Student Experiential Learning Funds Proposal Request

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Abstract

The purpose of this proposal is to request Student Experiential Learning funding from Indiana Techs SELF selection committee to attend and present at the 64th annual Comparative and International Education Society (CIES) Conference from March 22-26, 2020. As a Ph.D. student of the Global Leadership program and an adjunct faculty member, the impact that my presence at this conference can have is far-reaching not just for myself but for my colleagues, peers and students alike.

Statement of Need and Application

The goal of this proposal is to secure grant funding to attend and present research at an academic conference in the Spring of 2020. Attending and presenting at an academic conference is a tool of experiential learning that is mutually beneficial for the student presenter as well as the audience learners. Regarding the conversation of impact vs. intent the knowledge I obtain as a potential presenter of the conference and/or as an attendee of the conference will have rippling effects as I will be able to use it in the classroom of my Psychology and Sociology classes as a virtual faculty member of Indiana Tech as well.

Kolb (2014) defines the term Experiential learning as "a particular form of learning from life experience" (p. xviii). Learning from experience demands a readiness to engage in and experience new phenomena, a range of perspective for observation and reflection, the ability to analyze, integrate, and create meaning and concepts as well as decision-making and problem-solving abilities for application and practice. Approaching new experiences openly tends to allow leaders the ability to learn a greater amount more effectively from those experiences as well as having more experiences from which to learn (Leslie, Dalton, Ernst, & Deal, 2002; Kolb, 2014; Lombardo & Eichinger, 2000; McCall & Hollenbeck, 2002; McCall, Lombardo & Morrison, 1989; Spreitzer, McCall & Mahoney, 1997).

Regarding the field of higher education, experiential learning has been identified as "a way to revitalize the university curriculum" (Kolb, 2014, p. 4) and to address many of the changes facing the higher education system today. As a student as well as an educator I am all too familiar with the benefits of experiential learning and the impact it can have on student success. Within the university system, experiential learning can be identified as supervised learning experiences in structured settings that link academia with businesses, organizations, co-

curricular organizations, international programs, and other community services and agencies. As a means of professional development, experiential learning provides students with the opportunity to pursue professional and inquiry-based experiences that complement their degree upon college graduation. Through experiential learning, students can apply learned information and course content in a variety of professional and co-curricular settings. Students are ideally challenged to become intellectually and civically engaged as well as being provided opportunities to reflect upon knowledge gained.

Some methods or tools of experiential learning can include internship and apprenticeships, work-study programs, field projects, laboratory research, etc.; however, this is just the tip of the iceberg as experiential learning can be all-encompassing in that it exemplifies learning by doing. As a pedagogical technique, learning by teaching is one of my favorite methods of experiential learning. As a student, being allowed to conduct my research and share my findings allows me the opportunity to not only expand theory and literature but also become a content expert and share that knowledge with others. As such, I am requesting the Indiana Institute of Technology Student Experiential Learning Funds [SELF] grant to support my attendance and presentation at the Comparative and International Education Society [CIES] Academic Conference. The grant will not fully cover all the necessary expenses necessary for the conference, but a portion of the registration and travel fees could be covered.

As a Ph.D. student studying global leadership with a focus on higher education administration, it is my goal to present at the March 2020 CIES conference on a panel as we discuss the Ethical Global leadership for Education Beyond the Human: A Discussion of Models and Methods. My area of expertise will specifically cover the topic of Doing what's right, not what is easy: The challenges of higher education leaders and administrators (A Global

Perspective).

As a presenter at this conference, I will be doing something academic outside my normal daily classes, increasing my expertise in an area relevant to their major and research interests that complements my coursework and allowing me to develop myself as an emerging scholar and enhance my vitae. I will further be able to share my knowledge with students at Indiana Tech by presenting locally and/or creating programs for students to involve themselves in as well as using my classroom as a platform to increase experiential learning for my students. Lastly, as a student researcher conducting and presenting research at conferences, I constantly encourage my students to take on some of the same activities. This is especially critical for students that want to go on to graduate school.

Schedule & Budget

Date	Item	Completed
10/1/2019	Deadline to submit proposal.	✓9/30/19
10/15/2019	Pay membership fees for 2020 calendar year.	✓10/15/19
10/30/2019 – 1/10/2020	Register for the conference.	
10/30/2019	Book hotel for the conference.	
12/10/19	Receive notification of conference presentation submission.	
2/15/2020	Verify information on draft program.	
3/22 – 26/2020	Attend 64th Annual CIES Conference - Education Beyond the Human	

	Details	Estimated Costs	Requested
Registration/ workshop fee	CIES Membership AND Registration Fee	**$180.00**	**$180.00**
Airfare	Roundtrip flight from Hays KS to Miami, FL	**$500.00**	**$500.00**
Lodging	Hyatt Regency Miami (4 nights at $145 = $580 plus tax)	**$580.00**	**$70.00**
Food	Meals and incidentals 5 days x $55 = $275.00	**$275.00**	**$0.00**
Transportation	Taxi to and from hotel from airport	**$50.00**	**$0.00**
Parking		**$0.00**	**$0.00**
Other (specify)		**$0.00**	**$0.00**
Total Expenses		**$1,585.00**	**$750.00**

References

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

Leslie, J. B., Dalton, M. A., Ernst, C., & Deal, J. J. (2002). *Managerial effectiveness in a global context*. Center for Creative Leadership.

Lombardo, M. M., & Eichinger, R. W. (2000). High potentials as high learners. *Human Resource Management*, *39*(4), 321-329.

McCall, M. W., & Hollenbeck, G. P. (2002). *Developing global executives: The lessons of international experience*. Harvard Business Press.

McCall Jr, M. W., Lombardo, M. M., & Morrison, A. M. (1989). Great leaps in career development. *Across the Board*, *26*(3), 54-61.

Spreitzer, G. M., McCall, M. W., & Mahoney, J. D. (1997). Early identification of international executive potential. *Journal of applied Psychology*, *82*(1), 6.

Appendix A: Conference Proposal Submission

Faculty and students of Indiana Techs Global Leadership Ph.D. program have submitted a proposal to present at the 64th Annual Comparative and International Education Society (CIES) Conference from March 22-26, 2020. Please see our attached conference submission doc below. Even if our proposal is not accepted for presentation at the conference we still intend to go as patrons of the conference. The information we learn at this conference will be relevant to share with our colleagues and peers as Ph.D. students but more so as faculty members. As an adjunct faculty of Psychology and Sociology the information I bring back can have a great impact on a great number of students. This is especially useful when evaluating the amount of students that are taking these courses for general education requirements.

CIES 2020 Submission Confirmation
1 message

DO_NOT_REPLY@allacademic.com <DO_NOT_REPLY@allacademic.com> Tue, Oct 1, 2019 at 10:04 PM
Reply-To: DO_NOT_REPLY@allacademic.com
To: nlchance0331@gmail.com

Dear Meg Gardinier,

This is to confirm that we have received your submission for CIES 2020 Miami, the 64th Annual Conference of the Comparative and International Education Society (CIES).

The title of your submission is: Ethical global leadership for education beyond the human: A discussion of models and methods

Please note that you may return to the submission system at any time to track the status of your submission.

If you need to modify any information in your proposal, you may log into the system and make the changes until the submission deadline. If you wish to withdraw your proposal, please send an explanation with name and contact information to cies2020@cies.us.

Sincerely,
CIES 2020 Program Committee

PROPOSAL INFORMATION
Session Tracking Number: 1613831
Session Title: Ethical global leadership for education beyond the human: A discussion of models and methods
Track Title: General Pool
Participants: Chair: Meg Gardinier; mpg35@cornell.edu

Education Beyond the Human: Ethical leadership training for Education for Sustainable Development (ESD)
Presenter: Amanda Holst; ALHolst01@indianatech.net

Doing what's right, not what is easy: The challenges of higher education leaders and administrators (A Global Perspective)
Presenter: Nuchelle Chance; nlchance0331@gmail.com

Exploring Essential Global Competencies to Prepare and Train University Educators for Leadership in International Experiential Learning
Presenter: Amanda Dubois-Mwake; AMANDA.DUBOIS@lehman.cuny.edu

Teaching techniques for future world agriculture business leaders: Exploring tradeoffs between local efficiency and global necessity
Presenter: Matthew Porter; porterm2@mcpherson.edu

Discussant: Alaa Adel El Sayed Abdel Ghaffar; alaa_as@aucegypt.edu

Organizer: Matthew Porter; porterm2@mcpherson.edu

Abstract: The common thread uniting the presenters on this panel is a critical examination of the intersection of three crucial concepts: leadership, ethics, and learning. The papers derive from the research and grounded study of four students in the PhD program for global leadership at Indiana Institute of Technology. Overall, the panel presenters seek to identify and discuss ethical approaches to global leadership in various areas of education from traditional higher education in the US, to experiential, intercultural education in diverse global locations, to the education of fu ture agricultural leaders in Kansas and around the world. Through four distinct papers, the students address a common set of underlying questions: How can research and theory from the growing field of global leadership help us to focus on the ethical dimensions of leadership for education that must engage beyond the human? How can learners cultivate a solid moral compass while striving to serve in various leadership capacities within diverse educational environments? How can educators incorporate global competencies within a wider framework that addresses the need for a global mindset in education for a sustainable future? And finally, how can education prepare a new generation of global leaders to address the most pressing global challenges such as billions of people experiencing hunger in the midst of food surpluses? Collectively, the papers draw on a range of theory embedded in, and extending beyond, the interdisciplinary field of global leadership. One paper offers new perspectives on a theoretical model for developing a moral compass for education leaders; this paper further provides insights to enable students to develop their own foundation for making ethical decisions as future leaders confronting the next generation of global challenges. A second paper extends thinking on the competencies needed to be an effective global leader by advocating for higher education leaders to cultivate a global mindset that enables them to lead complex adaptive systems with value and integrity. A third paper explores how university leaders are preparing faculty and administrators to serve as global leaders while supporting students' learning at home and abroad. The final paper adopts a more macro-economic approach to understanding the relationships between global hunger trends, technical production effi ciencies, and teaching effectiveness for future global agriculture business leaders; it argues that hunger issues must be addressed by a new generation of global leaders who are prepared to connect these various facets of their industry at the global scale. The panel will be led by Dr. Meg P. Gardinier serving as Chair. Each student will present his or her paper representing scholarship at various stages of the dissertation process. The paper presentations will then be followed by a brief discussion led by Ms. Alaa El Sayed Ghaffar from the Graduate School of Education at the American University in Cairo. We then hope to engage in a substantive interactive discussion with all participants and guests.

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For information about the conference please visit https://cies2020.org/.