programs. It establishes a theoretical connection between constructs in the fields of leadership communication and the psychology of how leaders develop. Anchored on the relationship between Leader Developmental Readiness and Elaboration Likelihood Model of persuasion, this paper argues that leadership educators can tailor their teaching styles to participants' interpretation styles particularly central and peripheral message processing systems. To do so, we examine teaching modules of a two-day leader development program held monthly throughout 2021 (with more than 1000 participants) by a Midwest leadership training center. Then, evaluating the effectiveness of the program using pre-post surveys (with 325 participants who responded at three time-points), we hypothesize that the teaching style in some ways can help to the increase in leadership behavior of the participants. This hypothesis is currently being tested by a parallel study and part of the results will be available to present at the time of the ALE conference in June 2022.

Learning Team Leadership Through Film: Analyzing the Stages of Group Development in Jumanji: Welcome to the Jungle

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Clay Hurdle, MS, MA, University of Florida

Laura Greenhaw, PhD, University of Florida

Film has been used to teach leadership in recent decades, but a review of the literature indicates much of this work is prescriptive rather than empirical. This study sought to understand the effectiveness of film in an undergraduate leadership class by determining learner satisfaction with a film analysis assignment and exploring learner ability to identify the stages of group development. A mixed-method approach was undertaken. Learners were surveyed to elicit their level of satisfaction with an essay assignment where they analyzed the stages of group development in the film Jumanji: Welcome to the Jungle. In addition, their essays were subject to a content analysis to determine if learners could successfully identify the stages of group development. The survey indicated that learners were enthusiastic about the assignment and preferred that film help assess their understanding of group development. The content analysis indicated that learners could identify the stages of group development throughout the movie. However, there was variation in which scenes were representative of the different stages. Future research should explore the distinction between inductive and deductive approaches to content instruction and learner outcomes. Film familiarity and its impact on learner outcomes should also be investigated.

Research Jam Session
(Andy Kirk)

Research Jam Session: Fine tuning your research and program evaluation efforts in leadership education

Facilitated by Lindsay Hastings, PhD, University of Nebraska-Lincoln

The Leadership Studies Research FAN is SO excited to be able to offer a “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 and program evaluation projects and ideas. Small groups will be organized based upon participant needs and will be led by seasoned researchers and program evaluators in leadership education.

11:15am – 12:45pm Lunch and Leadership in the Middle of Everywhere Panel

Sponsored by Children’s Mercy Kansas City

1:00pm – 2:30pm Concurrent Session 2

Workshop
(Julia Lee)

Increasing the Capacity of Leadership Educators to Teach Followership

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Daniel Jenkins, PhD, University of Southern Maine

Dami Alegbeleye, PhD, University of Southern Maine

There are two types of leadership educators those that accept followership and those that deny it. For those who have accepted the notion of followership, it is no longer a question of whether followership is real, but rather a question of how to learn and/or teach it. While there has been a steady increase in Followership literature over the last decade, Followership Education literature is relatively sparse, and there are many areas that are yet to be explored. One of the key areas ripe for further exploration is effective pedagogical practices for Followership Education. Consequently, this workshop attempts to provide followership resources and develop capacities for leadership educators to also be effective followership educators. In this workshop, we will provide an overview of Followership Education, followed by three followership pedagogical activities: (a) Experience in a Leader or Follower Role Activity; (b) The Mobius Strip Activity; and (c) Courageous Followership Typology Role-Play. We hope that participants will leave the session with the self-efficacy to implement followership activities in their classrooms, which has implications for the fields of followership and Followership Education.

Panel
(Bennie Moten)

Leadership-as-Practice: Exploring Development from in the Middle of Everywhere & in Between Everything

Target audience: Higher education faculty (undergraduate and graduate), Non-profit educators

Moderator: *Linnette Werner, PhD, Hamline University*

Panelists:

Joe Lasley, PhD, University of Southern Maine

Brandon Kliewer, PhD, Kansas State University

Kerry Priest, PhD, Kansas State University

Eric Kaufman, PhD, Virginia Tech

Linnette Werner, PhD, Hamline University

Leadership-as-practice (LAP) is a recent evolution in the leadership literature that suggests leadership occurs as a practice rather than in individuals. Practice reflects what people accomplish together, the coordinated efforts among people and materials, within spaces and places. To study LAP is to be curious about how leadership emerges and unfolds through day-to-day experience (Raelin, 2016). Indeed, a practice perspective situates leadership in the middle of everywhere and in between everything. In this session, participants will (1) explore the leadership-as-practice (LAP) perspective as a contemporary/emerging lens for leadership research and practice, and (2) engage key considerations for leadership-as-practice development (LAPD) in leadership education. Presenters will share cases that illustrate current research and application within their own educational practice, and discuss the challenges and opportunities associated with this lens and approach.

Research and Practice/Application Manuscripts
(Mary Lou Williams)

The Hidden Leadership Curriculum: Alumni Perspectives on the Leadership Lessons Gained Through Co-Curricular Engagement

Target audience: Leadership practitioners, Higher education faculty (undergraduate and graduate)

David Rosch, PhD, University of Illinois at Urbana-Champaign

Kevin Wilson, MS, University of Illinois at Urbana-Champaign

Reuben May, PhD, University of Illinois at Urbana-Champaign

Gayle Spencer, PhD, University of Illinois at Urbana-Champaign

Co-curricular engagement in postsecondary education provides students with a breadth of opportunity for leadership-focused developmental experiences. However, few studies have qualitatively examined in detail how formal co-curricular involvement contributes to such development especially in the context of post-graduate professional success resulting in what we describe as a hidden leadership curriculum embedded in co-curricular engagement. To address this gap in the literature, we explored the leadership experiences of 25 recent alumni who were engaged within various co-curricular organizations, and the leadership lessons relevant to their professional success that they report learning as a direct result of their involvement. Findings from this study reveal how the inherent organizational challenges embedded within co-curricular engagements lead students to develop a more interdependent, relational conception of effective leadership behaviors. These conceptualizations place value on collective group engagement and decision-making, and help students recognize group needs over individual desires. In addition, many participants reported acquiring the value of generativity building a leadership pipeline - within their respective co-curricular organizations. We discuss practical implications, such as the central role of challenging experiences within the co-curriculum, and suggest future research recommendations.

Discovering the Organic Development of a Leadership Common Core

Target audience: Higher education faculty (undergraduate and graduate), Administrators

Todd Wigger, EdD, Southwestern Oklahoma State University

Amanda Evert, PhD, Southwestern Oklahoma State University

While no official accrediting agency mandates a formal leadership curriculum standard, there does appear to be unofficial standard trends in course offering for undergraduate leadership degree programs. After conducting a content analysis of required course titles from 63 U.S. undergraduate leadership degree programs, eight primary course topic areas were identified. Program course similarities appear to represent organic development of unofficial common core requirements within undergraduate leadership programs. Further, there appeared to be no significant trend as to which academic department leadership programs were placed. This research sought to determine if there existed a common set of courses amongst undergraduate leadership degree programs, to provide guidance for new program development and program revision, promote discussion about future leadership curriculum development, and provide a starting point for developing common leadership curriculum expectations nationally.

Framing Up: Contextualizing Organizational Leadership in Agricultural and Natural Resources

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Caitlin Lunzmann, University of Florida

Nicole Stedman, PhD, University of Florida

Leadership is a crucial ability in the workplace (National Association of Colleges and Employers, 2021). However, university graduates are not being adequately prepared for this aspect of their work (National Research Council, 2009). A multi-institutional project took up this charge by creating a multi-level experiential leadership program to train faculty on how to teach leadership in their various disciplines. Through a 14-week online series of modules and a field experience, faculty were taught Bolman and Deal's Organizational Frames (2017). The leadership frames provided the framework to create case studies specific to their disciplines. In doing this, the question arose as to how well participants understood and used the frames themselves. This study aimed to quantitatively analyze how often they used each of these frames as assessment questions in their case studies. From the eight published case studies on the multi-institutional project's website, data on assessment questions was collected to observe trends in the use of each frame. Trends from this study will serve as a starting point to better understand how non-leadership faculty understand and utilize leadership concepts. Further research could be conducted to gain a more in-depth understanding of how external faculty interprets and applies each frame.

Theory-Driven Approaches to Targeting Socially Responsible Leadership in Emerging Adults: Commitment

Target audience: Student affairs professionals, Leadership practitioners

Hannah Sunderman, PhD, Virginia Tech

Lindsay Hastings, PhD, University of Nebraska-Lincoln

The current practice manuscript discusses a theory-driven approach to developing Commitment, an individual value of the Social Change Model of Leadership, among college student mentors and adolescent mentees. Specifically, we share a two-part leader development intervention: (a) a one-hour content block with interactive activities and (b) a small-group, discussion-focused meeting. Grounded in the Social Change Model, the intervention focused on identifying areas of passion, examining Commitment in others, and planning a task or activity to demonstrate Commitment. Accompanying the intervention is an assessment strategy based on the learning objectives. We hope that by sharing a description of the intervention and an evaluation strategy, leadership educators will be able to implement the Commitment curriculum in a curricular or co-curricular setting.

2021-2022 Mini Grant Recipient Showcase

(Andy Kirk)

Facilitated by Nyasha M. GuramatunhuCooper, PhD, Girton Road Leadership Learning and Consulting, and Jera Elizondo Niewoehner-Green, PhD, The Ohio State University

The 2021-2022 recipients of mini grants received seed money, up to \$1500, to support new diversity, equity, and inclusion focused projects or programs. The call for proposals included applications in curricular or co-curricular areas around DEI program assessment or evaluation, development leaders, followers or learners, development and influences of social identity, social change and community development, as well as global, intercultural, and anti-racist leadership education.

This session will provide an overview of the Association of Leadership Educators mini grant program and recipients of the 2021-2022 mini grants will showcase and provide reflections about their projects.

Leadership for Young Change Agents across Factions and Countries: Building Youth-Led Organizations Actors to Address Regional Issues

N'zoret Innocent Assoman, Ph.D. Student, Leadership Communication Graduate Teaching Assistant, Staley School of Leadership Studies (SSLS), Kansas State University

The purpose of this project is to support these agents of change to act as catalyst for development of other youth in Ghana and Côte D'Ivoire through entrepreneurship and leadership training. It seeks to foster a collaborative and integrative platform for young people (activists of youth transformational change in West Africa) through Youth-led organizations to thrive and bring sustainable changes (through a transformational leadership lens) in Ghana and Côte d'Ivoire (West Africa), from a global lens.

UNC Greensboro Brothers Doing Positive

Jordan Farmer, University of North Carolina Greensboro Office of Leadership and Civic Engagement (OLCE)

Jarrod Rudd, University of North Carolina Greensboro Office of Leadership and Civic Engagement (OLCE)

Through this program, the OLCE office will contribute to the development and growth of black male leaders on campus and in the community through: (1) socio-cultural discussions to identify and understand the disproportionate hardships that contribute to the marginalization of the black male community; (2) work with community partners to participate in hands-on service projects to address community needs; and (3) personal and professional development opportunities to increase leadership capacity.

Leadership by Dichos: A Game Based Approach to Latina Leadership

Joe Lasley, PhD Assistant Professor Leadership & Organizational Studies, University of Southern Maine

Sabrina E. Nelson, M.Ed., Director Center for Student Success, Lecturer & Ph.D. Student School of Leadership and Education Sciences, University of San Diego

Cristina Padilla, M.A., Lecturer & Ph.D. Candidate School of Leadership and Education Sciences, University of San Diego

The funding for this project will support manufacturing of a Latina leadership board game titled El Rio de Dichos, designed to be facilitated in a workshop. This game adds new practice combining both inclusive, intercultural leadership development and game-based leadership identity development for leadership education. The game addresses the intersection of social identities in leadership development and the intercultural nature of leadership experiences, particularly that of Latinas, with opportunities for psychological development of all leaders.

2:30pm – 2:45pm Break

2:45pm – 4:15pm Concurrent Session 3

Workshops

We all love that "F" word: Feedback. Providing growth mindset perspectives to feedback in the classroom (Andy Kirk)

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Caitlin Bletscher, PhD, Washington State University

Anna Whitehall, MA, Washington State University

While many leadership educators may be familiar with Carol Dweck's fixed versus growth mindsets and its significant impact among student learning outcomes, this Educator Workshop dives deeper into the practical application of growth mindset, specifically as it relates to providing feedback in the university classroom. Participants will experience, learn about, and practice implementing growth mindset strategies into their own feedback, as well as developing growth mindset among in-class support, such as Teaching Assistants (TAs). Despite their important role in shaping student learning outcomes, a significant lack of literature exists in discussing the implications of developing growth mindset among TAs. Workshop presenters will draw from a growth mindset training among undergraduate and graduate TAs, as well as a university-wide growth mindset faculty development program within a large, Land-Grant general leadership education course to demonstrate the impact of this intervention on undergraduate student self-efficacy, leadership, well-being, and psychological flexibility. Drawing from the results of this intervention assessment, workshop presenters provide tangible takeaways, growth mindset resources, and recommendations for leadership educator pedagogy, policies, and practice.

Conceptualizing the Deconstruction of Racial Capitalism in Leadership Education (Jay McShann)

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Darius Robinson, Ed.M., Florida State University

***Recipient, 2022 Founding Mothers' Scholar Award**

Leadership education has taken steps over the last decade to integrate perspectives centered around social justice and culturally relevant pedagogies. These efforts require an understanding of the historical and current ways in which diversity has been used to benefit higher education institutions [HEIs] at the expense of students of color. This profiting through racial capitalism comes with treating students of color in a superficially reciprocal way which undermines attempts to actively combat oppression in leadership education. The purpose of this workshop will be to discuss how racial capitalism shows up in leadership education and its effects on student leaders of color. We will outline examples of the concept and have participants identify instances of racial capitalism in leadership as well. This process will not only help participants understand how the concept affects leadership education, but also how to avoid reproducing racial capitalism in the field. We will

then work together with the participants to offer recommendations for stopping the one-sided profiting of student leaders of color and shift the paradigm at HEIs.

The Power of Narrative Inquiry: Exploring Narrative Methods for Leadership Scholars and Educators (Julia Lee)

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Kate McCain, PhD, Arizona State University

Mac Benavides, PhD, Kansas State University

Hannah Sunderman, PhD, Virginia Tech

Priorities outlined in the 2020-2025 National Leadership Education Research Agenda (NLERA) emphasize the need for leadership that promotes social justice, equity, and inclusion (Priority 1), as well as for scholarship grounded in critical and multidisciplinary methodological approaches (Priority 9). In this session, we will discuss how narrative inquiry can advance the field of leadership studies by offering an interpretive/constructivist and critical pragmatic approach to teaching, research, and practice. We will outline four orientations to narrative inquiry that have been employed by three researchers across three different institutions with backgrounds in qualitative inquiry, critical theory, and quantitative methodologies. The narrative inquiry orientations include life narratives, communicated narrative sense-making, critical narratives, and action-oriented narratives. Through this session, participants will explore the application of narrative/storytelling methods to their work and the broader field of leadership studies. Participants will engage in experiential activities to understand various approaches to narrative methods, examine recent narrative scholarship, and sketch a preliminary design for a narrative study. They will also consider how critical narratives can produce a more complex understanding of a given phenomenon by intentionally seeking out and surfacing concealed stories (Bell, 2009) and, through these, concealed solutions (Santamar et al., 2014).

Panel
(Bennie Moten)

Team-Focused Leadership Education: How Emerging Insights Inform Our Practice

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Eric Kaufman, PhD, Virginia Tech

I. Alegbeleye, PhD, University of Southern Maine

D. Cletzer, PhD, University of Missouri

Ilya Gokhman, PhD, Oglethorpe University

Laura Greenhaw, PhD, University of Florida

The demand for high-quality team leadership education continues to increase. While many post-secondary leadership education programs have incorporated teamwork skills into their curriculum, there has been limited awareness of how team-focused leadership courses are being updated and adapted in response to emerging research and insights on team effectiveness. This panel session explores team-focused leadership education at multiple institutions and examines teamwork pedagogy in light of recent scholarship on best practices. Specifically, panelists will discuss the root causes of the persisting teamwork skills gap among college graduates, the benefits and pitfalls of utilizing team-based pedagogy, and course content changes from emerging theories, such as followership and shared leadership.

Practice/Application Manuscripts
(Mary Lou Williams)

Capstone Pathways: Meeting the Needs of Online Adult Learners in Leadership Education

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Kaley Klaus, EdD, Fort Hays State University

Collegiate academic leadership programs have a diverse combination of instructional and assessment strategies, depending on the context and conceptual framework of the program; however, a common component of most programs is a capstone experience. With the understanding the student population of higher education is shifting to non-traditional learners with unique needs, the author of this paper discusses how faculty at a midwestern university developed a new capstone experience for its large population of online adult learners, giving students needed flexibility and the opportunity to reflect on their learning in academic, professional, and personal contexts.

Forced Innovation: Mentoring for Leadership Development in Virtual Environments

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Lindsay Hastings, PhD, University of Nebraska - Lincoln

Hannah Sunderman, PhD, University of Nebraska - Lincoln

While forced innovation has been the ubiquitous mantra throughout the COVID-19 pandemic, leadership education programs focused on developmental interactions such as mentoring were particularly confronted with forced innovation challenges. How do we replicate the developmental transformation from highly personal investment relationships in a virtual environment, especially when those relationships had previously been cultivated in and acculturated to face-to-face environments? The purpose of this application manuscript is to discuss mentoring for leadership development in virtual spaces utilizing reflection data from a 360-student leadership mentoring program in the wake of a forced change from in-person to virtual interactions. The themes presented from the current paper suggest that unilateral mimicking of face-to-face mentoring interactions in digital environments is insufficient and perhaps even contributes to a sense of futility for leadership mentors in virtual environments. Implications for necessary alternative approaches for virtual leadership mentoring are discussed.

A Beautiful Life: An Alternative Approach to Teaching Ethics in Leadership Education

Target audience: Higher education faculty (undergraduate and graduate), K-12 educators

Zachary Wooten, PhD, West Chester University of Pennsylvania

***Recipient, 2022 Founding Mothers' Scholar Award**

Ethics is a central concept to the study of leadership. Due to the multiplicity of paths one may take to enter leadership education as a profession, leadership educators do not often share a wide variety of tools to employ when teaching ethics in leadership. Often tasked with teaching ethical leadership or ethical dimensions of leadership theory and practice, many leadership educators have not benefited from academic training as ethicists or philosophers. Thus, additional tools must be sought out through communities of practice. Such communities make sharing ideas possible. In addition, increased attention on ethics is required within the scholarship of leadership education. Media depictions of ethics education may lead one to believe that ethics is best taught through case studies, trolley problems, and winning debates. While these approaches hold value, this presentation provides an alternative approach to teaching ethics in leadership education experiences, namely through centering of the concepts of beauty and goodness as meaningful pursuits and relational experiences. Drawing upon the philosophy of aesthetics, this presentation will offer one representative assignment for leadership educators to adapt and use in their own contexts.

Assessing Voice: Meaning-Making and Knowledge Production through Google Jamboards

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Nyasha GuramatunhuCooper, PhD, Girton Road Leadership Learning and Consulting

Dan Jenkins, PhD, University of Southern Maine

This practice/application manuscript describes how Google Jamboards is used as an educational tool to create a virtual space for students to engage in meaning-making and knowledge production. We discuss strategies for using Google Jamboards in leadership education and explore how students can demonstrate leadership learning via the emergence of three levels of voice (knowledge production and meaning-making): performative, critical, and vulnerable. We offer two examples (undergraduate and graduate courses) that demonstrate how Google Jamboards was used to facilitate the emergence of performative, vulnerable, and/or critical voice to demonstrate knowledge about leadership perspectives and concepts. By presenting these two examples, our work serves as a demonstration of how technology can support cognitive and affective learning in leadership education.

5:00pm – 7:00pm Off-Site Excursion, National WWI Museum and Memorial

Sponsored by Creighton University Graduate Leadership Programs

The National WWI Museum and Memorial is located at 2 Memorial Drive Kansas City, MO 64108

The museum is located 1.7 miles from the conference hotel. It is accessible via the free Kansas City Street Car which stops directly across from the hotel (12th and Main). The Street Car runs 2.2 miles up and down Main Street connecting River Market to Union Station/Crown Center with 16 stops, operating 6:00am – 10:00pm Monday through Thursday – later into the evening Fri-Sun.. The museum is located about 1.5 blocks from the Union Station stop. The museum is also accessible by Uber or other ride share companies.

Tuesday, June 28th

7:30am – 4:00pm Registration and Welcome Table (Basie Ballroom Foyer)

8:00am – 9:30am Breakfast and Great Ideas Teach and Share Plenary Session (Basie Ballroom)

Great Ideas Teach and Share Forum

Facilitated by Dan Jenkins, Chair & Associate Professor, Leadership & Organizational Studies, University of Southern Maine and Dave Rosch, Director & Associate Professor, Agricultural Leadership, Education and Communication, University of Illinois at Urbana-Champaign

New approaches for inspired teaching! Share your great ideas, and leave with many more. This highly interactive forum is for those interested in expanding teaching practices and their pedagogical toolboxes in all leadership education contexts. Participants will give, receive, discuss, and experience great ideas for teaching leadership. Share your great ideas via the QR code before or during the forum!



9:45am – 11:15am Concurrent Session 4

Workshops

Avoiding the Seven Deadly Sins of Leadership Education Research and Evaluation (Julia Lee)

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

David Rosch, PhD, University of Illinois at Urbana-Champaign

Lindsay Hastings, PhD, University of Nebraska - Lincoln

Are you interested in becoming a more rigorous researcher or leadership program evaluator? Feel you need a brush-up in that Research Methods or Assessment course you took in the past? Wondering how these topics relate to lust, wrath, and gluttony? This session is designed as a fun, engaging, and comprehensive boot camp in the fundamentals of data collection for the goal of improving our educational efforts. A great fit for emerging scholars and anyone in need of reminders for how to do our work rigorously.

Concealed Stories, Concealed Solutions: An Assets-Based Approach to Teaching Leadership for Social Transformation (Jay McShann)

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Mac Benavides, PhD, Kansas State University

Tess Hobson, PhD, Kansas State University

In this workshop, participants will experience a week in the life of undergraduate students enrolled in a course examining the role of culture and context in leadership. This interactive workshop will engage participants in a variety of activities in which they will (a) research complex social issues facing their communities, (b) learn about leadership perspectives developed by and for people who are often on the margins, (c) apply these leadership concepts to design a leadership intervention to address the challenge researched, and (d) engage in a discussion around application of our pedagogy within their own institutional and professional contexts. Session participants will leave with a deeper understanding of the impact of asset-based leadership education (Bordas, 2012; Donaldson & Daughtery, 2011; Keefer & Haj-Broussard, 2021; Sudsberry & Kandel-Cisco, 2013) and one example of a curricular model that challenges learners to effectively decenter whiteness, patriarchy, heteronormativity, and other normative perspectives that perpetuate oppressive realities.

Panels

The Influence of Faith Identity on Leadership Educator Identity: The Interwoven Dimensions of Human Stories (Bennie Moten)

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Moderator: *Angela Talley, Trevecca Nazarene University*

Panelists:

Cathy Hendon, EdD, Trevecca Nazarene University

Scott Springer, EdD, Brigham Young University Hawaii

Zachary Wooten, PhD, West Chester University of Pennsylvania

***Recipient, 2022 Founding Mothers' Scholar Award**

One relatively new field of research within leadership education is the professional identities of leadership educators. Many complex dimensions of identity influence one's leadership educator identity. One such dimension is faith identity. We propose a 90-minute panel discussion that uses human stories to expand upon the Leadership Educator Professional Identity Development (LEPID) model proposed by Seemiller and Priest (2015; 2017) by exploring the faith identities of the panelists using Fowler's (2006) Stages of Faith model. The three panelists, all leadership educators themselves at different institutions in the United States, will help participants address this primary question of discovery: How does faith identity influence leadership educator identity? The panel's purpose is to present the possible confluence and connection between these two identities; it is not to discuss any doctrinal topics or religious underpinnings. Through the personal experiences of the panelists, the session participants will come to better understand the complex interwoven nature of dimensions such as faith identity upon one's leadership educator identity.

The Future of Graduate Leadership Education: An Exploration of Curriculum and Faculty Support to Meet the Needs of a Complex Society (Mary Lou Williams)

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Moderator: *Michael Gleason, PhD, Wartburg College*

Panelists:

Michael Gleason, PhD, Wartburg College

Eric Kaufman, PhD, Virginia Tech

James Martin, PhD, Creighton University

Sydney Richardson, PhD, North Carolina A&T State University

Jennifer Moss Breen, PhD, Creighton University

Within this panel, graduate leadership educators and administrators explore the future of graduate and professional leadership education. Panelists bring perspectives on how programs can best meet the needs of a complex society, integrate counter-narratives into leadership curriculum, and consider how to support leadership faculty experiencing high levels of burnout. Emerging themes from focus groups of leadership educators conducted in the fall of 2021 will also be shared. As contributors to an upcoming issue of *New Directions for Student Leadership* focused on the future of graduate and professional leadership education, panelists have been exploring unique opportunities within the field and are eager for a robust discussion of how we can together create a positive future for the field. This conversation, grounded in relevant literature, will provide tangible opportunities for attendees to improve their own programs and practices within leadership education.

Research and Practice/Application Manuscripts (Andy Kirk)

Collective Sensemaking: Constructionist Train the Trainer Leadership Learning and Development

Target audience: Leadership coaches and consultants, Higher education faculty (undergraduate and graduate)

Brandon Kliever, PhD, Staley School of Leadership Studies, Kansas State University

A gap often exists between leadership studies research and leadership education. This gap seems particularly pronounced when considering leadership education and training through a collective, practice, and constructionist theoretical lens. This interpretative qualitative study offers a theoretical framework to understand how trainers teach other trainers how to use sensemaking activity to develop leadership capacity. The framework will help leadership educators understand how to use primary and keying frames to train other educators to use sensemaking as a collective, practice, and constructionist approach to leadership learning and development. This manuscript reviews relevant literature, describes sensemaking activity through a collective, practice, and constructionist lens, offers interpretative qualitative analysis of a sensemaking experience used to train trainers, and provides a series of recommendations for leadership educators interested in aligning practice with theory. Keywords: sensemaking, collective leadership, practice theory, constructionist, Case-in-Point, leadership education

Changing Industry Perceptions: Leadership Lessons on Stoicism

Target audience: Leadership practitioners, Higher education faculty (undergraduate and graduate)

Amy Brown, MS, University of Florida

Clay Hurdle, MS, University of Florida

The ancient philosophy of Stoicism can draw both criticism and skepticism from academic scholars. To be a Stoic is commonly known as practicing emotional repression, yet a deeper look at the philosophy will reveal a practical set of skills for navigating life's challenges and achieving a happy, flourishing life. Leadership education has begun to investigate this paradigm with a viewpoint based on original teachings. This phenomenological study investigates leadership professionals' perspectives ($n = 26$) on Stoicism. Three different leadership professional groups participated in a Stoicism workshop which served as focus groups for the study. Data analysis employed descriptive, concept, and pattern coding methods, resulting in four themes: Change in Perception, Cognitive Restructuring and Accommodation, Acknowledgement of Pre-existing Stoic Traits and Their Usage, and Desirability of Practical Application. Participants felt Stoicism was negatively stigmatized and could identify traits in themselves or others that mirrored the behaviors modeled in the philosophy. This identification led to a restructuring of their perception of Stoicism and inspired recognition where the philosophy's tools could be of use. Future research to explore participants' continued practice of the Stoic disciplines is recommended, as is the use of personalized case studies for facilitating discussion.

Characteristics of Distinguished Leadership Education Programs: A Delphi Study - Creating a Trajectory for Leadership in the Middle of Everywhere

Target audience: Higher education faculty (undergraduate and graduate), Leadership Program Administrators

Katherine Friesen, PhD, St. Thomas University

Anthony Andenoro, PhD, St. Thomas University

The low consensus, multidisciplinary nature of Leadership Education and Leadership Education Programs has tremendous value for higher education learners eager to develop the capacity to advance personal, organizational, and community goals. However, as Leadership Education programs rise in number to meet student demand and enrollment-based revenue generation metrics at many universities, the potential for substandard quality exists. Traditionally, faculty and administrators could explore accreditation parameters to ensure for quality amidst the increased program growth, but this is not possible for Leadership Education. As an emergent discipline, Leadership Education lacks a formal standardized accreditation process or parameters. Additionally, associations and their membership currently find themselves embroiled in debate unable to find consensus for the merits of accreditation. Considering this, the authors conducted a Delphi study aimed at the identification of distinguished leadership programs and the distinguishing characteristics of those programs. The findings create a trajectory for academic leadership education/learning programs aimed at the promotion of quality. The study and resulting conclusions create broad

implications for the field of Leadership Education through the identification of specific programs and characteristics to model, and ultimately, the emergence of strategic considerations for the development of leadership learners capable of producing change for our world.

Co-Construction through Co-Instruction: The Importance, Challenges, and Opportunities of Standpoint Plurality in Leadership Education

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Lisa Kuron, PhD, Wilfrid Laurier University

Erin Hodson, M.Ed., Wilfrid Laurier University

Co-teaching occurs when two (or more) educators plan, deliver, and assess learning within a shared space. Though co-teaching is commonly used in K-12 classrooms and within education programs in higher education, there is limited exploration of how or if co-teaching can be used within leadership education. To this end, we share our experience co-teaching a leadership course on diversity within a remote learning environment. Using Kouzes and Posner's (2012) practice of modelling the way as a foundation, we argue that when used with intention, the practice of co-teaching can lead to numerous benefits, both pedagogically and professionally. We recognize the numerous challenges inherent in co-teaching, offer strategies to overcome these challenges, and share successes and reflections based on our experience. To conclude, we offer recommendations for educators, researchers, administrators, and institutions to consider when enacting co-teaching in their context.

11:15am – 12:45pm Lunch and Speaker, Keondria McClish-Boyd, PhD (Basie Ballroom)

Caring For Ourselves And Each Other During Unprecedented Times

Keondria McClish-Boyd, PhD

The terms *unprecedented times*, *racial unrest*, *quarantine*, *isolation*, and *fatality* became a regular part of our vocabulary during the recent multiple pandemics. As we continue to traverse environmental and social injustice, racial unrest, and COVID-19, many of us, notably our students from historically marginalized communities, are processing what we have lived through and making meaning of this extraordinary time. Because of these experiences, there is no such thing as normal. We are not the same today as yesterday; our experiences have changed how we see ourselves and others and all of this influences the way we show up in the world.

As each of us attends to our daily encounters, we may also find ourselves considering what introspection may look like in this new space of paradox within the academy. As the ceiling of complexity becomes more complex, we must embrace conversations that include how we are caring for ourselves and others as we process our lived realities. This session will focus on how we might meet students from historically marginalized communities where they are and what that might look like collectively in the academy as we care for ourselves and each other.

About Dr. McClish-Boyd: Keondria attended Kansas State University, where she completed the Doctor of Philosophy in Adult Learning and Leadership, and graduate certificates in Qualitative Inquiry and Gerontology. She has been an educator for over 8 years holding numerous instructor appointments serving undergraduate and graduate programs in higher education teaching a range of courses in Lifespan and Human Development and Qualitative Research. In addition, she co-authored a textbook about diversity entitled *Cultural Diversity in Family Life Education* and numerous articles. Her research focuses on the psychosocial development of Black women, adult learning, and ethnogerontology.



Keondria also owns Sienna and Slate Co., an academic wellness coaching business to help scholars facilitate introspection, accountability, and goal achievement as they journey through academia to balance the emotional and mental aspects of the writing process. Through Sienna and Slate, she offers a range of coaching programs and services - from individual coaching to small group coaching, and seminars.

1:00pm – 2:00pm Focus Area Network (FAN) Meeting 1

ALE is committed to creating opportunities for members to connect with leadership educators and practitioners throughout the year to share, network, dialogue, and collaborate in areas that are important to them. Focus Area Networks (FANs) are coordinated by members and serve to create conversation with like-interested leadership educators. Please join the conversation at the annual conference and throughout the year!

Teaching and Pedagogy/Andragogy FAN (Julia Lee)

Coordinators: *Dan Jenkins, PhD, University of Southern Maine (daniel.m.jenkins@maine.edu) and Jason Headrick, PhD, Texas Tech University (Jason.Headrick@ttu.edu)*

Please join us for a fun and interactive networking session with fellow Teaching & Pedagogy/Andragogy FAN members. During our session, we will share some updates on the *Leadership Educator Podcast* and provide a lightning talk-style forum for FAN members to share emerging ideas, get feedback, and forge collaborations.

Student Affairs Leadership FAN (Mary Lou Williams)

Coordinators: *John Banter, EdD, Georgia Southern University (jbanter@georgiasouthern.edu) and Susan Luchey, University of Delaware (sluchey@udel.edu)*

Join us to reflect on the past year of FAN sessions and plan for the year to come. Help us determine what worked, what you would to focus on, or what you may be willing to share with others as we seek to continue our virtual programming in the coming year.

Graduate Leadership Education FAN (Bennie Moten)

Coordinators: *Michael Gleason, PhD, Wartburg College (michael.gleason@wartburg.edu) and Shannon Cleverly-Thompson, St. John Fisher College (scleverley-thompson@sjfc.edu)*

Dr. Shannon Cleverly-Thompson will explore strategies and best practices in supporting graduate students in multiple modalities. These strategies and best practices will be based on FAN survey results and literature. Specifically, the session will focus on biggest challenges for graduate students, ways to support these students, and opportunities to advocate with administration to support the unique needs of adult learners. Participants will be encouraged to share their experiences and strategies used to support graduate students.

Leadership Studies Research FAN (Andy Kirk)

Coordinator: *Lindsay Hastings, PhD, University of Nebraska-Lincoln (lhastings2@unl.edu)*

Let's continue our Jam Session! The Leadership Studies Research FAN will be designing "working webinars" for the 2022 – 2023 academic year to continue offering support and guidance to individual research and program evaluation efforts for ALE members throughout the year.

Leadership Coaching and Consulting FAN (Jay McShann)

Coordinators: *Jan Cardwell, PhD, Conceivers Leadership and Learning (janice.cardwell19@gmail.com) and Njeri Watkins, Njeri Watkins Consulting (njeri@njeriwatkins.com)*

The intersection of formal education, practitioner knowledge, and technology is critical for the leadership challenges of today and tomorrow. The Leadership Coaching and Consulting FAN invites you to contribute your thought leadership to the conversation. Note: This will be an open forum for discussion with no established leader to explore three questions.

- How can technology support current and future workplace human resource needs?
- How does technology enhance formal education?
- Is reliance on too much technology too much?

Student FAN (Basie Ballroom)

Coordinator: *Zachary Wooten, PhD, West Chester University of Pennsylvania (Zachary.wooten@alvernia.edu)*

Join the ALE Student Fan to get a copy of our ALE Student resource guide (an ongoing database of resources for students interested in leadership education). We'll also go over networking tips and hear from a panel of experienced leadership educators about how to navigate your early years in the field.

2:00pm – 2:15pm Break

2:15pm – 3:45pm Concurrent Session 5

Workshops**Advancing Games in Leadership Learning (Julia Lee)**

Target audience: Leadership practitioners, Student affairs professionals

John Banter, EdD, Georgia Southern University

John Egan, EdD, The Citadel

This workshop seeks to advance and proliferate the use of games as a teaching strategy for leadership learning. Participants will play a brief game to examine the defining characteristics of games that impact learning. After examining the literature surrounding the efficacy of games in leadership education, a proposed framework will be utilized for the design of a leadership learning game. Finally, participants will have an opportunity to share resources and the use of games in their educational context.

Trauma Informed Teaching in Leadership Education (Jay McShann)

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Jackie Bruce, PhD, North Carolina State University

Sarah Holden, MS, North Carolina State University

TW/CW: Discussions of trauma/trauma-informed teaching Data collected prior to the pandemic indicate that more than 50% of students have experienced at least one Adverse Childhood Event (ACE) in their lifetime (Ellis & Dietz, 2017). Post the pandemic, amid the unprecedented social, economic, and ecological unrest, experts predict that number will be higher. Our students are coming to our classrooms carrying burdens unlike any we have seen, and as educators, we must be able to rise to meet those demands, while also taking care of our own mental health. Participants in this workshop will define trauma and trauma-informed teaching, compare and contrast trauma-informed pedagogical approaches in higher education, rehearse techniques for using these strategies in leadership education contexts, and adapt learning activities and pedagogical strategies to suit their respective environments. They will examine activities currently in use in a higher education leadership classroom, and discuss the intended outcomes and implications of these activities.

Panel
(Bennie Moten)

Leadership for Public Purpose: An Introduction to the Carnegie Foundation's New Elective Criteria and Stories from Four Pilot/Founding Institutions

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Moderator: *Carla Orgtega Santori, Doerr Institute for New Leaders, Rice University*

Panelists:

Donnette Noble, PhD, Fort Hays State University

Jennifer Moss Breen Kuzelka, PhD, Creighton University

Michael Chikeleze, PhD, Valparaiso University

More than two years in the making, the Doerr Institute for New Leaders at Rice University and the Carnegie Foundation (with the collective support of a leadership consortium and nine pilot/founding institutions, all organized by the Doerr Institute) announced the details of a new elective classification, Leadership for Public Purpose. As with the Carnegie Foundation's elective classification for Community Engagement, the new classification requires that institutions submit to a rigorous self-study as part of the application process to assess their commitment to this endeavor and provide evidence of their institutional indicators around Leadership for Public Purpose including but not limited to: assessment of student learning, curricular and co-curricular offerings, faculty and staff rewards and contributions, mission statements, and strategic plans. In this panel presentation members of four pilot/founding institutions that include a research university, a state comprehensive university, a large Jesuit university, and a private Christian university, will share their insights as they worked through the pilot application process for the new classification. The purpose of which is to help schools interested in this pursuit to begin strategizing around how they will organize to gather the necessary evidence and complete the application in advance of the spring 2023 due date.

Practice/Application Manuscripts
(Mary Lou Williams)

Measuring Active Listening as a Leadership Skill: A Pilot Study

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

John Slieter, PhD, University of Nebraska - Lincoln

This study opens as a theoretical essay and literature review about leadership, active-listening, and empathy, then into a listening skills survey that was implemented in a desire to explore the impact of a teaching pedagogy for active-empathic listening for leaders. This reading will compel 21st century leaders and educators to embrace leadership as a relational process—one that requires highly tuned interpersonal skills, constructed on a solid foundation of active-empathic listening. This study is about listening as a Leadership Skill—arguably one aspect of leadership that is absolutely crucial, yet under-developed in today's leadership literature. To be a good listener, first you must take on the role of a listener (Noonan, 2015). What this means for leadership educators is that we must practice what we teach when it comes to teaching listening skills. A model of a teaching pedagogy is offered along with an outcome measure for listening skills. I propose this measurement will offer empirical support for specific pedagogical practice of teaching active-empathic listening skills within the context of interpersonal skills for leadership. Leadership educators will benefit from this study by gaining a deeper understanding of emerging leadership theories and psychological constructs around empathy and listening.

Leadership Development in the Middle of Work: Team Meeting Observation as a Practice-Based Intervention

Target audience: Leadership coaches and consultants, Higher education faculty (undergraduate and graduate)

Kerry Priest, PhD, Kansas State University

Roberta Maldonado Franzen, PhD, Kansas State University

RJ Youngblood, MA, Kansas State University

This applied practice paper highlights a work-based leadership development experience between a university and regional organization. Our conceptual framework highlights how the interplay of leadership in complex adaptive systems and leadership-as-practice development support the need for workplace learning approaches to leadership development. Next, we describe how the process of team meeting observations as a practice-based, inquiry-focused leadership development intervention created a container for team members to explore their interactions and flow of practice in their everyday work experience. This project was part of a larger engaged research project. We share outcomes relevant to the organization's goals and considerations for scholars and practitioners. Finally, we conclude with reflection and recommendations for educators, coaches, or consultants who seek to develop leadership capacity in workplace settings.

Leadership Learning Labs: Remaking Discussions into Skill Building Experiences

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Mark Halvorson, PhD, Trinity Western University

This paper describes an integrated course, community, and career connected leadership labs program created for international learners in an undergraduate leadership degree. The program was an innovative response to the limitations the COVID-19 pandemic placed on experiential learning. The labs were designed to be an experimental space where learners had opportunities to identify, observe, and practice leadership skills. Learners were invited to learn to lead by participating in the work of facilitating group conversations, helping these groups grow and solve problems, and cultivating meaningful community in the groups. The program generated positive results, including helping learners do

well in their courses, create a vibrant student community, and navigate the journey of establishing their career in an uncertain and complex world.

Building a Training and Development Intervention for Peer Leaders: Consideration vs. Structure

Target audience: Student affairs professionals, Leadership practitioners

Hannah Sunderman, PhD, Virginia Tech

Lindsay Hastings, PhD, University of Nebraska-Lincoln

Leadership is necessary for organizational effectiveness (Kroeck et al., 2004), a finding that applies to student organizations at institutions of higher education (Plante, 2016; Posner, 2012). However, college student leaders of campus organizations face nuanced challenges, including motivating their peers (Foubert & Urbanski, 2006; Plante, 2016). Therefore, this innovative practice paper sought to diagnose and analyze the central challenge of a peer leadership position within a collegiate leadership mentoring program. After diagnosing the central challenge of the position to be balancing empathy and accountability, we built a training and development intervention grounded in the leadership theory of consideration versus structure (Halpin & Winner, 1957; Stogdill, 1974). The intervention was administered to the cohort of seven student leaders for two years and subsequently assessed for effectiveness. The current paper shares results of the assessment, along with details on developing and implementing the leadership intervention. We hope practitioners can utilize the training in their co-curricular organizations or implement the process we outline to conduct a needs assessment and create a leadership development intervention. Thus, we aim to contribute towards a need in the field for descriptions of assignments and activities comprising the day-to-day teaching of leadership (Smith & Roebuck, 2010, p. 136).

Research Manuscripts

(Andy Kirk)

Leadership Identity Development, Meaning-Making, and the Intersection of Marginalized Social Identities: A Scoping Review

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Jonathan Orsini, PhD, University of Florida

Hannah Sunderman, PhD, University of Nebraska-Lincoln

Over the past two decades, leadership scholars have generated robust literature on leader(ship) identity development. Recently, researchers have looked more closely at the connection between leader(ship) identity development and meaning-making, especially regarding social identities and the relational and collective aspects of claiming and granting these identities. As this area of study has expanded, scholars have noted an absence of research on the effect of multiple social identities, especially marginalized identities, on meaning-making and leadership identity construction. The current paper is part of a larger scoping review project investigating the intersection of leader(ship) identity development and meaning-making. From this review, we analyzed 106 articles to determine the current extent of literature that covers the intersection of leader(ship) identity development, meaning-making, and marginalized social identities. A review of the extant literature is included, and a conceptual model is suggested for further exploration into this critical and under-researched domain.

The Effect of Pandemic Disruption on Community-Based Leadership Education, Students Experiences and Learning Outcomes

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Elizabeth Goryunova, PhD, University of Southern Maine

Tara Grey Coste, PhD, University of Southern Maine

As humanity continues to negotiate the short- and long-term effects of the COVID-19 pandemic, there is a renewed focus worldwide on building an inclusive, socially, and economically just future. This process can be facilitated by nurturing engaged citizens and responsible leaders through a holistic approach to education that combines instruction and community service. Over the last 20 years, community-based learning in the form of the service-learning championed by institutions of higher education worldwide has grown and matured, yet the systematic approach to its curriculum structure, as well as methods for assessment of learning outcomes, continue to evolve. Of specific interest is the effect of COVID-19 pandemic disruption on service-learning instruction and learning outcomes. This qualitative study is focused on community-based pedagogy in leadership education. It explores and compares leadership-related learning outcomes and experiences of students in multiple sections of service-learning-designated course offered by a leadership program at a medium-sized public university in the United States, before and during the COVID-19 pandemic (Spring 2019 and Spring 2020). Study findings offer insights into disruption-resilient service-learning education opportunities

Happy Because I was Being Heard : An Exploration of Pedagogical Strategies that Support BIPOC Students in Postsecondary Leadership Courses

Target audience: Higher education faculty (undergraduate and graduate), K-12 educators

Katherine McKee, PhD, North Carolina State University

Jennifer Smist, PhD, University of Illinois

Haley Traini, PhD, Oregon State University

David Rosch, PhD, University of Illinois

It is imperative postsecondary leadership educators effectively support BIPOC students through their curriculum and pedagogy. In this study, we explored the experiences of BIPOC students who took leadership courses at a large, Midwestern University during the 2019-2020 and 2020-2021 academic years. Our goals were to explore the pedagogical choices of instructors that supported BIPOC student learning in a leadership course and the leadership behaviors BIPOC students identified as being applicable after the course. Through survey research and qualitative data analysis, two prominent themes emerged. First, students were able to clearly identify how their learning would apply to their

future leadership, noting new skills and confidence to apply leadership theories, work on teams, and increase their capacity to lead. Second, BIPOC students identified specific instructional strategies that supported their learning and engagement in the class. These strategies included the existence of diverse and applicable content, connective and communicative instructors, and involvement in course discussions and activities, among others. We discuss our findings and offer specific recommendations for leadership educators to better support BIPOC students in their leadership courses and classrooms.

3:45pm – 4:00pm Break

4:00pm – 5:00pm Focus Area Network (FAN) Meeting 2

ALE is committed to creating opportunities for members to connect with leadership educators and practitioners throughout the year to share, network, dialogue, and collaborate in areas that are important to them. Focus Area Networks (FANs) are coordinated by members and serve to create conversation with like-interested leadership educators. Please join the conversation at the annual conference and throughout the year!

Teaching and Pedagogy/Andragogy FAN (Julia Lee)

Coordinators: *Dan Jenkins, PhD, University of Southern Maine (daniel.m.jenkins@maine.edu) and Jason Headrick, PhD, Texas Tech University (Jason.Headrick@ttu.edu)*

We will begin this session by recognizing our 2022 Case Study Writing Competition winner. Then, we will shift our focus to teaching strategies for using podcasts as a teaching tool in leadership course me and programs. During this interactive session, Dan will be joined by special guest Dr. Scott Allen, host of the *Phronesis: Practical Wisdom for Leaders* podcast, to share a bit about their experiences selecting relevant leadership content and guests for their podcasts and how they have utilized their podcasts and a variety of others as an instructional strategy in their courses to meet specific leadership learning goals. Facilitators will also share anecdotal evidence, some examples of podcasts and specific episodes that align with particular learning goals in leadership education, emphasize the utility of podcasts as a teaching tool regardless of course modality, and, *most importantly*, invite participants to share podcast resources they have used.

Student Affairs Leadership FAN (Mary Lou Williams)

Coordinators: *John Banter, EdD, Georgia Southern University (jbanter@georgiasouthern.edu) and Susan Luchey, University of Delaware (sluchey@udel.edu)*

Want a smorgasbord of Student Affairs Leadership programming ideas? Bring your most creative student leadership development ideas, best practices, or content to share with others working in Student Affairs to create a grab bag of ideas to take back to your campus.

Graduate Leadership Education FAN (Bennie Moten)

Coordinators: *Michael Gleason, PhD, Wartburg College (michael.gleason@wartburg.edu) and Shannon Cleverly-Thompson, St. John Fisher College (scleverly-thompson@sjfc.edu)*

Dr. Michael Gleason will facilitate a panel of graduate leadership educators that focuses on managing multiple roles of serving as a faculty member and administrator. Panelists will explore their biggest challenges, strategies to help manage these challenges and ways they have advocated for additional resources. Participants will also have opportunities to share their unique challenges and successful ways of balancing multiple roles and priorities.

Leadership Studies Research FAN (Andy Kirk)

Coordinator: *Lindsay Hastings, PhD, University of Nebraska-Lincoln (lhastings2@unl.edu)*

Let's continue our Jam Session! The Leadership Studies Research FAN will be designing "working webinars" for the 2022 – 2023 academic year to continue offering support and guidance to individual research and program evaluation efforts for ALE members throughout the year.

Leadership Coaching and Consulting FAN (Jay McShann)

Coordinators: *Jan Cardwell, PhD, Conceivers Leadership and Learning (janice.cardwell19@gmail.com) and Njeri Watkins, Njeri Watkins Consulting (njeri@njeriwatkins.com)*

The intersection of formal education, practitioner knowledge, and technology is critical for the leadership challenges of today and tomorrow. The Leadership Coaching and Consulting FAN invites you to contribute your thought leadership to the conversation. Note: This will be an open forum for discussion with no established leader to explore three questions.

- How can technology support current and future workplace human resource needs?
- How does technology enhance formal education?
- Is reliance on too much technology too much?

Student FAN (Basie Ballroom)

Coordinator: *Zachary Wooten, PhD, West Chester University of Pennsylvania (Zachary.wooten@alvernia.edu)*

Join the ALE Student Fan to get a copy of our ALE Student resource guide (an ongoing database of resources for students interested in leadership education). We'll also go over networking tips and hear from a panel of experienced leadership educators about how to navigate your early years in the field.

Evening

Explore Kansas City and Dinner On Your Own

Wednesday, June 29th

7:30am – 9:30am **Breakfast Buffet – Enjoy During Morning Sessions** (Basie Ballroom)

7:45am – 8:30am **Journal of Leadership Education (JOLE) Coffee Talk** (Andy Kirk)

Join the Editor and Editorial Advisory Board members for an informational session about the Journal of Leadership Education. Questions about the submission or review process? Want to become a reviewer? Interested in hearing about the new article types? The 20th Anniversary issue? Bring your favorite beverage or breakfast and hear about these and other exciting new developments at JOLE!

8:30am – 9:15am **Roundtable Session 1** (Basie Ballroom)

1. Collaborating in the Middle: Encouraging Leadership Educator Identity in Student Affairs Practitioners

Target audience: Student affairs professionals, Higher education faculty (undergraduate and graduate)

Allison Dunn, PhD, Texas A&M University

Summer Odom, PhD, Texas A&M University

Lori Moore, PhD, Texas A&M University

Krista Bailey, PhD, Texas A&M University

Leadership learning occurs on college campuses in a variety of contexts, both inside and outside of the classroom. Student affairs programs, events, leadership positions, and involvement opportunities offer countless opportunities for students to engage in leadership learning. Leadership development is valued within the field of student affairs and practitioners are expected to contribute to the leadership development of students (Dunn et al., 2019). Despite the widespread opportunity for this learning to occur, only a fraction of student affairs professionals identify as leadership educators. The purpose of this roundtable is to discuss this phenomenon, identify barriers to student affairs practitioners identifying as leadership educators, and begin exploring opportunities for collaboration among leadership educators and student affairs practitioners.

2. Using Mind Maps to Help Students Integrate Leadership Theories

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Justin Greenleaf, PhD, Fort Hays State University

Lori Kniffin, PhD, Fort Hays State University

Kaley Klaus, EdD, Fort Hays State University

The purpose of this roundtable is to explore the use of mind maps in helping students think critically and more comprehensively about leadership theories and concepts that have shaped the field of leadership education. Sample mind maps, assignment descriptions, and grading rubrics will be provided to participants to begin the discussion. Guided questions will be available to explore the implementation, improvement, and/or future efficacy of using mind maps in the educational setting.

3. Doing the Leadership That We Teach

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Jill Arensdorf, PhD, Fort Hays State University

The true test of leadership education is the extent to which people are creating positive change in the world being leaders and doing what leaders do with and for others (Huber, 2002, p. 29). We have the obligation to create positive change with our students, but as leadership educators how can we further contribute to our organizations practicing what we teach everyday? The facilitator will engage the attendees in a reflection and discussion focused specifically on how we engage in practicing in our work and organizational systems the very leadership theories and concepts that we teach.

4. Popular Culture as a Pedagogy for Teaching Power and Influence

Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners

Kelli Britten, MS, University of Nebraska-Lincoln

Heather Akin, PhD, University of Nebraska-Lincoln

Popular culture surrounds us every day through sound and imagery. While an area of study dismissed by most academics (Stevenson, 2018) it serves as a critical pedagogy (Sfeir, 2014) in many disciplines. The integration of popular culture in leadership education should be no different. The current generation of leadership scholars, generation Z, spends 74% of their free time on a mobile screen (Morgan, 2021), which equates to 42 hours of mobile media consumption weekly (Morgan, 2021). This repeated exposure to elements of popular culture lends to a basis of knowledge that should be integrated into the leadership classroom, including cultural production (Gaztambide-Fernandez & Matute, 2015). Utilizing popular culture examples in leadership courses promotes meaning making and knowledge creation (Sfeir, 2014). It is important to note that power and influence exists outside a traditional business structure, and popular culture can help us explore that; popular culture can showcase power and influence in media, society, and culture. This discussion will focus on understanding power and influence theory in tandem with popular culture as a pedagogical tool, identification of popular culture examples to support leadership education and a brainstorm of examples from various forms of popular culture to integrate into the classroom.

5. The Art of Gathering: Creating a Community of Practice among Leadership Educators

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Cathy Hendon, EdD, Trevecca Nazarene University

Angela Talley, EdD, Trevecca Nazarene University

In this roundtable, we invite leadership educators to consider the benefits of developing/or participating in a community of practice. A community of practice among leadership educators is defined as both a model of organizing as a group of professionals and a pedagogical framework for understanding how professionals learn what it means to be and act as a member of their chosen field (Jenkins & Endersby, 2017, p. 123). Novice and experienced leadership faculty can advance their leadership, scholar, and leadership educator professional identities through collective learning. Join us for this discussion where we explore why and how we created a community with a common purpose among our leadership faculty in the Covid-19 era. We will also discuss the central idea of being and becoming a leadership educator (Seemiller & Priest, 2015) and how that professional identity is instrumental in the building blocks of our professional practice.

6. Effective Co-Teaching in Online Leadership Courses

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Laura Vaughn, MA, Florida State University

Darius Robinson, Ed.M, Florida State University

***Recipient, 2022 Founding Mothers' Scholar Award**

In online leadership courses, instructors face many challenges to ensure students are learning leadership concepts in a way that can be applicable to the outside world. When it comes to serving as a teaching assistant or co-instructor for an online leadership course, there is an added layer of complexity required to coordinate with instructors in order to achieve shared goals and guarantee that all types of instructors are on the same page. This roundtable discussion aims to give leadership educators who facilitate online leadership courses a place to share ideas and methods concerning being a teaching assistant and/or co-teaching leadership topics via an online modality. Additionally, we pose to address how the scaffolding of online classes differ based on level of classification and course intensity. We seek to discuss what are the different needs when it comes to leadership education facilitation and rigor within a co-teaching context.

7. Decolonizing Coaching: Using coaching questions to critique the coaching framework

Target audience: Leadership coaches and consultants, Higher education faculty (undergraduate and graduate)

Andrew Wefald, PhD, Kansas State University

Ariel Griffin, MA, Children International

This roundtable will present ideas and questions about decolonizing the coaching framework. Coaching, as a supportive relationship, has existed since Greek mythology (Allaho & Van Nieuwerburgh, 2018) and has been used in industry, organizations, and education as a form of leadership development since the 1990s (Ely et al., 2010; Wise & Hammack, 2011). Most current forms of scholarly work stem from Western/colonial frameworks and neglect Eastern, African, and Indigenous frameworks. Research around coaching follows a Western research paradigm. This roundtable will invite participants to critically examine the coaching framework, understand how to deconstruct the central concepts, discuss how a more global perspective could enhance the overall coaching methodology, and extend these concepts to other leadership frameworks.

8. Leadership Assessment: Exploring its Value and Use in the Classroom

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Steve Winton, PhD, Saint Louis University

Katie Devany, MS, Saint Louis University

The use of leader and leadership instruments have long been a staple in leadership development efforts, despite limited scrutiny regarding their ethical use (Day, 2001; Wilson et al., 2021). We contend that the use of leadership assessment practices (e.g., self, 360-degree, autobiographical) can be important for learning and development in the classroom, but that its value is not a given. In order to facilitate development of competencies such as decision-making and communication, educators must take great care to align the instrument with the goals of the individual student, class, and/or leadership program, pair it with other pedagogical tools and experiences such as reflection, and thoroughly review the results with students (Barnes, 2021; Satterwhite, 2021). We welcome a conversation regarding the value and use of assessments in promoting student learning and leader/leadership development. Through sharing of individual experiences, research, and best practices, we would like to explore how educators overcome some of its challenges and best incorporate it into curricula and co-curricula.

9. Open Educational Resources for Leadership Learning

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

John Egan, EdD, The Citadel

Leadership educators should strive to remove financial barriers to promote equity in their learning environments. The creation and use of no-cost materials, or Open Educational Resources (OERs), can reduce this burden as well as enhance leadership learning. A variety of disciplines are now adopting OER textbooks as the quality of these materials have improved through structured peer review. This roundtable discussion will examine this practice and explore the OERs currently being used in leadership education as well as materials that could be created in the future.

10. Teaching and Leading in the Middle of Everywhere from a More Inclusive Perspective

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Wren Mills, PhD, Western Kentucky University

Rheanna Plemmons, EdD, Western Kentucky University

In 2016, Booker et al. found that when faculty engaged in diversity, equity, and inclusivity training, they felt they grew from the experience and that this growth was noted in teaching practices and attitudes; students benefited from it, as well. In Spring 2022, 15 faculty were chosen from across campus to participate in the inaugural cohort of the Inclusive Teaching Academy at ZZZ. In this roundtable session, one of the participants will share her experience, from the application process to topics covered, artifacts created, and lessons learned that she can implement in her courses and help others in her program and department to put into practice, as well. Discussion topics will include how to integrate inclusivity into course set-up, how to establish a DEI-friendly climate, how to teach with transparency, and how to teach for equity. Come and see if the ITA is something you might want to try to develop and offer at your own institution.

11. A Conversation About the Use of Collaborative Online International Learning by Leadership Educators

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Candace Bloomquist, PhD, Creighton University

Sandra Suiter, EdD, Horizons Collaborative

Michele Mencuccini, EdD, Church of the Ascension

This roundtable discussion session is designed for those interested in discussing the use of collaborative online international learning (COIL) for leadership development. The use of COIL can fill the need for sustainable global leadership development (i.e., online facilitation of learning without the need to travel), innovations in international education (i.e., creating more capacity and availability for global citizenship educational opportunities, SUNY COIL, n.d.), and access and equity for faculty and students who have limitations related to financing or mobility for international travel. COIL is a collaboration between students and professors that helps provide meaningful opportunities for global experiences to enhance intercultural interactions that lead to more culturally humble leaders who can lead from the middle of everywhere. This roundtable conversation provides an opportunity to delve into this unique but important exploration the utilization of COIL for leadership development.

9:30am – 10:15am Roundtable Session 2 (Basie Ballroom)

1. Tune into Marginalization: A Leadership Simulation Roundtable

Target audience: Leadership practitioners, Higher education faculty (undergraduate and graduate)

Helen Fagan, PhD, University of Nebraska-Lincoln

Gina Matkin, PhD, University of Nebraska-Lincoln

Walking a Mile in another person's shoes while easy to say, is difficult to do. What would it feel like to be marginalized? Would participants grow in empathy? Would they be better equipped to suspend judgement and shift perspective? These are considered qualities of an individual who is able to bridge differences. The U.S. Army has been working for the past two decades to develop empathy as a key attribute of military leaders to better understand followers. This roundtable will lead participants in an experiential learning opportunity in which they are provided the opportunity to tune into marginalization as a process for developing empathy.

2. Implementing Alternative Assessment for Authentic Learning

Target audience: Higher education faculty (undergraduate and graduate), K-12 educators

Ada Cenkeci, PhD, Northern Kentucky University

Megan Downing, EdD, Northern Kentucky University

In an era of constant change and uncertainty, today's organizations look for attributes such as problem-solving, critical thinking, and flexibility/adaptability in college graduates. However, such skills may not be fully measured with traditional tests in college courses. Therefore, leadership educators can implement alternative assessment ideas that go beyond the acquired knowledge and focus on student application of the acquired knowledge. Alternative assignment method can have a variety of benefits including student empowerment, real-world application opportunities, and chances for collaborative work. Considering such benefits and the need for recent alternative assessment examples in the leadership education field, this roundtable will explore how to implement alternative assessment for creating authentic learning environments. The participants will share their personal experiences of developing such assignments, along with challenges, resources, and strategies for implementation.

3. Exploring Best Practices in Increasing Diversity in Graduate Students

Target audience: Student affairs professionals, Students (undergraduate or graduate)

Christine Noyes-Williams, MS, Arizona State University

As graduate admissions across multiple disciplines strive to increase the diversity of student bodies, it is worth examining the practices that are shifting the demographics of graduate programs. Most commonly, newer holistic admissions practices included removing cut-offs in academic measures, standardized test scores, and GPA; then, extended to evaluating an applicant's creativity and problem-solving, contextualizing the environment the student was in, to factoring in first generation to go to college (Aibana et al., 2019; Blumberg et al., 2021; Clayborne et al., 2021; Coleman & Keith, 2018). No matter the criteria for evaluating applicants, many articles reference a process of evaluating a program's mission when conducting reviews (Coleman & Keith, 2018; Lancaster et al., 2020; Maker, 2020; Wagner et al., 2020). The research suggests two directions for degree programs, holistic evaluation of admissions process through mission, vision, and values, and the other restructuring of admissions criteria to elicit the qualities that lead to success in the discipline. This roundtable will engage participants in a discussion on how

they think about their leadership program's mission, vision, and values in attracting and evaluating applicants. Furthering the discussion into how applicants display alignment to these and qualities that lead to success in the discipline.

4. Leadership Identity Development in the Collegiate Curricular Setting: How do Transformative Pedagogies Empower or Constrain?

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Summer Odom, PhD, Texas A&M

Allison Dunn, PhD, Texas A&M

Leadership identity development has been noted as being central to student leadership learning among college students in both the curricular and co-curricular settings. Pedagogies like storytelling, coaching, and the use of personal development plans and personal growth projects are being used to facilitate leadership identity development in the collegiate setting. While much research has been focused on leadership identity, there is lacking in the literature a critical lens focus on this phenomenon. The purpose of this roundtable is to discuss transformative pedagogies being used in the collegiate curricular setting to facilitate leadership identity development and then explore ways these pedagogies may both empower or constrain the leadership identity development of students.

5. Equipping Queer Student Leaders Using LMX Theory

Target audience: Student affairs professionals, Students (undergraduate or graduate)

Coleman Simpson, MS, North Carolina State University

Kurtis Miller, Cultivating Change Foundation

LGBTQ+ students long for community and that can often be found through the use of student organizations, especially at land-grant institutions where those communities are often invisible or ignored. Using the Leader-Member Exchange Theory, leadership educators can help LGBTQ+ students develop sustainable organizations, communities, and build meaningful relationships with other students to support and advocate for LGBTQ+ students.

6. Community Based Leadership Instruction

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Elizabeth Goryunova, PhD, University of Southern Maine

Tara Grey Coste, PhD, University of Southern Maine

Community-based learning is recognized as high-impact pedagogy for enhancing learners' civic engagement, critical reflection, and social awareness (NERCHE, 2020). Other commonly recognized service-learning outcomes, such as a collaborative and empowered approach to solving problems, creativity, communication, civic and global awareness, ethical decision making, and advocacy are representative of the essential cognitive, behavioral, and attitudinal qualities of effective leaders (Caligiuri, 2006; Mendenhall et al., 2017). Consequently, service-learning has a growing application in leadership education. However, in the past two years, the efforts of institutions of higher education worldwide to build community partnerships as a foundation for community-based learning have been undermined by the global disruption and isolation inflicted by the COVID-19 pandemic. As the world grapples with the short and long-term effects of the COVID-19 pandemic, there is a need to ensure that community-based instruction and specifically its leadership application is disruption-proof and of sustained vitality. This roundtable discussion is focused on leadership application of the following common approaches to community-based learning: Academically Based Community Service, Civic Learning, Environmental Education, Place-Based Education, Service Learning, and Work-Based Learning (Melaville et al, 2006). Participants will discuss the limitations of each approach under conditions of a hypothetical environmental disruption and ways to overcome limitations.

7. Leveraging the Power of Community Advisory Boards in the Middle of Everywhere

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Donnette Noble, PhD, Fort Hays State University

Brittney Squire, MPS, Fort Hays State University

Community service has been demonstrated to have positive effects on the personal development of college students by providing opportunities for students to become active, positive contributors to society" (Soria, Nobbe, & Fink, 2013, para. 6); however, as institutions of higher education, we also have a responsibility to honor our community partners by ensuring their needs are also met. This roundtable conversation will be facilitated by two members of a Midwest state comprehensive university who have built a community advisory board to help strengthen the university's programming and increase its impact in its service region. The discussion will include but is not limited to, aligning institutional practices and aspirations with community needs, the facilitation of partnerships to create meaningful experiences for all stakeholders, and thinking about critical approaches to setting sustainable goals for civic learning and engagement while taking into consideration the issues of social identity, power, privilege, and oppression, etc.

8. The Leadership Educator as Mentor, Consultant, and Coach

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Justin Greenleaf, PhD, Fort Hays State University

The purpose of this roundtable is to encourage discussion about the role of the leadership educator in developing transformational relationships with students. Adopting a student-centric approach, the roundtable discussion will explore the role of the leadership educators as mentor, consultant, and coach. Definitions of the roles will be provided, and guided questions will be available to explore situations in which the student would best align with each type of role.

9. Exploring Philosophy as Method in Leadership Education

Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals

Matthew Pierlott, PhD, West Chester University of Pennsylvania

Kerry Priest, PhD, Kansas State University

Zachary Wooten, PhD, West Chester University of Pennsylvania

***Recipient, 2022 Founding Mothers' Scholar Award**

The interdisciplinarity of leadership studies complicates methodological considerations. The impact of positivism on the academy and the devaluation of the humanities stifles creative possibility for scholars of leadership education. Those who wish to engage in research beyond the constraints of social-scientific qualitative and quantitative research must participate in ongoing translation work when navigating scholarly activity in leadership studies. Despite the challenges and translation work required to work across disciplinary boundaries, leadership studies benefits from the rich multiplicity of disciplines used to analyze and explore the phenomenon of leadership. This roundtable will focus on the possibilities and challenges of philosophical inquiry within leadership education. Facilitators will provide a handout of introductory materials for those interested in pursuing philosophy as method within leadership education. Participants are invited to share questions, examples of previous philosophical work they have done, and brainstorm possible areas of philosophical research within leadership education. Ideally, this roundtable will contribute to a growing community for those interested in engaging leadership education philosophically.

10. Leadership Theories: The How and What of Teaching Leadership Theory in Higher Education

Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)

Kate McCain, PhD, Arizona State University

With the post-industrial shift in theory development, characteristics of the new student generations, and ever-changing job force needs, we find ourselves on the brink of new theoretical movement in the field once again (Anderson, et al., 2017). As leadership educators and practitioners are faced with global, political, economical, and industrial challenges, what and how we teach leadership theory is essential to the upcoming generations of college students. Meuser and colleagues (2016) contend that the number of leadership theories is upwards of 66, making it even more challenging for educators to narrow the focus. Priority 9 of the National explains, Educators and employers continue to ask for a reimagined higher education, expressing concern about the lack of focus on developing competencies such as systemic thinking, problem-solving, interpersonal communication, cultural awareness, teamwork, and collaboration; all of which are critical for today's leaders. (Yannuzzi, et al., 2020, p. 92). The goal of this round table is to engage in discussion with other leadership educators on impactful practices for teaching leadership theory in graduate and undergraduate courses. Additionally, the conversation will also focus on unique pedagogical and andragogical approaches for teaching theory in large virtual classes.

11. Leading in a Disruptive World

Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants

Laurie Yates, PhD, Oregon Institute of Technology

The Fourth Industrial Revolution and Globalization 4.0 arrived with unprecedented momentum. Technology races forward at warp speed, producing a cyber-dominated world of robots and artificial intelligence (AI), expanding well beyond the digital world of the Third Industrial Revolution. These developments are both exciting and frightening. This roundtable will explore the efficacy of contemporary leadership theory, addressing the following question: Are leaders and leadership educators are falling behind? Mother Nature can provide us with clues, especially in the area of adaptive DNA. She can guide us toward a leadership approach that is more organic in nature, one that allows for constant adaptation. Complexity Leadership Theory also provides insight. Looking through these lenses provides a starting point. Complemented by participants' input, the result may be a new direction for exploring future theory and research. The urgency to find a better way has never been greater. Moving forward into the Fourth Industrial Revolution and an age of disruptive evolution, a paradigm shift in leadership may emerge. Organizations are charged with finding answers to problems that don't yet exist or haven't yet been recognized. Leaders must adapt to this new, turbulent state.

10:15am – 10:30am Break

10:30am – 12:15pm Conference Awards Presentation and Business Meeting (Basie Ballroom)

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