



International Leadership Association

2015 Leadership Education Academy -

Learn. Reflect. Experience.

August 2 - 5, 2015 | Orlando, Florida | Embassy Suites

Orlando - Lake Buena Vista South



Join us for the FIRST EVER Leadership Education Academy!

Are you a student affairs professional working with student leadership programs? A staff or faculty member teaching leadership in the classroom? A graduate student interested in making leadership education a part of your future career? The Leadership Education Academy (LEA) is a new professional development opportunity brought to you by the International Leadership Association (www.ila-net.org) and developed by leadership educators in higher education.

What is LEA?

Sponsored by the International Leadership Association (ILA), the Leadership Education Academy (LEA) was designed by leadership educators in higher education with a variety of educational backgrounds, programming and classroom experiences, and association involvement. The academy is intended to be a complimentary experience to other established professional development programs for leadership educators. Structured as a cohort-style program, LEA is intentionally designed to advance one's ability to teach leadership in a variety of capacities. LEA participants will enhance their knowledge of leadership foundations and theories while exploring and practicing a variety of instructional strategies and pedagogies for use in curricular and co-curricular leadership education. LEA is limited to 60 participants in order to foster collaboration and networking in a supportive and hands-on learning environment where participants and facilitators share best practices.

What will I experience at LEA?

LEA is an inclusive program designed to take participants through facilitated experiential sessions on both content and pedagogy. Topics include leadership theory and development, learning outcomes and assessment, curriculum design, and instructional strategies within the context of curricular and co-curricular leadership programs. Academy facilitators—

including top leadership educators and published authors from the field—will model best practices and provide opportunities for participants to engage in a practice-feedback-reflection loop. While the curriculum will be intentionally rigorous and comprehensive, the environment will remain interactive and focus on peer and mentor-guided feedback. This format will lend itself to a small cohort-based approach that supports interactive learning, focused individual attention and development, as well as both formal and informal opportunities for participants and facilitators to connect.

How is LEA unique?

- **Immersive:** LEA is designed to be an immersive experience for participants, providing opportunities to learn a variety of content in a structured, process-oriented environment through a singular, connected curriculum that spans across three days.
- **Cohort-based:** At LEA, participants will work, learn, practice, and provide feedback together.
- Opportunity for feedback and mentoring: LEA is deliberately inclusive, providing opportunities to interact and develop relationships with diverse peers in a variety of leadership education settings. Accordingly, occasions for peer- and mentor-driven feedback are built in to the program curriculum.
- **Experiential:** LEA is intentionally "hands on;" meaning that opportunities to practice in experiential, active learning environments are essential to the curriculum. Participants will be actors, not spectators.
- **Intentional:** LEA is purposely and intentionally designed to target key learning outcomes supported by leadership education literature and the scholarship of teaching and learning.

Who should attend LEA?

LEA is a three-day immersive training program for current or aspiring instructional and programmatic leadership educators in higher education. Anyone interested in increasing their foundational knowledge of leadership theory and teaching pedagogy, from new to seasoned leadership educators, are encouraged to attend. This may include Student Affairs professionals, graduate students, and faculty from a variety of disciplines who do or will teach leadership in credit-based courses or co-curricular programs. Those who attend will gain important foundational knowledge and skills in leadership theory and teaching pedagogy.

Program & Agenda

LEA is an "un-conference." Expect a retreat-like atmosphere in a cohort setting.

Sunday, August 2: Day 0 ***Networking***

17:30 - 19:30 *Optional: Networking Reception*

Monday, August 3: Day 1 ***Foundations of Leadership Content***

The first day of LEA will help participants grapple with the leadership theories, models, and concepts that shape the leadership education field. Through interactive exercises and group work, participants will enhance their knowledge of foundational leadership principles.

06:30 - 07:45 Please enjoy breakfast in the hotel breakfast room

08:00 - 08:45 Welcome

08:45 - 12:00 Overview of Leadership and Families of Theories

12:00 - 13:00 Group Lunch (Included in Registration)

13:00 - 17:15 Leadership Theories, Concepts, and Models

17:15 - 18:00 Reflection Groups: Narrative Storytelling

Because it is challenging to separate leadership education from the leadership educator, there will be sessions interwoven into LEA that focus on the participants themselves as leadership educators and how their journeys shape who they are, what they know, and how they educate.

18:00 *Optional: Dinner Out with Cohort and Facilitators*

Tuesday, August 4: Day 2 ***Leadership Course/Program Design & Delivery***

The second day involves learning about intentional instructional design, pedagogical practices, and assessment of learning in the context of leadership education.

06:30 - 07:45 Please enjoy breakfast in the hotel breakfast room

08:00 - 10:00 Philosophies and Models of Learning in Leadership Education

10:15 - 12:15 Course, Workshop, and Program Design

12:15 - 13:00 Lunch (Included in Registration)

13:00 - 13:30 Reflection Groups: Symbolic Interactionism

13:30 - 15:45 Learning Objectives, Outcomes, and Assessment Strategies in Leadership Education

16:00 - 18:45 Instructional Strategies in Leadership Education

18:45 *Optional: Dinner Out with Cohort and Facilitators*

Wednesday, August 5: Day 3

Putting it into Practice

The last day is a day of integrating content from the first day and process from the second day to design and deliver leadership education in a setting with feedback and coaching from peers and LEA facilitators. Each participant will leave LEA with a deeper understanding of leadership education and an opportunity to practice in a leadership learning laboratory.

06:30 - 07:45	Please enjoy breakfast in the hotel breakfast room
08:00 - 08:30	Reflection Groups: Anticipatory Reflection
08:30 - 11:00	Breakout Rooms: Experiential Learning in Leadership Reflection Feedback Lesson Planning Practice Coaching
11:00 - 12:15	Closing Ceremony

Featured Facilitators



Corey Seemiller, LEA Co-Chair, received her Ph.D. in higher education from the University of Arizona and her Master's degree in Educational Leadership from Northern Arizona University. She has an extensive programmatic and practitioner background in student affairs specifically in leadership and involvement, student success, fraternity and sorority programs, career services, advising, and residence life.

In addition to serving in administrative roles in higher education, Dr. Seemiller is a dedicated scholar publishing and presenting nationally and internationally on the impact of leadership and involvement on student development and success. She is the author of *The Student Leadership Competencies Guidebook* to help staff and faculty develop intentional curriculum that enhances leadership competency development for students. She also designed pre-set evaluation measurements for each leadership competency that can be used to assess student leadership competency acquisition and development. The book and evaluation measurements are available through Jossey-Bass.

Dr. Seemiller served as the Director of Leadership Programs at the University of Arizona from 2006-2014 overseeing over 3,000 participants in 10 leadership programs including the Arizona Blue Chip Program, the National Collegiate Leadership Conference, and the Minor in Leadership Studies and Practice. She is currently the Director of Research & Assessment at OrgSync, Inc. and an adjunct Assistant Professor at University of Arizona in the Minor in Leadership Studies and Practice. Dr. Seemiller also serves as the co-chair for the National Leadership Symposium, the co-chair for the Leadership Education Academy, and a member

of the International Leadership Association and National Clearinghouse for Leadership Programs.



Dan Jenkins, LEA Co-Chair, is an Assistant Professor of Leadership and Organizational Studies at the University of Southern Maine, Lewiston-Auburn College (USM-LAC). He received his doctorate in Curriculum and Instruction with an emphasis in Higher Education Administration from the University of South Florida (USF) in 2011, an M.A. in Political Science from USF in 2007, and a B.S. in Communication Studies from The Florida State University in 2002.

Prior to his appointment at USM-LAC in 2012, Dan was the Program Coordinator and Co-Director of the Leadership Studies Academic Minor Program at USF and an academic advisor for their Bachelor of Science in Applied Science, Hospitality Management, and Information Technology degree programs from 2008-2012. Concurrently, Dan taught courses in Government and Political Science at Hillsborough Community College in Tampa, Florida. Before delving into higher education, Dan worked in a variety of industries including music performance, politics and state government, hospitality, and finance. He currently teaches graduate and undergraduate courses in Leadership, Organizational Theory, Conflict, and Research Methods, and has made leadership education, pedagogy, and program evaluation the central foci of his career and research agenda.

As a leadership educator, scholar, and practitioner, Dan is fascinated by the distinctions among our multidisciplinary approaches to leadership education within our umbrella discipline of leadership.

Dan is the current chair of the International Leadership Association Leadership Education Member Interest Group, Secretary of the Association of Leadership Educators, and Association Liaison for the NASPA Student Leadership Programs Knowledge Community.

Additionally, Dan is a Florida native and enjoys the beaches, classic rock and jazz, college football (Go Noles!), and spending time with his family and friends.



Tony Andenoro, PhD, is currently serving as an Assistant Professor of Leadership Education within the Department of Agricultural Education, the Challenge 2050 Project Academic Coordinator, and the Coordinator of the campus-wide Leadership Minor at the University of Florida. He has held academic and student affairs positions at various universities including Gonzaga University, Fort Hays State University, Texas A&M University, John Carroll University, Prairie View A&M University, and Coastal Carolina University. He earned a BA in Communication from the University of Toledo, a MS in Educational Administration from Texas A&M

University, and a PhD in Agricultural Education with an emphasis in Leadership from Texas A&M University.

His research interests include the development of creativity and intelligence, using storytelling as a vehicle for the development of self-awareness, the development of emotionally engaged thinking through dynamic educational means, and the globalization of leadership curricula.

Tony has published several articles in journals, including the *Journal of Leadership Studies*, *Journal of Business & Leadership*, the *Journal of Leadership Education*, *Educational Considerations*, and others. He is particularly excited about his newest research venture, an examination of socially vulnerable contexts and the potential impact of hardiness training on the development of resilient and sustainable communities. This becomes paramount as we attempt to address the complex adaptive needs associated with a projected worldwide population of 9-11 billion by 2050.

He is absolutely passionate about teaching and contributing to the lives of his students. Along with this, he is also heavily involved in international and national service through several outlets including, his work as the Project Lead for the inaugural National Leadership Education Research Agenda, and his work with the Association of Leadership Educators, the International Leadership Association, and the InterAssociation Leadership Education Collaborative.

Recently, he was awarded the 2014 College of Agricultural and Life Sciences Teacher of the Year at the University of Florida.



Eric Buschlen, Ed.D., is an Assistant Professor of Educational Leadership and teaches undergraduate and graduate courses in leadership, higher education administration, and student affairs. Prior to this, he served as a director of student life. Through this broad experience base of working with students out of class and within a classroom, he has developed a keen direction for leadership education.

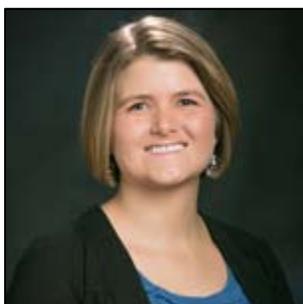
His research interests include student leadership development, leadership education, and the assessment of service acts. He has been published in the *Journal of Leadership Education*, the *Journal of Leadership Studies*, *About Campus*, and the *Journal of Student Affairs Research and Practice*.

His doctorate and masters were earned at Central Michigan University, and earned a bachelor's degree from Saginaw Valley State University.



Sherry L. Early holds the B.A. in Communication and M.A. in Student Affairs Administration, both from Michigan State University. She also holds the Ph.D. in Higher Education Administration from Bowling Green State University. Dr. Early teaches courses in the Higher Education and Student Affairs program area in the department of Counseling and Higher Education. Additionally, Dr. Early serves as interim program coordinator for HESA. Dr. Early teaches Introduction to Higher Education and Student Affairs, Student Development Theory, and Practicum.

Her research interests include leadership development, mentoring and socialization in higher education, and designing training programs.



Paige Haber-Curran, Ph.D. is assistant professor and program coordinator for the Student Affairs in Higher Education (SAHE) master's program at Texas State University.

Paige earned her Ph.D. in Leadership Studies from the University of San Diego, her master's degree in College Student Personnel from the University of Maryland, and bachelor degrees in Business Management and German Studies from the University of Arizona.

Paige has over 10 years of experience working with student leadership programs- both co-curricular and curricular. Paige's research interests include college student leadership development, emotionally intelligent leadership, effective pedagogy in leadership education, and women and leadership.

Paige is coauthor of the forthcoming second edition of *Emotionally Intelligent Leadership: A Guide for Students* (2015).

In 2013 Paige was recognized as an ACPA Emerging Scholar. She is actively involved in ACPA: College Student Educators International and the International Leadership Association. Paige serves as a Co-Lead Facilitator for the LeaderShape Institute and consults and speaks around the world on topics of leadership.

Visit her webpage for additional information: www.paigehaber-curran.com.



Mindy S. McNutt is a tenured Associate Professor of Leadership at Wright State University in Dayton, Ohio. She has served as Program Director for both the Organizational Leadership (OL) and the Master of Science in Leadership Development (MSLD) programs at the Wright State Dayton campus and was the inaugural and sole faculty member and program advisor for the OL program at its inception at the Wright State Lake Campus.

Mindy has engaged in leadership curriculum development for over 30 years for high school youth, undergraduate curricular and extra-curricular programs, and most recently served with numerous faculty colleagues to write the proposal for the new Ed.D. in Organizational Studies (DOS). At Wright State and several area community colleges, she held a variety of leadership positions which have included, among others, academic vice president, campus dean, and dean of student services and institutional advancement.

She earned her B.A. in Communication, M.S. in Personnel Counseling, and Ed.S. in Educational Leadership and her Ph.D. in Higher Education Administration. Currently she teaches in all three leadership programs at Wright State, OL, MSLD, and the DOS where she developed the doctoral internship.

Among her varied research interests are leadership education, transformational leadership, women in leadership, and leader values. Mindy is involved in three projects of significance: serving as an Associate Editor of the International Leadership Association Building Leadership Bridges book entitled *LEADERSHIP 2050: Contextualizing Global Leadership Processes for the Future*; collaborating with a nation-wide team creating a national Leadership Educator's Academy; and engaging in research with a WSU faculty colleague to assess and examine the relationship between personal values and organizational culture.



Kerry Priest is an Assistant Professor in the School of Leadership Studies at Kansas State University. Kerry strives to be a teacher-leader and a leader-scholar through engaged and integrative approaches to teaching, scholarship, and service. She is passionate about exercising leadership for and with her students, community partners, and professional colleagues to advance the field of leadership education.

Her scholarship explore the intersections of leadership and learning, including leadership identity development and leadership pedagogy/high impact practices for leadership education (e.g., learning communities, service-learning, and peer leadership).

Kerry has experience working in both for-profit and non-profit organizations, specifically in the areas of leadership training for youth and adults, curriculum design and development, and program/project management. Kerry serves on the Board of Directors for the Association of Leadership Educators and is a member of the International Leadership Association.

Kerry earned her Master's Degree from the University of Georgia and Ph.D. from Virginia Tech.



Dave Rosch serves as an Assistant Professor in the Agricultural Education program at the University of Illinois at Urbana-Champaign. His particular areas of research interest include college student leadership development and the effects of leadership programs and courses on development.

Dave has spent much of his professional career helping to educate future leaders on the skills required for effectiveness in contemporary society. He has worked at the University of Illinois since 2006, beginning at the Illinois Leadership Center and became faculty in the Agricultural Education program in 2011. There, he currently teaches leadership theory and methods courses and conducts research in emerging adult leadership development.

He has published research on the process of leadership education within the *Journal of College Student Development*, *Journal of Leadership Education*, *Journal of Leadership Studies*, and *Studies in Higher Education*, among several other peer-reviewed journals.

Dave has also served in a variety of capacities in the International Leadership Association, Association of Leadership Educators, as a Co-lead Facilitator for LeaderShape Inc., and the co-chair of the National Leadership Symposium.

Originally from New York, Dave graduated from Binghamton University with a Bachelor's Degree in Psychology and Sociology, where he was involved as a Resident Advisor, Orientation Leader, and was the captain of the Men's Ultimate Frisbee Team. Dave received a Master's Degree from Colorado State University in Student Affairs in Higher Education and a PhD in Higher Postsecondary Education from Syracuse University, where he worked in university housing and advising student governance organizations.



Rian Satterwhite serves as Director of the Holden Center for Leadership & Community Engagement at the University of Oregon and as the 2014-2015 Chair of ILA's Leadership Education Member Interest Group. He has been an active ILA member since 2003 and recently helped to found the Sustainability Leadership Learning Community.

Author of the *Deep Systems Leadership Model* (in Redekop (Ed), *Leadership for Environmental Sustainability*, 2010), Rian is interested in exploring how leadership theory and practice is and will continue to change as we increasingly recognize our place within complex natural systems and as the social context for leadership is increasingly defined by responding effectively to global wicked challenges.

Rian received a BA in Interdisciplinary Leadership Studies from the University of Arizona (US), a MEd in Educational Leadership with distinction from the University of Wollongong (Australia).