1 December 2013

Dr. JoAnn Danelo Barbour  
Associate Professor and  
Chair of Leadership Studies  
Gonzaga University  
502 East Boone Avenue  
Spokane, WA 99258-0102

Dear Dr. Barbour:

The following comprises my letter of application for the position of Assistant Professor in Leadership Studies at Gonzaga University. I believe I am a strong candidate for this position, and I am hopeful that my attached CV, as well as this letter of application, will demonstrate my qualifications. I will address the qualifications you require for this position in the following order: (1) Scholarly accomplishments; (2) research agenda and trajectory; (3) relevance of my academic training and the distinctive contributions I would make to the Doctoral Program in Leadership Studies at Gonzaga; (4) my philosophy of teaching and advising; (5) my philosophy of leadership; and (6) my experience in leadership roles.

Scholarly Accomplishments (1)
Although I am not young in chronological age, I am young in my career as an academic, having recently completed the requirements for a doctorate in education at Teachers College, Columbia University. Thus, my primary scholarly accomplishment is the completion of my doctoral dissertation, which comprised a qualitative study of a unique group of urban school superintendents. The methodology I used was qualitative methods in the form of in-depth semi-structured interviews with eight prominent superintendents from throughout the U.S. who had participated in a leadership-training program based on the principles of Heifetz’s model of Adaptive Leadership. I analyzed my findings through three conceptual lenses: Adaptive Leadership; Mezirow’s theory of Transformative Learning; and transfer of training. To my knowledge no such study has been done on the effects of a leadership-training program that endured as long as this one did (two years), and whose participants were so diverse in geographical location and regional culture. The unexpected finding that I anticipate will inform future research has to do with uses of language that newly articulates experience.

Research Agenda and Trajectory (2)
My research agenda relates to the next iteration of my dissertation, e.g., an expansion on my findings, which suggest a new kind of intersection between the disciplines of leadership studies and linguistics. I am a cross-pollinator by nature, and this characteristic informs my research. Within the next year I plan to have at least one journal article under review; within the next two years I plan to revise my dissertation into a manuscript suitable for a scholarly
press. While I anticipate my journal article(s) to delve more deeply into the uses of language as a leadership tool to form gestalts, the book I write will focus on adaptive leadership as a new paradigm for the preparation and training of superintendents. In terms of a research trajectory, I anticipate exploring the trend in adaptive leadership theory as it relates to complex adaptive systems, and looking at the uses of Heifetz’s Adaptive Leadership theory in combination with Kegan’s developmental theory.

Relevance of Academic Training (3)
As my CV demonstrates, my initial academic training in Leadership Studies took place at Harvard Kennedy School, where I studied Adaptive Leadership and served as a teaching assistant for graduate courses in Adaptive Leadership and “Leadership and Sacred Texts.” My decision to enroll in a doctoral program in Organization and Leadership at Teachers College was informed by a desire to delve more deeply into the scholarship from which Adaptive Leadership theory emerged. Prior to doctoral work, I assisted in the design of an executive education program for urban school superintendents that was based on Adaptive Leadership (the Superintendents Leadership Program at Harvard) and thus had the opportunity to design an action-learning program for highly skilled practitioners.

Gonzaga University’s doctoral program in leadership studies is, to quote your website, a place “where critical thought and moral conviction meet the questions of humanity.” This statement captures my own intentions for a scholarly holding environment. I feel deeply drawn to this intersection of heart and mind, which is why my dissertation study was so fulfilling for me. In my view the learning and teaching of Leadership Studies must comprise deep self-reflection and critical analysis. To foster these avenues of learning, I bring to my teaching the desire to, in the words of Emily Dickinson, “look at things aslant” in ways that I judge to be both refreshing and unexpected. One example of how I do this is by using video clips from the popular television series HBO’s *The Wire*, which offers searing illustrations of leadership challenges at every level of society in an all-too-accurate depiction of the “other America” that exists in urban ghettos.

Philosophy of Teaching and Advising (4)
You ask about my teaching philosophy. To me, it can be summed up in an old Taoist proverb: “When the best leader’s work is done, the people say: ‘We did it ourselves!’” My purpose as a teacher is to instill in my students a feeling of their own value and their ability to reach beyond themselves to greater and greater possibilities for intellectual accomplishment. A guiding principle for me is to create a strong “holding environment” whereby students feel safe and know where the boundaries are so that they feel free to explore their own and one another’s perspectives. This environment may encompass anything from mandatory attendance to grading policies to moral boundaries of the classroom. In each of my classes we discuss the notion of holding environment early on, and co-create a contract. I also strongly encourage real-world application of academic theory. This may take the form of using contemporary world events to illustrate a point or embody a question (e.g., what was the key leadership challenge for the U.S. regarding the use of chemical weapons in Syria?) or a case presentation on the part of a student.

In terms of advising, I am committed to supporting students in learning how to ask the right questions, and to empower themselves to shift the paradigm in which they are currently operating, if so desired. For example, a student might not see himself or herself as a world
traveler or worthy of higher aims than the ones s/he has grown accustomed to in his or her family traditions. In addition, I wish to help a student learn to see their best self and become accustomed to living up to that vision in all areas of life. It is my belief that if a person learns to fulfill his or her potential in one area of life then that fulfillment may be applied to another as well. In my graduate classes, students engage in a peer-learning exercise called Reflected Best Self Exercise, and we refer to the data gathered in this exercise in one-on-one advising sessions at the end of the semester. In this way, theory becomes practically applied.

**Philosophy of Leadership (5)**

By my lights, leadership is “action, not position,” and defined as an intervention into a group dynamic—a dynamic that is present in a classroom, a family, a community, or a society. I am committed to demonstrating to students the notion of intervening into a classroom as a laboratory for larger interventions. For example, how does one conduct oneself in the classroom? Are you holding back or are you holding steady? When is silence appropriate, and when is it appropriate to speak out? These questions drive my thinking on leadership—and on our very existence as co-creators of our world.

**Experience in Leadership Roles (6)**

When I applied to the mid career program at Harvard Kennedy School I was told that the admissions committee was interested in leaders. I said that I had “only been a teacher.” The program director’s response was, “A teacher is a leader.” It was then that I knew that this program was for me. So when you ask about my experience in leadership roles, from that perspective it has been vast, given then I have been working as a teacher for much of the last 23 years of my professional life. Apart from that context, I would point to my role as associate director for research and consulting in the Superintendents Leadership Program at Harvard. At that time I had the privilege of overseeing a research team, consulting with faculty, and acting as the overall coordinator of a fairly complex and prestigious enterprise. I am grateful for that experience because it allowed me to experience the dimensions of leadership and power and their attendant “shadows” – e.g., mistaking one’s own prestige for that of one’s institution, or underestimating the politics of a given situation. That experience, in turn, informed a more recent leadership role I took on here at Western Kentucky University when I successfully spearheaded a cross-campus conversation on race that was deemed highly successful.

It is my hope that my application will meet with favorable review. Thank you, in advance, for your consideration.

Sincerely yours,

[Signature]

Sarah Chace, Ed.D.
Western Kentucky University
1906 College Heights Blvd.
#21067
Bowling Green, KY 42101
(617) 852-9102
SARAH V. CHACE, ED.D.

Curriculum Vitae

EDUCATION

- Teachers College, Columbia University, New York, NY
  Doctorate in Education, Organization & Leadership
  —Dissertation title: “Learning Leadership: A Case Study on
  Influences of a Leadership Training Program on the Practices of
  One Group of Urban School Superintendents”

  2013

- Harvard Kennedy School, Cambridge, MA
  Master’s in Public Administration
  —Concentration in Leadership

  2001

- University of Massachusetts, Dorchester, MA
  Master’s in English Literature, Thesis written on T.S. Eliot

  1998

- Harvard & Radcliffe Colleges, Cambridge, MA
  Bachelor of Arts, Concentration in English & American
  Literature & Languages, magna cum laude

  1980

PROFESSIONAL EXPERIENCE: LEADERSHIP TEACHING, CONSULTING & RESEARCH

Marian University, Fond du Lac, WI
Assistant Professor, School of Education
Leadership Studies

Western Kentucky University, Bowling Green, KY
Instructor, Gordon Ford College of Business

Visiting Assistant Professor, University College
Leadership Studies

Albertus Magnus College, New Haven, CT
Instructor, Servant Leadership core course for M.A. in Leadership
program (blended course)

2009

2013- 2014

2012-2013

2009
Meristem Group, Cambridge, MA 2005-09
Consultant on Leadership. Clients have included:
- Atlas Communities Principals Institutes
- Cambridge College
- Massachusetts Association of School Superintendents
- Massachusetts Department of Elementary and Secondary Education
- New York State Council of School Superintendents

American Academy of Arts & Sciences, Cambridge, MA 2006-07
Consulting Research Associate. Projects included:
- Research for and coordination of “The Public Good: Knowledge as a Foundation of Democracy,” a national conference held in Washington, DC
- Research & writing for the Leadership in American Institutions project

Harvard Kennedy School, Cambridge, MA 2002-05
Associate Director for Research & Consulting, Superintendents Leadership Program
—Served as administrative overseer for pilot leadership program tailored to the needs of urban school superintendents by:
- Consulting to principal investigators on design of program
- Supervising research and consulting aspects of program
- Writing and editing periodic and final reports to funders
- Serving as liaison to Wallace-Reader’s Digest Foundation
- Serving as liaison to participating superintendents
- Serving as emissary of project to Harvard community at large

Teaching Assistant 2001-02
- “Leadership Through Sacred Texts” (Professor Ronald Heifetz)
- “Exercising Leadership: Mobilizing Group Resources” (Professor Hugh O’Doherty)

Research Associate, Center for Public Leadership (CPL) 2001
—Co-created proposal for a $1.58 million pilot program on leadership development for U.S. urban school superintendents to be offered under the auspices of Harvard Kennedy School’s Executive Programs and funded by the Wallace-Reader’s Digest Foundation’s LEAD initiative. Work for this project included:
- Co-authoring “Leadership Challenges Facing Superintendents of Education,” a report submitted to the Wallace-Reader’s Digest Funds in December 2001
- Obtaining and documenting interviews with key players in fields germane to the project such as political appointees, journalists, and politicians
- Identifying noteworthy developments in local and national politics as well as academe via articles found in the public domain, documentaries, and reports

Professional Experience: Administrative & Teaching

Harvard Kennedy School, Center for Public Leadership, Cambridge, MA 2001-02
Acting Director of Communications
—Duties included generating and promoting events at Harvard Kennedy School to address issues of public leadership in both the public sector and academe, as well as managing publications projects aimed at disseminating scholarship in the field of Leadership studies. Highlights included:
- Initiating a series of in-house breakfast discussions in response to 9/11, events that featured former heads of state and academic experts in the field of Leadership
Taking a leading role in editing and bringing to publication *Conversations on Leadership*, a documentation of the Harvard University Roundtable series

Managing the editing and publication process of *Leadership*, a semi-annual publication with a circulation of 3,000, featuring substantive articles on issues of leadership.

**Somerville Charter School (SCS), Somerville, MA**  
1996-2000

Founding Teacher, English Language Arts, Grades 6-11

—in addition to teaching duties for middle- and upper-grade classes that included students of mixed ability, analyzed and designed English Language Arts curriculum to align with *Massachusetts State Frameworks* guidelines and the Massachusetts Comprehensive Assessment System (MCAS) standardized tests. Highlights included:

- Serving as the sole liaison between the Massachusetts Department of Education (DOE) and the English Department of SCS for a DOE-sponsored year-long series of workshops targeting low-performing schools in Massachusetts
- Successfully preparing 8th-grade mixed-level class to score in the top third of the English Language Arts section of the MCAS (2000)
- Creating a college-level history and literature course for 11th-grade mixed-level class
- Initiating an extracurricular school newspaper program through fund-raising efforts and community building with the Harvard College undergraduate student newspaper, the *Harvard Crimson*

**University of Massachusetts, Dorchester, MA**  
1994-95

Research/Graduate Assistant, Office of the Provost

**Nightingale-Bamford School, New York, NY**  
1990-92

Teacher, English Language Arts, Grades 6-9

**Professional Experience: Writing and Editing.**

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**Education Development Center, Newton, MA**  
2008

Senior Editor/Writer

**Boston Book Review, Cambridge, MA**  
1994-2000

Contributing writer

**Boston Magazine, Boston, MA**  
1995-96

Contributing editor

**SYDA Foundation, Hurleyville, NY**  
1992-93

Co-developer, Children's books

**Esquire; Lear's; Quarterly, New York, NY**  
1985-90

Freelance writing & research

**New York Times, New York, NY**  
1983-85

News Clerk

**Vogue Magazine, New York, NY**  
1982-83

Editorial assistant

**New Yorker Magazine, Paris, France**  
1981-82

Assistant to Reporter-at-large
ACHIEVEMENTS, HONORS & AWARDS

- Teachers College Alumni Scholarship 2008
- Regional finalist, White House Fellows Program 2001
- Class Arms, Adams House, Harvard & Radcliffe Colleges 1980
- President, Harvard Advocate, nation’s oldest college literary magazine (first woman in 112-year history) 1979

PUBLICATIONS & PRESENTATIONS

See Addendum

SKILLS

- Group dynamics analysis for case-in-point teaching
- Grant-writing
- Public speaking and presentation coaching
- Working knowledge of Audacity, ExCel, and PowerPoint
- Working knowledge of French

INTERESTS

- Yoga philosophy and practice
- Centered horseback riding
ADDENDUM
PUBLICATIONS & PRESENTATIONS

Select Publications

Articles & Essays

- "The Death and Life of Leadership in HBO’s The Wire," Member Connector (a publication of the International Leadership Association), December 2011.
- "A Case Study in Adaptive Leadership," Compass (a publication of Harvard University’s Center for Public Leadership), coauthor, Fall, 2005.

Reports & Miscellanea


Select Presentations

- “Education and Adaptive Work”: Presentation to the National Council of State Legislators.
- “The Terrible Dioramas” (on Michel Foucault), Northeast Modern Language Association (NEMLA) Conference, Pittsburgh, PA, April 1999.
• "And the Fire and the Rose are One" (on T.S. Eliot), NEMLA Conference, Pittsburgh, PA, April 1997.

REFERENCES

Professional
Kem Gambrell, Ph.D.
W 302 County Road K
Stoddard, WI 54658

November 1, 2013

Dr. JoAnn Danelo Barbour,
Associate Professor and Chair of Leadership Studies
Gonzaga University

Dear Dr. Danelo Barbour and search committee,

Please accept this letter and the attached vitae as my strong interest in the Assistant Professor of Leadership Studies with Gonzaga University. As inferred from my academic experience, I have had the opportunity to serve several institutions as a faculty member as well as in a number of different administrative and institutional duties. In addition, I bring to the classroom a number of organizational experiences as a prior city government, not-for-profit and for profit employee and supervisor.

My first position in higher education came in the role of Student Services Coordinator and Instructor for Hamilton College, where I was responsible for student retention, advising ability to benefit students (ATB), teaching a range of classes, as well as other needed duties. In this role I learned how to work with a number of different kinds of students such as minority, first generation, and low socio-economic individuals.

More recently, I have spent the past year (2012) serving Viterbo University as Interim MBA Director and three and a half years as Assistant Professor. As the MBA Director I lead a collaborative effort to redesign the core curriculum, align student learning outcomes, created more personal developmental opportunities for students, and spearheaded more variance in elective offerings and course scheduling to better serve student needs and interests. Currently, starting the fall of 2012, I was appointed to serve as the Faculty Development Director for Viterbo University, while continuing to teach leadership and research.

During my time at Viterbo, I have maintained a heavy teaching and research advising load, as well as maintained organizational committee responsibilities. My proudest moment to date, however, has been the success of Viterbo’s graduate students. Since arriving at Viterbo, I have had the pleasure of advising 35 individuals in the research process. Two of these students were able to take their research to the next level by presenting and publishing their work. This was the first time in the history of Viterbo’s MBA program. Last year, five of my research advisees presented at MBAA’s March 2012 conference in Chicago. This year, seven of my students have submitted their work for conference presentation consideration. It is these experiences that I find most rewarding- helping others reach their goals and aspirations.

Teaching Philosophy

I believe the most important thing educators can do is to create a safe learning environment where assumptions can be realized, assessed, analyzed and tested. Additionally, I believe that a major part
of my role as an educator is to invite students to bring their best selves forward. To do this, it is helpful as an instructor to maintain a nonjudgmental, listening and broadminded perspective. For me, this includes the understanding that everyone is entitled to their opinion, and that there is more than one “right” way in the classroom. By this I mean that academics provides many opportunities to be creative in thought, and that claiming only one factual outcome is limiting and not conducive to learning. This, to me is the joy in teaching leadership and its related subject areas (e.g. Sociology, Psychology, Organizational Development and Behavior, Organizational Change) - that there is a plethora of potential and way of thinking.

Another aspect of my teaching philosophy comes from the effort to correlative class topics to current issues and life experiences. I do this to further encourage learning and applying course content, as well as hopefully developing skills for academic and post educational success. Additionally, another desired goal is to ultimately build relationships and community, address societal needs, as well as identify and contemplating diverse perspectives.

While the general approach is the same in how I teach, the level of critical thinking, application of theory, and degree of new insight and innovation is different depending on the student’s level. Thus, the degree and complexity of thought and diligence to course material and forms of exercises are contingent with undergraduate, master or doctoral level learner’s abilities and acquisitional abilities.

Teaching Style

My personal style of teaching is based on the following principles:

Engage the students. Students must be active participants in the learning process, rather than passive observers. Thus, I work to create an environment that encourages engagement by the students through limiting lecture, but rather creating a more facilitated conversation as the course material is reviewed.

Establish fair and clear grading policies. As someone who has worked with undergraduates as well as graduate students, developing clear grading practices, providing ample feedback and working to establish an environment of creativity is a must. This criteria, however, is often different between rank of student, expectations of degree of application of material, as well as the goal of innovative information.

Identify and correct misconceptions early. Once a misunderstanding takes root, it is difficult to remove. Thus, I often present the assignment early, and give students ample time to consider and contemplate what is being asked. I find that this gives students time to process the assignment, and still have time to ask clarifying questions to remove unclear criteria.

Let the students make mistakes. As human beings, we make mistakes, and learning what doesn’t work is just as important as learning what does. Creating an environment that encourages consideration of “why” students believe what they do, and in what situations it may or may not work is pivotal to creating a safe and transformative classroom. For graduate students, the consideration and explanation of “why” they believe what they do can be transformative. Experimentation is essential to education; students must be encouraged to learn from their mistakes, and be okay with making them, realizing that this is part of the true learning process.

Always respect the students. I believe that a teacher must respect the goals, needs, and individuality of each student and help each student do his or her best to achieve these goals. Not all
students respond to the same methods, have the same learning style, or come from the same background. Recognizing student’s differences and encouraging them to bring their best selves forward only generates a better learning environment for everyone.

**Course Development**
I consider creating new course assignments and structure to be the most interesting and rewarding part of course development. Good assignments must be interesting and relevant in order to engage the students, and they must match the ability and background of the students. In addition, development of course structure including major topics and assignments allows for ingenuity and innovation. Having a new class, trying and successfully implementing a new activity is glorious—specifically when the students walk away with an obvious “ah-ha” on their faces; that for me is what teaching is all about.

**Research Interests**
I enjoy teaching a variety of classes, and because of my desire to continue to expand my own knowledge and experience, as well as the students, researching a number of different topics is very appealing to me. Similar to my desire to teach a variety of classes, my research interests are also rather diverse. As my vitae states, I have conducted both qualitative and quantitative studies, and enjoy both research methods. In regards to research topics, I have an interest in a range of areas, including Leadership Theory and Development, Race and Ethnicity, Diversity in Organizations, Constructive Development, Organizational Behavior, Organizational Change, and Gender Differences in Leadership. I have several of research papers that have been published, as well as currently working on several new research endeavors. I consider myself a fairly curious person, and as such research is one of the ways I fuel my passion for this inquisitiveness. Thus, I see myself continuing to pursue a wide variety of research topics in the future. The majority of my research will most likely have some degree of relationship with leadership, or how people relate to themselves and others.

As these brief role, teaching and research narratives demonstrate, I have been in higher education for a number of years. While my vitae shows a diversity of teaching experience, my principal love is leadership. I thoroughly enjoy teaching a range of topics, and embrace the opportunity to create new classes. I am specifically passionate about teaching leadership and integrating matters such as social justice, global issues such as sustainability, and culture and diversity. I am passionate about creating a learning environment that stimulates intellectual curiosity and a venue to promote personal growth and development. Furthermore, I continue to strive to identify how best to “develop” moral leaders both in the classroom, and as an academic institution. It is for these reasons that I believe I would be a good fit for Gonzaga University.

Thank you for your time and consideration,

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Kem Gambrell
Kem M. Gambrell

Curriculum Vita

Education

Doctorate of Philosophy in Human Science
Emphasis in Leadership Studies
Graduation, August 2009.

Dissertation: Healers and helpers, unifying the people: A qualitative study of Lakota leadership.
Advisor - Dr. Susan Fritz

Master of Science in Leadership Education
Graduation, August 2001.

Thesis: Five Personality Dispositions of Machiavellianism.
Advisor - Dr. Susan Fritz

Bachelor of Science
Nebraska
Biology with a minor in Psychology

Areas of Research Interest

Leadership Theory and Development, Constructive Development, Race and Ethnicity, Diversity in Organizations, Human Resources, Organizational Behavior, Organizational Change, Gender Differences in Leadership, Globally Responsible Leadership, Leadership in Sustainability, and Personality.

Teaching Philosophy

As an educator, I believe it my role to facilitate an evolutionary process in the classroom where transformative learning, improved communication and critical thinking skills are developed and used to evaluate and apply subject matter. My goal is to correlate class topics to current issues and students' life experience to encourage learning course content, as well as developing skills for academic and post educational success. This is done with the desired goals of building relationships and community, addressing societal needs, as well as identify and contemplating diverse perspectives. While the general approach is the same in how I teach, the level of critical thinking, application of theory, and degree of insight and innovation development is different depending on the student's course level. Thus, the degree and complexity of thought and diligence to course material and forms of exercises are contingent with undergraduate, master or doctoral level learner's abilities and acquisitional abilities.

Professional Experience
**Director of Faculty Development, Viterbo University**  
*August 2013-Present*

- Chair the Faculty Development Committee
- Coordinate Faculty Development Grant Awards and criteria
- Responsible for all new faculty development workshops
- Responsible for cross-campus faculty development opportunities and collaboration with other faculty development occasions
- Coordinate faculty development events such as Celebration of Faculty Scholarship
- Collect and analyze data regarding faculty development needs
- Oversee Faculty Development budget
- Other duties as assigned by the Vice President for Academic Affairs

**Interim M.B.A. Director, DSOB- Viterbo University**  
*January 2012-December 2012*

- Responsible for overseeing curriculum design for MBA Core
- Responsible for scheduling MBA classes and coordinating faculty schedules
- Responsible for faculty course evaluation process
- Work with MBA faculty
- Advise all MBA students including scheduling, career and academic advising (Average of 105 a semester)
- Work with English Language instructor for international students
- Work with MBA Coordinator regarding recruiting and admission of new students
- Plan and facilitate MBA New Student Orientation
- Work with the Assistant Dean to coordinate learning outcomes measures for ACBSP
- Member of Graduate Faculty Council
- Co-Chair of Recruiting and Marketing subcommittee of Graduate Faculty Council

**Assistant Professor- Viterbo University**  
*August 2010-Present*

- Teach MGMT 512, Leadership in Organizations
- Teach MGMT 525, Advanced Organizational Behavior: Change
- Teach MGMT 530, Business Ethics
- Teach MGMT 652/662/672, Individual Research Project
- Teach MGMT 385, Women in Leadership (On-Line course)
- Teach MGMT 515, Interpersonal Skills in Leadership
- Teach MGMT 600, Executive Leadership
- Teach MGMT 586, Power and Influence in Leadership
• Teach MGMT 681, MBA Field Study
• Teach MGMT 546, Special Topics In Leadership (Globally Responsible Leadership; Seminar in Leadership and others)
• Teach OMTG 402, Ethics in Leadership (On-Line course)
• **Research advisor for MBA students through their Individual Research Project (to date I have advised 35 students)

Adjunct Instructor - University of Nebraska - Lincoln August 2009-May 2010

• Taught ALEC 102, Interpersonal Relations in Leadership (4 sections total).
• Taught ALEC 410, Environmental Leadership (On-Line course).
• Assist with graduate students in ALEC 810, Environmental Leadership (classroom) and ALEC 801 Foundations of Leadership Theory (On-Line course).
• Taught ALEC 888: Power and Influence in Leadership (Graduate level)

Adjunct Instructor - Southeast Community College - Lincoln October 2009-July 2010

• Taught SOC 1010, Introduction to Sociology (Multiple sections)
• Taught PSYC 1250, Interpersonal Relations (Multiple sections)
• Taught PSYC 1400, Introduction to Psychology (Multiple sections)
• Taught CRIM 1200, Introduction to Criminal Justice

Doctoral Graduate Research and Teaching Assistant for U.S.D.A. Grant University of Nebraska - Lincoln January 2008 - May 2009

• Taught ALEC 102, Interpersonal Relations in Leadership. (Multiple sections)
• Teaching Assistant for ALEC 410/810, Environmental Leadership.
• Worked collaboratively on U.S.D.A. grant with staff and faculty in utilizing teams and critical thinking in the classroom.

Student Services Coordinator and Instructor Hamilton College - Lincoln, NE July 2005- October 2007

• Oversaw student retention, including facilitation of retention meetings, collaboration with faculty and staff, as well as addressing student concerns and academic schedule and various student needs.
  • Student retention increased 7% during my tenure
  • Graduation rate increased 12% during my tenure
• Worked with students on an individual basis to address potential barriers that impacted academic and personal success.
• Oversaw Ability to Benefit (ATB) students to help ensure academic success.
• Chaired Safety Committee for the college.
• Taught the following classes:
  • Human Dynamics (Multiple sections)
  • Principles of Management (Multiple sections)
  • Strategic Management
  • Human Resource Management (Multiple sections)
  • Introduction to Humanities
  • Introduction to Psychology (Multiple sections)
  • Introduction to Sociology (Multiple sections)
  • Business Communication
  • Introduction to Corrections

**Director of Evaluation and Staff Development**  
**CEDARS Youth Services, Lincoln, NE**  
**September 2001 - April 2005**

• Supervision and oversight of Staff Development and Training Program including training evaluation and assessments.
• Developed training curricula for new and existing employees.
• Developed and oversaw the CQI and Evaluation/Outcomes systems including development of program and organizational measurement systems, survey’s and data collection.
• Direct supervision of three individuals, as well as indirect supervision of the agency’s trainers.
• Developed annual training needs assessment.
• Taught a number of different internal and external workshops (e.g. policy, procedure, leadership and supervision, personal safety, and other program specific workshops).

**Masters Graduate Assistant**  
**University of Nebraska - Lincoln**  
**August 2000-August 2001**

• Assisted with the “People working Together” grant designed to build relationships between neighborhood associations and the university.
• Organized and facilitated neighborhood and university meetings for addressing local and neighborhood concerns.
• Worked with several different departments on campus to ensure grant success.
• Collected data regarding program success.
Published Manuscripts


Manuscripts Submitted for Publication


Manuscripts in Progress

Doehring, C. W. & Gambrell, K. M. The interconnection of registered nurses’ motivation and hospital acquired inflections. To be submitted for publication

Gambrell, K. M. *Lakota Women, Leading the People*. To be submitted for publication.

Gambrell, K. M. *Machiavellianism in the classroom: An instructional method to teach power and influence - A new notion or an old concept*. To be submitted for publication.

Gambrell, K. M. *Native Pragmatism: A more traditional perspective on environmental practices*.

To be submitted for publication

Gambrell, K. M. Machiavellianism as a Predictor of Political Skill: A new notion or an old concept.
To be submitted for publication.


Conference Manuscripts, Submissions and Professional Presentations
Midwest Academy of Management; Milwaukee, WI, October 2013
• Co-Presented with Heath Harding, Jeff Miller, Janet Postier and L.J. McVcElravy: Complexity and leadership development: Where should research be headed?

Accepted manuscripts with MBA students for MBAA conference in February 2013 (Chicago, IL).

Midwest Academy of Management; Itaska, IL, October 2012
• Co-Presented with Marilyn Bugenhagen, Heath Harding, Gina Matkin, and L.J. McVcElravy: Advancing the Study of Leaders and Leadership to the Development Edge

• AFCU Conference; La Crosse, WI, June 2012
  • Co-Presented with Dr. Raintry Salk: Globally Responsible Leadership

• MBAA Conference; Chicago, IL, March 2012
  • Co-Presented with Anita Wood: An Investigation of Various Culture Profile Instruments in the Business Classroom

• Mid-West Academy of Management; Omaha, NE- October, 2011
  • Presented with manuscript: Healers and Helpers, Unifying the People: A Qualitative Study of Lakota Leadership

• Wisconsin Nutritional School Association Conference; October, 2011
  • Presented “Change Leadership” to 250 school administrators.
• Mid-West Academy of Management; Grand Forks, SD- October, 2010  
  • Presented with manuscript: Cultivating leadership: The need for renovating models to epistemic cognition.

• Mid-West Academy of Management; St. Louis, MO- October, 2008  
  • Presented with manuscript: Gender roles, gender stereotypes, self-efficacy, and workplace climate on women’s leadership success.

• Mid-West Federal Women’s Leadership Conference- October, 2006  
  • Presented: Women’s Leadership skills

• Region V Planning Coalition; Lincoln, NE- May, 2005  
  • Presented: Strategic Planning

• Region V Planning Coalition; Lincoln, NE- March, 2005  
  • Presented: Servant Leadership

• Region V Planning Coalition; Lincoln, NE- January, 2005  
  • Presented: Personality and Team Building

• Nebraska Early Childhood Development; Lincoln, NE- January, 2004  
  • Presented: Employee Performance Appraisals

• Institute of Behavioral and Applied Management (IBAM) Conference; Lincoln, NE-October, 2003  
  • Presented with manuscript: Gender Issues and Ethics

• Child Welfare League of America (CWLA) Conference; St. Louis, MO- April, 2002.  
  • Machiavellianism and other Leadership Theory

Conference and Publications Reviews

• Track Chair for Leadership and Ethics; Midwest Academy of Management; October 2013 conference

• Journal of Leadership & Organizational Studies: An Exploratory Case Study on Creating A Collaborative and Efficient Virtual Command Center Among Four Separate Organizations in the United States Army; November 2012, (Manuscript ID # JLOS-SI-12-123)

• Sage Open Journal; Stop Wasting Time on Diversity! Learn to Leverage Difference; October, 2012 (Manuscript ID # SO-11-0715)
• Midwest Academy of Management Conference, Chicago, IL, October, 2012

• MBAA Conference, Chicago, IL, March 2012 (MBAA “Best Reviewer” Award )

• Midwest Academy of Management; Omaha, NE, October, 2011

• Academy of Management Conference reviewer for Organizational Development & Change; Gender and Diversity; and Management Spirituality and Region Divisions: 2011 Conference.

• Midwest Academy of Management; October, 2010 (MWAOM “Best Reviewer” Award for the Organizational Behavior and Conflict Management Conference Section).

**Professional Development**

• On-line and Hybrid Classroom Management, Course Development and Techniques Conference; Madison, WI; October 2013

• Mini-faculty development workshops at Viterbo University
  - Online Teaching Best Practices Course
  - Moodle Training (multiple sessions)
  - Promotion and Tenure
  - Black Board
  - Ipad Initiative
  - Bookstore and Registrar’s Office
  - Interdisciplinary Teaching

• Grant Writing Workshop: University of Wisconsin-La Crosse; October 2010.

• CASNR winter interim workshop: Teaching Critical Thinking in the classroom (Rick Rudd, Ph.D.) January, 2009.


• Subject/Object Interview (SOI) training to measure Kegan’s Constructive Development Theory (Jim Hammerman), May, 2008

• CASNR winter interim workshop: Teaching effectively with small groups (Larry Michaeelsen), January, 2008
• Annual campus-wide workshop for graduate teaching assistants, August, 2008

Institutional Service

• Chair of the Faculty Development Committee (August 2013-Current)
  • Post-Tenure Process Task Force (Fall 2012-Current)

• Faculty Graduate Council Member and Co-Chair of Marketing Subcommittee
  (Appointment by Dean and VPAA)(2012)

• Faculty Council Member (MBA Representative for the Dahl School of Business)
  (appointment by Dean)(January 2012-Current)

• Recognition Committee with Campus President (Fall 2011-Summer 2012)
  (appointment by President)

• IRB Committee (Fall 2011-Current) (appointment by Vice President for Academic
  Affairs)
  • Ipad Initiative in the Classroom
    • Boyer’s Model Committee (Fall 2011-Spring 2012)

• Living in A Diverse World Committee (General Education Course Development)

• Search Committee for Dahl School of Business Management Faculty Position (Fall 2011)
  • Search Committee for Library Information Services Manager (Spring 2012)

• Search Committee for Strategic Management Faculty Position (Spring 2013-current)
  • Search Committee for Women’s Softball Coach (Fall 2013)

Current Certifications

• MBTI Certified Administrator

• IDI (Intercultural Development Inventory) Certified Administrator

• SOI [Subject-Object Interview] Kegan’s Constructive Development Theory; Certified
  Interviewer and Scorer
Membership in Professional Organizations

Midwest Academy of Management
Academy of Management
Society for Human Resource Management (SHRM) (past)

Teaching and Research Awards

- Warren and Edith Day Dissertation Travel Award (Spring 2009)
- Hamilton College Student's Choice Faculty Teaching Award (Spring 2007; Fall 2007)

Workshops/Trainings Developed and Taught

- Servant Leadership for Gunderson Lutheran (October 28, 2013)
- Reinhart Foods Service (2 Sections of a 2 ½ day Leadership Worship for top administrators at Viterbo University) (Summer 2012 and Summer 2013)
- Three day Leadership Workshop on leadership theory and practice for supervisors (CEDARS Youth Services)
  - New Supervisor's Training
  - Team Building for Departments
  - Communication Strategies
- Strategic Planning for Not-For-profit Organizations
  - Organizational Development
  - Servant Leadership and Stewardship
  - Leader-Member Exchange
  - Understanding Motivation in Employees
    - Emotional Intelligence
  - Coaching and Mentoring in the Workplace
- Understanding Differences: Personality theory including Myers-Briggs, Color, Kolb Learning Style, Machiavellian, Boundaries, Locus of Control, Self-Monitoring and others.
  - Full-Range Leadership in Organizations
- Women's Leadership Characteristics in Organizations
- Train the Trainer
- Diversity Training in the Workplace
- New Employee Orientation

**Course Evaluations (most recent)**
**({1= low; 5= high})**

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
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<tbody>
<tr>
<td>Communicated with Instructor</td>
<td>4.83</td>
</tr>
<tr>
<td>Motivated Learner</td>
<td>4.92</td>
</tr>
<tr>
<td>Clear Syllabus</td>
<td>4.67</td>
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<tr>
<td>Textbook Effective</td>
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<tr>
<td>Black Board Effective</td>
<td>4.58</td>
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<td>Pace</td>
<td>4.67</td>
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<tr>
<td>Connected to Peers and Instructor</td>
<td>4.75</td>
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<tr>
<td>Coursework was Rigorous</td>
<td>4.7</td>
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<tr>
<td>Instructor Cared</td>
<td>4.75</td>
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<tr>
<td>Instructor Knew Subject</td>
<td>5</td>
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<tr>
<td>Methods of Evaluation</td>
<td>4.85</td>
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<tr>
<td>Useful Feedback</td>
<td>4.7</td>
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<tr>
<td>Effective Teacher</td>
<td>4.85</td>
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*Selected comments from most recent course evaluations:*
- "Kem is a smart professor, and I want to be better than myself before."
- "Kem is awesome. She likes to mess with people (just like she said the first night), but I loved the class. She makes you think, and while I felt overwhelmed at times with the reading, when we finished our class discussions everything made sense."
- "The course was well done. This is not one of my strongest areas of study. Kem did a great job helping me in this course."
- "Anything Kem is involved is has been a great. She does a great job helping students better understand leadership."
- "The instructor was very enthusiastic about the subject matter and very willing to do whatever it took to make sure everyone understood the topics."

**References**

Available upon request