LAY THE FOUNDATION FOR
TOMORROW'S LEADERS
ACPA, NASPA, and NCLP welcome you to Orlando, Florida and to the 2018 Leadership Educators Institute (#LEI18)! This is the eighth time our three associations have partnered to deliver this exciting institute designed specifically for new and mid-level student affairs and leadership educators. The planning committee has designed an institute with keynote addresses and educational sessions by cutting-edge scholars, practitioners, and administrators to engage participants. Our goal over the next three days is for participants to gain deeper insights in leadership education of college and university students, and to learn concrete strategies for developing and improving leadership programs and services at your institution.

All LEI activities will occur at the DoubleTree by Hilton Hotel.

This Institute is sponsored by ACPA, NASPA, the NCLP, NASPA Student Leadership Programs Knowledge Community, and ACPA Commission for Student Involvement.
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<td>8:00 a.m. – 5:00 p.m.</td>
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<td>9:00 a.m. – 12:00 p.m.</td>
<td>Pre-Institute Workshops</td>
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<td>12:30 p.m. – 5:00 p.m.</td>
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<td>1:00 p.m. – 2:15 p.m.</td>
<td>Welcome &amp; Opening Keynote</td>
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<td>Concurrent Sessions I</td>
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<td>6:00 p.m. – 7:00 p.m.</td>
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<td>8:30 a.m. – 9:30 a.m.</td>
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<td>11:00 a.m. – 11:30 a.m.</td>
<td>Learning Labs I</td>
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<td>12:15 p.m. – 1:15 p.m.</td>
<td>Lunch on your own</td>
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<td>2:00 p.m. – 3:15 p.m.</td>
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<td>3:30 p.m. – 4:45 p.m.</td>
<td>Afternoon Dialogues (Roundtables)</td>
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<td>5:00 p.m. – 6:00 p.m.</td>
<td>Concurrent Sessions VI</td>
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<tr>
<td>6:30 p.m. – 8:00 p.m.</td>
<td>Reception for Leadership Educators sponsored by LeaderShape (open to all attendees)</td>
<td>Seminole A&amp;B</td>
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<td>7:45 a.m. – 11:00 a.m.</td>
<td>Check-in Open</td>
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<td>Continental Breakfast Available</td>
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<td>8:30 a.m. – 9:30 a.m.</td>
<td>Closing Keynote</td>
<td>Orange Ballroom</td>
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<td>9:45 a.m. – 10:45 a.m.</td>
<td>Concurrent Sessions VII</td>
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Circle of Change Leadership Experience  
www.circleofchangeleadershipconference.com
The Circle of Change Leadership Experience is a 501 c(3) organization that is on a mission to help student leaders discover the leader from within, develop the leadership and professional skills necessary to attain career leadership success, and inspire this special group of diverse student leaders to make a positive impact in their community, nation, and world! Each year, this transformational leadership experience attains its goal of impacting the lives of student leaders nationally through the use of incredible leadership development programs that are centered around national conferences, mentorship programs, quarterly leadership webinars, coaching calls, and an incredible ten-month apprenticeship leadership development program for students interested in being involved with the organization.

Emory Integrity Project  
www.integrity.emory.edu
The Emory Integrity Project is an initiative dedicated to deepening and strengthening the culture of integrity at Emory University. Focused on undergraduates, the project engages students through a comprehensive program of co-curricular activities and intellectual engagements designed to challenge perspectives, encourages ethical reflection, and promote moral courage.

LeaderShape  
www.leadershape.org
LeaderShape - - Our Mission: A just, caring, and thriving world where all lead with integrity™ and a healthy disregard for the impossible. Our Vision: To transform the world by increasing the number of people who lead with integrity™ and a healthy disregard for the impossible. Over 175 campuses around the world partner with us to host one of our three signature programs (Catalyst, Resilience & the Institute). This reception is open to anyone interested in learning more about who we are and how we can impact your campus community. Also, if you are one of our campus partners or if you have participated in one of our programs, please stop by so that we can thank you!
Lead365  
www.lead365.org
The Lead365 national conference is an opportunity for undergraduates, graduate students, professionals, and new professionals to engage in a premier leadership development experience held every November in Orlando. With a focus on competency development, career preparedness and serving the greater good, the program design is innovative and presented by the nation’s top speakers and leadership educators.

MY Biomedical  
www.mybiomedical.info
MY Biomedical is the premier healthcare company focused on delivering the highest quality care. We offer a range of services and products for skin treatment. These include facials, wrap facials and the best collagen treatment. Our organization is comprised of certified professionals in the cosmetic and pharmaceutical industries that aim to bring customers the most cutting-edge skin products possible. We want our customers to experience the best kind of service, and to do that we develop our products by utilizing the latest technology existing currently. One of our goals is to educate customers about their skin anatomy and help them associate their skin problems with any underlying causes or problems.

National Society of Leadership and Success  
www.nsls.org
The National Society of Leadership and Success is the largest leadership honor society and collegiate leadership development program in the country. We work with over 600 colleges and have more than 850,000 members. It’s a different model than your traditional honor society, in that students must complete our leadership program in order to be inducted. That program is based on mission of “Building leaders who make a better world” and to do that we provide the students with training, motivation, inspiration, and the follow through to put that learning into action. As part of the program experience, students learn from some of the top leaders and speakers in the world. Speakers have included the likes of John Maxwell, Anderson Cooper, and Simon Sinek.
There are as many different kinds of leaders as there are different kinds of people. This is precisely why LeaderShape® doesn’t tell you what path to follow, we help you find your own.

REAL LEADERSHIP
ISN’T LEARNED,
IT’S PRACTICED.

In July 2015, ACPA and NASPA approved Professional Competency Areas for Student Affairs Practitioners. The set of professional competency areas is intended to define the broad professional knowledge, skills, and in some cases, the attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field.

Within the conference program, sessions that fall into particular competency areas are marked at the end of the program abstract.

- Advising and Supporting
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Leadership
- Organizational and Human Resources
- Personal & Ethical Foundations
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Values, Philosophy, and History
**Registration**
Registration is located in the Convention Registration Lobby. Registration is open on Sunday, December 9 from 8:00 a.m.-5:00 p.m., Monday, December 10 from 7:45 a.m.-5:00 p.m., and Tuesday, December 11 from 7:45 a.m. -11:00 a.m.

**Attire**
Attire for the Institute is business casual.

**Accessibility/Dietary Needs**
If you have a request for an accessibility or dietary need or have questions, please speak with staff at the institute registration desk, located in the Convention Registration Lobby.

**Book Sales**
Publications will be on sale in the exhibit area in the Convention Registration Lobby.

**Concurrent Sessions**
Leadership education of college and university students is an important and ongoing process within higher education institutions. Student affairs professionals play an essential role in coordinating, shaping, and evaluating this area by developing leadership courses and programs, creating co-curricular opportunities, and using new technologies. Concurrent sessions at The Leadership Educators Institute create a space where student affairs administrators, educators, and practitioners will discuss current leadership topics:

- Modern leadership theories about process-based relational leadership, theories of leadership and positive social change, societal good; and models and theories on how students develop leadership capacity and human development;
- Leadership courses (credit and non-credit) including innovative syllabi, effective textbooks, incentives for students, experiential learning, service-oriented learning, and virtual learning;
- Assessment and evaluation of leadership programs and participants including learning outcomes, using CAS Standards, National Leadership Research agenda, ILA program guidelines, Multi-Institutional Study of Leadership Implications for Practice, and the Socially Responsible Leadership Scale as well as contemporary leadership assessments like StrengthsQuest, MBTI, Emotional Intelligence, and Global Mindset;
- Innovative and intentional practices and programs including: cohort leadership programs, emerging leaders, multi-year programs, distance learning and immersive experiences;
- Strategy and management of leadership programs including: staff education, fundraising, space design, financial modeling, academic and student development partnerships; and
- Intersectional role of leadership education in identity development, service-learning, social justice education, globalization, and other functional areas.
Exhibitors
Please visit the Institute exhibitor tables in in the Convention Registration Lobby at the dates and times below. A complete listing of conference exhibitors is located in your program book.
Sunday, December 9: 12:30 p.m. – 5:00 p.m.
Monday, December 10: 7:45 a.m. – 5:00 p.m.

Hotel Floor Plan
A map of the meeting space can be found at the back of the program book or via the event app.

Institute Evaluation
The LEI Evaluation will be emailed to all participants following the Institute.

Lost and Found
Lost and Found articles should be turned into the registration desk.

Materials
Session materials will be posted to the NASPA Professional Development Archive on the NASPA website. To view the program materials, login using the credentials you used at the time of registration and select 2018 Leadership Educators Institute under Current National Events. You will then see a listing of program titles which are hyperlinked to uploaded materials.

Social Media
We encourage you to engage via social media using the conference hashtag #LEI18. Participants are encouraged to visit, read, and respond to the Institute Twitter feed.
The Institute Planning Committee accepted program proposals that are successful practices with content that will intentionally engage participants in discussions and provide meaningful content to bring back to their campuses.

The content at the 2018 LEI focuses on the following themes:

- Leadership in Context
- Leadership Curriculum and Programs
- Leadership Development Theory and Models
- Technology, Research, and Assessment in Leadership Programs

It is essential to address how leadership education organizations and associations can and should advance leadership education and development for the next generation. This call-to-action has led to a six-year process engaging eight national/inter-national organizations (AAUW, ACPA, ACUI, ALE, ILA, NACA, NASPA, and NCLP) to form the Inter-Association Leadership Education Collaborative (ILEC) in the process of defining the significant priorities for the advancement of the field of leadership education.

Below are a list of ILEC priorities referenced throughout the program book:

- Building Inclusive Leadership Learning Communities
- Expanding Evidence-based Practice through Assessment & Evaluation
- Enhancing our Community of Practice through Professional Development and Resources
A Special Thanks to the Institute Planning Committee

Tiki Ayiku // NASPA

Jimmy Brown // Associate Director, Student Leadership Development, University of Chicago

Tricia Fechter Gates // ACPA

Jake Frasier // NASPA

Courtney Holder // NCLP, University of Maryland

Stephanie Howeth // Director, Civic Engagement & Leadership, NCLP

Kim Kushner // Events and New Student Programs Coordinator, University of Missouri-Kansas

Bernie Liang // Director, Center for Student Involvement, Seattle University

Ana Maia Wales // Associate Director of Leadership Engagement, University of Tampa

Anjali Renee Pattanayak // Interim Director in Student Involvement, Edgewood College

Danyelle Reynolds // Lead, Student Leadership for Change, University of Michigan
John Dugan

Director, Aspen Young Leaders Fellowship
Director, Program Quality, Design, & Assessment

John Dugan currently works with the Aspen Institute—an educational and policy studies organization based in Washington, DC. Its mission is to foster leadership based on enduring values and to provide a non-partisan venue for dealing with critical issues. John reached the rank of full professor in the Higher Education graduate program at Loyola University Chicago. Prior to that, he worked in leadership education at the University of Maryland, College Park and the University of Nevada Las Vegas.

John is the Principal Investigator for the Multi-Institutional Study of Leadership, an international research program examining influences on socially responsible leadership and other educational outcomes. To date more than 350 institutions have participated in the study yielding over 600,000 participants. John’s research has generated over 40 publications including his most recent book: Leadership Theory: Cultivating Critical Perspectives. He holds master’s and doctoral degrees in Counseling and Personnel Services from the University of Maryland, College Park.

Susan Komives

Professor Emerita, University of Maryland

Susan R. Komives is Professor Emerita at the University of Maryland. She is past president of CAS and ACPA; was vice president of two colleges; and is the author/editor of a dozen books including Student Services, Exploring Leadership, Leadership for a Better World, The Social Change Model: Facilitating Leadership Development, and the Handbook for Student Leadership Development. She is executive editor of the inaugural New Directions in Student Leadership series. Her books have been translated into Chinese and Japanese. She was a member of the teams that developed Learning Reconsidered, the Social Change Model of Leadership Development, the Relational Leadership Model, the Multi-Institutional Study of Leadership, and the Leadership Identity Development grounded theory. She is co-founder of the National Clearinghouse for Leadership Programs (NCLP) and a former member of the Board of Directors of ILA. Dr. Komives is a recipient of both the ACPA and NASPA outstanding research awards, the ALE Distinguished Leadership & Service Award, and the ACPA Life Time Achievement Award.
Georgia Sorensen
Leadership Scholar at the Møller Institute and Møller By Fellow at Churchill College, University of Cambridge
Georgia Sorensen, Ph.D. is the James MacGregor Burns Leadership Scholar and Møller By Fellow at Churchill College, University of Cambridge. Before coming to the Møller Institute, she founded the James MacGregor Burns Academy of Leadership at the University of Maryland, where she was Distinguished Research Professor. In addition, Dr. Sorenson has served as Senior Policy Analyst to President Jimmy Carter in the White House, Inaugural Chair and Professor of Transformational Leadership of the U.S. Army War College, and Visiting Senior Scholar at the University of Richmond's Jepson School of Leadership Studies as well as the University of Maryland Carey School of Law. An architect of the leadership studies field, she is co-founder of the International Leadership Association and was awarded the 2015 International Leadership Association’s Lifetime Achievement Award.

Dr. Sorensen is co-editor of the four-volume multi-award winning Encyclopedia of Leadership, as well as The Quest for a General Theory of Leadership, Leadership Research and Practice and the upcoming University of Cambridge Press journal Elements: Leadership. She was co-author of Dead Center- an analysis of the Clinton presidency- and her latest book is on business leadership, The Power of Invisible Leadership. Sorenson serves on the editorial board of numerous refereed journals including, Leadership, Leadership Quarterly (Associate Editor, 2007-2014) and Leadership Review.

Eboo Patel
Founder & President, Interfaith Youth Core
Eboo Patel is a leading voice in the movement for interfaith cooperation and the Founder and President of Interfaith Youth Core (IFYC), a national nonprofit working to make interfaith cooperation a social norm. He is the author of Acts of Faith, Sacred Ground and Interfaith Leadership. Named by US News & World Report as one of America’s Best Leaders of 2009, Eboo served on President Obama’s Inaugural Faith Council. He is a regular contributor to the public conversation around religion in America and a frequent speaker on the topic of religious pluralism. He holds a doctorate in the sociology of religion from Oxford University, where he studied on a Rhodes scholarship. For over fifteen years, Eboo has worked with governments, social sector organizations, and college and university campuses to help realize a future where religion is a bridge of cooperation rather than a barrier of division.
INSTITUTE SCHEDULE

sunday december 9

8:00 a.m.-5:00 p.m.
Registration Check-in Open
Location: Convention Registration Lobby

9:00 a.m.-12:00 p.m. pre-institute workshops (pre-registration required)

Leadership 101: The Basics of Student Leadership in Higher Education
Location: Seminole A
Ana Maia Wales // Associate Director of Leadership Engagement, University of Tampa
Jimmy Brown // Director, Center for Leadership & Involvement, University of Chicago
This 3-hour session will provide a nuts-and-bolts understanding of most widely-used theories and concepts in student leadership development. The presenters (scholar-practitioners and representatives from ACPA and NASPA) will introduce participants to college student leadership education and provide a foundational toolkit to successfully navigate their first LEI experience. We recommend this session for professionals (at any level) that are recently entering the world of student leadership development.

Transforming Leadership Learning through Intentional Pedagogy
Location: Seminole B
Dan Jenkins // Chair & Assoc. Prof of Leadership & Organizational Studies, University of Southern Maine
Kathy Guthrie // Associate Professor of Higher Education and Director, Leadership Learning Research Center, Florida State University
Join The Role of Leadership Educators: Transforming Learning co-authors Dr. Kathy Guthrie and Dr. Dan Jenkins for this exciting and experiential Pre-Institute Workshop! During our time together, we will focus on the importance of learner-centric program development. First, we will introduce the Leadership Learning Framework and provide instructional and assessment strategies with the learner in mind. Then, we will demonstrate how a variety of pedagogies such as case studies, discussion, reflection, feedback, team-based learning, and art may be intentionally integrated through this framework in co-curricular and curricular contexts. Expect to participate in train-the-trainer style pedagogy demonstrations, learn about and share leadership educator professional development resources, and leave with transformational and implementable skills, tools, and programming you can bring back to your campuses.

12:30 p.m.–5:00 p.m.
Exhibitor and Sponsor Tables Open
Location: Convention Registration Lobby

1:00 p.m.-2:15 p.m. opening keynote

Leadership Education in Turbulent Times: Where Do We Go From Here?
Location: Orange Ballroom
John Dugan, Ph.D. // Director, Program Quality, Design, & Assessment, The Aspen Institute
A perfect storm of political, community, and scientific pressures is radically reshaping the social fabric of societies across the globe. These disruptions bring to light some of the most damning incongruities between our espoused and actualized values while simultaneously invoking action to restructure society in more equitable and just ways. At few other points in history has the role of leadership education been so imperative. But, what precisely is our role in the current context? How must our practices evolve to best address the current social context? This keynote explores these issues along with offering a number of critical alterations to practice necessary for increasing impact and aligning leadership education with societal needs.
A Collision of Professional Fields: Program Development for Effective Team Leadership and Membership
Location: Broward
Katie O’Malley // Senior Assoc. Director of Leadership Development: Booth School of Business, University of Chicago
Leadership consistently ranks as the top quality that organizations seek in a new hire, followed immediately by teamwork. To help students meaningfully connect these competencies, the Leadership Development Office at The Booth School of Business designed an experiential program to equip aspiring leaders with actionable skills to leverage in their future workplaces. By integrating theory and practice from the professional fields of counseling, management, and student development, this session provides educators with unique program activities to utilize at their institutions.
Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources; Expanding Evidence-Based Practice through Assessment and Evaluation

Building a Culture of Leadership: A Campus Retrospective
Location: Dade
Theresa Harrison // Assistant Director USC Connect, University of South Carolina
Ambra Hiott // Director, Leadership and Service Center, University of South Carolina
Do you have programs that have been around for a while and need some new life breathed into them? This session will discuss steps taken to re-examine and repackage various leadership programs with a focus on the institutional emphasis on leadership through experiential education. Presenters will discuss the life-cycle of the University of South Carolina’s premiere leadership programs and how strategic planning, reorganization, and collaboration efforts transformed the opportunities now available for students within and beyond the classroom.
Content Level: Intermediate
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources; Expanding Evidence-Based Practice through Assessment and Evaluation

Adding Intentionality to Intuition: Refining Mentorship Practices at all Levels
Location: Duval/ St. Johns
Tearney Woodruff // Coordinator, Student Affairs, Texas A&M University
Hannah Gerken // Graduate Assistant, Texas A&M University
Andrea Gonzalez // Graduate Assistant, Texas A&M University
We often engage in this work of mentorship equipped only with past experiences, intuition, and good intentions. That is not fair to our leaders or us. It leaves leaders with unmet expectations and lacking development, but it also leaves mentors overwhelmed and overtaxed. This session will offer tangible best practices for mentors, mentees, and mentor programs to add intentionality to mentorship practice and will explore the critical issues of mentorship on college campuses today.
Content Level: Intermediate
Competencies: Advising and Supporting; Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources
Advancing the Leadership Identity Development Model: Insights and Applications from Current Research
Location: Florida Keys
Melissa Rocco // Postdoctoral Fellow and Lecturer, University of Maryland, College Park
Erika Cohen Derr // Assistant Dean for Student Affairs, Georgetown University
Julie Owen // Associate Professor, George Mason University
Susan Komives // Professor Emerita, University of Maryland, College Park
Since its creation in 2005, the Leadership Identity Development (LID) Model has been helping educators design programs that promote relational, process-oriented leadership development in college students. Though, as the field of leadership education evolves, so must our scholarship and practice. In this session, presenters will discuss applications and extensions of LID Model based on emerging research. Participants will also engage with one another to explore the LID model with various student populations, social contexts, functional areas, and institutional types.
Content Level: Advanced
Competencies: Assessment, Evaluation, and Research; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources; Expanding Evidence-Based Practice through Assessment and Evaluation

Civil Discourse: Turning Conflict into Conversation
Location: Lake
Erik Kneubuehl // Associate Vice Chancellor, Student Involvement and Leadership, East Carolina University
Christopher Stansbury // Associate Vice Chancellor, East Carolina University
Civil Discourse and Free Speech movements across higher education have increased. In 2012, the Association of American Colleges and Universities “Call to Action” stressed higher education’s responsibility to start conversations around civil discourse and student civic engagement. Engagement includes the need for colleges and universities to support and educate students on how to turn conflict into conversation. Investing in civil discourse training and programs today will build a foundation for success beyond graduation.
Content Level: Advanced
Competencies: Law, Policy, and Governance; Organizational and Human Resource
ILEC Priorities: Building Inclusive Leadership Learning Communities

Creating Women-Focused Leadership Development Programs
Location: Osceola
Lauren Wethers // Program Manager, Student Leadership and Engagement, Tulane University
Julie Henriquez Aldana // Administrative Assistant Professor of Women’s Leadership, Tulane University
Newcomb College Institute at Tulane University was created to educate undergraduate women for leadership in the twenty-first century. This session will describe how NCI staff develop women’s leadership capacities through a women-only residential learning community, a four-year cohort honors program, and a leadership development program for student organizations. Presenters will discuss curricular and co-curricular aspects of women’s leadership development. This session will assist participants looking to learn how to create leadership programming for women on their own campuses.
Content Level: Foundational
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities
Examining Dominant Culture Narratives in College Student Leadership Programs
Location: Palm Beach
Vernon Wall // Director, Business Development, LeaderShape
In your leadership series, are issues of diversity and social justice only discussed during that “one special diversity session”? What can be done to develop seamless leadership programs that embrace citizenship, inclusion and service? What prevents us from unpacking current dominant narratives in our leadership programs that may be further marginalizing students? Let’s evaluate the “cultural readiness” of our leadership programs. A questionnaire will be shared as well as strategies, activities and concepts.

**Content Level:** Intermediate  
**Competencies:** Leadership; Social Justice and Inclusion  
**ILEC Priorities:** Building Inclusive Leadership Learning Communities

[Insert Emoji of Choice Here]: Teaching Emotional Intelligence as a Leadership Tool
Location: Sarasota/Hillsborough
Jason Joyce // Assistant Director, Student Life, School of Professional Studies, Columbia University
Sleep, stress, group projects- what emojis would your students use to describe their feelings toward these Emotional Intelligence influencers? Would you select different emojis than students to illustrate the same topics? Using current, relatable examples and pop-culture sensibility, this interactive session will teach ways to creatively explain and apply Emotional Intelligence practicum to empower students, faculty, admins, graduate assistants and other leaders to practice EQ-healthy habits & excel in any group situation they face.

**Content Level:** Foundational  
**Competencies:** Organizational and Human Resource; Student Learning and Development  
**ILEC Priorities:** Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

Getting to Know Yourself: Personal Identity, Institutionalized Privilege, and Leadership Development
Location: Seminole A
Anthony Walker // Assistant Director, Academic Initiatives, Tarrant County College  
Zachary Shirley // Director, Fraternity & Sorority Life, University of Cincinnati
A critical component of leadership is awareness of, and connection with, one’s sense of self. This session extends a project on identity and institutional racism. Presenters will utilize personal narrative and Critical Race Theory to explore why awareness of personal identity and socialized space is important. As noted in their project, “Personal experiences are real…relevant…[and] a resource for institutions and practitioners to learn about and from.” This session will interest practitioners interested in linking identity development with one’s professional development.

**Content Level:** Foundational  
**Competencies:** Leadership; Social Justice and Inclusion  
**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources

Using Community Asset Mapping to teach the Social Change Model
Location: Seminole B
Jayme Gardner // Coordinator, Leadership Development, University of Missouri  
Sarah Edwards // Coordinator, Mizzou Alternative Breaks, University of Missouri
Presenters of this session will present a community-based leadership development curriculum. This session will discuss how this curriculum was implemented in the Chancellor’s Leadership Class at the University of Missouri and its partnership with the Office of Student Engagement’s Service Programs. Presenters will then tutorial the tools using an asset-based community development model and share ways to use this model and content in a non-classroom setting.

**Content Level:** Intermediate  
**Competencies:** Social Justice and Inclusion; Student Learning and Development  
**ILEC Priorities:** Building Inclusive Leadership Learning Communities
Advancing Engagement through Leadership: A Framework for Developing Inclusive and Accessible Programming

**Location:** Broward

Allison Sweet // Graduate Programs Coordinator, University of Michigan School of Information

Using a holistic approach across student affairs and career development, the University of Michigan School of Information developed new programming focused on student leadership. Our goal was to aid student development by providing inclusive environments, opportunities for connectedness, and better self-understanding, while students acquired and advanced leadership skills sought by employers. Now approaching the program’s fourth year, this session will describe the process taken to create and sustain the series, including a discussion around developing accessible and inclusive extracurricular programming.

**Content Level:** Intermediate

**Competencies:** Advising and Supporting; Social Justice and Inclusion

**ILEC Priorities:** Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

Creating and Assessing a Learning-centric Student Employment Program

**Location:** Dade

Gayle Spencer // Director, Illinois Leadership Center, University of Illinois at Urbana-Champaign
Beth Hoag // Associate Director, Illinois Leadership Center, University of Illinois at Urbana-Champaign

Student employment is essential to many university offices. Research has shown that on-campus student employment has positive effects on student persistence and engagement. Despite these benefits, many students struggle to make connections between work, academics, and future career. In this session participants will identify methods to implement/assess a student employment program that promotes learning and career readiness. Best practices, tools, and evaluative instruments will be shared. The program and assessment results from the Illinois Leadership Center will be shared.

**Content Level:** Intermediate

**Competencies:** Advising and Supporting; Assessment, Evaluation, and Research

**ILEC Priorities:** Building Inclusive Leadership Learning Communities; Expanding Evidence-Based Practice through Assessment and Evaluation

Introducing the Co-curricular Career Connections Leadership Model

**Location:** Duval/St. Johns

Adam Peck // Assistant Vice President and Dean of Student Affairs, Stephen F. Austin State University
Michael Preston // Executive Director, Florida Consortium of Metropolitan Research Universities

There is mounting evidence of the connection between participation in co-curricular experiences and the development of skills desired by employers. This session will discuss a new leadership model called the Co-curricular Career Connections Leadership Model (C3) which describes how leadership educators can design experiences which help students acquire and refine leadership skills, and which can help groups resourcefully meet their shared goals.

**Content Level:** Intermediate

**Competencies:** Leadership; Student Learning and Development

**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources
Mentoring Matters: Peer Mentoring as Leadership Development for Diverse Students in STEM
Location: Florida Keys
Tia Jackson-Truitt // Associate Director, Georgia Institute of Technology
This session will discuss the impact that participating as a peer mentor in the Peer 2 Peer (P2P) program has on the development of leadership skills for diverse students in STEM. P2P is a tiered mentoring program that aims to recruit and retain students of color in STEM majors at the Georgia Institute of Technology. Based on a cohort model that includes academic integration, social integration, and professional development, P2P students have better outcomes than their peers who do not participate. Students are placed into groups based on major, are mentored by an upper level undergraduate student, and each group is mentored by a graduate student.

Content Level: Intermediate
Competencies: Advising and Supporting; Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities

More than Athletics: Leveraging the Big Ten Network for Leadership Development
Location: Lake
Courtney Holder // Coordinator, Leadership and Community Service-Learning, University of Maryland, College Park
Adrian Bitton // Assistant Director, Leadership Development & Community Engagement, Northwestern University
Amy Barnes // Clinical Assistant Professor, Ohio State University
Linette Werner // Interim Assistant Vice Provost for Student Life, University of Minnesota
Gayle Spencer // Director, Illinois Leadership Center, University of Illinois at Urbana-Champaign
Academic and co-curricular leadership educators across the Big Ten established the Leadership Educators Network (LEN) in 2016. Each summer the LEN meets to discuss common challenges, develop strategic collaborations, and share best practices across institutions. In 2018, LEN utilized collective action to support participation in the Multi-Institutional Study of Leadership (MSL). This session will focus on the process and benefits of creating a cross-institutional network for leadership educators and the collective data and implications from the Big Ten MSL.

Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources; Expanding Evidence-Based Practice through Assessment and Evaluation

QUEST: A Journey Towards Leadership and Persistence in College
Location: Osceola
Susan Luchey // Associate Director, University Student Centers for Leadership Development, University of Delaware
It is well documented that while high school students know the college application process, as first year university students, they are unprepared for a successful transition to college. This session is intended to provide participants with an overview of an innovative and successful college transition and leadership program so that they may implement a similar program on their campuses. Four specific aspects of the program will be explained in detail: leadership framework, activities, peer mentor training and assessment findings.

Content Level: Foundational
Competencies: Advising and Supporting; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities
Storytelling in the Leadership Process: Lessons from Interfaith Cooperation
Location: Palm Beach
Ben Correia-Harker // Director of Assessment & Research, Interfaith Youth Core
Personal stories are powerful. They cast compelling visions, inspire many to engage in the leadership process, and humanize the storyteller. But to what degree are leadership educators intentionally teaching storytelling as a leadership practice? In this session, presenters will discuss how Interfaith Youth Core uses storytelling in interfaith leadership education, explore one model of storytelling, and discuss the implications of storytelling for socially responsible leadership. Participants will also have opportunities to discern how to incorporate storytelling practices into their leadership education initiatives.

Content Level: Intermediate
Competencies: Social Justice and Inclusion; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities

The Leadership Co-Op: Collaborating Leadership Programs Across the University
Location: Sarasota/Hillsborough
Ankita Rakhe // Assistant Dean/Associate Director, Student Activities and Leadership, Stanford University
Stephanie Falch // Program Advisor, Bing Overseas Studies Program, Stanford University
The Leadership Co-Op is a collective of leadership educators at Stanford University. Presenters collaborate to provide centralization around leadership initiatives across a highly decentralized campus, serving as a resource to each other and the university with the aim of better educating students in their understanding of and access to leadership opportunities establishing a community of leadership practitioners on campus. Presenters hope to interactively share our scope, history, and recommendations for implementation of a similar group at your institution.

Content Level: Intermediate
Competencies: Leadership
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

Transformational Leadership! Is it the Key to Volunteer Retention Amongst Student Leaders, Workers, and Volunteers?
Location: Seminole A
Joshua Fredenburg // Leadership Educator/Doctoral Student, Nova Southeastern University
One of the greatest challenges facing volunteering and non-profit organizations today is the retention of volunteers. With shifts in demographics, advancements with technology, and new volunteering motivations amongst the different generations, the ability to lead and establish the right organizational structure for volunteers to stay longer than one year has become a high priority for many volunteering and non profit organizations. This past year, the presenter pursued a doctoral study on the impact that Transformational Leadership has on the retention of millennial student volunteers of a non-profit organization. Based on the findings of this doctoral dissertation, participants will not only learn about the Transformational Leadership Model, but they will find out why this model of leadership can have a huge impact on volunteer retention of student volunteers, workers, and leaders.

Content Level: Foundational
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources
Utilizing Experiential Learning to Transform the Student Experience
Location: Seminole B
Alyssa Ray // Coordinator, Student Leadership Development, The University of Texas at Austin
Mary Cantu-Garcia // Graduate Assistant, The University of Texas at Austin
This session will explore how to utilize experiential learning to transform a student’s leadership development experience. The presenters will draw from personal experiences of program and curriculum development, as well as share examples of how experiential learning was integrated into their program ProjectLEAD; a high-impact, experientially based leadership program. Participants will gain insight into the theory and best practices of experiential learning, as well as have the opportunity to identify strategies, and methodology they can incorporate into their own programming.

Content Level: Intermediate
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities; Expanding Evidence-Based Practice through Assessment and Evaluation

5:00 p.m.-6:00 p.m. concurrent sessions III

Innovate, Advocate, and Impact: Fighting for First Generation Student Leaders
Location: Broward
Tearney Woodruff // Student Affairs Coordinator, Texas A&M University
Andrea Gonzalez // Graduate Assistant, Texas A&M University
Hannah Gerken // Graduate Assistant, Texas A&M University
Do you see a gap in leadership programming on your campus but feel lost on how to tangibly leverage that visible need into a programmatic reality? Presenters will share how they found champions, secured funding, and addressed a significant need on our campus – retention, belonging, and engagement of first-generation students. Presenters will share a model for engagement and leadership development of first generation students while sharing best practices for navigating difficult political challenges and advocating for valuable programs.

Content Level: Intermediate
Competencies: Advising and Supporting; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities

Mapping and Measuring Student Learning in Leadership Programs
Location: Dade
Adam Peck // Assistant Vice President and Dean of Student Affairs, Stephen F. Austin State University
Learning about leadership does not take place in discrete and isolated episodes; however, the way that many approach assessment does not reflect this understanding. Our approach fails to capture students’ learning over time or demonstrate how it connects to their academic learning. Many have suggested that co-curricular mapping is a way to address these issues - but few know how to approach it. This session will provide simple, step-by-step instructions for constructing co-curricular maps.

Content Level: Advanced
Competencies: Assessment, Evaluation, and Research
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation
**Motivation Behind Black Male Leadership Efficacy and Their Motivation to Lead**

**Location:** Duval/St. Johns

Matthew Miles // Area Coordinator, University of Louisiana at Lafayette

The purpose of the research presented in this session is to explore what motivates African American male college students to develop as leaders, create their leadership identity, and enhance their leadership self-efficacy. This research explores what motivates black male college students to develop as leaders and believe in their own leader efficacy. Self-Determination theory will help the exploration of the research of motivation regarding black males and how those conditions enhance or undermine their capacities for psychological growth and engagement in leadership.

**Content Level:** Foundational

**Competencies:** Student Learning and Development; Values, Philosophy, and History

**ILEC Priorities:** Building Inclusive Leadership Learning Communities

**Quick Curriculum Writing for Content Writers (Especially If You are Under a Deadline!)**

**Location:** Florida Keys

Erin Fischer // Owner, The Leadership and Training Studio

Yikes! If you have ever had to write leadership curriculum quickly, you know it can be very stressful and a bit overwhelming. In this session, participants will learn four things they can do to make sure they have solid content ready for their audience. This session will also make sure it is interactive - there will be no boring lectures or massive Power Points created, here. Join the presenter who will show you how she wrote 90 programs in three years, and how you can shortcut your work.

**Content Level:** Intermediate

**Competencies:** Student Learning and Development

**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources

**Religious Pluralism: Missed Opportunities in Leadership Development**

**Location:** Lake

Lori Durako Fisher // Graduate Research Assistant, North Carolina State University

Benjamin Correia-Harker // Director, Assessment & Research, Interfaith Youth Core

Engaging across difference is a crucial element of leadership education, but we often shy away from dialoguing about world-view beliefs. Helping students to develop more pluralistic orientations, including appreciation of others, requires interfaith engagement and dialogue across and about differences in religious/non-religious beliefs. This session will provide the case for increasing our focus on developing pluralism orientation, engage with IDEALS research findings on developing pluralistic attitudes, and explore how interfaith practices can fit into your leadership development initiatives.

**Content Level:** Intermediate

**Competencies:** Social Justice and Inclusion; Student Learning and Development

**ILEC Priorities:** Building Inclusive Leadership Learning Communities

**Take the Lead: Coaching to Develop Leadership Competencies**

**Location:** Osceola

Nancy Hunter Denney // Executive Director, Lead365 National Conference

Sometimes you need to make the time; the potential is there. Going beyond the casual conversation or traditional advising style is the time line process of “coaching.” Using a combination of presentation, paired interaction and real time practice, the presenter will lay the foundation for effective coaching techniques within the context of developing the leadership capacity and competency proficiency of a specific student. Effective coaching principals, considerations, sequenced questions and original assessments are shared along with the Denney W. Coaching Model.

**Content Level:** Intermediate

**Competencies:** Advising and Supporting; Student Learning and Development

**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources
The Student Leadership Institute: Outcomes Following the First Year and Future Plans

Location: Palm Beach

Elizabeth Thomas // Coordinator for the Center for Leadership, California Polytechnic State University
Isheeta Rahman // Graduate Assistant, Center for Leadership, California Polytechnic State University
Emily Garcia // Graduate Assistant, Center for Leadership, California Polytechnic State University
Heather Domonoske // Lead Coordinator for the Center for Leadership, California Polytechnic State University

Cal Poly’s Center for Leadership recently launched the Student Leadership Institute, a two-day conference aimed at developing inclusive leaders in the campus community. This session will explore the process of creating a new program rooted in social change and reflections on best practices moving forward. The Center formed partnerships with several campus and community partners to demonstrate the importance of leadership development across campus. Through presentation and discussion, participants will build strategies for creating a campus-wide approach to inclusion.

Content Level: Intermediate
Competencies: Advising and Supporting; Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities

Undergraduate Social Media and Social Change Leadership: Researching the #posts

Location: Sarasota/Hillsborough

Eric Buschlen // Associate Professor, Central Michigan University
Dan Jenkins // Associate Professor, University of Southern Maine
Sean Ryan // Associate Director, Fraternity Life and Experiential Leadership Education, Dickenson College

Does your volunteer center #hashtag service projects? In this session, faculty and staff will discuss and examine a recent, four year data collection of student messaging posted to social media (n=3,012). Messages came from search results using department-provided #hashtags while students served on alternative breaks. Data were examined from a regional university with a robust program. Findings support the need for student training and policy development to align social change with their posted messages.

Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Technology
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources; Expanding Evidence-Based Practice through Assessment and Evaluation

UndocuAlly Trainers: Intentional Development of Student Leadership

Location: Seminole A

Jennifer Crewalk // Assistant Director, Diversity, Inclusion and Multicultural Education, George Mason University
Paula Alderete // Student Support Coordinator, George Mason University
Fernando Acosta // UndocuAlly Coordinator, George Mason University

UndocuAlly Trainers: Intentional Development of Student Leadership builds from an ecological framework by Suárez-Orozco (2015) utilized to explore the assets and challenges of undocumented students at the student, campus and state/national levels. This session aims to understand a phenomena within the student-led UndocuAlly Training program at George Mason University, which aligns with this ecological model. Through multiple viewpoints, this session will describe the current political climate, the student-trainer experiences, and the impact of their facilitation as a promising practice.

Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities
Using MSL Data to Inform Your Leadership Practice

Location: Seminole B
Avani Rana // Director, Leadership, The College of New Jersey
John Dugan // Director, Aspen Young Leaders Fellowship and Director, Program Quality, Design, & Assessment

For more than a decade, the Multi-Institutional Study of Leadership has been an essential resource for assessing the needs and impact of college student leadership. The Multi-Institutional Study of Leadership (MSL) was initially conceived as a means to enhance institutional practice by better aligning the theory-research-practice cycle. Using case study examples, this session will allow you to see how you can apply the results of the national assessment on your campus.

Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Leadership
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation

6:00 p.m.-7:00 p.m. opening reception

Location: Universal A, B
Join your colleagues for an evening of networking and engagement as we wrap up our first day in Orlando. Light hors d’oeuvres and a cash bar will be available for you to enjoy.
INSTITUTE SCHEDULE

monday december 10

7:45 a.m.–5:00 p.m.
Registration Check-in & Exhibitor Tables Open
Location: Convention Registration Lobby

7:45 a.m.–8:30 a.m.
Continental Breakfast Available
Location: Universal A/B

8:30 a.m.–9:30 a.m. concurrent sessions IV

BrandingEDU for Leadership Educators
Location: Broward
Josie Ahlquist // Research Associate and Leadership Instructor, Florida State University
What could be your digital impact as a leadership educator? Have you ever thought of your online presence as a tool for positive change and influence in your leadership programs, campus community, and beyond? In this session, the presenter will provide the foundational tools to flourish as educators with a blended digital identity, with an intentional brand and digital leadership presence. The engagement will explore digital communication tools and then present a purpose-drive digital leadership framework.

Content Level: Foundational
Competencies: Personal and Ethical Foundations; Technology
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

Citizen Leadership: Students as Change Agents
Location: Dade
Lindsey Woelker // Associate Director, Leadership, University of North Carolina at Greensboro
April Marshall // Assistant Director, Leadership, University of North Carolina at Greensboro
Building a civic identity, connecting with community, and growing leadership skills - that’s the dream for many leadership educators. At UNC Greensboro, our Leadership Challenge Program taps into these elements and more. Through intentionally designed assessments to structured engagement opportunities with community partners, our three-tiered program creates student leaders who are ready to enter into communities and make a change. Attendees will gain knowledge and engage with others on best practices when it comes to learning outcomes, structures, and assessments.

Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Student Learning and Development
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation
Connection, Collaboration, and Collective Impact: Using Strategic Partnerships to Advance Leadership Work
Location: Duval/St. Johns
Abby Chien // Program Manager, Office of Multi-Ethnic Student Affairs, University of Michigan
Ashley Rutledge // Manager, Student Programs in the Center for Campus Involvement, University of Michigan
Danyelle Reynolds // Assistant Director, Ginsberg Center for Community Service and Learning, University of Michigan
Collaboration is a powerful and impactful practice for leadership educators. Learn how the University of Michigan applies a Collective Impact approach to the creation of program curricula, promotion of a synergistic leadership philosophy, and development of students and staff. The presenters in this session will share how Collective Impact informed the creation and evolution of Leadership Connection, a program for students organizations focused on intra- and inter-group development and social change. Participants will have the opportunity to apply these concepts to their work.

**Content Level:** Intermediate

**Competencies:** Leadership; Student Learning and Development

**ILEC Priorities:** Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

Creating a Culturally Competent and Responsive Campus Community
Location: Florida Keys
Lee Mun Wah // Executive Director, StirFry Seminars and Consulting
Often, professors, staff and administrative leaders want to have “culturally responsive” classrooms and schools but don’t feel they have enough training or cultural knowledge to make it happen. Through personal stories, diversity exercises and other experiential modalities, the presenters will explore not only the ways in which they have become mired but also what is still needed to truly make use of the cultural richness inherent in the gifts and contributions of our students, staff, administrative leaders, teachers and parents.

**Content Level:** Foundational

**Competencies:** Advising and Supporting; Social Justice and Inclusion

**ILEC Priorities:** Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

Doing More with Even Less: Designing a College-wide Leadership Conference
Location: Lake
Jennifer Wellborn // Coordinator, Student Life, Pima Community College
Nicole Hayes // Program Coordinator, Student Life, Pima Community College
Faced with a canceled local national student leadership conference and limited budget, how does a college create a similar leadership development and engagement experience for their students? During this session, the presenters will discuss how a Hispanic-serving institution and multi-campus community college district implemented their own conference-style leadership program to engage greater numbers of their students into leadership education and programming, while gaining faculty and staff buy-in.

**Content Level:** Foundational

**Competencies:** Leadership; Student Learning and Development

**ILEC Priorities:** Building Inclusive Leadership Learning Communities
Frameworks: A Tool to Build, Enhance, and Assess
Location: Osceola
Sabrena OKeefe // Associate Director, Center for Leadership and Service, Florida International University
As institutions have been using the Student Leadership Competencies (Seemiller, 2014), frameworks have emerged as an essential tool. They have been used to help design programs, identify student learning outcomes, allow students to create their own experiences, and align assessments. The presenters in this session will discuss the various frameworks available, their ability to enhance your work, how to actually use them, and will provide examples from several different institutions that have used them at the student, program, office, and divisional levels.

Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Leadership
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation

Growing Pains: Remaining Mission-Centric through Growth and Change
Location: Palm Beach
Kerri Musick // Coordinator, Experiential Learning, Christopher Newport University
Juliann Kasza // Coordinator, Leadership Development, Christopher Newport University
The President’s Leadership Program, a 1,200 person, four-year, cohort based, curricular and co-curricular program at Christopher Newport University experienced a 1,950% increase in membership since it was established in 1998. This session will highlight the ways the program has continued to adapt and individualize the student experience in the face of growth and change.

Content Level: Intermediate
Competencies: Advising and Supporting; Assessment, Evaluation, and Research
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

It’s About Time: The Importance of Incorporating Critical Perspectives in Leadership Education
Location: Sarasota/Hillsborough
Amy Barnes // Clinical Assistant Professor, Ohio State University
Chase Moore // Graduate Administrative Associate, Office of the Vice-President for Student Life, Ohio State University
Jasmine Richardson // Graduate Administrative Associate, Leadership Program, Ohio State University
TJ Singleton // Assistant Hall Director, Ohio State University
Leadership education is evolving and the most recent wave of literature emphasizes the importance of critical perspectives, especially in curriculum development and pedagogy. This session will share techniques used to deconstruct and reconstruct leadership theory that can be employed with students. Former students from a graduate level leadership course will share their experience of how critical perspectives impacted their learning. Finally, facilitators will lead an activity where participants will apply what their learning to leadership scenarios in small groups.

Content Level: Intermediate
Competencies: Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources
Positive Action Leadership for the Years to Come: Concepts and Challenges in Latin America

Location: Seminole A

Adrian Ruiz De Chavez // Director del Instituto de Investigaciones en Liderazgo de Acción Positiva (Director of Institute on Research in Positive Action Leadership), Universidad Anahuac México

Antonio Aldrette // Director de Formación Integral (Director of Integral Training), Universidad Anahuac México

Bernardo Rangel // Vicerrector de Formación Integral (Vice President Integral Training), Universidad Anahuac Mexico

Leadership educators are faced with the challenging task of incorporating social justice education into their leadership classrooms to best prepare students for complex social issues requiring leadership with an understanding of social identities, power, privilege, and oppression in our societies. This session will present critical theory and pedagogy to apply social justice in the leadership classroom. Reflection, listening, and implicit bias critical lens activities will provide opportunities for participants to experience a co-learning community that supports liberation while countering oppression.

Content Level: Intermediate
Competencies: Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

Women’s Leadership Development on College Campuses: Progress and Perspectives

Location: Seminole B

Julie Owen // Associate Professor, Leadership Studies, George Mason University

Susan Komives // Professor Emerita, University of Maryland, College Park

Kathy Guthrie // Associate Professor, Florida State University

Aoi Yamanaka // Post-Doctoral Student, George Mason University

Melissa Rocco // Fellow and Lecturer, University of Maryland, College Park

Jennifer Pigza // Director, The Catholic Institute for Lasallian Social Action, Saint Mary’s College of California

Paige Haber-Curran // Associate Professor and Program Coordinator, Texas State University

How can colleges and universities best prepare women for the demands of modern leadership? This session will examine challenges and opportunities related to women’s leadership development on college campuses. It will include perspectives from faculty, students, and administrators at four U.S. universities. Topics addressed will include: the implications of relevant research on gender and leadership traits, behaviors, and effectiveness in college women; the effects of stereotypes, prejudice, and discrimination on women’s campus leadership; how women can navigate organizational challenges and systemic barriers; and cultural and structural influences on women’s leadership. It will conclude with a discussion of strategies for action.

Content Level: Intermediate
Competencies: Leadership; Social Justice and Inclusion; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities
Application of Student Leadership Competencies in a Variety of Functional Units
Location: Broward
Jacquelyn Ledford // Coordinator, Center for Leadership and Service, University of Tennessee
Melanie Lee // Student Success Advocate Coordinator, University of Utah
Libia Marqueza Castro // Coordinator, Associated Students Student Government, Sonoma State University
Extensive terminology exists to describe leadership experiences on college campuses. Grounded in evidence-based practice, the presenters will describe the creation and implementation of Corey Seemiller’s Jossey-Bass Student Leadership Competencies in a variety of functional areas at two different large, public institutions. Through presentation, discussion, and individual reflection, attendees will develop strategies for integrating student leadership competencies unique to their institutions, departments, and programs. Participants will explore utilizing such competencies as an assessment method to determine student leadership growth and learning.

Content Level: Intermediate
Competencies: Advising and Supporting; Assessment, Evaluation, and Research
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation

Connecting Student Affairs Graduate Students to the ACPA/NASPA Leadership Competency
Location: Dade
Taylor Kriley // Director, Inclusion & Diversity Excellence, Fort Hays State University
Shianne Cokely // Graduate Assistant Inclusion & Diversity, Fort Hays State University
In response to the sequence of course curriculum, one student affairs division created a Student Affairs Leadership Fellows program to guide a select group of current student affairs graduate students (both on-campus and virtual) as well as senior undergraduate students who had an intention to pursue a student affairs graduate program in a cohort-style experience in developing their identity as student affairs leaders through leadership development, education, and training. This session will explore the experiential activities and reflections from the eight-week program and provide you with takeaways for your own campus.

Content Level: Intermediate
Competencies: Leadership
ILEC Priorities: Building Inclusive Leadership Learning Communities

Culturally Relevant Leadership Learning: Students’ Identity, Capacity, and Efficacy Development
Location: Duval/St. Johns
Aoi Yamanaka // Graduate Teaching Assistant, George Mason University
Sharrell Hassell-Goodman // Graduate Teaching Assistant, School of Integrative Studies, George Mason University
Julie Owen // Associate Professor, George Mason University
Kathy Guthrie // Associate Professor, Florida State University
Vivechkanand Chunoo // Research Assistant, Florida State University
Leadership education frequently reinforces dominant perspectives of leadership in diverse student populations. However, culturally relevant leadership learning (CRLL) is designed to address equity, support underrepresented populations, enhance campus climates, and affect social change. This session will investigate how student identity, capacity, and efficacy are relevant in CRLL. It will also offer case scenarios depicting how campus climate might shape CRLL depending on one’s intersectional identities, positionality, and perspectives. It will also discuss strategies for creating inclusive leadership learning environments.

Content Level: Intermediate
Competencies: Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities
Encouraging Civic Action through Leadership Development

**Location:** Florida Keys

Kimberly Piatt // Associate Director, Community Development, The College at Brockport

Cultivating civic action and agency can feel like an uphill battle when competing with the multitude of priorities facing college students. By infusing purposeful democratic engagement into leadership development, colleges can maximize their efforts and emphasize the importance of collective, instead of positional, leadership. The presenter in this session will explore relevant theories and offer specific strategies that can be used to establish leadership programs that build students capacity for social change.

**Content Level:** Foundational

**Competencies:** Student Learning and Development

**ILEC Priorities:** Building Inclusive Leadership Learning Communities

Innovation as a Tool of Good Practice: Case Study Findings from Three Small Private Institutions

**Location:** Lake

Kimberly Piatt // Associate Director, Community Development, The College at Brockport

Cultivating civic action and agency can feel like an uphill battle when competing with the multitude of priorities facing college students. By infusing purposeful democratic engagement into leadership development, colleges can maximize their efforts and emphasize the importance of collective, instead of positional, leadership. The presenter in this session will explore relevant theories and offer specific strategies that can be used to establish leadership programs that build students capacity for social change.

**Content Level:** Foundational

**Competencies:** Student Learning and Development

**ILEC Priorities:** Building Inclusive Leadership Learning Communities

It’s a Process: Managing a Leadership Scholarship Program at a Faith-Based Institution

**Location:** Osceola

Shawn Washington // Director, Student Diversity, Equity, and Inclusion, Whitworth University

In this session, presenters will provide tools, strategies, highlights, and challenges for student success in implementing a multicultural leadership scholarship program. The development of students’ intercultural leadership relies on a process of internal and external transformation, framed by a commitment to cultural diversity and to affect positive social change (Developmental Model of Intercultural Sensitivity and Social Change Model). This session is designed for individuals and their respective institutions interested in adapting this unique multicultural leadership scholarship program.

**Content Level:** Intermediate

**Competencies:** Social Justice and Inclusion; Values, Philosophy, and History

**ILEC Priorities:** Building Inclusive Leadership Learning Communities

LEAD Program for Potential Student Leaders

**Location:** Palm Beach

Cecilia Resurreccion // Executive Director, University of Asia and the Pacific

The LEAD program is a comprehensive leadership development program for scholars and current and potential student leaders. It aims to provide leadership development opportunities for students to be effective leaders not only in the University, but to be trailblazers in society and practice the UA&P Brand of leadership as a way of life and as a way to serve. The program focuses on developing in them the culture of excellence: unity of life, virtue, integrity and service.

**Content Level:** Foundational

**Competencies:** Student Learning and Development

**ILEC Priorities:** Building Inclusive Leadership Learning Communities
Leading with CAIR in a VUCA world: A student leadership development approach to transform problematic social contexts

Location: Sarasota/Hillsborough

Thomas Yannuzzi // Executive Director, The Center for Student Leadership, Kennesaw State University

Experts agree that today’s social contexts are becoming increasingly VUCA (volatile, uncertain, complex, and ambiguous). It is in these problematic social contexts that leadership is revealed and personal/social transformations occur. This session, then, introduces a new interactional approach to student leadership development. The Leading with CAIR (LwC) approach helps students understand leadership as a complex, social process that requires the inter-action of personal competencies and social sensibilities among multiple stakeholders. Through the LwC approach, students gain a greater appreciation for the processes of sense-making and sense-giving, and enhance their ability to become more intentional, impactful leaders. Participants will walk away with a different approach to leadership development, as well as some easy-to-apply exercises that can be immediately integrated into their student leadership development programs and activities.

Content Level: Intermediate
Competencies: Social Justice and Inclusion; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

Power Matters: Equipping Leadership Professionals to Educate with Critical Lenses

Location: Seminole A

Travis Olson // Program Associate, The Aspen Institute
Amy Barnes // Clinical Assistant Professor, The Ohio State University
Danyelle Reynolds // Assistant Director, Learning and Leadership, University of Michigan

Leadership education too often ignores how power, or differences in social identity and access to resources, shape individuals’ understanding of and access to leadership development. For leadership educators committed to developing a more just and inclusive society, it is important to address this shortcoming by intentionally discussing power in our own practice. In this session, the presenters will explore interdisciplinary understandings of power and provide accessible tools to practitioners who hope to incorporate critical perspectives in their work with students.

Content Level: Intermediate
Competencies: Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities

The Social Change Leadership Model in Action

Location: Seminole B

Lua Hancock // Vice President Campus Life and Student Success, Stetson University
Pamela Cappas-Toro // Assistant Professor of World Languages and Culture, Stetson University
Trinity Joshnson // Graduate Student, Teach for America Corp Member, Rollins College
Daniel Mejia // Student Government Association President, Stetson University

Your individual leadership development can be maximized when it is intertwined with work in service with the community. Participants will gain theoretically contextualization in the Social Change Model of Leadership Development and the Multicultural Change Intervention Matrix; the session will offer examples of these models work in action; and create their own socially grounded leadership development plan. This session will provide inspirational, hopeful, and practical tools that will benefit you individually and provide a framework for your work with students.

Content Level: Intermediate
Competencies: Leadership; Personal and Ethical Foundations; Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities
5 Creative Reflection Tools to Enhance Critical Thinking
Location: Broward
Kate Kryder // Program Coordinator, Co-Curricular Leadership Development, University of North Carolina-Chapel Hill
In this learning lab, participants will be introduced to five creative reflection tools to enhance critical thinking in leadership education. These tools can easily be integrated in campus programming, staff meetings, or curriculum.

Content Level: Foundational
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

A Framework for Growth: Developing and Implementing the Student Organization Success Framework
Location: Sarasota/Hillsborough
Anna Fredendall // Coordinator, Student Involvement and Organizations, The Ohio State University
Johnnie Jordan // Coordinator, Keith B. Key Center for Student Leadership and Service, The Ohio State University
This engaging Learning Lab will introduce participants to the Student Organization Success Framework: a leadership development model for student organizations that uses research and data from the Social Change Model of Leadership and Multi-Institutional Study of Leadership to identify and define 20 outcomes where student organizations can and should be working towards success. This session will be an introduction to the Framework as well as share where to access and how to put to use the correlating resources.

Content Level: Foundational
Competencies: Advising and Supporting
ILEC Priorities: Assessment, Evaluation, and Research

Applied Design Thinking: Reimagining the Case Study Competition
Location: Dade
Amanda Parkman // Coordinator, Student Engagement and Career Development, University of Arizona
Mary Cantor // Coordinator, Student Engagement and Career Development, University of Arizona
Design Thinking has been used in a variety of fields as a human-centered approach to solving problems, developing products, and exploring innovative solutions. Learn how Design Thinking informed the reimagined Blue Chip Leadership Experience Case Study Competition and how lessons learned throughout the process can help you to explore new possibilities for your own programs. Participants will engage in Design Thinking during this learning lab as they explore practical, applicable ideas for their own program.

Content Level: Intermediate
Competencies: Leadership
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

Can you Escape? Using Escape Rooms to Build Resilient Leaders
Location: Duval/St. Johns
Patricia Riley // Assistant Director, Student Activities for Student Organizations and Leadership, Winthrop University
Learn what Winthrop is doing to have student leaders become resilient and review and practice leadership concepts through the use of Escape Rooms. During this learning lab, participants will interact and learn how to use the escape room concept to teach teamwork, problem solving, resiliency, and followership. Participants will leave with resources to build a free, in-person activity as well as digital resources. If you like puzzles, codes, and games, then this session is for you.

Content Level: Foundational
Competencies: Leadership
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources
Creating an On-Line Leadership Development Module
Location: Florida Keys
Lauren Bosselait // Associate Director, First-Year Experience and Learning Communities, University of Cincinnati
Through this learning lab session, the presenter will discuss ways to build an on-line leadership module. The presenter will focus on content development of the module, working with various campus constituencies, lessons learned from piloting, and the revision process and challenges faced along the way. The presenter will share snapshots of the module, as well as assessment data that has been collected. Participants will leave with an action plan for creating an on-line leadership module for their own campuses!

**Content Level:** Intermediate
**Competencies:** Organizational and Human Resource

**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources; Expanding Evidence-Based Practice through Assessment and Evaluation

Redesigning Your Approach to Leadership Education through “Death to the Syllabus”
Location: Lake
Paige Haber-Curran // Associate Professor, Texas State University
Inspired by Mano Singham’s (2007) Death to the Syllabus, the focus of this learning lab is on rethinking the traditional classroom structure and environment to empower students to play an active role in designing the learning experience and environment. A brief overview of this teaching philosophy will be presented followed by tangible strategies for engaging and empowering students to be co-creators of the learning experience.

**Content Level:** Intermediate
**Competencies:** Advising and Supporting

**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources

Using Piktochart to Visualize Student Leadership Assessment Data
Location: Osceola
Beth Hoag // Associate Director, Illinois Leadership Center, University of Illinois-Urbana Champaign
Do you ever struggle with determining creative ways to visualize your assessment data? This learning lab will explore tips and tricks on using Piktochart, an online resource for creating infographics. Examples of infographics created on Piktochart will be provided.

**Content Level:** Intermediate
**Competencies:** Assessment, Evaluation & Research

**ILEC Priorities:** Expanding Evidence-Based Practice through Assessment and Evaluation

Working Beyond Boundaries: A Case Study Approach to Collaborative Leadership Across Campus
Location: Palm Beach
Dennis McCunney // Director, Center for Leadership and Civic Engagement, East Carolina University
Virginia Hardy // Vice Chancellor for Student Affairs, East Carolina University
Nichelle Shuck // Associate Director, Leadership and Civic Engagement, East Carolina University
This learning lab will engage participants in a learning lab discussion about developing cross-disciplinary leadership collaborations across campus. Presenters will provide an overview of how leadership collaborations can grow into long-standing partnerships -- across departments, divisions, and institutions. Presenters will discuss the relevance of institutional context and culture, the role of partnership theory, the significance of stakeholder development, and the value of leveraged campus resources.

**Content Level:** Intermediate
**Competencies:** Law, Policy, and Governance; Values Philosophy and History

**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources
Teaching Leadership: Bridging Theory and Practice
Location: Seminole A
Sadhana Hall // Deputy Director of the Nelson A. Rockefeller Center, Dartmouth College
All levels of society require effective leaders and it is the role of educators to prepare leaders to make a positive difference in the world. In this featured session, Sadhana Hall will discuss how leadership can be taught and what educators need to do to authentically connect with learners to create an environment that is conducive to learning. She will also describe programmatic and institutional elements that support robust learning.

By providing concrete examples from decades of experience, Hall will discuss what leadership educators in academia, governmental institutions, as well as for-profit and not-for-profit organizations, can do to develop leadership initiatives and ideas that fit their own institutional context.

11:45 a.m.-12:15 p.m. learning labs II

Creation to Institutionalization: Development of a Leadership Center at Kent State University
Location: Broward
Chris Tankersley // Associate Director, Student Learning and Assessment, Kent State University
Christian Hightower // Assistant Director, Student Leadership Development, Kent State University
Atinuke Odunaiya-Moore // Coordinator, Student Leadership, Kent State University
Do you have a Leadership Center? Do you want one? This learning lab will provide participants a process for developing a model and framework for a center and advisory board, institutionalizing leadership education, and modeling how to transfer the work of a leadership center to the development of student leaders within a housing department. Participants will hear from the presenters, engage in discussion, and gain ideas to use on their own campus.

Content Level: Intermediate
Competencies: Leadership; Organizational and Human Resource
ILEC Priorities: Building Inclusive Leadership Learning Communities

I’ve Already Done That! Finding a Capstone Project for Students Who Have Done it all
Location: Dade
Lendi Bland // Acting Director, Leadership Studies, Emporia State University
Aidan Johnson // Undergraduate Student, Emporia State University
Paul Reichenberger // Undergraduate Student, Emporia State University
Capstone experiences have been an important part of many students’ educations, providing students with opportunities to apply what they have learned, and collaborate with others. When students receive complete ideas suggested for a capstone project, it becomes a challenge for them to design one of their own. The presenters will share the process used to select a capstone project, describe the project, what they learned from it, and plans for future research.

Content Level: Intermediate
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources
Residential Building Blocks of Leadership: How RAs as Leaders Foster Student Success
Location: Duval/St. Johns
Rebecca Kates // Graduate Supervisor, Indiana University-Bloomington
Amanda Fish // Graduate Assistant, Curriculum Development, Indiana University-Bloomington
Resident Assistants (RAs) can have a substantial impact on first year students’ transition into college and their willingness to seek out leadership opportunities. RAs at Indiana University instill leadership skills in residents through exposure to a leadership curriculum as part of their job training process. This learning lab will discuss how RAs affect student experiences in the residence halls, highlight the importance of a leadership curriculum for residential life, and identify how these practices can be incorporated at other institutions.
Content Level: Foundational
Competencies: Advising and Supporting; Leadership; Organizational and Human Resource; Personal and Ethical Foundations; Social Justice and Inclusion; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities

Strengthening Leadership Programs through Campus Partner Inclusion
Location: Florida Keys
Sarah Fayard // Assistant Director, Leadership and Civic Engagement, North Carolina State University
Embracing our campus partners can enhance and diversify our leadership program offerings and outcomes. It can also address many of our ongoing challenges. This learning lab will share successful partnership ideas and tips to involve partners as content experts, presenters, and advocates through curricular teams, joint programs, and assessment.
Content Level: Intermediate
Competencies: Advising and Supporting; Leadership; Values Philosophy and History
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

Success, Leadership, and Involvement: How one Campus Developed a Summer Leadership Program for Incoming First-Year Students
Location: Lake
Jen Kacere // Assistant Director, Leadership Development, North Dakota State University
Kim Bruemmer // Assistant Director, Leadership Development, North Dakota State University
North Dakota State University hosts a Summer Leadership Institute for incoming first-year students to enhance their leadership potential, create new friendships, and start college on the right track. This learning lab will highlight how to provide opportunities for first-year students to learn and connect on-campus before the academic year begins!
Content Level: Foundational
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

12:15 p.m.–1:45 p.m.
Lunch on your own
2:00 p.m.-3:15 p.m. **keynote**

An Interview with Georgia Sorenson - a pioneer in leadership studies and leadership education

**Location:** Orange/Lake/Osceola

Georgia Sorenson, Ph.D. // Møller Leadership Scholar and Møller By-Fellow, Churchill College, University of Cambridge

Susan Komives, Ed.D. // Professor Emerita, University of Maryland, College Park

NCLP founder Susan Komives interviews Georgia Sorenson, Leadership Scholar at the Møller Institute and Møller By Fellow at Churchill College in the University of Cambridge, on her work and its impact in our field. From the founding of the James MacGregor Burns Leadership Academy and the International Leadership Association to her quest for a general theory of leadership, rich storytelling will highlight Georgia’s legacy, her commitment to inclusion, and her enduring reflections on leadership in extremis.

**3:30 p.m.-4:45 p.m. afternoon dialogues**

**College Women’s Leadership Development: A Critical Conversation on Advancing Research and Practice**

**Location:** Broward

Paige Haber-Curran // Associate Professor, Texas State University

Natasha Turman // Visiting Assistant Professor, Miami University

This roundtable discussion focuses on the leadership development of college women. The facilitators will create a space to discuss: how research on college women’s leadership can inform leadership education practice; benefits from applying an intersectional and critical lens to the topic; successful practices to engage women in their leadership development; and future directions in research and practice. The facilitators have experience as leadership educators and researchers on the topic and look forward to an open and critical conversation.

**Content Level:** Intermediate

**Competencies:** Social Justice and Inclusion; Student Learning and Development

**ILEC Priorities:** Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

**Examining and Implementing Developmental Leadership Experiences to Build Inclusive Communities**

**Location:** Duval/St. Johns

Taylor Kriley // Director of Inclusion and Diversity Excellence, Fort Hays State University

Shianne Cokely // Graduate Assistant Inclusion and Diversity Excellence, Fort Hays State University

This roundtable will help to explore developmental approaches to preparing undergraduate students to become adaptive leaders. In partnership with the Kansas Leadership Center, one institution created strategic experiences to cultivate the leadership capacity of students. After determining the need for a capstone co-curricular experience, the institution invested in the Leaders for the Common Good program, which is an intensive leadership experience designed for students to diagnose, apply, and synthesize previous leadership and social justice curricular and co-curricular experiences. Ultimately, to prepare students to engage in tackling adaptive challenges and work to build inclusive communities.

**Content Level:** Intermediate

**Competencies:** Leadership; Social Justice and Inclusion; Student Learning and Development

**ILEC Priorities:** Building Inclusive Leadership Learning Communities
From Transactional to Relational: How to Manage Student Organization Communities While Still Developing Them
Location: Florida Keys
Anna Fredendall // Coordinator, Student Involvement and Organizations, The Ohio State University
Johnnie Jordan // Coordinator, Keith B. Key Center for Student Leadership and Service, The Ohio State University
In this interactive roundtable we will lead a discussion to examine the engagement between the student organization community and staff, particularly regarding management style. This discussion will focus on identifying and assessing your institution's current relationship with your organization community, ways to create a shift to in your approach to managing student organization communities, and how to utilize your campus resources to create an exciting and impactful change in student organization development.

Content Level: Intermediate
Competencies: Advising and Supporting; Leadership; Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

Navigating the Politics of Implementing Change as a new Leadership Educator
Location: Lake
Samia Cooperider // Program Coordinator, Pennsylvania State University
Kelli Dowd // Program Coordinator, Pennsylvania State University
Ever tried to make change and hit some roadblocks? Ever felt your ideas are being shut down? In this roundtable session, new professionals can come together to discuss some of the pitfalls of trying to make change in departments. Participants will have the opportunity to discuss strategies, leadership theories and models new professionals have tried or hope to implement, and what is needed from senior-level adminstrators to support new professionals’ development as change agents for the university.

Content Level: Foundational
Competencies: Leadership; Organizational and Human Resource
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

Peer-to-Peer Leadership: Developing Training Resources Across Functional Areas for Successful Peer Facilitation
Location: Palm Beach
Casey Talbot // Student Involvement Advisor, University of Chicago
Carrie Grogan // Assistant Director, Student Leadership Development, The University of Chicago
Peer-to-peer education models offer a unique depth and breadth of leadership development opportunities for all students involved. But what does a successful training for peer facilitators look like? In this roundtable, facilitators will explore a number of models that take into consideration different functional areas, experience levels, and length of leadership program while also facilitating discussions to generate new ideas and best practices.

Content Level: Intermediate
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

Press Pause to Advance: Enhancing Curriculum and Assessment in Leadership Programs
Location: Sarasota/Hillsborough
Kimberly Piatt // Associate Director, Community Development, College at Brockport
Tearney Woodruff // Program Coordinator, Maroon and White Leadership Program, Texas A&M University
When it comes to assessing leadership programs, has your mantra become “Just keep swimming?” It is challenging to know where to begin without being so deeply entrenched in planning you struggle to connect to the bigger picture. What if you had the opportunity to step back and strategically align all these layers? This roundtable will help participants embed curriculum enhancement and program review into your work, rather than adding to a long to-do list.

Content Level: Intermediate
Competencies: Assessment Evaluation and Research; Student Learning and Development
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation
Teaching Integrity and Ethics
Location: Seminole A
Beth Hoag // Associate Director, Illinois Leadership Center, University of Illinois-Urbana Champaign
Gayle Spencer // Director, Illinois Leadership Center, University of Illinois-Urbana Champaign

Ethics, values, and integrity are core concepts to effective leadership education, but too often these topics are simplified or excluded from curriculum. This roundtable discussion will explore different approaches to teaching ethics and provide a variety of available resources to assist with curriculum/program development. Attendees will engage in discussion around ethical concepts/approaches, pedagogy, activities, case studies, and assessment strategies. Both curricular and co-curricular leadership educators are encouraged to attend.

Content Level: Intermediate
Competencies: Leadership; Personal and Ethical Foundations
ILEC Priorities: Building Inclusive Leadership Learning Communities

5:00 p.m.-6:00 p.m. concurrent sessions VI

Empowering Women in Leadership: Developing Leadership Efficacy Through a Cohort-Based Experience
Location: Broward
Adrian Bitton // Assistant Director, Leadership Development and Community Engagement, Northwestern University

Women in Leadership is a six-week, cohort-based learning community for undergraduate women to explore the intersections of gender and leadership through experiential activities, intentional dialogue, and reflection. This session will highlight the core curricular content of the program, as well as, link the pedagogical strategies with formative and summative assessments. This will share how students’ feedback is continuously gathered and used to inform future sessions and cohorts while avoiding survey fatigue. Lastly, we will focus on ways to measure leadership self-efficacy.

Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research
ILEC Priorities: Building Inclusive Leadership Learning Communities

Exploring Experiential Learning Tools for Student Leadership Development Programming with the Center for Creative Leadership
Location: Dade
Daniel Jenkins // Chair and Associate Professor, Leadership and Organizational Studies, University of Southern Maine
Preston Yarborough // Faculty, Societal Advancement, Center for Creative Leadership
Todd Deal // Faculty Societal Advancement; and Higher Education Portfolio Leader, Center for Creative Leadership

Experienced leadership educators will demonstrate multiple applications of a variety of experiential learning tools offered by the Center for Creative Leadership and facilitate conversations about intentional alignment between and among these tools and student leadership programming. Demonstrations will include the Leadership Explorer, Metaphor Explorer, and Transformations tools in large and small group formats, with a focus on debriefing. Come join us for a fun, interactive session and leave with tangible tools and resources to bring back to your campus programs!

Content Level: Intermediate
Competencies: Personal and Ethical Foundations; Values, Philosophy, and History
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources
Finally! Fun Ways to Make Your Content Incredibly Interactive
Location: Duval/St. Johns
Erin Fischer // CEO and Owner, The Leadership and Training Studio
If you need to write a program last minute or don’t have a lot of time in your schedule to write out-of-this-world curriculum, you are not alone, but what happens if you forget to make it fun and engaging. Well, your evaluations suffer, and, more than likely, participation goes down. Students and staff know what is worth their time! So, come to this session to learn how to add interesting games, activities and job aids to your programs. Erin has written hundreds of programs in the past decade, and can teach you all the tricks, tips and techniques. GET READY TO PLAY!
Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Technology
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources

Inclusive Leadership 101! The Building Blocks of Developing an Inclusive Leader within your Campus Community
Location: Florida Keys
Joshua Fredenburg // Leadership Educator/Doctoral Student, Nova Southeastern University
According to Harvard Business Review, although diversity and inclusion are lumped together many times, the reality is, both are different and this must be clearly articulated in leadership trainings on diversity and inclusion in order to develop inclusive leaders focused on creating an inclusive campus community. In this program, the presenter helps participants identify the difference between inclusion and diversity, and provides the participants with the six signature traits of an inclusive leader using a researched based model that was develop by a highly respected international company. Leadership educators who attend this session will walk away from this program with a specific set of applicable leadership traits they can use to develop more inclusive leaders on their respected campuses.
Content Level: Intermediate
Competencies: Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities

Knowledge is Power: Engaging, Educating, and Inspiring Through a Citizens’ Academy
Location: Lake
Alex Dennis // Assistant Director, Center for Leadership and Civic Engagement, East Carolina University
Tara Kermiet // Associate Director, Center for Leadership and Civic Engagement, East Carolina University
East Carolina University’s Citizen U is designed to educate students about how to be responsible, engaged citizens and inspire them to be involved leaders in their communities and our democracy. The presenters will provide an overview of a newly evolving program that encourages civic learning within the context of student leadership competencies. Presenters will discuss the process of curriculum development, relevance of institutional data, the role of partnership theory, and the lessons learned from the initial roll-out of the program.
Content Level: Intermediate
Competencies: Advising and Supporting
ILEC Priorities: Building Inclusive Leadership Learning Communities; Expanding Evidence-Based Practice through Assessment and Evaluation
Leadership Education in Residence Life: Re-Strategizing for Generation Z
Location: Osceola
Kaylee Bloom // Assistant Residence Director, Syracuse University
Natalie Torres // Assistant Residence Director, Syracuse University
As a new generation makes their home in college residence halls, the strategies we use to implement leadership education in the residential experience must evolve with them. The Syracuse University Office of Residence Life’s Leadership Committee utilized concepts from Wright State University faculty member Dr. Corey Seemiller’s Generation Z Leads to facilitate innovative leadership engagement strategies from a residence life perspective. This includes a remodel of hall-based community councils, an experimental off-campus retreat, and student employee leadership development.
Content Level: Intermediate
Competencies: Advising and Supporting
ILEC Priorities: Building Inclusive Leadership Learning Communities

Learning Communities for Social Change: Leadership Development Experiences in Year One
Location: Palm Beach
Kailee Brickner-McDonald // Assistant Director, Center for Community Engagement, Middlebury College
Harvey Vincent // Graduate Assistant, Leadership and Civic Engagement Programs, University of Vermont
Learning communities, first-year experiences, and peer mentorship stand out as influential practices for fostering student learning and engagement in higher education (Kuh, 2008). The University of Vermont combined these high-impact practices to develop a Leadership Learning Community that was foundationally centered on the Social Change Model (Higher Education Research Institute, 1996). In this session, the presenters will describe the community’s design, explores the students’ self-reported leadership development experiences in the program, and invites practitioners to apply lessons learned in this case to their own campuses.
Content Level: Intermediate
Competencies: Assessment, Evaluation, and Research; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities; Expanding Evidence-Based Practice through Assessment and Evaluation

Pen and Post-its: Using Design Thinking in Leadership Development
Location: Sarasota/Hillsborough
Katie Clark // Director, Center for Innovation and Leadership, Swarthmore College
Carl Sveenc // Coordinator, Center for Innovation and Leadership, Swarthmore College
Using design thinking as a tool for program development centered on leadership and innovation. While not the only way to generate ideas, Design Thinking provides a creative solution to program development, student leadership development, and shifting institutional culture. This session will outline how the Swarthmore College Center for Innovation and Leadership has used design thinking and how you can too!
Content Level: Foundational
Competencies: Personal and Ethical Foundations; Values, Philosophy, and History
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources
Practicing Critical Leadership Pedagogy: Weaving Social Justice Education into Leadership Curriculum
Location: Seminole A
Erica Wiborg // Graduate Assistant and Instructor, Florida State University
Maritza Torres // Graduate Assistant and Instructor, Florida State University
Trisha Teig // Graduate Assistant and Instructor, Florida State University
Leadership educators are faced with the challenging task of incorporating social justice education into their leadership classrooms to best prepare students for complex social issues requiring leadership with an understanding of social identities, power, privilege, and oppression in our societies. This workshop will present critical theory and pedagogy to apply social justice in the leadership classroom. Reflection, listening, and implicit bias critical lens activities will provide opportunities for participants to experience a co-learning community that supports liberation while countering oppression.

Content Level: Intermediate
Competencies: Leadership; Student Learning and Development; Social Justice and Inclusion
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation

Program Review: Moving from Student Participation to Engagement
Location: Seminole B
Samantha Hartlen // Lead Coordinator, Clubs and Leadership Development, University of Toronto
Sarah Memme // Student Life Coordinator, Leadership Programs, University of Toronto
The Clubs and Leadership Development Team at the University of Toronto went through the journey of moving students along the continuum of participation to engagement with their programming. This interactive session will show the program review process using two leadership development programming theories featured in The Handbook for Student Leadership Development as well as other lessons learned. Come and reflect on your own leadership programs; celebrate your strengths and look for opportunities to grow and deepen your student engagement.

Content Level: Intermediate
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation

6:30 p.m.-7:00 p.m. reception for leadership educators
sponsored by LeaderShape (open to all attendees)
Location: Seminole A & B
7:45 a.m.–11:00 a.m.
Registration Check-in & Exhibitor Tables Open
Location: Convention Registration Lobby

7:45 a.m.–8:30 a.m.
Continental Breakfast Available
Location: Universal A/B

8:30 a.m.–9:30 a.m. closing keynote

Interfaith Leadership: Engaging Religious Diversity on Campus
Location: Orange/Lake/Osceola
Eboo Patel // Founder & President, Interfaith Youth Core
America is the most religiously devout country in the Western world and the most religiously diverse nation on the planet, diversity and devotion that shows up on our campuses. Some of America’s proudest moments involved interfaith cooperation, and some of our darkest times were marked by religiously bigotry, and higher education played important roles in both. In this session, Eboo Patel will discuss how today’s campus administrators can educate a new generation of students to be interfaith leaders, young people who will graduate and build bridges rather than barriers in our increasingly diverse society.

9:45 a.m.–10:45 a.m. concurrent sessions VII

Career Services and Leadership Collide: Transforming Sophomore Student Engagement Through a Professional Development and Leadership Retreat
Location: Broward
Lexie Avery // Career Consultant in Residence, Binghamton University
College students are faced with increased pressure to follow a path, often before students have an opportunity for self-reflection and exploration. In career services, our mission is to empower students to make informed and educated decisions about their futures and as the profession evolves due to employer needs and higher expectations, programming has placed a focus on self-assessment and skill building. This session will discuss how a professional development and leadership weekend retreat fosters self-awareness, connections, and leadership development.
Content Level: Foundational
Competencies: Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities

Bringing Leadership Theories into Action through Creative Approaches
Location: Dade
Roni Beck // Assistant Director, Residential Engagement, Boise State University
Keeping workshops engaging and interactive is a constant need when presenting to student leaders from diverse backgrounds. Having finished its second year, the LEAD Series at Boise State University is a framework of workshops for students to learn key concepts from the Social Change Model for Leadership Development. The presenters in this session will discuss how to develop your own leadership sessions as well as share activities to bring the theories to life.
Content Level: Foundational
Competencies: Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities
Constructing a Leadership Framework to Pave the Path for Leadership Development  
**Location:** Duval/St. Johns  
**Brad Romig // Director, New Student and Leadership Programs, Tulane University**  
In the absence of a centralized leadership programs office prior to fall 2016, Tulane University assembled a Leadership Task Force with staff and faculty representatives from across campus. The task force created a leadership framework in spring 2016 that has been instrumental in redesigning existing programs and creating new leadership development experiences on campus. Attendees will learn more about the task force, the leadership framework, and the construction of a more comprehensive leadership development plan for Tulane University.  
**Content Level:** Foundational  
**Competencies:** Student Learning and Development  
**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources

Creating Positive Social Change in Communities Through Leadership  
**Location:** Florida Keys  
**Susan Luchey // Associate Director, University Student Centers for Leadership Development, University of Delaware**  
**Julie Millisky // Graduate Assistant, University of Delaware**  
Creating positive change in communities is a common outcome for leadership programs. This session highlights the Blue Hen Leadership Program (BHLP) from the University of Delaware, a four-tiered co-curricular experiential leadership program. BHLP leverages the intersection between academic and student affairs approaches to teaching leadership in helping students understand their role in building community leadership capacity. Using several leadership models and theories, this program develops students as engaged citizens and social entrepreneurs. This session will share BHLP’s process and curriculum.  
**Content Level:** Intermediate  
**Competencies:** Leadership; Social Justice and Inclusion  
**ILEC Priorities:** Building Inclusive Leadership Learning Communities

Emerging Leaders Program: Centering Social Justice in First-Year Leadership and Assessment  
**Location:** Lake  
**Michael Grewe // Director, LGBTQIA+ Student Services and Assistant Director, Campus Activities and Orientation, Augsburg University**  
**Joanne Reeck // Chief Diversity Officer & Director, Campus Activities and Orientation, Augsburg University**  
**Nancy Huynh // Program Coordinator, Campus Activities and Orientation, Augsburg University**  
Augsburg University’s Emerging Leaders Program provides new incoming first-year and transfer students an opportunity to develop their leadership skills centered through a lens of social justice. This workshop will discuss the program’s approach to leadership, its curriculum, and its aim to provide students with resources, skills, and tools to be effective change agents on campus and in the greater community.  
**Content Level:** Intermediate  
**Competencies:** Assessment, Evaluation, and Research  
**ILEC Priorities:** Enhancing our Community of Practice through Professional Development and Resources
Emotionally Intelligent Leadership as a Pedagogical Framework for Intercultural Competence and Global Mindset

Location: Osceola
Paige Haber-Curran // Associate Professor and Program Coordinator, Texas State University
Nyasha Guramatunhu Cooper // Assistant Professor, Leadership Studies, Kennesaw State University

Focusing on consciousness of self, others, and context, Emotionally Intelligent Leadership (EIL) is a framework that can facilitate transformative learning in leadership education. In this session, presenters introduce the EIL model and discuss its application for facilitating student learning, particularly in the areas of intercultural competence and global mindset. The presenters will share how they have used EIL to inform curriculum design and provide an opportunity for participants to explore the use of EIL in their leadership education practice.

Content Level: Intermediate
Competencies: Social Justice and Inclusion; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities

Evidence-Based Digital Leadership Education

Location: Palm Beach
Josie Ahlquist // Research Associate and Leadership Instructor, Florida State University
Kathy Guthrie // Associate Professor of Higher Education, Florida State University
Vivechkanand Chunoo // Research Assistant, Florida State University
Connor Jones // Graduate Intern, Florida State University

Florida State University’s online course Leadership in the Digital Age guides the leadership learning of students with a digital twist. Rooted in social change and digital leadership models, it leverages experiential reflective online pedagogies, enhancing students’ digital leadership capacity and efficacy. The session offers guidance for curricular and co-curricular replication, and empirical results from a year-long study validating the six Pillars for Digital Leadership Education, underscoring the importance of digital leadership learning.

Content Level: Intermediate
Competencies: Student Learning and Development; Technology
ILEC Priorities: Building Inclusive Leadership Learning Communities; Expanding Evidence-Based Practice through Assessment and Evaluation

Not Another Program: Reconceptualizing Leadership Development Through Capacity Building Across Student Affairs

Location: Sarasota/Hillsborough
Adrian Bitton // Assistant Director, Leadership Development and Community Engagement, Northwestern University

Over-programmed, limited resources, siloed efforts—these are challenges of leadership development at universities. Rather than competing for students’ time with programming, Northwestern adopted a collective impact approach—where colleagues in different functional areas reinforce Northwestern’s Leadership Framework within their own programs and the Office of Leadership Development and Community Engagement serves as backbone support and capacity builders. This session will focus on the process and benefits of capacity building with colleagues in order to embed leadership development across the university.

Content Level: Intermediate
Competencies: Leadership; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities; Enhancing our Community of Practice through Professional Development and Resources
Not Just Letting Them In - Leadership and Retention Collaboratively Helping Students Thrive
Location: Seminole A
Avani Rana // Director of Leadership, The College of New Jersey
Jamal Johnson // Senior Assistant Director, Mentoring & Retention, The College of New Jersey
Using design thinking as a tool for program development centered on leadership and innovation. While not the only way to generate ideas, Design Thinking provides a creative solution to program development, student leadership development, and shifting institutional culture. This session will outline how the Swarthmore College Center for Innovation and Leadership has used design thinking and how you can too!
Content Level: Intermediate
Competencies: Student Learning and Development
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

Understanding the Current State of Affairs Related to Leadership Development Programs
Location: Seminole B
Steven Mencarini // Associate Dean of Students, Guilford College
This session highlights the important findings from the 2015 Multi-Institutional Study of Leadership - Institutional Survey (MSL-IS). This survey of leadership development educators measured the ways that leadership development programs are delivered at colleges & universities. A longitudinal comparison of the 2009 and 2015 MSL-IS results will help participants understand how program delivery has matured and where the field currently stands in terms of alignment with high-impact practices for leadership development.
Content Level: Intermediate
Competencies: Leadership; Organizational and Human Resource
ILEC Priorities: Expanding Evidence-Based Practice through Assessment and Evaluation

11:00 a.m. - 12:00 p.m. concurrent sessions VIII
From Money to Meaning: Using Social Justice Sensemaking to Increase Student Learning and Community Engagement and Impact
Location: Broward
Anne Aichele // Director, Student Leadership, Marymount University
Linda Pratt // Assistant Director, Student Life, Marymount University
Marymount University’s Spirit of Service (SOS) scholarship has traditionally provided participants a reason to serve, but not a method for intentional reflection. Using Mitchell’s (2014) framework for Social Justice Sensemaking and the Social Change Model, Student Life created a curriculum to facilitate critical thinking and meaning-making and trained the SOS Scholar’s to apply it and lead other students in meaningful reflection. Presenters will share the rational and process for creating the curriculum, as well as the outcomes of the implementation.
Content Level: Intermediate
Competencies: Social Justice and Inclusion; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities
Grow Your Own Way: Developing Leadership Competencies For Graduate Students

Location: Dade
Veronica Guzman // Associate Director, Follett Student Leadership Center, University of Texas Arlington
Grisell Pérez-Carey // Assistant Director, Follett Student Leadership Center, University of Texas Arlington

Leadership development never ends, yet so many institutions focus on experiential leadership at the undergraduate level, and lack dedicated co-curricular opportunities and recognition for graduate students. This presentation discusses the University of Texas Arlington’s enhancement of their Leadership Honors Program to create a path specific to the graduate student experience based on assessment, diversity, and students’ individual competencies. Participants will leave with knowledge and resources to help broaden leadership development and programs on their campus.

Content Level: Intermediate
Competencies: Personal and Ethical Foundations; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities

Higher Education/Student Affairs Master’s Students’ Preparation and Development as Leadership Educators

Location: Duval/St. Johns
Trisha Teig // Instructor, Leadership Studies, Florida State University

Student affairs practitioners’ work often includes expectations for leadership education and development of college students. However, there exists no formal preparation process or curriculum for master’s students in graduate preparatory programs to access learning about becoming a leadership educator. This case study examined the experiences of a cohort of master’s students in a higher education/student affairs program to understand their access to leadership education communities of practice and their development of leadership educator professional identity.

Content Level: Intermediate
Competencies: Social Justice and Inclusion; Values, Philosophy, and History
ILEC Priorities: Enhancing our Community of Practice through Professional Development and Resources

Implementing Change: The Canadian Perspective on Work-Integrated Learning

Location: Florida Keys
Alysha Ferguson // Coordinator, Community Engagement, University of Toronto Mississauga
Adam Rooke // Residence Coordinator, Experiential Learning, Wilfrid Laurier University

The impact of changing government policies is not new for us Leadership Educators in North America. Yet, each time it happens we feel unprepared. It’s time to change that by exploring with two student affairs professionals who have been impacted by a government policy in Ontario, Canada as it shifts their work in relation to “work-integrated learning” and explore ways you can use innovation and hands on tools to help prepare you for any upcoming policy or institutional changes.

Content Level: Intermediate
Competencies: Law, Policy, and Governance; Student Learning and Development
ILEC Priorities: Building Inclusive Leadership Learning Communities
Missing the Mark: Native Student Involvement in Leadership Experiences and Campus Organizations

Location: Lake
Symphony Oxendine // Assistant Professor, Higher Education, University of North Carolina Wilmington
Deb Taub // Professor and Chair Department, Student Affairs Administration, Binghamton University

In this session, presenters will describe findings from their study that explored the impact of leadership development experiences and involvement in campus organizations on Native American students’ leadership efficacy and leadership capacity. The study used data drawn from the 2015 Multi-Institutional Study of Leadership. Presenters will describe how current leadership experiences are “missing the mark” for Native students and discuss implications for those designing and implementing leadership development experiences.

**Content Level:** Intermediate  
**Competencies:** Social Justice and Inclusion  
**ILEC Priorities:** Building Inclusive Leadership Learning Communities; Expanding Evidence-Based Practice through Assessment and Evaluation

Revise, Restructure, Refresh: How an Academic Leadership Program Adapts for Success

Location: Osceola
Matthew Augeri // Director, Career Leadership Academy, The University of Iowa
Susie Regan // Assistant Director, Career Leadership Academy, The University of Iowa

For a decade, the Career Leadership Academy (CLA) has stayed innovative by adapting to decreased funding and changing student needs. Housed in the Pomerantz Career Center at The University of Iowa, CLA is an academic course series that frames leadership development from a career preparedness perspective. This session will describe how CLA has restructured and reinvented it’s program, including offering our curriculum in multiple formats (in-person, hybrid, online and extension sites) as well as partnering with campus stakeholders and employers.

**Content Level:** Intermediate  
**Competencies:** Organizational and Human Resource; Social Justice and Inclusion  
**ILEC Priorities:** Building Inclusive Leadership Learning Communities; Expanding Evidence-Based Practice through Assessment and Evaluation

The Change They Want to See: How Students Apply the Social Change Model of Leadership Development in Their Careers and Lives

Location: Palm Beach
Mark Fabbi // Senior Student Program Coordinator, Rutgers University
Christina Ferrari // Assistant Director, Student Life, Columbia University

Students who pursue careers in healthcare, public health, and public service have an instinctive need to contribute to society in a positive way. In fields where social justice, equity, and social change are core foundations of the curriculum, what does leadership education look like? How do leadership educators contribute to the student experience? This session explores how to build leadership development education that is relevant to the experience and interests of graduate and undergraduate students at several institutions.

**Content Level:** Intermediate  
**Competencies:** Leadership  
**ILEC Priorities:** Building Inclusive Leadership Learning Communities
The Intersection of Leadership Educators’ and Students’ Identities on Leadership Development
Location: Sarasota/Hillsborough
Matthew Markham // Residence Director, University of Hawai‘i at Manoa
Ivy Barefoot // Residence Director, University of Hawai‘i at Mānoa
It is impossible to ignore the impact that identity, privilege, and power have in student leadership development and the work of leadership educators. This presentation will go beyond considering just students’ identities but also examine the impact of the social identities of the leadership educators. This session will equip attendees to better understand how their identities and those of students intersect to reconsider practice, and create more inclusive and meaningful leadership development for all students.

Content Level: Intermediate
Competencies: Advising and Supporting; Social Justice and Inclusion
ILEC Priorities: Building Inclusive Leadership Learning Communities

The Intersection of Multicultural Competence and Emotional Intelligence in the Supervisory Relationship
Location: Seminole A
Matthew Shupp // Associate Professor of Counseling and College Student Personnel, Shippensburg University
Emotional Intelligence (EI) is the capacity to differentiate and define one’s emotions. Similarly, Multicultural Competence (MC) is a level of consciousness that involves self-awareness, knowledge of others’ lived experience, and skills necessary to transcend differences. Both EI and MC are profoundly important in our practice. This presentation introduces attendees to key components integral to both EI and MC and their important intersections in our work as student affairs practitioners.

Content Level: Intermediate
Competencies: Organizational and Human Resource; Personal and Ethical Foundations
ILEC Priorities: Building Inclusive Leadership Learning Communities

Interdisciplinary Teamwork Skills for Future Social Change as Core Competencies of Leadership: An Overview of the NTHU Leadership Program
Location: Seminole B
Ker-wei Chien // Mentor of the Residential College, National Tsing Hua University
Tianchien Lee // Chief and Contractor Assistant Professor, National Tsing Hua University
Suyen Chen // Chair and Professor, Institute of Learning Sciences and Technologies, National Tsing Hua University
Leadership entails not only personal qualities, but also competencies in envisioning key future issues and working towards solutions. To develop the new-generation students’ problem-solving abilities for the future, the NTHU Leadership Program creates a pioneering course in the first semester. It consists of three interdisciplinary issues conducted by faculty members from different areas in NTHU. The subsequent five semesters mainly involves project-based learning. Students will constitute their own personal projects, make use of design thinking to gradually incorporate all personal projects into comprehensive one, and attempt to reach international impact.

Content Level: Foundational
Competencies: Assessment, Evaluation, and Research
ILEC Priorities: Building Inclusive Leadership Learning Communities
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