**AAAE 2019-2020 Leadership Academy Summary Report[[1]](#footnote-1)**

1. Purpose of the Academy: To develop a cadre of AAAE members who are motivated and prepared to provide effective leadership in officer, committee, and special project roles within the society; to increase the interest and readiness of AAAE members for formal leadership roles in academic institutions.
2. Program Highlights (all seminars were via Zoom except for Seminar 1)

Seminar 1 May 20, 2019 at national conference (full day, face-to-face)

Seminar 2 September 5, 2019: *Leading within AAAE* (Bobby Torres)

Seminar 3 October 17, 2019: *The Truth About Leadership* book discussion (Brian Myers)

Seminar 4 November 14, 2019: *Leading through Delegation* (Barbara Kirby)

Seminar 5 January 23, 2020: *Communicating Effectively* (Tracy Kitchel)

Seminar 6 February 20, 2020: *The 7 Habits of Highly Effective People* book discussion

(Mark Balschweid)

Seminar 7 April 9, 2020: *Developing and Leading Effective Teams* (David Doerfert)

Seminar 8 May 18, 2020 at national conference

* *Leading and Managing Change* (Matt Baker)
* *Mindset and Personal Resilience* (Ed Osborne)
* *Leadership Gems and Your Continuing Leadership Journey*

1. Program Materials and Expenses

Participants received three books and completed three assessments during the year of programming. Books included Covey’s *The 7 Habits of Highly Effective People*, Kouzes and Posner’s *The Truth About Leadership,* and Dweck’s *Mindset*. Assessments included the *Leadership Practices Inventory, True Colors,* and the *Personal Resilience Questionnaire*. The operating budget of the Academy included $6,000 from AAAE and $4,800 from participant fees (16 participants @ $300 each), for a total budget of $10,800. Expenditures for all materials and meeting expenses are outlined below. Note that total expenses were approximately $2,000 less than anticipated, due to the final seminar being delivered online.

Seminar 1 total expenses (food, AV) $1890

Books 851

Shipping for final book 57

Assessments 3552

Certificate of completion (printing and mailing) 51

Memento purchase and shipping 565

Postage for mentor and supervisor letters 15

TOTAL $6981

1. Program Completion Recognition

Given the switch to a virtual national conference, the face-to-face final seminar was shortened and delivered via Zoom. Soon after the conference, each cohort member received a congratulatory letter signed by the program coordinators, a personalized certificate of completion, an engraved desktop memento, and a copy of Kouzes and Posner’s book, *Learning Leadership*, to support their continued leadership journey. Mentors (one AAAE Fellow paired with each cohort member) also received a letter of appreciation, with a copy sent to their designated supervisor.

1. Program Evaluation

In addition to an open invitation for ideas and suggestions as the program proceeded, formal input and feedback on the program via Qualtrics surveys were sought from participants and mentors on three occasions.

* Cohort members were invited to provide mid-point feedback in February 2020. Overall feedback was very positive, with participants citing interactions with their mentor, connections within the cohort and program coordinators, seminar content and presenters, and program communication and coordination as strengths. Suggestions included more discussion time during seminars, more opportunities to engage with other cohort members beyond the scheduled seminars, and increased engagement with mentors.
* Cohort members also received a request several weeks after the final seminar in May for feedback on the Leadership Academy. Responses and ratings were once again highly positive, with the seminars, readings, assessments, networking, and mentoring seen as valuable components of the program. The respondents also offered some excellent ideas for improving future Academy programs, and these are included in the future recommendations item that follows.
* After the final seminar in May 2020, Academy mentors were also asked to provide their feedback via a Qualtrics survey on the mentoring component of the Academy program. The majority feedback was very positive, with mentors sharing how much they enjoyed interactions with their protégé and how they also learned as a mentor. Mentoring was seen as an important element of the Academy, and 78% of the respondents indicated that they anticipate staying in contact with their protégé in the future. Ninety-two percent of the respondents felt the mentoring component should be continued for future Academy cohorts.

1. Recommendations for future Leadership Academy Programs
   1. Continue with mid-career faculty members (in years 6-12) as the target audience for the Leadership Academy.
   2. Continue to seek diversity in all forms within each cohort.
   3. Continue the face-to-face format of Seminar 1 and the final seminar. These interactions are instrumental in building the cohort community and connections with the program coordinators. Even though the final seminar for this cohort was delivered online, due to COVID-19, and it was very well received, feedback from the participants reflected a strong desire for more time together in-person during the Leadership Academy program. If possible, another face-to-face session midway through the program would also be very valuable.
   4. Design seminars for high engagement and discussion by participants. Preview preliminary seminar topics with the cohort before finalizing. Similarly, share the readings and assessments planned for the cohort to gauge interest and past experience. This first cohort was given three books to read, but two books, supplemented with other abridged readings, should be considered.
   5. Explore a variety of ways to enhance interactions within the cohort. Aside from the seminars, no additional cohort-only interactions were organized. Individual or team projects were considered for this cohort, but the coordinating team was sensitive to the overall time commitment for participation. Of course, cohort members were free to connect at any time on their own.
   6. Continue the mentoring component of the program, with AAAE Fellows serving as mentors to the degree possible. While a very small number of cohort members and mentors suggested the opportunity to choose the mentor, the assigned mentors were largely very successful. The Academy coordinating team developed preliminary mentor pairings and individually contacted each mentor to secure his/her agreement to participate before mentors were announced to cohort members. Even though a clear set of guidelines (included in this report) was provided to mentors and their protégés, some mentors wanted more guidance. A special online mentor welcome session could be a valuable addition to the program, perhaps with cohort members included. Also, an intentional effort should be made to keep mentors informed about seminar dates and content throughout the year. The coordinating team does not recommend that mentors participate in the cohort seminars. However, the attendance of mentors at a reception at the end of the first seminar day and at the “graduation” reception in conjunction with the final seminar is highly suggested. Mentoring best practices should be shared with mentors and protégés at the beginning of the program. The following best practices were suggested by mentors for this cohort:
      1. Make a commitment to helping your protégé professionally advance.
      2. Begin the mentoring relationship with an open conversation about the protégé’s interests and needs.
      3. Concentrate on being a great listener.
      4. Develop a safe environment for all interactions.
      5. Set dates for future mentoring conversations in advance.
      6. Hold monthly meetings.
      7. Ask the protégé for topics that he/she would like to discuss in upcoming meetings.
      8. Focus mentoring conversations on the topics suggested by the protégé and the mentor.
      9. Structure the conversations for greatest value (e.g., challenges, successes, opportunities, goals, etc.).
      10. Let the protégé lead the conversation, but have topics ready to discuss as time allows.
      11. Discuss future leadership roles and pathways to these opportunities.
      12. Openly share your perspectives.
      13. Explore opportunities to meet in person during the year.
      14. Pose leadership scenarios for discussion with your protégé.
      15. Include time to discuss program seminars and readings.
      16. Enjoy the opportunity to get to know your protégé and contribute to his/her leadership and professional development journey.
   7. The calendar used for this cohort for issuing the call for applications (November) and selecting cohort members and mentors (February) worked well and should be continued for future cohorts.
   8. The individual participation fee of $300 should be continued. No evidence of hardship was apparent, and with the allocation of up to $6,000 from AAAE, sufficient funds were available to provide a high quality program.
   9. This cohort of 16 worked exceptionally well – large enough for diverse perspectives and small enough for easy and engaging conversations. This size also worked well for online breakout groups, program coordination, and budget management.
   10. The coordinating team for the 2021-2022 cohort should be identified as soon as possible and no later than September 2020. While none of the members of the coordinating team for the first Academy is available to coordinate Cohort 2, all are available as a resource.

**2019-2020 AAAE Leadership Academy Cohort Members and Mentors**

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| **Academy Participant** | **Mentor** |
| Shannon Arnold (Extension Ed)  Montana State University | Michael Newman, Mississippi State |
| Joey Blackburn (Teacher Ed)  Louisiana State University | Jason Peake, University of Georgia |
| Steven “Boot” Chumbley (Teacher Ed)  TAMU-Kingsville | Greg Miller, Iowa State University |
| Don Edgar (Teacher Ed)  University of Georgia | Tom Dormody, New Mexico State |
| Jeremy Falk (Teacher Ed)  University of Idaho | Neil Knobloch, Purdue University |
| Laura Greenhaw (Leadership)  University of Florida | Barbara Kirby, North Carolina State University |
| Kelsey Hall (Communication)  Utah State University | Ed Osborne, University of Florida |
| Gaea Hock (Teacher Ed)  Kansas State University | Bobby Torres, University of Arizona |
| Misty Lambert (Teacher Ed)  Iowa State University | Matt Baker, Texas Tech |
| Becki Lawver (Teacher Ed)  Utah State University | Brian Myers, University of Florida |
| Jill Rucker (Leadership)  University of Arkansas | Mark Balschweid, University of Nebraska |
| Kate Shoulders (Teacher Ed)  University of Arkansas | Susie Whittington, Ohio State |
| Scott Smalley (Teacher Ed)  Iowa State University | Grady Roberts, University of Florida |
| Amy Smith (Teacher Ed)  University of Minnesota | Donna Graham, University of Arkansas |
| Kristin Stair (Teacher Ed)  Louisiana State University | Rob Terry, Oklahoma State |
| Andrew Thoron (Teacher Ed)  Abraham Baldwin Agricultural College | Don Johnson, University of Arkansas |

**Guidelines for 2019-2020 AAAE Leadership Academy Mentors**

Logistics

1. Call (phone or Zoom) your protégé before the May 2019 AAAE conference.

2. Attend the reception at the end of the day during the first Leadership Academy session on Monday, May 20, in conjunction with the 2019 AAAE conference.

3. Engage with your protégé at least every two months via phone or Zoom from May 2019 to May 2020.

4. Attend the “graduation” reception at the end of the day during the last session of the Leadership Academy on Monday, May 18, 2020, as a part of the AAAE national conference.

Suggested Strategies and Topics for Mentors to Discuss During the Year

1. Establish clear expectations for the mentoring relationship (timing and length of scheduled meetings, general availability, topics to discuss, confidentiality, etc.).

2. Take the time to build good relationships with protégés. Learn about their background, goals, aspirations, and challenges. Freely and honestly share your own motivations and challenges as a faculty member.

3. Maintain a positive attitude toward protégés, the faculty role, the university environment, and effective leadership in the academy, organizations, and state and national arenas. Encourage the efforts of protégés, commend their accomplishments, and provide constructive criticism when needed or requested.

4. Ask questions and pay attention to what protégés are saying and feeling. Offer support, ideas, and resources when you can.

5. Help protégés set target outcomes for their Academy experience. Dedicate time in scheduled meetings with protégés to discuss what they learned in the Leadership Academy sessions and potential applications in their work.

6. Help protégés outline their leadership trajectory in AAAE and in university governance.

7. Discuss general department and university values, norms, and culture.

8. Support the intellectual curiosity and development of protégés.

9. Help protégés develop an effective strategy for managing time and priorities, including allocating time to projects, managing email, acknowledging and addressing barriers, and balancing multiple demands. Share strategies for helping protégés maintain their personal health and well-being.

10. Encourage protégés to proactively develop relationships with faculty colleagues across the multiple dimensions of our discipline.

11. Encourage protégés to engage with other potential mentors in their department and elsewhere who have expertise in their areas of interest and need.

12. Help protégés develop a problem-solving mindset and a belief that they can effectively address the challenges that come their way as a faculty member and leader.

1. Submitted by the Academy coordinating team: Mark Balschweid, Donna Graham, Brian Myers, and Ed Osborne (8/12/20) [↑](#footnote-ref-1)