



**OBTC 2016 at Walsh University**  
**June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

**Submission Template**

**SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

**Submission Template for the  
2016 OBTC Teaching Conference for Management Educators**

1) Title, Abstract & Keywords

**Integrating College and Middle School Leadership Development  
Programs: An Unexpected Success Story**

During this session, I will share how integrating college-level and middle school leadership development programs reaped unexpected success. I established a youth leadership development program for seventeen 8<sup>th</sup> graders with college students, faculty and staff in mentoring and supporting roles. Within 4 months, the program was featured on local TV several times, in a top local business magazine, and spurred a grassroots effort on my university's campus that expanded the program to three colleges, four disciplinary tracks, and approximately 100 students. Without solicitation, the program is continuing to expand with people from the community and university inquiring to be involved.

Keywords: Leadership, Mentoring, Community-Engagement

2) Format

- Activity or exercise
- Roundtable discussion (60 minute only)
- General discussion session

2a) For activities and exercises only, is yours best suited for

- A traditional classroom
- An online class
- Either

2b) For activities and exercises only, is yours best suited for

- Undergraduate students
- Graduate students
- Either

3) Time Requested:

- 30 Minutes

60 Minutes (*Roundtables must select 60 minutes*)

90 Minutes

#### 4) Planning Details:

*Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?*

No

#### 5) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

From a university perspective, creating leadership development programs for students in middle school benefits many stakeholders, i.e., community, university, students, parents, etc. Some colleges and universities work with school districts to improve student transition to higher education with special attention to underrepresented populations and first-generation college students. According to a study conducted by ACT, Inc. (2002), high school students graduating from urban schools have the ambition to obtain a college degree but lack the college-planning information and support needed to make informed choices on how to attain a degree. Considering in 2008 minorities made up a third of the U.S. population and are expected to become the majority by 2042 (U.S Census, 2008), there is an imminent need to efficiently and effectively recruit, retain, and graduate members of underrepresented minority groups. Wingenbach and Kahler (1997) research suggest youth can increase their leadership skills in communication, decision making, team work, interpersonal, and self-awareness by actively participating in leadership development programs. All of these skills play a role in recruiting, retaining, and graduating minority students from college.

In this session, I present how our middle school leadership development program evolved from the college-level program. The integration of the programs developed into a model that is revealing positive results. The middle school students and their parents, teachers, and principal have provided feedback that the program is making a difference. Surprisingly, the program continues to naturally grow as individuals cheerfully volunteer their knowledge, expertise, and most importantly, their time. In addition my university's Center of Community Engagement and Learning (CCEL) is playing a key role in

supporting the program with funding and providing a community engagement student assistant. The connection with CCEL has helped to bring exposure of the program both on and off campus.

While the support and recognition for the program have been phenomenal, what is the next step? How do I sustain the momentum for the students beyond middle school? In this session, I welcome the contributions of others on how to enhance the current model that has evolved from humble beginnings. Hopefully, a theoretical

## 6) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

- **10 - 15 – minutes: Description of the college-level and middle school programs**
  - History on how the middle school program was developed
  - How the college and middle school programs were integrated
- **10 - 15 – minutes outline current model**
  - Stakeholders involved, i.e. chancellor, provost, deans, school district, college students, faculty and staff
  - Present artifacts, i.e., kickoff program, website, local TV coverage, etc
- **15 – minutes audience discussion**
  - Discuss possible enhancements to the model I am currently using
  - Discuss participants experiences with similar programs
- **10 – minutes Debrief:**
  - Highlight successes and challenges at other participants' institutions
  - Discuss next steps

## 7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

This session highlights the partnership between two community entities - a university and middle school. This partnership unites students, faculty, staff, and community members to serve the purpose of exposing paths to higher education to students from underrepresented populations.

## 8) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference? No*

## **References**

ACT Inc. (2002). Creating seamless educational transitions for urban African American and Hispanic students: Council of the Great City Schools.

U.S Census. (2010). Minority Census Participation, Vol. 2011. Washington

Wingenbach, G. J., & Kahler, A. A. (1997). Self-perceived youth leadership and life skills of Iowa FFA members. *Journal of Agricultural Education*, 38 (3), 18-27.