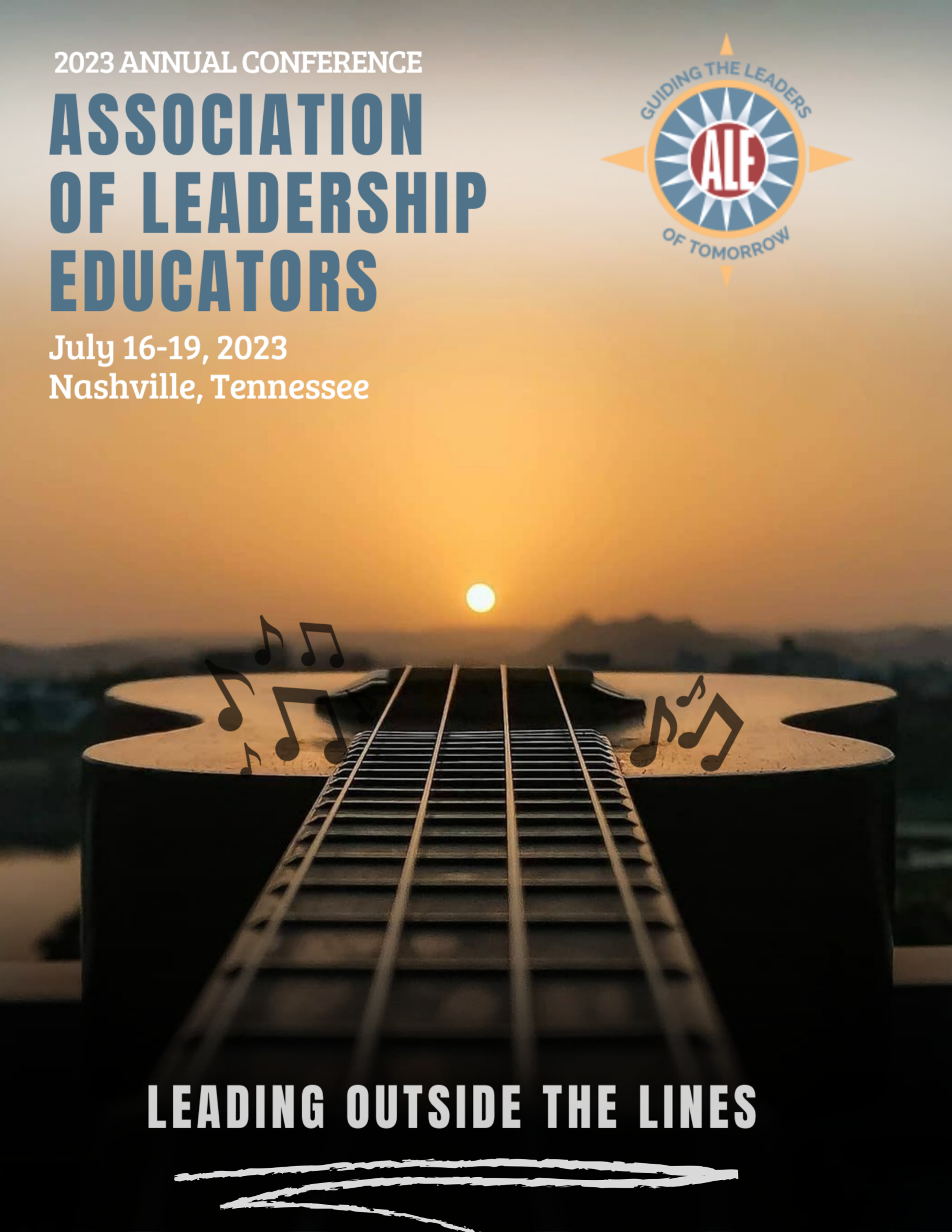
2023 ANNUAL CONFERENCE

ASSOCIATION OF LEADERSHIP EDUCATORS

July 16-19, 2023
Nashville, Tennessee



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Thank you to our sponsors 30

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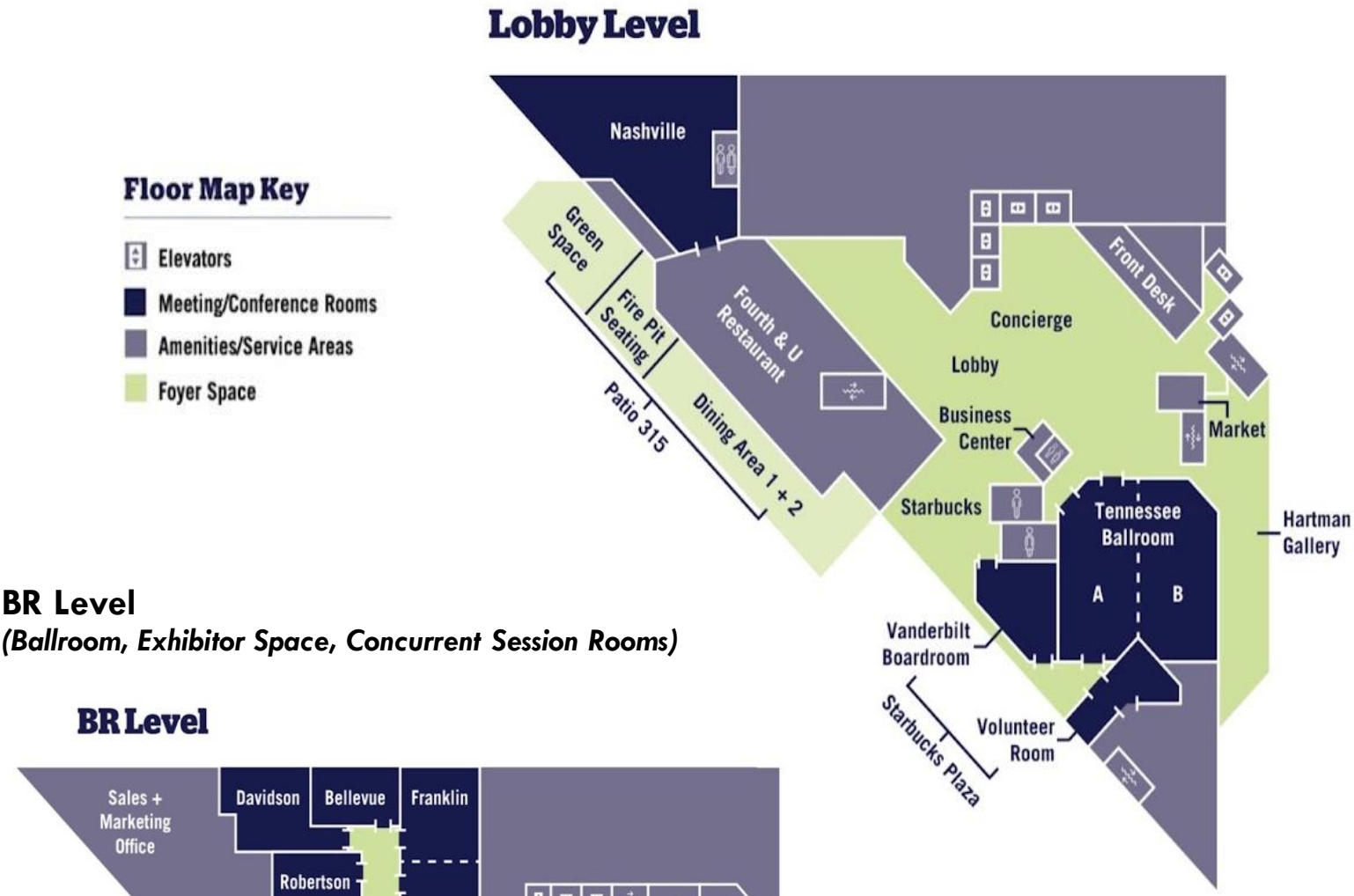
Hotel/Conference Area Map

Lobby Level

(Tennessee Ballroom A & B, Concurrent Session Rooms)



BR Level

(Ballroom, Exhibitor Space, Concurrent Session Rooms)

Welcome to the Association of Leadership Educators 2023 Annual Conference

Welcome to ALE 2023 - Nashville! We are delighted to gather once again to share, collaborate, and learn together. Kristie Guffey, our Conference Chair and her dedicated conference planning team have worked diligently to prepare for our time together and I look forward to sharing space with you here in Nashville! The ALE conference is as much about building community as it is finding joy in ongoing professional collaborations, conversations with new colleagues, and friendships that return year over year to our annual event. During your time in Nashville, I hope you'll take a bit of time to build your ***own*** community of leadership educators! I encourage you to reconnect with a colleague, attend a session that may be outside of your own area of work or expertise, and take a moment to say hi to a first-time conference attendee!

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 *Leading Outside the Lines*!

Leah Georges, PhD
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 Music City - Nashville, Tennessee! After several years of planning and trying to host a conference in Nashville, I am thrilled to have you all here in my neck of the woods! The Association of Leadership Educators is committed to Guiding the Leaders of Tomorrow Building on last year's theme of Leadership in the middle of Everywhere, we recognize that the pandemic and the immediate time after have shown us that traditional methods and pedagogies for leadership and leadership education had to be rethought and implemented in ways they never had been before. Since 2020, we have leveraged relationships with those outside of our immediate circle to help us with the work we do. We are still learning to adjust to this "new world," and as has been common the last couple of years, this sometimes still requires stepping outside our comfort zone to best accomplish our goals.

Please join us as we share with one another how we have learned to "***lead outside the lines***," in our classrooms and in our communities, and how we have passed this knowledge on to our students. This work extends beyond our pedagogically informed classrooms and into the places our students lives touch, both professionally and personally. Our pedagogy requires that we extend our teaching beyond the formal classroom and into the places where our students may be inspired to lead - and to serve – creatively, outside the lines.

It takes an amazing team to host a conference and this conference is the result of the volunteer efforts of many, and I am grateful for every single one of you that have assisted our team. The ALE Board of Directors, conference planning teams and subcommittees, proposal reviewers, and many more! I also want to thank Music City, as well as the DoubleTree Downtown and the Wildhorse Saloon, 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 with you this week!

Kristie Guffey, EdD
Association of Leadership Educators Vice President and Conference Chair

Conference at a Glance

Sunday, July 16

9:00 am – 12:00 pm	ALE Board of Directors Meeting	Davidson
12:30 – 7:00 pm	Registration; Silent Auction; Exhibitors	Cumberland South Foyer
4:00 – 5:00 pm	Conference Connections/Newcomer Reception	Brentwood/Franklin
5:30 – 7:30 pm	Poster Session & Opening Reception *Sponsored by Creighton University*	Ballroom Salon C/D/E
7:30 – 9:00 pm	Conference Connections Dinners	Various Locations

Monday, July 17

7:30 am – 4:00 pm	Registration; Silent Auction; Exhibitors	Cumberland South Foyer
8:00 – 9:15 am	Breakfast & Plenary	Ballroom Salon C/D/E
9:30 – 11:00 am	Concurrent Session 1	See Page 14
11:00 am – 12:30 pm	Lunch & Networking	Ballroom Salon C/D/E
12:45 – 2:15 pm	Concurrent Session 2	See Page 16
2:15 – 2:30 pm	Break	Cumberland South Foyer
2:30 – 4:00 pm	Concurrent Session 3	See Page 17
4:00 – 4:15 pm	Break	Cumberland South Foyer
4:15 – 5:15 pm	Focus Area Networks (FAN) Meeting 1	See Page 19
Evening	Explore Nashville / Dinner on your Own	

Tuesday, July 18

7:30 am – 4:00 pm	Registration; Silent Auction; Exhibitors	Cumberland South Foyer
8:00 – 9:30 am	Breakfast & Keynote Speaker, Jason LeVasseur	Ballroom Salon C/D/E
9:45 – 11:15 am	Concurrent Session 4	See Page 20
11:15 am – 12:45 pm	Lunch & Networking	Ballroom Salon C/D/E
1:00 – 2:30 pm	Concurrent Session 5	See Page 22
2:30 – 2:45 pm	Break	Cumberland South Foyer
2:45 – 3:45 pm	Focus Area Networks (FAN) Meeting 2	See Page 24
6:30 – 9:30 pm	Off-site Excursion: Wildhorse Saloon 120 2nd Avenue North, Nashville TN 37201 *Dinner and drinks provided*	

Wednesday, July 19

7:30 – 8:30 am	Breakfast Buffet Available *Enjoy during morning sessions*	Cumberland South Foyer
7:30 – 8:15 am	Journal of Leadership Education (JOLE) Coffee Talk	Brentwood/Franklin
8:15 – 9:00 am	Roundtables Session 1	Ballroom Salon C/D/E
9:10 – 9:55 am	Roundtables Session 2	Ballroom Salon C/D/E
9:55 – 10:15 am	Break	Cumberland South Foyer
10:15 am – 12:15 pm	Conference Awards Presentation & Business Meeting	Ballroom Salon C/D/E

About the Association of Leadership Educators

Mission

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

Vision

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

Values

Supporting & Inclusive Community | Curiosity | Collaboration | Rigor

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Majorie Hamman, *North Dakota State*
Ann Hancook, *Purdue University*
Tom Mounter, *Clemson University*
Harriett Moyer, *University of Wisconsin*
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Lynn White, *Texas A&M University*

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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*
2021-2022	Natalie Coers, *University of Florida*

2023 Conference Engagement

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Adam Payne
Geoff Peate
Kerry Priest
Deana Raffo
Kameron Rinehart
Darius Robinson
Christine Shaefer
Hannah Sunderman
Anna Whitehall

Thank you to our on-site volunteers!

Interested in volunteering for the 2024 conference planning committee?

Contact Kaley Klaus at krklaus@fhsu.edu.

Conference Excursion

The Wildhorse Saloon is located in the heart of historic downtown Nashville with the banks of the Cumberland River right outside their back door.
Join us for drinks, Nashville BBQ, and [optional] line dancing lessons at the Wildhorse Saloon!

Tuesday, July 18
6:30 pm
120 2nd Ave N
Nashville, TN 3720

Service Partner

DAYBREAK ARTS

Daybreak Arts is a social enterprise nonprofit that creates artistic and economic opportunities for people experiencing homelessness and housing insecurity by providing access to creative resources needed to achieve personal fulfillment and success. Daybreak Arts shines light on issues surrounding housing insecurity and strives to provide those who are systematically excluded from opportunity the means to explore their creativity and gain the economic mobility to reclaim access to housing, health, and community. They also work to highlight the creative talents of people impacted by homelessness in order to broaden perspectives and foster meaningful and equitable relationships across communities.

Support Daybreak Arts by bidding on items at our silent auction.
All bids close Wednesday, July 19 at 8 am

LEARN MORE:
daybreakarts.org

Keynote Speaker

Jason LeVasseur

Jason LeVasseur is the most awarded music performer in the history of campus entertainment, winning over 20 awards! He has shared the stage with bands like The Roots, Ludacris, Train, LMFAO, J Cole, John Mayer, The Dave Matthews Band, and Maroon 5. He is a touring songwriter and musician, a podcast host, a summer camp program director, a keynote speaker, a workshop facilitator, and a big fan of the Association of Leadership Educators! Join us for this jam-packed fun-filled team building and leadership development event and celebrate what makes you an amazing Rock Star Educator.

Session Schedule at a Glance

Sunday, July 16, 2023						
	5:30 - 7:30 pm	Poster Session and Opening Reception (Ballroom Salon C/D/E)				
Monday, July 17, 2023						
	Location	**Salon A**	**Salon B**	**Tennessee A**	**Tennessee B**	**Brentwood-Franklin**
Concurrent Session 1	9:30 - 11:00 am	Panel	Practice Manuscripts	Research Jam Session	Workshop	Workshop
Concurrent Session 2	12:45 - 2:15 pm	Research Manuscripts		Workshop	Workshop	Workshop
	2:15 - 2:30 pm	Break (Cumberland South Foyer)				
Concurrent Session 3	2:30 - 4:00 pm	Practice Manuscripts	Panel	Workshop	Workshop	Workshop
	4:00 - 4:15 pm	Break (Cumberland South Foyer)				
	4:15 - 5:15 pm	Focus Area Networks (FAN) Meeting 1				
		Teaching Pedagogy & Andragogy	Student Affairs Leadership	Leadership Studies Research	Leadership Coaching & Consulting	Graduate Leadership Education
		Students (Ballroom Salon C/D/E)				
Tuesday, July 18, 2023						
	Location	**Salon A**	**Salon B**	**Tennessee A**	**Tennessee B**	**Brentwood-Franklin**
Concurrent Session 4	9:45 - 11:15am	Panel	Research Manuscripts	Workshop	Workshop	Workshop
Concurrent Session 5	1:00 - 2:30pm	Practice Manuscripts	Research Manuscripts	Workshop	Workshop	Workshop
	2:30 - 2:45pm	Break (Cumberland South Foyer)				
	2:45 - 3:45pm	Focus Area Network (FAN) Meetings 2				
		Teaching Pedagogy & Andragogy	Student Affairs Leadership	Leadership Studies Research	Leadership Coaching & Consulting	Graduate Leadership Education
		Students (Ballroom Salon C/D/E)				
Wednesday, July 19, 2023						
	7:30 - 8:15 am	Journal of Leadership Education (JOLE) Information Session (Brentwood-Franklin)				
	8:15 - 9:00 am	Roundtable Session 1 (Ballroom Salon C/D/E)				
	9:10 - 9:55 am	Roundtable Session 2 (Ballroom Salon C/D/E)				
	9:55 - 10:15 am	Break (Cumberland South Foyer)				
	10:15am - 12:15pm	Conference Awards Presentation & Business Meeting (Ballroom Salon C/D/E)				

Sunday, July 16th

9:00 am – 12:00 pm	**ALE Board of Directors Meeting**	Davidson
12:30 – 7:00 pm	**Registration; Silent Auction; Exhibitors**	Cumberland South Foyer
4:00 – 5:00 pm	**Conference Connections/Newcomer Reception**	Brentwood/Franklin
5:30 – 7:30 pm	**Poster Session & Opening Reception** *Sponsored by Creighton University*	Ballroom Salon C/D/E
7:30 – 9:00 pm	**Conference Connections Dinners**	Various Locations

Posters

1 - Creating a Deliberately Developmental Organization to Sustain Women's Leadership Development in Higher Education
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Emily Saunders, University of Georgia

This action research study examines alumnae of a women's leadership development program as they attempt to create a deliberately developmental system as an approach to addressing challenges related to sustaining continued leadership development beyond the scope of a specific program and stimulating growth at both individual and collective levels. Collaborative developmental action inquiry (CDAI) is used to develop the skills adaptive leaders need including the ability to create spaces for inquiry and growth across systems within a large bureaucratic institution of higher education.

2 - The Pursuit of Quality, Effectiveness, and Continuous Improvement in an Online, Graduate-Level Interdisciplinary Leadership Program
Target audience: Higher education faculty (undergraduate and graduate), Non-profit educators
Candace Bloomquist, Creighton University; Leah Georges, Creighton University

The purpose of this poster is to describe an emerging research plan to evaluate and assess the quality, effectiveness, and continuous improvements within an online, graduate-level interdisciplinary leadership program. There is a need to address both ongoing and unmet societal needs in the preparation of leadership practitioner-scholars. Building on existing strengths and innovation in interdisciplinary learning (Dezure, 2017; Newell & Klein, 1996), leadership development (Day et al., 2021; Raelin, 2017) and andragogical educational research (Knowles et al., 2015) we hope to link theory to practice and apply appropriate research designs and conceptual framing to inform and advance leadership education and development. Interdisciplinary leadership is a leadership development model that embraces the potential of complexity, diversity, and integration to prepare practitioner-scholars to study and practice leadership (Bloomquist & Georges, 2022). The overarching research question that guided this evaluation and assessment plan is how does engagement in an online, graduate-level, interdisciplinary leadership program prepare individuals to be more inclined to practice leadership in a way that is effective at achieving direction, alignment, commitment, and integration among groups of diverse people? In this poster, we will propose three research projects that will guide our efforts at both formal and informal evaluation and assessment.

3 - Play the Game: Evaluation of Psychological Capital, Emotional Intelligence, and Virtual Team Performance among Online Gaming Teams
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Ryan Will, Fort Hays State University; Brent Goertzen, Fort Hays State University; Magdalene Moy, Fort Hays State University

Virtual teams are becoming ubiquitous with the contemporary work environment. Shutdowns due to the COVID-19 pandemic necessitated many to reconceive the workplace whereby work was accomplished by people no longer located in immediate proximity, leading many teams to engage online in virtual spaces. Even in a post-lockdown world, virtual teams have remained widely used within the workplace. Online gaming has exploded in popularity, it allows people to interact with others from across the world. Numerous parallels exist between online gaming teams and problem-solving teams often used in the contemporary workplace: 1) pursuing a shared goal; 2) identifying member roles; and 3) collaborating together to accomplish a task. The purpose of our research was to examine the role that psychological capital and emotional intelligence play in team success within an online gaming team challenge. Participants competed in an online video game event, where their goal, as a 6-player team, was to solve a set of challenges within 24 hours. The researchers conducted a content analysis of participant recordings from the event. Findings and implications are discussed. Understanding member interaction among online gaming teams has potential implications for how workplace teams can interact more effectively together.

4 - Doctoral Studies at Franklin University
Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)
Wendell Seaborne, Franklin University; Robin Hinkle, Franklin University

Rogers (1969), commenting on graduate education, suggested that every student who leaves without completing a degree should be considered a failure, either in selection, teaching, faculty-student relationship, or the provision of a stimulating professional and scientific climate. Student attrition should be carefully considered from each of these perspectives in order to correct deficiencies. Goulden (1991) stated that the loss of students during the dissertation phase is a significant problem. She further pointed out that an extensive delay in the failure to successfully finish graduate research may be a personal tragedy for individual students, but it is also a wasteful, negative outcome for departments and institutions. Given the tendency for educators to look to the precedent of past attitudes, actions, and agency, a new vision for doctoral education needed to be developed and implemented for a set of students wishing to achieve doctoral credentials. We wish to demonstrate this journey at Franklin University.

5 - Answering the Call to Academic Leadership: An Exploration of How Emerging Leaders in Higher Education Are Prepared for Serving as University Administrators
Target audience: Higher education administrators, Higher education faculty (undergraduate and graduate)
Clay Hurdle, University of Florida; Nicole Stedman, University of Florida

Academic leadership development is critical as university administrators seek to guide their institutions and various units through the complex problems within and around higher education in the 21st Century. Despite this, many scholars and academic leaders themselves note that emerging leadership in academia is generally underprepared to meet these challenges despite the availability of academic leadership development programs institutionally and nationally. Leader identity development could provide great insight into the motivations for academic leaders to serve in administration as well as the leadership development needs and role expectations therein. Interviews were carried out to better understand the leadership development of academic leaders, and the results could be of great use to leadership educators and practitioners alike when devising academic leadership development programming.

6 - Does Location Matter? Understanding Leadership Practices in Middle America
Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals
Todd Wiggen, Southwestern Oklahoma State University; Amanda Evert, Southwestern Oklahoma State University

Kouzes and Posner (2017) developed a popular model of leadership using five primary tenets of successful leadership practice: 1) Model the way; 2) Inspire a shared vision; 3) Challenge the process; 4) Enable others to act; and 5) Encourage the heart. While Posner (n.d.) stated that the model has been repeatedly validated over many demographic categories, the researchers were interested in geographic differences between urban "fly to states" and more rural "flyover states." The researchers were provided a copy of the survey instrument utilized in developing the model (B. Posner, personal communication, May 20, 2021). The researchers surveyed c-suite executives in a flyover state. Preliminary review of the data shows the five tenets of the initial model are identifiable. However, researchers are also seeing an additional trend from these industry leaders regarding the need to "understand the place." The basic concept is that the unique culture of understudied flyover states could require leaders, especially those moving from a different geographic area, to spend time learning and understanding cultural differences and leadership expectations that are unique to middle America.

7 - Determining the Engagement of Ohio Agricultural Organizations Diversity and Inclusion Practices
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Kameron Rinehart, Texas Tech University; Jera Niewoehner-Green, The Ohio State University; Jason Headrick, Texas Tech University; Shannon Washburn, The Ohio State University

Diversity and inclusion remain important to the field of leadership. Through this exploratory case study, researchers focused their attention on understanding how Ohio agricultural organizations engaged with diversity and inclusion (D&I) and adaptive leadership. The study focused on understanding the background of agricultural organizations, how they value and engage D&I, and how organizational leaders utilize adaptive leadership to address D&I within their organization. This study aimed to contribute to the future of D&I practices within the agricultural industry, provide context to potential barriers that professionals might face when working with D&I, and contribute to the insufficient amount of literature focused on D&I within the agricultural setting. Findings indicated that Ohio agricultural organizations value D&I but require more evidence of engagement and practices. Culture, tradition, and other barriers were identified which prevent D&I work from advancing. Lastly, it was found that organizational leaders do not currently engage in efforts directly relating to adaptive leadership.

8 - Leadership Goes to Hollywood: Educational Approaches Utilizing Public Pedagogy to Understand Student Perspectives & Cognition
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Kameron Rinehart, Texas Tech University; Jason Headrick, Texas Tech University; Blake Mills, Texas Tech University

Each semester, an introductory leadership course assigns students a Leadership Goes to Hollywood assignment. This assignment is an innovative teaching method used to allow students to explore leadership outside the classroom through the public pedagogy lens. As we have learned through the literature, pop culture can be an innovative method to educate students on human development, including leadership (Callahan et al., 2007). This assignment has allowed researchers and instructors to see how students in the course view leadership outside the classroom learning environment. Researchers found 38 movies and multiple television shows were selected by students representing various leadership content learned in class. While most movies were selected once by students, some movies were selected twice, such as The Pursuit of Happyness and The Blind Side. Six students selected one movie, Remember the Titans, showcasing leadership skills and practices through their viewpoints. Students then were able to share movie clips in class and why they believe they exemplified leadership. This innovative course assignment allowed students to utilize their knowledge learned through a leadership course and connect it to real-life scenarios.

9 - Utilizing Big Data to Understand Agricultural Leadership: Practical Applications of Using Geo Location Information to Analyze Contextual Leadership
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Jason Headrick, Texas Tech University; Hannah Ford, Texas Tech University

Social media provides the global community with the opportunity to engage in conversations across the world and on an unlimited number of topics. In fact, Twitter reports 199 million daily users and, as of 2019, had a catalog of over one trillion tweets (Leetaru, 2019; Tankovska, 2021). As leadership educators, it can be relevant to our teaching and research to understand where the conversation is occurring centered around leadership. The process of using technology to pinpoint the location of a social media post is referred to as geo location (Gustafsson, 2012). Through a big data Twitter scrape, the research team was able to collect 14,920 unique tweets that used or discussed a variation of #AgriculturalLeadership. Through further analysis, 3,402 unique geo locations were identified as being the source of 23% of all #AgriculturalLeadership-focused tweets. In addition, the researchers were able to collect the topics and content for the 25 most popular #hashtag variants tweeted by users. Big data can revolutionize how leadership educators engage with leadership content by providing their students with a global understanding of the relevance and place-based application.

10 - Fostering Cultural Competence through Experiential Learning in Intercultural Mentoring Relationships
Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)
Bolanle Adebayo, Virginia Tech; Hannah Sunderman, Virginia Tech

The purpose of the current poster is to present the development of cultural competence in an intercultural mentoring relationship through the four stages of experiential learning theory. Cultural competence indicates values, knowledge, attitudes, and abilities that favor intercultural contacts (Barrett, 2018), depicting cultural competence as a learned behavior rather than an innate trait. The poster provides insight into how mentors and mentees engaged in intercultural mentoring relationships without prior training can build cultural competence during intercultural mentoring relationships. In addition, recommendations on maximizing "on-the-job" intercultural mentoring relationships derived from the poster will benefit leadership educators, departments, and organizations that engage in intercultural mentoring.

11 - Exploring First-Year Student Retention and Belongingness
Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)
Hannah Sunderman, Virginia Tech; Bolanle Adebayo, Virginia Tech; Bree Williams, Virginia Tech

The focus of the current poster is to discuss the influence of identity and belonging on retention, particularly within colleges of agriculture and first-year experience courses. Therefore, the case study explored factors affecting retention among first-year students at one Mid-Atlantic, land-grant institution. Recognizing that students in colleges of agriculture are increasingly from non-traditionally agricultural backgrounds, the current project specifically focused on retention among students with marginalized identities (e.g., race, religion, gender, sexuality, hometown, country of origin, first-generation college students). This poster will share insights that emerged from one case study conducted by an undergraduate student, graduate student, and faculty member in a college of agriculture regarding factors that affect belongingness, such as identity, first-year experience course, and peer mentoring.

12 - Lessons learnt from the UNL rural fellows program: Linking rural experience with youth leadership development
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Fikadu Alemayehu, University of Nebraska; Helen Fagan, University of Nebraska; Jennifer Okoliko, University of Nebraska

The rapid change in USA population demography demands leaders ready to meet these emerging demands. Some of the key skill sets needed are team work, inclusive mind-set and adaptability. Since all these skills cannot be gained from lectures, Students from numerous countries engaged in an experiential learning that connects students with rural community leaders through a 10-week fellowship experience offered by University of Nebraska-Lincoln. First, community leaders prioritize their needs and then students are recruited for the skills and knowledge to complete the community projects which range from economic development, to housing, education, tourism, engineering etc. Students must volunteer an hour a week in addition to their full-time paid work. At the start, students and community leaders attend an inclusive leadership development and team effectiveness training to prepare them for the rural experience. As a result, we identified more than 70% satisfaction by the students and community leaders. In addition, students reported increased perception of themselves as community leaders and an enhanced confidence as prepared for their professional lives. This poster will reveal how this innovative program is cultivating emerging and existing leaders' ability to engage with diverse groups of people to bring to fruition community identified projects.

13 - Guiding Emerging Leaders Before the Classroom: Understanding the adjustment needs of international graduate students and their experience in navigating them.
Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)
Jennifer Okoliko, University of Nebraska; Helen Fagan, University of Nebraska; Fikadu Alemayehu, University of Nebraska

Leadership education programs are experiencing a rise in international students in their graduate programs. This has led to the need for strategic ideas on how to help these students navigate their new environment. Each person has assumptions that shape the lenses through which they view and approach life. These assumptions are usually based on experiences, where they come from, and the cultural norms they have used to navigate life. These cultural norms, often ethnocentric, can hinder individuals' ability to see situations from a global perspective thus resulting, often unintentionally, in ineffective approaches in the attempt to support international students. Learning about the different experiences of international students from their perspective would help educators provide a more effective approach to guiding the leaders of tomorrow. The goal of this poster is to provide insight, from the students' perspective, to encourage faculty, advisors, and program administrators to learn what helped them and what might have helped them from the time they were accepted into the program to where they are now.

14 - Leadership for Change, Leadership for Inclusion: A Review of Literature
Target audience: Higher education faculty (undergraduate and graduate), Student affairs professionals
Haden Botkin, University of Nebraska; L.J. McElravy, University of Nebraska

Change is an imperative phenomenon within higher education. Recent widespread trends – such as accessibility concerns, resource scarcities, unprecedented pandemics, social injustices – necessitate deep, systemic, and sustainable change. In particular, the ways in which inclusion is enacted—or not—have been called into question, especially in contexts of teaching and learning. This review of extant literature will provide glimpses into how change leadership oriented towards enhancing inclusive teaching and learning is being practiced, with a lens towards patterns of leading change (e.g., who is leading the change? In what ways are they leading?). Moreover, the various conceptualizations of change, change leadership, teaching and learning, and diversity, equity, and inclusion (DEI) will be explored.

15 - Relationship between Extension Volunteers' Leadership Competencies and Demographics
Target audience: Extension and outreach educators, Non-profit educators
Suzanna Windon, The Pennsylvania State University; Olga Buchko, The Pennsylvania State University; Tanja Hernandez, The Pennsylvania State University

This quantitative study examines the relationship between PennState Extension Master Gardeners and Watershed Stewards' leadership competencies and demographic variables such as age, education level, and employment status. We used an online survey to collect data, followed by Dillman et al. (2014) method. We used a census approach. The final data set included responses from 1196 volunteers, providing a response rate of 39.9%. The average age of volunteers was 63.4 years old; 75% held undergraduate and graduate degrees, 56.7 % were retired, and 26.3% were employed. The mean summative score for volunteer leadership competencies was 3.45 (SD = .59, n = 1033). The findings from this study revealed that volunteers' leadership competencies were significantly predicted by volunteers' demographics, such as their age, education level, and employment status. Our study has implications for the future leadership development of volunteers and implications for Extension leadership professional development practitioners and outreach leadership educators. Leadership curricula for volunteers need to consider their age, education level, and employment status because their demographics are significant predictors of their leadership competencies.

16 - Reversed Mentoring for Innovative and Inclusive Community Leadership
Target audience: Non-profit educators, Leadership practitioners
Suzanna Windon, The Pennsylvania State University; Tanja Hernandez, The Pennsylvania State University

Reverse mentorship is an intentional mentoring program that promotes leadership skills in junior and senior leaders by generating understanding and innovation through intergenerational knowledge sharing (Murphy, 2012). Innovative solutions developed by these pairings reflect both parties' contributions to the situation, co-creating inclusive, collaborative working cultures that can better navigate change (Frey, 2021; Kaše et al., 2019). In this workshop, leadership educators will learn to connect generations of community leaders toward developing inclusive, equitable, connected, strong communities by integrating reverse mentorship initiatives. Theoretical foundations of reverse mentorship, youth leadership, and community building will be discussed, and applying critical reflection and knowledge sharing through group sharing and scenarios will generate an understanding of the benefits of reverse mentorship in participants' communities.

17 - Teaching to lead: A pilot program for developing leadership through peer instruction
Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)
Emily Roe Brown, University of Kentucky; Savannah Robin, University of Kentucky; Derek Miller, University of Kentucky

A peer instructor course at the University of Kentucky Martin-Gatton College of Agriculture, Food & Environment was developed to address the growing needs for undergraduate education emphasizing employability and leadership skill development. This course was co-developed and piloted in Fall 2022. This poster highlights the student success, growth, and development as a leader through their application of skills as a peer instructor. In addition, future recommendations are made for continuing this program into 2023-2024 and other programs hoping to implement a comprehensive peer instructor course to develop student leaders.

18 - Identity Theory Insights from Student Experiences in a Personal Leadership Course
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Karly Anderson, Texas A&M University; Summer Odom, Texas A&M University; Jonan Donaldson, Texas A&M University

This poster will detail the experiences of students in a personal leadership course that utilized design thinking concepts to facilitate the designing of their future. These assignments prompted their reflection regarding their careers and life purpose, as students design life plans and select one to further explore by prototyping. Segments of these reflections were analyzed qualitatively using the lens of the Dynamic Systems Model of Role Identity, the theory these assignments were grounded in. The purpose of this study was to examine how the DSMRI theory was evident from student experiences in design thinking in a personal leadership course. The designing your life framework proved to be a fruitful opportunity for students to explore their knowledge, purpose, goals, action, and perceptions.

19 - Examining Student Experiences in a Personal Leadership Course Through Design-Based Research: A Comparative Case Study of Two Leadership Courses
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Karly Anderson, Texas A&M University; Summer Odom, Texas A&M University; Ainsley Burns, Texas A&M University; Jewell Glover, Texas A&M University; Jonan Donaldson, Texas A&M University

This poster is a comparative case study examining two iterations of a design-based research project. This study examines student experiences of designing, prototyping, and reflecting on their possible futures in a personal leadership course. Ninety-six students from two different semesters in the same leadership course completed reflections about their experiences. Network analysis was utilized to create maps of learner and student experiences. Parts of their experience included struggles, strengths, and aligned principles of theory including dynamic systems model of role identity (DSMRI) theory, situated learning theory, and transformative learning theory. Design moves were created after each semester based on the data. Findings indicate student struggles were reduced after the second iteration and theory was more prominently represented in the data suggesting that design moves were important in contributing to students modeling the theories. Leadership educators should look for opportunities where students can learn from their peers and where students can experience productive struggles as these are important in the learning process.

20 - The Arts@ Program: The Creation and Impact of an Arts Community at a Specialized Institution
Target audience: Student affairs professionals, Leadership practitioners
Adam Payne, Wentworth Institute of Technology

This poster will examine the Arts@ Program, an arts and leadership program run by a director at a specialized institution of higher education in the northeastern United States. This poster offers the opportunity for readers to: 1.) Analyze a community arts program from a leadership perspective; 2.) Examine ways in which leadership, decision-making, and related factors can impact a community arts program; and 3.) Apply concepts of the Arts@ Program toward future virtual programmatic efforts. Key learnings from this poster include the following: 1.) Arts communities provide opportunities for all community members to engage in, build lasting memories from, and benefit from arts-related programmatic efforts, including arts instructors; 2.) Community arts programs have the potential to encourage aspects of self-leadership while also allowing participants to develop a deep, cogent appreciation for the arts; and 3.) Many of the design and delivery aspects of arts programs such as those discussed about the Arts@ Program can be applied toward future programmatic efforts, particularly in virtual formats. Reflections and recommendations for future research are presented.

21 - Ubuntu: A Transformative Teaching Approach for Culturally Relevant Leadership Education
Target audience: Higher education faculty (undergraduate and graduate), Students (undergraduate or graduate)
N'zoret Innocent Assoman, Kansas State University; Xatyiswa Maqashalala, Kansas State University

The teaching of leadership is dominated by Western approaches and philosophy. However, we are living in a century where the world is progressively becoming a global village, and most of the pressing issues in today's world require more than one head to face them. Meanwhile, the dissemination of leadership practices through teaching is trending from the global north to the global south with a huge transfer of competencies from both ends. This creates an avenue for important human interaction occurring in the leadership education field. It highlights the importance of diversity, inclusivity, and belonging in the effort of promoting leadership education through a global lens. This is indirectly relating that there are limitations in the Western dominant approaches to teaching leadership education. Therefore, this poster aims at promoting a teaching approach under the philosophy of Ubuntu for a more inclusive and collaborative way of teaching leadership that will be meaningful for people from diverse and multiple backgrounds.

22 - Leading with Curiosity: Integrating Reverse Mentoring in Leadership Education
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Katie Devany, Saint Louis University

Reverse mentoring provides the framework to lessen the intergenerational divide between leaders and follows allowing all experiences and perspectives to be heard (Gordon, 2020). A concept that made its formal debut in 1999, reverse mentoring flips the script on traditional mentoring allowing a novice to share knowledge with a seasoned employee related to a particular topic such as technology or diversity and inclusion, for example (Chaudhuri et al., 2021; Murphy, 2012; Wingard 2018). Through bridging this knowledge gap, the organization can remain proactive in implementing trends and other innovative practices. While initially developed and implemented by practitioners, utilization of reverse mentoring has recently begun to increase within academia. Furthermore, implications related specifically to leadership education make this a salient topic for discussion. This poster will present information on the implementation and implications of reverse mentoring related to curriculum development, and leader/leadership development within individual academic units. Opportunities for advancing the body of knowledge in leadership education will be discussed.

23 - Faculty as Leaders: Developing & Facilitating a Faculty Leadership Institute
Target audience: Higher education faculty (undergraduate and graduate), Leadership coaches and consultants
Jenny Scott, Lewis-Clark State University

The purpose of this poster is to share the story of one college's efforts to establish, manage, and grow a leadership development program for faculty. Participants will learn about this Faculty Leadership Institute ("FLI"): how it started, how it was developed, how it is structured, how it is managed, and how it adds value. Participants will also hear the benefits to faculty "graduates" and those they serve and lead, as we have just finished our second cohort. A program model, including a cohort timeline, application procedures, project examples, session topics, and more will be provided. This is a win-win-win: faculty members grow in leadership capacity and confidence, students benefit from the leadership examples displayed, and the institution grows its culture of leadership and community.

24 - How athletic coaches provide leadership within the lines to advance youth leadership beyond the lines: Writing the book
Target audience: Leadership coaches and consultants, Leadership practitioners
Eric Buschlen, Central Michigan University; Thomas Short, Freeland Public Schools; Adel DiOrio, Montcalm Area School District; AnnMarie Bates, Central Michigan University

This poster will focus on the leadership skills youth coaches need, as outlined in a future book. As of 2018, 150 million children between the ages of 6-18 participated globally in sports (Short, 2019). In the U.S., nearly 60 million youth athletes participated in various sports (NCYS, 2018) and 75% of youth participated in multiple sports per year (Albrecht & Strand, 2010). These participant numbers suggest the need for effective coaches who can lead their players. Developing leadership skills in adolescents represent a crucial strategy that should be practiced by schools and after-school programs alike (Hine, 2012). According to Zenger (2017), leadership training begins on average at the age of 42. Short (2019) found the average age for youth football coaches nationally was 45 and many had 10+ years of coaching experience by then. Most of these coaches are handed a whistle and a rulebook and that is all. Meanwhile, youth sports like football and wrestling are traditionally gender inclusive, non-cut sports, meaning everyone makes the team. Coaches today manage differences across many domains such as ability, size, gender, race, creed, and much more. Therefore, this poster will focus on the leadership skills needed by adults who coach/teach a diverse group of student athletes.

Monday, July 17th

7:30 am – 4:00 pm **Registration; Silent Auction; Exhibitors** — Cumberland South Foyer

8:00 – 9:15 am **Breakfast & Plenary** — Ballroom Salon C/D/E
Presentation of ALE Rising Star: Early Career Leadership & Service and ALE Distinguished Leadership and Service Award

9:30 – 11:00 am **Concurrent Session 1**

Panel (Salon A)

Inclusive Hiring in Higher Education: One Team's Experience
Target audience: Higher education faculty (undergraduate or graduate), Leadership practitioners
Moderator: Candace Bloomquist, Creighton University
Panelists: James Richard Martin, Creighton University; Gargi Vyas, Creighton University; Molly Loesche, Creighton University; Moises Gutierrez, Creighton University; Lydia Holtz, Creighton University

Inclusive hiring for faculty in leadership education is an important way to expose students to the beauty and power of the diversity of cultures, perspectives, disciplines, and views. Ensuring our leadership education programs reflect the diversity of our students and society is critical as the field of leadership continues to evolve. Engaging in inclusive hiring practices is also a fun and fulfilling experience for those who embrace it. Leadership education has been challenged to ensure that a) under-represented populations are aware of faculty hiring opportunities; b) an unbiased hiring process is built and used; and c) the very best candidates are hired for positions. Yet learning about and working to mitigate the institutional structures that constrain efforts to overcome these challenges takes intentional time and energy. The purpose of this panel is to identify, share, and discuss the strategies, practices, and attitudes our hiring committee used to face the challenges and engage in an inclusive faculty hiring process. The panel will include members of the hiring committee and the faculty who were hired.

Practice/Application Manuscripts (Salon B)

Leadership Lessons Through a Lyrical Lens
Target audience: Higher education faculty (undergraduate or graduate), K-12 educators
Kathryn Woods, Austin Peay State University

The purpose of this application manuscript is to explore an assignment given to students in an online Gender and Leadership graduate course as a tool to help them think critically about how music influences perception of gender roles in both society and leadership. The assignment directs students to review the current Billboard "Hot 100" chart, which lists the top 100 songs in the United States each week based on sales and streams. Students are prompted to identify a song with gendered themes and discuss how the song portrays women and/or men, what gender stereotypes the song supports or refutes, and whether the messaging is positive or negative in nature. Finally, the students discuss ways that the message in the song could influence the listener's opinion about gender stereotypes, and what effect that could have on gendered leadership issues. Students use this assignment as an opportunity to apply the course material that relates to the importance of gender representation and the influence of media on gender issues in leadership. Recommendations are provided to inspire creative ideas for leadership educators who seek to prepare students to understand and recommend appropriate solutions for organizational challenges related to gender issues in leadership.

Youth Leadership Development: An Investment for the Future.
Target audience: Higher education faculty (undergraduate or graduate), K-12 educators
Israel Olamide Oyedare, Virginia Tech; Eric Kaufman, Virginia Tech

The importance of youth leadership development in this present world cannot be overemphasized. It remains a veritable tool for preparing young people for the present as well as future roles and responsibilities. This practice manuscript presents a detailed exposition of the Teens and Youths in Leadership (TYIL) Fellowship program, a 10-day intensive training targeted at developing the leadership skills of secondary and post-secondary school students in Nigeria. Key points of information include the rationale behind the Fellowship program, why the humanist pedagogy was adopted, and how the 5Cs of positive youth development (PYD) are practiced. Over the last three years, tremendous progress has been made among those who have participated in the TYIL Fellowship program.

A Turning Point: Utilizing Responsive Interviewing and Graphing to Promote Leader Identity Through Meaning Making
Target audience: Higher education faculty (undergraduate or graduate), Leadership coaches and consultants
Jonathan Orsini, University of Florida; Kate McCain, Arizona State University; Hannah Sunderman, Virginia Tech

College student leadership development has been identified as a critical learning outcome of higher education. Recently, scholarly attention has been placed on understanding college student leader identity development because of its influence on leadership cognitions and behavior. However, investigating and teaching about leader identity is difficult due to its dynamic nature and complex connections to broader adult development. As a result, leadership scholars have begun to incorporate more narrative pedagogy into curriculum because it allows students and instructors to co-explore meaning construction and leader identity creation through storytelling. Therefore, the purpose of the current innovative practice paper is to introduce a technique to explore leader identity development and meaning making, that builds on the narrative pedagogical tradition. In this paper, we recommend a process for combining turning-point graphing and responsive (semi-structured) interviews to co-explore leadership identity development and meaning making with college students. The paper provides student feedback data on the effectiveness of the technique in improving understanding of leader identity and transforming meaning making. We hope practitioners can utilize this approach to build leadership identity development and meaning-making capacity in college students.

Alternative Grading Methods in Leadership Education
Target audience: Higher education faculty (undergraduate or graduate), K-12 educators
Jennifer A. Smist, University of Illinois

Across disciplines, educators have begun exploring alternatives to traditional grading practices. Whereas conventional grading centers largely around extrinsic motivation among students, alternative grading methods support a growth mindset and equity in learning by giving students voice and choice over their own learning and engagement in courses. This innovative practice paper provides an overview of alternative grading methods and discusses the process, benefits, and challenges of implementation in a professional development course for seniors in an agricultural leadership, education, and communications program. Recommendations for preparation, communication, student feedback, and instructor reflection assist leadership educators in reconstructing their grading practices.

Research Jam Session (Tennessee A)

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 Research and Assessment "Jam Session" at the 2023 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 assessment projects and ideas.

Workshops

Making the Connection Between Love and Work (Brentwood-Franklin)
Target audience: Student affairs professionals, Students (undergraduate or graduate)
Judy G. Craven, Kennesaw State University; Susan Luchey, University of Delaware

As student affairs professionals we pour into our students every day, helping them discover who they are and how they contribute. But how often do we take the time to ponder who we are and how we contribute? What do YOU love to do? What contribution do YOU want to make in the workplace? And do we ask those same questions of those we teach or supervise? This workshop, based on the book, Love and Work, by Marcus Buckingham, will primarily focus on you, the practitioner, but also look at how our love of work impacts our students and staff. Participants will explore how to find the daily tasks and activities that they love in order to experience more joy, fulfillment, and satisfaction in their lives and to teach others to do the same.

Teaching Followership: From Rank to Role to Leader-Follower Fluidity (Tennessee B)
Target audience: Higher education faculty (undergraduate or graduate), Leadership practitioners
Michael Linville, Indiana Wesleyan University; Mark Rennaker, Indiana Wesleyan University

Robert Kelley (1992) asserted that followers are responsible for 80% of the work outcomes in organizations, leaving only 20% to leaders. Yet, the overwhelming majority of human and financial resources are expended not on developing followers, but developing leaders (Northouse, 2022). Even today, leadership programs at colleges and universities focus almost solely on the leader. A common, but mistaken,

perception is that people are locked into either the leader or the follower position. Nothing could be further from reality. While many organizations function within rigid hierarchical structures, they do so at the cost of follower engagement, innovation, and collaborative efficiencies (Greer et al., 2017). This workshop will combine a variety of elements designed to engage participants, from short videos and group breakouts to discussion questions and hands-on activities. Followership knowledge from the extant literature will be synthesized with new insights into teaching followership. A systems approach to leader-follower fluidity and the implications for teaching followership will be explored. This workshop will introduce the "Five-Component Model with Purpose" to teach consistently effective followership, from types to purpose-driven behaviors (Linville & Rennaker, 2022). How followers influence leaders will be considered, as well as leader responsibilities for developing followers.

11:00 am – 12:30 pm **Lunch & Networking** Ballroom Salon C/D/E

Presentation of SAGE Outstanding Scholar Award and Northouse Outstanding Teaching Award;
Recognition of Founding Mothers Student Scholar Awards

12:45 – 2:15 pm **Concurrent Session 2**

Workshops

Graduate Students as Leadership Educators: A Workshop by Graduate Students, for Graduate Students (Brentwood-Franklin)
Target audience: Higher education faculty (undergraduate or graduate), Students (undergraduate or graduate)
Brooke Wells, University of Nebraska-Lincoln; Haden Botkin, University of Nebraska-Lincoln

Conducting research for a thesis, dissertation, or project is a hallmark of the graduate student experience. However, articulating scholarly interests and formulating a viable research agenda can be a daunting endeavor, especially amid the numerous other responsibilities of graduate school. For graduate students in leadership education, navigating this process and developing an identity as a leadership scholar often occur in tandem. This unique workshop – facilitated by graduate students, for graduate students – aims to demystify the integration of research interests and identity development. Participants will be invited to identify and explore their research interests through a lens of social identity theory (Tajfel & Turner, 1979) and leadership educator identity development (LEID) Model (Seemiller & Priest, 2015; 2017). Using the four stages of LEID (Exploration, Experimentation, Validation, Confirmation), the facilitators of this session will create conditions for participants to arrive at a deeper understanding of how their interests may connect to and enhance their identities as leadership educators and scholars. All conference participants will be welcomed to participate in this workshop. However, non-graduate students or prospective graduate students will be encouraged to listen to and honor the lived experiences of graduate students in attendance.

Teaching Inclusivity Experientially (Tennessee A)
Target audience: Higher education faculty (undergraduate or graduate); Leadership coaches and consultants
Yael Hellman, Los Angeles County Sheriff's Department.

Global and domestic demographics have radically altered US organizations. Immigrants and minorities; non-cisgender persons; older workers; the economically disadvantaged; the differently abled—these once-marginalized groups have entered business, service, and educational mainstreams. Responsive executives and educators must learn—and teach their teams and students—not just to accept diversity as a legal and economic necessity but to value inclusivity as an enriching aim. For while diversity describes the presence and promotion of individuals with varied backgrounds, sexualities, and abilities, inclusivity prioritizes integration of all individuals' perspectives, regardless of group. Achieving inclusivity particularly requires communication behavior that upholds everyone's equal worth, and has thus proven more elusive than attaining equitable demographic make-up. Teaching leaders to teach difference-supportive conversation until it becomes their venues' norm builds inclusivity. This workshop offers experiential tools guiding personnel and students actually to practice communication that creates a difference-positive cohort. These activities and debriefings reveal (sometimes unconscious) privilege and prejudices that derail camaraderie, and show how well playfully unearthing and deconstructing biases can recast human variation as enhancing and can transform individuals into a collaborative community. Experiencing and processing these exercises will allow participants to actualize the aims of diversity training through inclusive leadership principles and techniques.

Leading from Within: Academic Well-Being Through Embodied Leadership (Tennessee B)
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Keondria McClish, Creighton University

Academic well-being is an important part of a scholar's overall health and wellness and is central to feelings of success and achievement in academia. Embodied leadership is established in somatic wisdom and refers to actively engaging the body to lead and influence others. Knowledge of the body is used to tap into the power, wisdom, and deeper self-awareness. Embodied leadership offers a fundamentally different way of learning to lead ourselves and others. Embodied leadership can help scholars better understand their own thoughts, beliefs, and feelings, as well as those of their peers, in order to foster a more wellness-centered and collaborative learning environment. This experiential workshop focuses on how somatic embodied practices can help scholars expand their leadership capacity while attending to their well-being. Participants will engage in an experiential practice using somatic and embodied methods to cultivate presence and connect the body to the thinking space many leaders constantly inhabit.

Research Manuscripts (Salon A)

Leadership Outside Traditional Lines: Exploring Perceptions and Needs for Non-Formal Leadership Education
Target audience: Leadership practitioners, Students (undergraduate or graduate)
Rachel Biderman, University of Florida; Laura Greenhaw, University of Florida

Small farmers serve in leadership roles within their operations and beyond, though it is not widely known whether they view themselves in this capacity. The purpose of this qualitative study was to explore the ways in which small farmers perceive themselves as leaders, and to characterize their self-perceived leadership style. Semi-structured interviews were conducted with small farmers on their operations and utilizing zoom. Interviews were open coded using Nvivo software. Findings indicated that this population does view themselves as leaders, and that small farmers characterize their leadership approaches differently, though some commonalities were found. Moreover, a desire for leadership education among this population exists. A needs-assessment is recommended to better understand small farmers' leadership education needs, followed by non-formal leadership education programming.

Growth-Based Grading: A Non-Traditional Approach to Assessment and Grading in Leadership Education
Target audience: Higher education faculty (undergraduate or graduate), Students (undergraduate or graduate)
Hannah Sunderman, Virginia Tech

A principal pursuit of higher education in the United States is fostering critical thinking, reflection, application, self-understanding, and empowerment among students. However, a gap exists between this pursuit and traditional grading structures, which can restrict students' thinking and motivation in pursuit of grade achievement. The gap between the goals of higher education and outcomes of traditional grading is especially relevant in leadership education, which facilitates learning to build human capacity. Therefore, the current research manuscript explores one system of non-traditional grading, growth-based grading, that was implemented and examined over five courses at two large, land-grant institutions (N = 83). Quantitative results revealed a significant difference between perceptions of growth-based grading and traditional grading related to student learning with participants marking growth-based grading more favorably than traditional grading. Qualitative responses emphasized that growth-based grading reduced stress while enhancing focus on class content, learning, and creativity. Participants also shared critiques of and suggestions for growth-based grading, including providing more feedback on performance. In response to the findings, curricular leadership educators are urged to regard grading as foundational to their pedagogy, interrogating if and how assessment structures align with course content, learning objectives, and overarching beliefs about leadership education.

The Impact of Perceived Diversity and Representation on Student Outcomes
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Diana Maguire, Alfred University; Yavuz Keceli, Alfred University; Halil Zaim, Alfred University; Jean Ellefson, Alfred University

Understanding the impact of diversity management on student outcomes offers higher education leaders insights into how their organizational culture impacts students' perceptions. Do students' perceptions of diversity, representation and inclusion within their university influence students' perceived satisfaction, their involvement, and their interest in academic careers in higher education? The research questions in the study are: To what degree do students feel represented by ethnicity, gender, religion, and political views in their faculty, staff, and administration; To what degree do students feel their university is inclusive; To what degree does students' perception of their university's culture as inclusive impact students' perceived diversity or perceived representation; and to what degree do the students' perceived diversity and representation impact student outcomes. Students at a small private university in New York State completed questionnaires with thirty-one questions on diversity, representation, culture, participation, and satisfaction. The findings suggest that an inclusive culture has a positive impact on students' perceived diversity and perceived representation. Further, the research findings indicate that student outcomes have a positive impact on students' interest in pursuing an academic career in higher education This study provides a significant contribution to existing literature on higher education diversity management and student outcomes.

2:15 – 2:30 pm **Break** Cumberland South Foyer

2:30 – 4:00 pm **Concurrent Session 3**

Workshops

Leveraging Role-Play for Emotionally Intelligent Leadership Development (Brentwood-Franklin)
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
John D. Egan, The Citadel; Thomas S. Clark III, The Citadel

Role-play is an interactive teaching strategy that permits learners to practice leadership competencies and build emotional consciousness. This educator workshop will review the literature on emotionally intelligent leadership (EIL) development and the use of role-play as a teaching strategy. Participants will engage in improvisational role-play with scenarios connected to EIL capacities and debrief this experience alongside a development action plan. The associated materials will be shared for immediate use in leadership educators' instructional contexts. Finally, participants will share their own experiences with role-play or EIL development to extend dialogue and best practices.

Developing Your Leadership Educator Narrative: Change Your Story, Change Your Patterns (Tennessee A)
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Kerry L. Priest, Kansas State University; Michaela Saunders, Kansas State University; Shukeyla M. Harrison, Kansas State University

This workshop session will help participants to understand their complex experiences and use that understanding to create a powerful personal narrative to inform and inspire future action. This session is ideal for leadership educators and students alike who want the opportunity to think outside the lines – to identify new strategies for work patterns and process challenges in an uncertain world. This session is designed to support leadership educators' professional development. However, the change narrative process is applicable as a leadership learning and development tool for multiple audiences and contexts including classrooms, student organizations, and organizational consulting.

Humanistic Leadership Development: Fostering Growth and Renewal in Challenging Times (Tennessee B)
Target audience: Leadership practitioners, Higher education faculty (undergraduate or graduate)
Angela Lehr, Creighton University Alumna; Susie Vaughan, Executive Leadership Coach

The world has changed significantly over the past three years, and there is still much uncertainty about the future. Now is a critical time for leaders and educators to reflect on and reassess how they lead and respond to continually changing educational and communal needs and priorities within the current context of the global pandemic, social and racial injustice, and organizational pain points. Leadership agility is more important than ever. This timely workshop will support educators and leaders in better understanding their own leadership beliefs, operationalizing humanistic approaches, rebuilding from setbacks, and acclimating to new ways of teaching, leading, and interacting in the workplace.

Practice/Application Manuscripts (Salon A)

Fact or Fiction: Empowering News Literacy as a Leadership Skill
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Keith Herndon, University of Georgia, Kate Hester, University of Georgia; Charlotte Norsworthy, University of Georgia

This practice paper reports how a new university academic certificate in news literacy relies on a key concept from leadership education to teach the importance of discerning fact over fiction. The certificate program provides robust technical training for identifying information falsehoods in an era of increasing misinformation, disinformation, and malinformation in our information ecosystem. This paper describes the program's foundation in ethics training and its emphasis on integrity as an essential leadership attribute that depends on honesty and trustworthiness.

Theory-Driven Approaches to Targeting Socially Responsible Leadership in Emerging Adults: Collaboration
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Lindsay J. Hastings, University of Nebraska; Hannah M. Sunderman, Virginia Tech; Marianne Lorensen, University of Nebraska

The current practice manuscript discusses a theory-driven approach to developing Collaboration, a group-level value of the Social Change Model of Leadership, among collegiate and K-12 students involved in a leadership mentoring program. Specifically, we share a two-part leader/leadership 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 focuses on developing an ability to facilitate collaboration within a group. Accompanying the intervention is an assessment strategy based on the learning objectives with particular attention paid to level of analysis. Our goal is to provide an accessible SCM curriculum for curricular and co-curricular settings with an associated assessment strategy.

Teaching the Group Values of the Social Change Model through Film: An Exploration of Student Perceptions of *12 Angry Men* in an Online Leadership Classroom
Target audience: Higher education faculty (undergraduate or graduate), K-12 educators
Austin Council, Virginia Tech; Autumn Moore, Virginia Tech

The film *12 Angry Men* was used in an asynchronous, online undergraduate leadership classroom to facilitate learning about the group values of the Social Change Model. The film was assigned as part of an online learning module and students were required to submit a discussion post expressing their (1) general reactions to the film, (2) identify different group values of the Social Change Model observed in the film, and (3) broadly describe leadership displayed. Using the responses from the discussion posts, the researchers completed a thematic analysis using a basic qualitative design to derive emergent themes. While the data analysis process is currently ongoing, the researchers were able to initially conclude that students were surprised at how engaging the film was despite the black-and-white format and that it represented all three of the group values of the Social Change Model: collaboration, common purpose, and controversy with civility. The film also displayed leader behaviors of congruence and nonconformity. Data from this practice highlights the benefits of using film to teach hard-to-grasp leadership concepts involving group dynamics, giving students a tangible and visual representation of what they are learning.

Developing Leadership Skills Through Service Learning
Target audience: Higher education faculty (undergraduate or graduate), Leadership coaches and consultants
Kristi Bockorny, Northern State University

The purpose of this practice paper is to discuss the role a service learning project can have in the development of leadership skills in upper-level undergraduate business students. The Experiential Learning Theory and the social change model are used to theoretically explain the benefits to the individual, team, and society through a service learning project. Specifically, this practice paper discusses a team project that encourages collaboration between undergraduate business leadership teams and nonprofit organizations in a small Midwestern community.

The service learning project includes individual and team assignments where planning, implementing, participating, observing, and reflecting are all experienced. There will be assignments completed throughout the semester that will measure growth in communication, teamwork, problem-solving, and leadership. The overall project will be evaluated based on the objectives through progress reports and reflection.

Panel (Salon B)

Teaching Leadership through Reflecting On Current Global Events
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Moderator: Jeff Bourgeois, University of Miami
Panelists: Ahmadreza (Keyhan) Shamsi Yousefi, Kansas State University; Tamas Kowalik, Kansas State University; Saya Kakim, Kettering Foundation

This panel aims to nudge leadership educators about the importance of bringing cross-cultural cases to education settings. Being exposed to the current global events in Iran (Women Life Freedom movement), Eastern Europe (Authoritarianism, Illiberalism, and Russia's aggression on Ukraine), and Kazakhstan (Bloody January protests), the panelists will try to illustrate leadership concepts such as adaptive leadership and leadership-as-practice by sharing their lived experiences and observations in these non-Western contexts. The panelists offer interpretations of why and how these events occur using leadership frameworks and why it is worth discussing them in classrooms. This panel contends that viewing global events through the lens of leadership can impact students' self-efficacy, sociopolitical consciousness, and intercultural mindsets. Accordingly, it provides participants with insights into the application of Culturally Relevant Leadership Learning.

4:00 – 4:15 pm **Break** Cumberland South Foyer

4:15 – 5:15 pm **Focus Area Networks (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 (Salon A)
Coordinator(s): *Katie McCain, University of Arizona (kate.mccain@asu.edu)*
This FAN session will showcase 10 presenters who will share ideas centering on innovative teaching strategies and emerging ideas in leadership education. After the presentations, participants will have time for open discussion.

Student Affairs Leadership FAN (Salon B)
Coordinator(s): *Judy Craven, Kennesaw State University (jcraven@kennesaw.edu) and Susan Luchey, University of Delaware (sluchey@udel.edu)*
You are invited to join colleagues across the nation who focus on leadership development through the lens of Student Affairs. Bring one of your best practices to share with the group. You might share a program, a series, or something as simple as an activity. We look forward to energizing and creative conversation as we learn from each other.

Graduate Leadership Education FAN (Brentwood/Franklin)
Coordinator(s): *Michael Gleason, PhD, Wartburg College (michael.gleason@wartburg.edu)*
Let's explore future opportunities within graduate leadership education! In this interactive session, participants will engage around two of four findings from focus groups facilitated by Jennifer Moss Breen and Michael Gleason about the future of graduate and professional leadership education as a part of New Directions for Student Leadership, issue 176. The session will explore two findings – 1) **intentional program design and 2) the power of place**. Participants will brainstorm how these themes can be used in future research and practice, and how the graduate leadership education FAN membership can be a part of that work.

Leadership Studies Research FAN (Tennessee A)
Coordinator(s): *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 2023 – 2024 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 (Tennessee B)
Coordinator(s): *Brittany Adams Pope, J.W. Fanning Institute for Leadership Development, University of Georgia (brittany.adams-pope@fanning.uga.edu)*
Discover more about the Coaching and Consulting FAN where you will find business and industry leaders, educators, coaches and entrepreneurs bringing their perspectives to the conversation. As we represent a diverse group of leadership educators, we will discuss how we have addressed the rapidly changing world, challenges we have faced, and how we can prepare ourselves for the challenges to come. Join us and be part of shaping the future of leadership in our ever-changing world.

Student FAN (Ballroom Salon C/D/E)
Coordinator(s): *Kira Jatoft, Georgia Southern University, (kjatoft@georgiasouthern.edu)*
The Student Group FAN will spend our time discussing fun and exciting ways to ensure member engagement and will provide resources to all students of leadership (both undergraduate and graduate). Come join the FAN for students, by students--bring a friend!

Monday Evening **Explore Nashville / Dinner on your Own**

Tuesday, July 18th

7:30 am – 4:00 pm **Registration; Silent Auction; Exhibitors** Cumberland South Foyer

8:00 – 9:30 am **Breakfast & Keynote Speaker** Ballroom Salon C/D/E

Jason LeVasseur

9:45 – 11:15 am **Concurrent Session 4**

Workshops

Learning Outside the Lines: Specs Grading in a Leadership Classroom (Brentwood-Franklin)
Target audience: Higher Education Faculty (undergraduate or graduate), K-12 Educators
Carol C. Clyde Gallagher, Cottey College

This interactive workshop provides an opportunity for participants to consider the use of Specifications (Specs) Grading within the leadership classroom. This innovative approach that offers students options for self-directed learning also provides advantages for faculty as it motivates a wide variety of students, restores rigor to the classroom, and ultimately saves faculty time in institutions and roles that continually increase demands on our time. Drawing from research, lessons learned, and best practices, the session will introduce the topic and consider findings from a survey on perspectives and reactions from students. After highlighting key components of Specs Grading, participants will consider possibilities connected to their own curriculum efforts and strategize how this approach might be incorporated within their own courses and programs. The top goal of this session is to offer an alternative approach that supports student learning while providing faculty the exciting opportunity to balance high expectations with student engagement and learning (with just a bit less grade-grubbing).

Increasing Educators' Capacity for Equity and Belonging in the Classroom (Tennessee A)
Target audience: Higher Education Faculty (undergraduate or graduate), Non-Profit Educators
Lisa K. J. Kuron, Wilfrid Laurier University; Ann Curry-Stevens, Wilfrid Laurier University; Sobia Iqbal, Wilfrid Laurier University; Nuha Dwaikat-Shaer, Wilfrid Laurier University; Xu (Sunny) Wang, Wilfrid Laurier University; Matthew Rohweder, Wilfrid Laurier University

This workshop is designed to empower educators to identify ways to increase racial equity and belongingness in their classroom, by reflecting on their pedagogical practices, and identifying areas of strengths and improvement. To guide this process, facilitators will coach participants in the completion of the "Self-Assessment Tool for Racial Equity and Belonging", a tool they developed in collaboration with numerous stakeholders and theoretical grounding. Participants will have access to a cloud-based version of the Tool, and facilitators will guide them in responding to its questions, including fostering discussion on questions that participants may find challenging to answer. Upon completion of the Tool, participants will be offered a summary visual that can be leveraged to create an action plan moving forward. Within the workshop itself, the summary visuals can be used to guide conversation about strengths, weaknesses, and areas of improvement – all of which will guide the development of an action plan for putting one's results into practice. Workshop facilitators and participants will be encouraged to share efforts they have already made within their pedagogy as a means to help participants operationalize their learning moving forward.

Snowflakes to Crystal: Discovering One's Nucleus of Leader Agency Through Reflection of Value Shaping Transformative Experiences and Decoding the Meaningful Tasks of Everyday Work (Tennessee B)
Target audience: Higher Education Faculty (undergraduate or graduate), Leadership Practitioners
Brooke Wells, University of Nebraska-Lincoln; Susan Burton, University of Nebraska-Lincoln

This workshop engages participants in identifying the patterns and processes of self-organized structures of valuation and prioritization as the nuclear components of one's leader self to understand their agentic opportunities in any situation. Using a guided discovery approach, participants are invited to inductively explore formative crucible moments alongside active contemplation of current mundane work tasks. Guided self-reflection is used to illuminate individual-specific experiential knowledge that can facilitate leadership learning and to consider self-organized development of leader practice and agency. This session will use an inductive reflective practice to define and describe unique nuclear considerations of leader identity and use a deductive exploration of current work tasks through a self-determination continuum to objectify opportunities for leader agency and practice. This workshop delineates a process that leadership educators can adopt and adapt into classroom work that provides participants with tools to discover their leader nucleus and identify opportunities to practice leader agency.

Panel (Salon A)

What the #$%! Are We Really Doing Here, Friends? Structural Issues and Weaknesses in the Leadership Education Enterprise, and Practical Advice for Moving Forward as Scholars and Practitioners
Target audience: Higher Education Faculty (undergraduate or graduate), Student Affairs Professionals
Moderator: Lindsay J. Hasstings, University of Nebraska-Lincoln
Panelists: Ryan P. Brown, Rice University; David M. Rosch, University of Illinois

If we don't care about the outcomes – if we care, instead, about popularity and attendance – then what are we doing? In this #nofilter panel, panelists Ryan Brown, Dave Rosch, and Lindsay Hastings will provoke with the intention of inspiring, outlining systemic issues in our field and leaving attendees with productive tools for improving leadership education scholarship and assessment. Leadership educators consistently stand in the nexus of research and practice and are asked to be equally proficient in conducting rigorous scholarly inquiry and/or managing robust outcomes assessment, all while administering complicated and complex educational initiatives. This might be asking leadership educators to be "unicorn humans." Drs. Brown, Rosch, and Hastings address this seemingly magical imperative in the leadership education enterprise through a fun, provocative, and helpful conversation designed to enhance capacity in the field to bridge the chasm between higher education's claim to develop leaders and actual evidence of enhanced leadership capacity.

Research Manuscripts (Salon B)

Ride Outside the Lines: Developing Authentic Leadership Through Horse Experiences
Target audience: Leadership Practitioners, Leadership Coaches and Consultants
Caitlin Lunzmann, University of Florida; Nicole Stedman, University of Florida

Claims have been made about horse programming impacting leadership development. However, most research in this area is focused on equine assisted learning (EAL) programs and not on isolating the impacts horses themselves have on leadership development. The purpose of this mixed methods explanatory study was to identify the impacts of having significant interactions with horses during youth on horse association members' authentic leadership competencies. The four major research questions included: What are the equine experiences of the horse association members?; What are the self-perceived authentic leadership competencies of the horse association members?; What are the leadership experiences and values of the horse association members?; How did equine experiences from the horse association members' youth influence their authentic leadership competencies? This study used an explanatory sequential mixed methods design to begin to explore this new research field. Findings indicated that participants were able to connect their horse experiences from youth to their authentic leadership competencies. They also supported the idea that leadership skills learned with horses could transfer to be skills used to lead people. Finally, it was recommended that authentic leadership be used as a framework for EAL programs.

Building Effective Student Project Teams: What Has Problem-Solving Styles Got to Do with It?
Target audience: Higher Education Faculty (undergraduate or graduate), Students (undergraduate or graduate)
I. Dami Alegbeleye, University of Southern Maine; Curtis Friedel, Virginia Tech

Adaption-Innovation (A-I) theory (Kirton, 2011) offers value to our understanding of problem-solving. According to the A-I theory, everyone solves problems, albeit in different ways based on their problem-solving style. While some prefer to solve problems innovatively, others prefer to solve problems adaptively. Although A-I theory has been around for over 45 years, there is a dearth of empirical evidence regarding the influence of team composition (based on problem-solving style) on teamwork quality. In this study, a survey design was used to examine if a difference exists in the teamwork quality and team effectiveness of three problem-solving style groups (i.e., adaptive vs innovative vs heterogeneous). Data was collected from 15 student project teams (N [team] = 15; N [individual] = 72 team members) at a [State Gifted Program]. A one-way ANOVA revealed that the teamwork quality of the adaptive group was significantly higher than that of the heterogeneous group. Findings also revealed that the homogeneous groups (i.e., adaptive or innovative) were more effective than the heterogeneous group, at least in the short run. We made recommendations for leadership educators regarding specific conditions under which homogenous teams may be more effective than heterogeneous teams and vice-versa.

Developing Undergraduate Students as Everyday Leaders: A 4-year Study
Target audience: Higher Education Faculty (undergraduate or graduate), Leadership Practitioners
T. Raider Smith, Claremont Graduate University; Rebecca J. Reichard, Claremont Graduate University; Stephanie R. Dailey, Claremont Graduate University; Aaron M. Robbins, Claremont Graduate University; Andrew J. Wefald, Kansas State University

Garnering student participation in undergraduate leadership programs and developing graduates into everyday leaders is a paramount challenge for program designers and administrators. We investigate the predictive roles of leader identity and motivation to develop leadership of 155 entering college students and assess program outcomes four years later. Results of structural equation modeling reveal that leader identity was positively related to motivation to develop leadership at the beginning of college. Subsequently, motivation to develop leadership was positively associated with leadership program participation and everyday leadership behaviors four years later, although this was not a mediated relationship. Rather than operating as a moderator, civic values also had a direct and positive relationship with everyday leadership. ULE programs that increase entering students' motivation to develop leadership and civic values will see more everyday leaders graduate. However, by itself, participation in program classes and activities is insufficient to develop students into everyday leaders. Educators and administrators can potentially increase the transfer of knowledge from ULE experiences into everyday leader practice by building students' developmental readiness and encouraging purposeful engagement with program experiences. Future research that incorporates both leadership in and outside of work is recommended.

11:15 am – 12:45 pm **Lunch & Networking** Ballroom Salon C/D/E

Presentation of Outstanding Diversity, Equity, and Inclusion Program & Outstanding Non-Credit Program Awards

1:00 – 2:30 pm **Concurrent Session 5**

Workshops

Critical and Creative Qualitative Research Methods for Leadership Education (Brentwood-Franklin)
Target audience: Higher Education Faculty (undergraduate or graduate), Students (undergraduate or graduate)
Keondria E. McClish, Creighton University; Candace Bloomquist, Creighton University

The purpose of this workshop is to explore the application of critical and creative qualitative research methods for leadership education. Critical qualitative research is used to challenge and examine existing interpersonal, organizational, and institutional frameworks and structures to develop new and innovative ways of understanding our world. Creative qualitative research is used to disrupt old patterns of qualitative data collection and analysis to explore and expand upon existing knowledge. Participants will be invited to discuss qualitative research methods that fall outside the lines of what has traditionally been applied to leadership education. Participants will also be invited to engage in workshop activities that demonstrate the usefulness and innovations that are possible with critical and creative qualitative research methods. Whether participants are qualitative scholars themselves or are interested in breaking outside the lines of the research methods they usually use, all are welcome and will take something useful away from this workshop.

Solving Wicked Problems Using Design Thinking in the Agricultural Leadership Classroom (Tennessee A)
Target audience: Higher education faculty (undergraduate and graduate), Leadership practitioners
Jewell Glover, Texas A & M University; Karly Anderson, Texas A & M University; Summer Odom, Texas A & M University; Ainsley Burns, Texas A & M University; Jonan Donaldson, Texas A & M University

This interactive workshop will provide multiple experiences for participants to engage in critical thinking skills, creative problem solving, communication, and collaboration. The focus of this workshop will provide structure for project-based collaborative learning in a leadership course for teams of undergraduate students to facilitate their problem-solving of authentic wicked problems. Participants will explore the structured framework of design thinking for teamwork projects and problem solving in creating solutions to wicked problems. This workshop will engage participants in the Design Thinking for Engaged Learning (DTEL) process while exploring strategies for implementing DTEL in their respective contexts.

Sustaining and Reimagining Followership Discourse(s) for the Future (Tennessee B)
Target audience: Leadership Practitioners, Leadership Coaches and Consultants
Eric Kaufman, Virginia Tech; Israel Olamide Oyedare, Virginia Tech

Through the ages, leadership discourses have generally been leader-centered, with little consideration given to the role of followers and potential followership discourses. To ensure that discussion on followership is not eroded in the future, it is imperative to help more practitioners and researchers understand and appreciate the subject. This workshop seeks to engage the participants in both contemporary and historical perspectives on followership. Better awareness of followership discourse(s) can help leadership scholars and practitioners recognize the importance of integrating followership in leadership education. Using a World Café approach, participants will be taken through the evolution of followership over the decades. Insights from round table discussions will be shared, and ideas for future applications will be developed.

Practice/Application Manuscripts (Salon A)

Using Formative Assessment as a Diagnostic Tool to Improve Teaching and Learning in the Leadership Classroom
Target audience: Higher Education Faculty (undergraduate or graduate), Students (undergraduate or graduate)
Awoke Dollisso, Iowa State University

Our students come to leadership classes with a varying degree of conceptual understanding of leadership, and with a range of leadership experiences. Given this context, getting feedback that provides a sense of students' perceived leadership competencies could be beneficial in improving instruction and student learning. For this reason, this instructor designed and implemented a formative diagnostic assessment on the core leadership concepts taught in his class. A majority of the students rated themselves as competent/confident in most of the core leadership competencies the first time around. There were no significant differences among the results of the first, second and the third assessments. At that point, the instructor decided to review the instrument and make adjustments to see if the words used in the option were influencing the preferences. This time around, a majority of the students rated their leadership knowledge and skills as "developing" on a majority of the leadership competencies. This session would discuss the development, implementation process, the results and the lessons learned throughout the entire process.

Mandela Washington Fellowship: Developing Collective leadership capacity for transformational change
Target audience: Leadership Practitioners, Non-Profit Educators
Chibuzor Azubuike, Kansas State University; Trisha Gott, Kansas State University; Kerry Priest, Kansas State University

The Mandela Washington Fellowship is a flagship program of the Young African Leaders Initiative funded by the US Department of State and administered by IREX. It is a prestigious program for young people from Sub-Saharan Africa who have established records of promoting innovation and positive impact in their communities and countries. The goal of the fellowship is to build and sustain a prestigious network of young leaders across critical sectors (public, business, and civic) in order to cement stronger ties between Africa and the United States. In this paper, we describe the fellowship and the leadership development practices of the fellowship and use collective leadership for sustainability model to describe the capacity-building activities of the fellowship. Using the framing of leadership development as a way to build advocacy, capacity and leadership identity, we unpack how the components of the Mandela Washington Fellowship meets this goal.

Empathy: Breaking Down the Lines in Leadership Education
Target audience: Higher Education Faculty (undergraduate or graduate), Leadership Practitioners
Robert McKeage, University of Scranton; Greg Gifford; Christine Schaefer

The recent shifts in how people interact and engage in school and work, driven by the worldwide COVID-19 pandemic and intensified by health and safety concerns, propelled the demand for empathy from those around us, especially our leaders. As professionals educating those leaders, the past two years generated additional emphasis on developing empathy among our learners who themselves needed to feel empathy in the classroom, whether online, hybrid, or in-person. This paper offers insights from the experiences of two leadership educators who navigated the stress and uncertainty they and their students faced during the past two years while successfully increasing the focus on empathy in their programs. The presentation of this paper will invite participants into a safe space to engage in and discuss empathy-building practices.

Experiences in Leadership Education through the Residential College Model: A Multi-Department and Interdisciplinary Approach
Target audience: Higher Education Faculty (undergraduate or graduate), Student Affairs Professionals
Austin Council, Virginia Tech; Sydney Baxter, Virginia Tech; Jessica Hardy, Virginia Tech; Meghan Weyrens Kuhn, Virginia Tech; Lauren Oliver, Virginia Tech; Jamie Penven, Virginia Tech; Jes Davis, Virginia Tech

Many leadership educators, scholars, and practitioners have noted the importance of approaching leadership from an interdisciplinary perspective given the complexity of the ever-changing global landscape. This practice manuscript describes one specific approach to interdisciplinary leadership education, a leadership-themed residential college at a large land grant university. Living-learning programs (including both living-learning communities and residential colleges) have been identified as high-impact practices for college students navigating a turbulent world. Utilizing anecdotal reflections from the educators and practitioners who are involved in the facilitation of student learning in the leadership-themed residential college, as well as student data from a large introductory leadership course required for membership in the community, discussion and recommendations are included around the benefits and challenges of this unique program and approach to leadership education.

Research Manuscripts (Salon B)

But Can They Actually Do It? Creating a Short-form Scale for Assessing Student Leader Behaviors
Target audience: Higher Education Faculty (undergraduate or graduate), Student Affairs Professionals
David Rosch, University of Illinois; Robert Kein, University of Illinois; Hannah Sunderman, Virginia Tech

The growth of formal leader development programs and academic initiatives focused on student leader development has given rise to assessing the outcomes of those programs and initiatives. Many assessment efforts employ measures of leadership capacity, or leader self-efficacy, or motivation to lead. In this pilot study, we focused on the presumed end goal of leader development initiatives – behaving as a leader. Using a long-cited theoretical model that suggests a taxonomy of leader behaviors, we built and tested the psychometric properties of a brief survey scale that could be employed by assessment officers and leadership practitioners to evaluate student leader behaviors, and therefore the impact of developmental programs. Our results, while preliminary, provide insight into the mental models of students regarding leader behaviors – which diverged in some ways from our chosen conceptual model of behavior – and indicate future steps necessary in creating a broadly accessible, non-copyrighted, and brief instrument to utilize as an assessment measure within the context of education.

Learning Leadership in a Post-Pandemic Era: Brokers, Connection, and New Leadership Trajectories
Target audience: Higher Education Faculty (undergraduate or graduate), Leadership Coaches and Consultants
Haley Q. Traini, Oregon State University; Natalie Vaz, Oregon State University; Jonathan J. Velez, Oregon State University

The COVID-19 pandemic and subsequent responses had catastrophic effects on students of all ages academically, mentally, and emotionally. As leadership educators in a college of agricultural science, we felt compelled to respond to adjust our programming and pedagogy for a post-pandemic era. The purpose of this study was to explore the experiences of first-year college of agricultural science students who engaged in an intentional community of practice about leadership. We used a phenomenological case study approach and a social learning theory to specifically investigate the ways in which a social learning environment and the use of brokers contributed to student leadership trajectories. We found student leadership identities shifted as a result of engaging in a caring community with the aid of candid and connected brokers. A small class size, multiple connections with an industry mentor, and a course centered on student voice resulted in new confidence and plans to pursue future leadership opportunities.

Education for the Common Man: A Content Analysis of Non-Formal, Virtual Agricultural Leadership Certificates at Land-Grant Universities
Target audience: Higher Education Faculty (undergraduate or graduate), Leadership Practitioners
Megan S. Cantrell, University of Florida; Rachel Biderman, University of Florida; Christy Chiarelli, University of Florida; Anne Parrish, University of Florida

Access to leadership education continues to be a point of conversation as interest in the discipline increases across students and professionals. When looking at ways to increase access to leadership education, particularly within rural communities, leadership certificates may be a solution; however, there is a lack of understanding of what is currently available. The purpose of this study was to identify existing non-formal, virtual agricultural leadership programming offered by land-grant universities. Among the 79 land-grant institutions that were included in the population, 42 leadership certificates were found. The most common offerings were general leadership programs followed by executive leadership programs and ending with certificates targeted to a niche population. Increasing the offerings of non-formal leadership certificate programs should be created to assist in building leadership capacity in diverse, non-traditional leadership audiences.

2:30 – 2:45 pm **Break** Cumberland South Foyer

2:45 – 3:45 pm **Focus Area Networks (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 (Salon A)
Coordinator(s): *Katie McCain, University of Arizona (kate.mccain@asu.edu)*
This FAN session will highlight conversations on the awareness and use of AI in the classroom (i.e. ChatGPT). Guest speaker, Dr. Cris Wildermuth, Associate Professor and Director, B.S. in Organizational Leadership at Barry University, will share her strategies on this topic.

Student Affairs Leadership FAN (Salon B)
Coordinator(s): *Judy Craven, Kennesaw State University (jcraven@kennesaw.edu) and Susan Luchey, University of Delaware (sluchey@udel.edu)*
Student Affairs practitioners sometimes struggle to find their niche in the leadership educator world. In this session, we will lead a discussion on opportunities and creative approaches to career development that could funnel through this group of dedicated student affairs practitioners.

Graduate Leadership Education FAN (Brentwood/Franklin)
Coordinator(s): *Michael Gleason, PhD, Wartburg College (michael.gleason@wartburg.edu)*
Let's explore future opportunities within graduate leadership education! In this interactive session, participants will engage around two of four findings from focus groups facilitated by Jennifer Moss Breen and Michael Gleason about the future of graduate and professional leadership education as a part of New Directions for Student Leadership, issue 176. The session will explore two findings – 1) identity as leadership educator and 2) multiple skillsets of the leadership educator. Participants will brainstorm how these themes can be used in future research and practice, and how the graduate leadership education FAN membership can be a part of that work.

Leadership Studies Research FAN (Tennessee A)
Coordinator(s): *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 2023 – 2024 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 (Tennessee B)
Coordinator(s): *Brittany Adams Pope, J.W. Fanning Institute for Leadership Development, University of Georgia (brittany.adams-pope@fanning.uga.edu)*
Discover more about the Coaching and Consulting FAN where you will find business and industry leaders, educators, coaches and entrepreneurs bringing their perspectives to the conversation. As we represent a diverse group of leadership educators, we will discuss how we have addressed the rapidly changing world, challenges we have faced, and how we can prepare ourselves for the challenges to come. Join us and be part of shaping the future of leadership in our ever-changing world.

Student FAN (Ballroom Salon C/D/E)
Coordinator(s): *Kira Jatoft, Georgia Southern University (kjatoft@georgiasouthern.edu)*
The Student Group FAN will network together and determine specific ways to stay connected throughout our academic journeys. Come join for connections and stay for friendships.

6:30 – 9:30 pm **Off-site Excursion: Wildhorse Saloon**
120 2nd Avenue North, Nashville TN 37201
Dinner and drinks provided

Wednesday, July 19th

Silent Auction closes at 8 am!

7:30 – 8:30 am **Breakfast Buffet Available** Cumberland South Foyer

Enjoy during morning sessions

7:30 – 8:15 am **Journal of Leadership Education (JOLE) Coffee Talk** Brentwood/Franklin

JOURNAL OF LEADERSHIP EDUCATION

Join the Editor and members of the Editorial Advisory Board 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? Bring your favorite beverage or breakfast and hear about these and other exciting new developments at JOLE!

8:15 – 9:00 am **Roundtables Session 1** Ballroom Salon C/D/E

1 - Helping Leaders Build Inclusivity
Target audience: Higher education faculty (undergraduate or graduate), Leadership coaches and consultants
Yael Hellman, Los Angeles County Sheriff's Department

Global and domestic demographics have rapidly and radically altered US business, service, and educational enterprises. Immigrant or racial, religious, and ethnic minority personnel and students work alongside the native-born. Women managers introduce fresh leadership styles and work-life balance—for males as well as females. Proudly gay and gender-nonconforming employees reshape the traditional workscape. Later-retiring staffers mix with millennials and Generation Zers. Classes and teams now include previously untapped sectors, such as the economically disadvantaged and the differently abled. Certainly, hiring or admitting persons of varied races, nationalities, genders, sexual orientations and identities, ages, advantages, and abilities achieves diversity. Yet inclusivity requires that not just the presence, but the perspectives and contributions, of these different groups are equally valued, accorded influence, and integrated by the workforce or student body. And that respectful and functional camaraderie is a harder goal for leaders and their teams to capture. This roundtable engages participants in experiential tools letting educators and executives create a collaborative cohort that's unified, not uniform. Participants will master the use of these exercises, games, performance art pieces, crisp tutorials, and reflective debriefings to help students or team members explore, then actually practice, welcoming rather than tolerating cultural, social, and individual diversities.

2 - Lights, Camera, Action? Modeling Leadership Behaviors from Film
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Matthew Gold, University of Florida; Laura L. Greenhaw, University of Florida

Leadership concepts are abstract and can be difficult for learners to grasp. Film has been used as a bridge to help learners connect concepts to real-life applications. Even though film has been used in leadership classrooms, there is little research on the best pedagogical practices for using film. Likewise, a knowledge gap exists regarding learner outcomes associated with Social Cognitive Theory's notion of vicarious or observational learning, particularly behavior modeling, when teaching with film. This roundtable will facilitate discussion on best practices of using film in leadership education, with emphasis on what approaches lead learners to model appropriate leadership behaviors as a result of vicarious learning. In the discussion, we will explore both inductive and deductive approaches of using film. We will use guiding questions which include, but are not limited to, how are instructors currently using film to teach leadership? What are the advantages and weaknesses of inductive and deductive approaches? We will strive to identify opportunities for future collaborations focused on best practices that include documenting learner outcomes. Additionally, this discussion may also address potential solutions to educators' challenges in teaching abstract leadership concepts.

3 - Reconceptualizing "Leadership" Development Programs: A Discussion of Whether Alternative Terminology Better Speaks to Programmatic Efforts and the Modern Student
Target audience: Student affairs professionals, Higher education faculty (undergraduate or graduate)
Ilya Gokhman, Georgia Tech; Eric K. Kaufman, Virginia Tech

This roundtable session is intended to be a community discussion of how we can re-conceptualize leadership development to better serve our students and communities. Informed by trends in the leadership literature and the personal experiences of the session's facilitators, we want to discuss how alternative terminology and design of leadership-related initiatives could impact the appeal of such programs. This will be a highly interactive session that we hope will inform participants of the experiences of their fellow leadership educators and challenge them to introduce novel approaches at their home institutions.

4 - Towards Enhancing Leadership Capacity of Women in Agriculture
Target audience: Leadership coaches and consultants, Non-profit educators
Olamide Ahmed Olowoyo, Virginia Tech; Bolanie Oyindamola Adebayo, Virginia Tech; Hannah Sunderman, Virginia Tech; Eric K. Kaufman, Virginia Tech

Increasingly complex societal problems require the collective efforts of all genders to solve. However, women seldom receive the social support necessary to develop leadership identity and capacity despite inherent leadership potential (Ely et al., 2011; Shollen, 2015). Leadership is instrumental in promoting community efforts (Igalla et al., 2020). Hence, women's leadership capacity should be developed to encourage collective efforts to solve problems, especially in a sector where they are the majority of workers, such as agriculture. The agricultural sector is faced with diverse problems affecting the sector's productivity. Women are needed to facilitate collective efforts toward solving agricultural problems. Hence, there is a need to increase efforts targeted at women's leadership capacity development. This roundtable discussion will ask participants to share their views on the importance of developing women's leadership capacity, the current state of women's leadership capacity development, challenges to women's leadership capacity development, and diverse methods for developing capacity through leadership education. Emerging scholars with research interests in women's leadership development will facilitate the round table discussion. The overall goal of the discussion is to consider the methods through which women's leadership capacity can be enhanced.

5 - Leadership for All: Exploring Open Educational Resources for Leadership Courses
Target audience: Higher education faculty (undergraduate or graduate), Leadership practitioners
Madeline Lambing, Washburn University; Lauren Edelman, Washburn University

The cost of textbooks can be prohibitive for students, limiting access and creating barriers to students' academic success. This roundtable will explore the use of Open Educational Resources (OER) for leadership courses and discuss educators' roles in balancing access and inclusion to leadership education with rigorous, research-based scholarship. Participants will weigh the benefits and drawbacks of adopting OERs in leadership curricula and share strategies for finding and using these sources. The discussion seeks to enhance understanding of some of the barriers that students, specifically those from marginalized populations, face and explore strategies for how leadership educators can work to reduce or remove some of those barriers.

6 - Exploring and Enacting Reciprocity in Community-Engaged Partnerships in Leadership Education
Target audience: Higher education faculty (undergraduate or graduate), Non-profit educators
Haden M. Botkin, University of Nebraska

Leadership educators frequently embed community-engaged pedagogies into their courses and therefore maintain partnerships with community-based entities. Reciprocity has emerged in relevant literature as a critical element of such partnerships, yet often proves to be a complicated and ambiguously characterized endeavor. What exactly is reciprocity and why is it a valuable pursuit? How is it contrasted to similar concepts in community engagement (e.g., "mutual benefit")? In this roundtable session, participants will have the opportunity to explore these questions and consider what operationalizing reciprocity looks like—or could look like—in their own community-campus partnerships. The facilitator will share their experiences in this realm as well as offer guiding questions to stimulate meaningful dialogue.

***7* - Fostering Cultural Competence through Experiential Learning in Intercultural Mentoring Relationships**
Target audience: Higher education faculty (undergraduate or graduate), Students (undergraduate or graduate)
Bolanie Adebayo, Virginia Tech; Hannah Sunderman, Virginia Tech

Intercultural interactions, such as intercultural mentoring, are essential for building cultural competence (Hagqvist et al., 2020), suggesting the occurrence of experiential learning. Conversely, cultural competence is essential to successful intercultural mentoring relationships, which are increasing in higher education institutions. To support intercultural mentoring, intentionally building cultural competence is vital. Therefore, the current roundtable discussion will ask participants to share their perspectives on intercultural mentoring, cultural competence, and experiential learning, providing insight into building cultural awareness among mentors and mentees in an intercultural mentoring relationship, particularly within leadership education. An academic mentor and mentee in an intercultural mentoring relationship will facilitate the roundtable discussion.

8 - Leadership Educator for Life: Thinking About Identity and Retirement
Target audience: Any leadership educator; Leadership coaches and consultants
Susan Luchey, University of Delaware; Barbara Altman, Texas A&M University

Many of us have spent a lifetime as leadership educators and are now beginning to think about retirement. Retirement can grant us many new identities (grandparent, volunteer, pickleball player, book club member) and time to engage in new opportunities. However, what if we want to keep wearing the leadership educator hat as we wrap up our full-time careers and move into the next phase of our lives? This roundtable will focus on sharing ideas and non-financial resources about productive retirement, specifically about valuable ways to stay in the leadership educator role on a part time basis. Participants will engage in brainstorming and the creation of an action plan focused on developing personal and professional identities in retirement. Discussion will also focus on ways retirees may find continued value and contribution in ALE and other leadership education work in their post-career years through consulting, teaching, community engagement and research.

9 - The World is our Classroom: Teaching Global Leadership Competencies Through International Experience
Target audience: Higher education faculty (undergraduate or graduate), Leadership practitioners
Megan S. Cantrell, University of Florida; Jessica Benson, Mississippi State University

As travel returns to pre-pandemic levels, so is interest in teaching leadership abroad. From high school students to college students and professionals, now is a useful time to reevaluate the best practices for teaching global leadership competencies around the world. The need for global leadership competencies is clear as all sectors of leadership continue to diversify. In this roundtable discussion, we will discuss global leadership frameworks, best practices of leading international trips, and discuss ways to increase access to these experiences.

9:10 – 9:55 am Roundtables Session 2 Ballroom Salon C/D/E

1 - The Association of Leadership Educators Values – An Opportunity for Review and Conversation
Target audience: Everyone
Leah Georges, Creighton University and ALE President

This roundtable session provides an opportunity to review and engage in a thoughtful discussion around the Association of Leadership Educators values, presented during the 2023 conference. Specifically, this conversation is intended to be collaborative and identify opportunities for the organization and its members to create, reinforce, or reconsider opportunities to live into these values in an immediate and long-term way.

2 - Leading the Debate: Classroom Debate as Pedagogy
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Todd Wiggen, Southwestern Oklahoma State University

Leadership development is contingent upon both the discussion of theory as well as experiential activities designed to practice skills and behaviors appropriate to the future leader. Classroom debates are exercises designed to allow students to sharpen their skills in the areas of leadership, interpersonal influence, team building, group problem solving, and oral presentation. Debates assists students in understanding concepts, can introduce difficult topics, and requires critical thinking. Debate preparation creates situations where students must work collaboratively and cooperatively. Further, arguing against a current belief or for an opposing view creates an opening for future dialogue and understanding.

3 - Advancing Leadership Development and Cultural Competency through Inclusive Study Abroad Programs
Target audience: Higher education faculty (undergraduate or graduate), Leadership practitioners
Kameron Rinehart, Texas Tech University; Jason Headrick, Texas Tech University

As faculty, staff, and graduate students continue to lead study abroad experiences around the globe, there is a need for resources that will assist program leaders in building inclusive programs that will benefit students' leadership development and cultural competency growth. Through this roundtable discussion, participants will hear from facilitators and learn about innovative methods to further develop established study abroad programs to advance a student's cultural competency growth and leadership development through hands-on experiences and activities. These tools will include leadership development-oriented activities that can be implemented during a study abroad experience, effective methods to assist students with their cultural competency development, and ideas on programming and practices for building an inclusive environment. There will also be an opportunity for participants to share their own experiences and ideas that can serve as resources for all participants in this roundtable to advance their study abroad programs.

4 - Theater as a Tool for Leadership Development
Target audience: Higher education faculty (undergraduate or graduate), Leadership coaches and consultants
Ada T. Cenkci, Northern Kentucky University

In today's uncertain work environment companies look for employees with skills such as creativity, collaboration, and interpersonal communication skills. Theater-Based Leadership Development (TBLD) is an experiential learning technique that can help leadership educators cultivate such skills in their students. Through TBLD, educators can teach students self-awareness, attention, and being present, which are all valuable leadership skills. Considering the benefits of TBLD techniques, this roundtable discussion will explore how they can be incorporated into leadership education courses. In this roundtable, participants will share their experiences using theater-based teaching tools, as well as strategies and resources for implementing them

5 - Adapting to the Now: Creating Alternative Credentials in Post-Secondary Leadership Education
Target audience: Higher education faculty (undergraduate or graduate), Leadership practitioners
Kaley Klaus, Fort Hays State University

Higher education institutions are facing monumental challenges in the areas of enrollment and funding, and leadership educators in this space must rethink how leadership education is delivered. Adult learners, especially institutional alumni, needing to reskill and upskill are seeking alternative ways to develop themselves and continue their education. As higher education institutions continue to adopt alternative credentials and professional and continuing education programming, leadership education should jump at the opportunity and seek to develop high-quality programs that make a difference in individuals and the organizations they serve. This roundtable will provide an overview of the ever-growing professional and continuing education landscape, and encourage discussion among leadership educators to think outside the lines to create high-quality, effective, professional leadership development programming.

6 - Adapting Leadership Education to a World of AI
Target audience: Higher education faculty (undergraduate or graduate), Student affairs professionals
Donnette Noble, Fort Hays State University; Brent Goertzen, Fort Hays State University; Justin Greenleaf, Fort Hays State University; Brett Whitaker, Fort Hays State University; Ryan Olsen, Fort Hays State University

This roundtable focuses on the moral and ethical implications of artificial intelligence (AI) on higher education. Specifically, a readily available AI web-based software is ChatGPT, a natural language chatbot built upon the GPT-3.5 large language model produced by OpenAI and was released for public use in November of 2022. It can write essays, jokes, Tweets, dialogue, restaurant reviews, and more. This developing technology has the potential to dramatically impact not only our profession as leadership educators, but all of higher ed. We will be presenting examples of AI generated works and discussing the impacts of these technologies on student learning, their personal and professional development, and the ethical use of AI in higher education. An additional area of focus is how AI will impact the pedagogical choices of leadership educators and about how we structure our programs and leadership development opportunities for our students as we navigate the terrain of this rapidly developing technology.

7 - Is everyone included yet? Globalizing Intersectionality in Feminist Leadership Scholarship
Target audience: Higher education faculty (undergraduate or graduate), Leadership practitioners
Priyadarsini Das, The Ohio State University; Jera Elizondo Niewoehner-Green, The Ohio State University

The origin of intersectionality is deeply tied to the rise of Black feminism. However, the concept has expanded and is now far from limited to the social categories of gender and race. Social categories such as class, caste, tribe, sexuality and nationality also interact with each other to create a unique social experience that governs a woman's values, leadership styles and expectations. But while gender differences have been widely researched by leadership scholars, there is a gap in the literature regarding the influence of intersectionality amongst women that shapes their way of knowing and leading. So far, most of the knowledge that we have on feminist leadership comes from western ethnocentric research. Thus, the knowledge and theories we build our leadership education on, may still be colonized, racialized and gendered. It leads to the creation of not only a false dichotomy between men and women leaders but also serves to be dismissive of the distinctive experiences among and between women that shapes their leadership. For a more intersectional discourse to emerge in feminist leadership, it is crucial for leadership scholars to move past the meta narratives that homogenizes women leaders across the globe.

8 - The Impact of the Cultural Dimension of Power Distance in Mentoring Experiences in high versus low Power Distance Cultures.
Target audience: Higher education faculty (undergraduate or graduate), Leadership practitioners
Jennifer Okoliko, University of Nebraska; Lindsay Hastings, University of Nebraska

The world is becoming increasingly diverse as we continue to see an increase in migration over the years. With this growing rate of migration, it is expected that leaders and educators become familiar with multiple cultures or are at least open to learning about them (Purnell, 2011). One of the ways through which this learning need can be met is mentoring, specifically intercultural mentoring. Understanding how mentoring is processed in different cultures will help provide a background for leaders to understand how to interact with their mentees or mentors from similar or differing backgrounds to achieve growth and development (Hu et al., 2011). Based on Hofstede's study on culture, researchers developed a collection of cultural dimensions (Hofstede et. al., 2010). These dimensions have been known to influence how subordinates interact with their leaders. In this conversation we will focus on the dimension of Power distance and its potential to impact how mentoring relationships progress, making it an important consideration in the study of intercultural mentoring. Through this roundtable discussion, we will gain more insights from leadership educators and their perspectives as well as other research that has been done on how the dimension of Power distance can influence mentoring relationships.

9 - Cases in Agricultural Leadership: An Open Access Book Opportunity
Target audience: Higher education faculty (undergraduate or graduate), Aspiring leadership education scholars
Eric K. Kaufman, Virginia Tech; Jama S. Coartney, Virginia Tech, Samson O. Adeoye, Virginia Tech

Case studies are a valuable instructional tool for bridging the gap between abstract concepts and practical application. That bridge can be particularly elusive when combining disparate concepts like agriculture and leadership, yet that is the challenge facing hundreds of agricultural leadership educators. Undisguised teaching case studies can help, and some are already available in the Association of Leadership Educators' (ALE) Case Study Database, yet more are needed to meet the need. This roundtable discussion will explore ideas and opportunities for an open access textbook. We anticipate rich dialogue with prospective authors, learners, and educators, gleaning insights to guide a path forward for this potential book idea.

9:55 – 10:15 am **Break** Cumberland South Foyer

10:15 am – 12:15 pm **Conference Awards Presentation & Business Meeting** Ballroom Salon C/D/E

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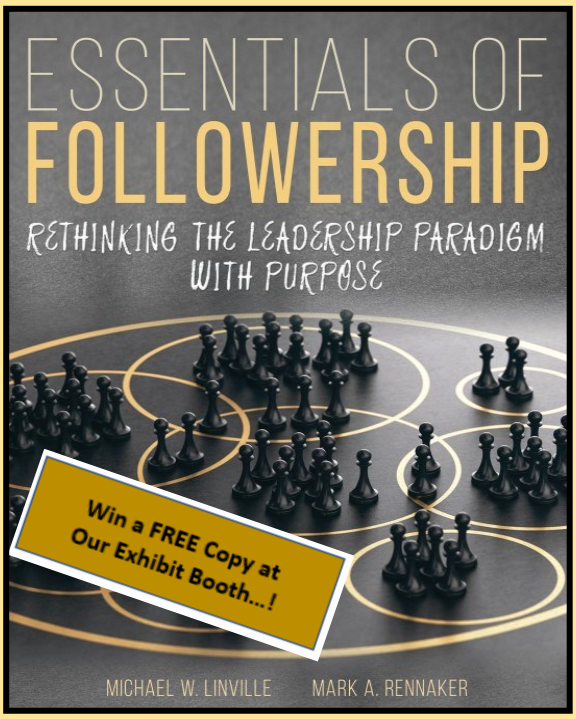

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