Emotional Intelligence Training And Research Institute

McLennan Community College

THE 2015

TWELFTH ANNUAL INSTITUTE FOR EMOTIONAL INTELLIGENCE

PURSUING EXCELLENCE IN EDUCATION AND BEYOND

April 16-17, 2015

4601 N. 19th, Waco, Tx 76708 • telephone: 361-318-7414 • www.regonline.com/2014_EI_Institute
Welcome To The Conference

Dear 2015 EI Conference Colleague,

Greetings! Together with Mr. Andrew Cano and the superb McLennan team who have worked tirelessly to make this year’s conference a great event, Darwin, Gary, and I would like to welcome you to the Twelfth Annual, 2015 Institute for Emotional Intelligence. The theme for this year’s conference is Pursuing Excellence in Education and Beyond, and we have many excellent programs that will demonstrate practical and research-based ways of integrating EI for creating excellence in self first, then in education and beyond! We would like to thank you, our good student volunteers, and this year’s presenters for taking time from busy schedules to organize, share, and make this, the 2015 Institute for Emotional Intelligence, the best Heart of Texas EI conference yet!

The conference will convene at the McLennan Community College Conference Center on Thursday and Friday, April 16-17, 2015. Come as early as you like. Light breakfast items will be available for conference participants beginning at 7:45 a.m. Welcome kicks off at 8:15 on Thursday and 8:20 on Friday. The conference center is located at 4601 N. 19th Street. If you need transportation, please contact Rick Hammett (361-318-7414) to arrange for a lift. A light breakfast will be served each day at the conference center, compliments of the Emotional Intelligence Training and Research Institute (EITRI) and McLennan Community College. For early risers, the conference center will open at 7:00 a.m. both days, and breakfast will be available until the program begins at 9:00 a.m.

With Gratitude

Despite the difficult challenge of caring for ailing parents over the last several years, Dr. Michael Elkins has remained a good friend and supporter of the Emotional Intelligence Training and Research Institute and related initiatives. This year Dr. Elkins’ article (Developing Healthy, Constructive Relationships With Self and Others) for Volume 3 of the EITRI journal also appeared as a chapter in our new book on using EI for achieving teaching and learning excellence. In addition, Dr. Elkins provided a scholarship in memory of his deceased parents to a deserving young researcher, as well as provided EITRI pens for participants at the 2015 Institute for Emotional Intelligence. We thank him for his genuine interest, dedication, and support for EITRI and its collaborations with emotional intelligence.

We would also like to thank President McKown, Dr. Fred Hills, and McLennan Community College for sponsoring this, our Twelfth Annual Institute for Emotional Intelligence. We are especially thankful to Mr. Andrew Cano for his tireless work in making this conference the best one yet. Finally, we would like to thank the student volunteers for their help during the conference this year.

Enjoy Waco, the Heart of Texas, and the conference! Please let us know if we can do anything to make your time more comfortable or productive.

Warmest personal regards,

Rick Hammett              Gary Low               Darwin Nelson

Michaelis Academic Center, McLennan Learning Environment Adaptability Project Brazos River Across from Waco Hilton Inn
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Meet Space Schematic

Room 1

Room 2

Room 3
Thursday, April 16, 2015 - Program Descriptions

Welcome by Dr. Johnette McKown, President - McLennan Community College
8:30-8:40 a.m.
Main Conference Room

Achieving Emotional Intelligence: Key EI Skills to Use Daily
Darwin Nelson, Ph.D. and Gary Low, Ph.D.
8:40-9:40 a.m.
Plenary Session: Main Conference Room
The importance of establishing and maintaining healthy and effective relationships is key to personal happiness and life success. Key EI skills to learn, practice, and model everyday are identified and illustrated. The connection and interaction with family, colleagues, and organizations are essential for successful and enduring, productive relationships and service excellence. Models and examples are illustrated. Learning Objectives: (1) Identify and illustrate the key EI skills for effective and enduring relationship. (2) Understand the essential nature and importance of modeling EI behaviors everyday. (3) Examine exemplary applications of EI with individuals and organizations.

Theories Underlying the Practice of EI Strategies
Stephanie Brickman, Ph.D. and Veronica Castro, Ph.D.
10:10-11:10 a.m.
Concurrent Session: Room 1
This presentation will review the theories from educational psychology that contribute to the development of the emotional intelligence strategies found most associated with academic achievement. Emotional intelligence strategies are cognitive and metacognitive models that involve (1) developing the ability to identify emotions in the self and others, (2) understanding the complex meanings of emotions and, (3) using skills to regulate emotions. Levels of emotional intelligence enable individuals to develop strategies to regulate emotions across various circumstances and environments to increase academic progress. The development of strategies, however, requires practice become automatic across different types of situations and environments. Presenters will discuss six theories, that when implemented through instruction, will promote the practice to develop emotional intelligence strategies for academic success. Learning objectives include (1) The importance of practicing cognitive strategies by students. (2) Necessary elements of instructional design. (3) The connection of instructional design to the practice of cognitive strategies that develop emotional intelligence. (4) The importance of integrating theories of personal interest (career development), future time perspective, perceptions of instrumentality, goal theory, academic self-regulation, and emotional intelligence to improve teaching.

EI Schools and Their Contribution to the EIL Coaching and Training Program
Alessandra Gonzaga and Marcelo do Carmo Rodrigues
10:10-11:10 a.m.
Concurrent Session: Room 2
The program presents a case study that happened in a Brazilian company applying EIL Program, that proposes a basic framework for the conduction of EI coaching, training and development interventions through five stages with well-defined goals and objectives: define measure, analyze, improve and control. It is also discussed the benefits of reconciling the development of EI to the review and revision of organizational practices and policies related to the main conflicts found in the organization, as well as the definition of a guideline for the intervention, assuring the alignment and production of meaning for the program. Learning Objectives: (1) Understand barriers for EI development in organizational contexts. (2) Review the implications of EI scales and models for coaching programs. (3) Explore basic psychological theories, assumptions, and the DMAIC stages of our EI learning model.
Combining Appreciative Inquiry and Emotional Intelligence to Improve Professional Development for K-12 Teachers

Jamie DeWitt, Ed.D.
10:10-11:10 a.m.
Concurrent Session: Room 3

This program will present the research-based rationale for creating more meaningful and effective professional development (PD) programs for K-12 teachers. The research problem was derived from the need to more fully align PD resources and plans with the training needs of teachers and their schools. The guiding question sought to understand the experiences of teachers at an online charter school about the implementation of PD as a means for improving student outcomes. The purpose of the study was to find ways to enhance PD in order to improve student outcomes at the school. The conceptual framework for this study is interwoven through the constructs of student-centered learning, adult learning theory, transformational learning, self-directed learning, and emotional intelligence (EI). A qualitative case study was used in an appreciative inquiry approach that included a document review, written response survey, a positive assessment of EI skills, and focus group interviews with 5 teacher participants. The EI data were analyzed using descriptive statistics to create an average EI profile for the group, and qualitative data were analyzed using inductive and comparative techniques. A research project was created and will be shared to address teacher desires for more focused PD that aligns to organizational goals, is collaborative, and includes support from leadership.

Learning Objectives: (1) Share the underlying problem, research methodology, and findings from the research study. (2) Make connections between individual development of EI skills, as well as content and pedagogical knowledge, as a direction for the individual professional development of teachers and school improvement efforts.

Hope, Talent, and The Pursuit of Excellence

Rishi Sriram, PhD.
12:15-1:30 p.m.
Keynote Session: Main Conference Room

The following excerpt is from Nelson, Low, Nelson, and Hammett (Teaching Excellence, 2015, EI Learning Systems, pp. 95-96)

An emotionally intelligent teacher models hopeful thinking and creates learning environments that help students learn and develop hopeful thinking as a skill based process. Hope is defined as the perceived capacity to (a) develop workable goals; (b) find routes to those goals (pathway thinking), and (c) become motivated to use those pathways (agency thinking) (Snyder, 1994, 2000). These three components of hopeful thinking are essential aspects of teaching for student learning and success.

Constructive and hopeful thinking are learned and developed by applying the Emotional Learning System (ELS) as a systematic process of reflective thinking, creative problem solving, and personal goal setting. Purposefully connecting EI skills and strategies with learning hopeful thinking provides a meaningful process of integrating skilled behaviors and Snyder’s components of hopeful thinking in the context of teaching and learning excellence.

The emotionally intelligent teacher models and teaches hopeful thinking knowing that high levels of self-esteem will follow. Emotional learning and cognitive learning are essential and equally important components of teaching excellence. Placing the student in the very center of the learning focus does not diminish the importance of content mastery and expectations of quality work. Teaching hopeful thinking is supported by decades of research that indicates that high hope students achieve and perform at high levels.

Theory to Practice: Encouraging Student Development

Melissa McLevain and Taylor Willis
1:45-2:45 p.m.
Concurrent Session: Room 1

This presentation will explore the unique opportunities for students to develop emotional intelligence through their experiences in residential communities. Specifically, presenters will share their experiences both as students in residential communities and as student affairs administrators responsible for the facilitation of residential experiences. The presenters will describe the ways in which their work with living-learning programs has helped them to reimagine holistic student development through residential community. The presenters will draw most heavily from their experiences at Georgetown College in Kentucky, Texas Christian University, and Baylor University, but will seek to provide a general understanding of the ways in which student affairs administrators can foster student development through residential experiences. Presenters will engage the participants in discussions surrounding best practices for student development in residential communities.

Learning Objectives: (1) Gain a deeper understanding of student-development theory, with specific regard to Daniel Goleman’s five components of Emotional Intelligence. (2) Understand how a theory-practice-theory model can be helpful in facilitating residential Emotional Intelligence Training & Research Institute 12Th Annual Institute for Emotional Intelligence
experiences that promote student development. (3) Engage in discussion about best practices related to student development in residential communities with both their peers and the presenters. (4) Understand how students’ residential experiences shape their development throughout their college careers.

**Utilizing Online Resources to Improve Time Management Skills in Introductory Courses**

Ronald Hochstatter, Ph.D.

1:45-2:45 p.m.

**Concurrent Session: Room 2**

Although students traditionally struggle with time management, having effective time management skills can be a greater challenge for students enrolled in online course. This presentation will focus on how to build a module that can effectively help online students improve their time management skills. Research will be shared that explored the effectiveness of online time management training using a modified version of the Time Management Behavior Scale, developed and validated by Macan (1990). Subjects (n=26) were enrolled in an introductory communication course at a southern community college. Participants completed the Time Management Behavior Scale and created time management goals. Upon completion, participants were exposed to time management videos, handouts, and tools. After completing the training, participants were asked to utilize these time management skills for two weeks. At the end of the two week period, participants completely the Time Management Behavior Scale and qualitative questions about their original time management goals. The goal of the module is to increase their self-awareness of their current time management.

Learning Objectives: (1) Strategies on how to incorporating time management training into an online class. (2) Effective handouts and videos for improving time management skills. (3) Utilizing technology to improve time management skills.

**Women in the Workplace: Exploring Challenges, Benefits, and Solutions to Enlighten and Empower**

Emma Wood, Psy.D.

1:45-2:45 p.m.

**Concurrent Session: Room 3**

This program seeks to explore the political, legal and often emotional landscape of the workplace for female professionals. As with many issues of diversity inequity in this area is often viewed as a “problem of the past” however, this program will highlight the challenges facing professional women in life and work in 2015. Additionally the presentation will explore the unique benefits employers can gain, as well as the particular strengths women contribute to professional settings. The presenter will also dialogue with participants about solutions to inequity as well as work dissatisfaction and life/work balance. Participants will gain an empowered sense of how to thrive emotionally, professionally and personally.

Learning Objectives: (1) Participants will gain a greater awareness of challenges specific to women in professional settings. (2) Participants will understand the concept of microaggressions and how they can stifle women’s contributions to professional work. (3) Participants will learn how to navigate traditional work settings to find fulfillment and balance.

**LEAP Year 3: Assessing the Past to Inform the Future**

Fred Hills, Ph.D. and Mr. Andrew Cano

3:15-4:15 p.m.

**Plenary Session: Main Conference Room**

The Learning Environment Adaptability Project (LEAP) was implemented in Fall 2012 as McLennan Community College’s Quality Enhancement Plan (QEP). LEAP integrates EI into the College’s academic curricula, forms the basis for the College’s Early Alert System, and monitors EI-based professional development for all faculty and staff. Now in its third year of implementation, more data is available for evaluating the progress of LEAP and drive changes. Areas covered include the integration of the ESAP model of EI into the academic curriculum, the progress of the Early Alert System, and lessons learned. Shorter ESAP-A/B delivery online using Qualtrics.
Transformative Emotional Intelligence: Pursuing Corporate Excellence

Dave Rude, Ph.D.
8:30-9:45 a.m.

Plenary Session: Main Conference Room

People are an organization’s best resource, and it pays to intentionally encourage and develop healthy relationships at work. An EI language helps to develop respect for differences in rich history of each person - the cognitive connections and links lead to the experiential process of engaging strategies to consider (with EI language, process, and activities). Organizational change cannot take place without changes in individuals. The discussions that follow in this session, therefore, provide a focus on individual change and the action learning for the organization itself. Both parallel the emotional learning system’s (ELS) five systematic steps of (a) explore, (b) identify, (c) understand, (d) learn, and (e) apply and model. Action learning consists of three action learning phases: (a) investigating and understanding the problem [ELS’s: explore, identify, and understand], (b) developing alternative and constructive solutions [ELS’s: learn], and (c) taking action [ELS’s: apply and model].

Learning Objectives: Link EI to business needs, improve action learning, and address important concerns (e.g., delivering on a key project to advance the company’s strategic vision). (1) Establish a mechanism for teams to develop the problem solving strategy. (2) Use research to evaluate the program and demonstrate its value. (3) Infuse EI into the organization in a novel way through the art of questioning and reflecting. (4) Promote finding emotionally intelligent leaders to guide outcomes from the AL process. (5) Help crystallize when the organization is ready for the necessary incremental change to adopt EI in broader settings (Rude, 2014).

Smart Choice = Success

Renee Bush, Lori Southern, and Eve Lopez
10:15-11:15 a.m.

Concurrent Session: Room 1

In this session presenters will relate how financial education with emotional intelligence will lead to fostering positive financial behaviors and feelings that will increase academic and personal success, both during and after college. For students to succeed, they will need to possess the emotional strength and discipline to maintain their financial freedom. This session will also demonstrate how McLennan Community College helps students come to an accurate understanding of their financial position and to provide tools to make intelligent decisions to ensure success, both academically and financially. In this program there are four topics covered: Financial aid, balancing work and school, managing credit wisely, and budgeting.

Learning Objectives: (1) Educate students on the importance of their career path and its effect on financial aid eligibility. (2) Provide an understanding on the responsibilities of borrowing student loans and repayment. (3) Provide an understanding on the importance of balancing work and school. (4) Provide an understanding on how to manage credit and credit cards

Self-Directed Learning in Community College Students

Frank Graves, Ed.D.
10:15-11:15 a.m.

Concurrent Session: Room 2

A key to student success is creating a learner-focused approach that encourages the student take an active role in the learning process. Self-directed learning is a learner-focused approach defined as a process empowering a student to take the initiative in learning, to identify goals and resources, and to implement learning strategies (Knowles, 1975). The purpose of this quantitative study was to examine self-directed learning in a community college setting. A comprehensive literature review solidified clear connections to the value self-directed learning plays in student success in academic, workforce, and continuing education programs. Existing data from the community college’s learning management system provided the student data and the independent scale scores for three Emotional Skills Assessment Process (ESAP) skills related to self-management (commitment ethic, drive strength, and time management). This data was used to conduct a quantitative study into the differences and relationships in first-time in college student attributes and self-directed learning. In this presentation, I will discuss the research finding from my study and engage participants in a conversation
regarding self-directed learning in secondary and post-secondary education focused on identifying opportunities for future researcher and the application of self-directed learning.

The Need for Emotional Balance Through the Grieving Process
Julie Chancler, Ed.D.
10:15-11:15 a.m.
Concurrent Session: Room 3
Sadness due to the loss of loved ones is inevitable. Finding the balance between grieving and “getting it together” can be achieved by utilizing EI principles. People who are hurting are not broken, but rather, are in the process of mending, preparing for a healthy rebound by reflecting on positive influences of loved ones. This program reflects on ideas related to preparation for loss of life issues, and how to ready self and others. Involvement in the lives of loved ones, leaving no regret, and leaving nothing unsaid are keys to this needed preparation. We will examine the importance cultivating healthy relationships while being empathic to the needs of those we love prior to losing them forever.

Learning objectives: 1. Develop a better understanding for the grieving process. (2) Describe which EI skills are most valuable in maintaining this balance

The Good, The Bad, and the Ugly: A Qualitative Analysis Bridges the Gap Between Student and Professor Perceptions
Lacey Chapman, Ph.d.
12:45-1:45 p.m.
Concurrent Session: Room 1
College students and instructors are aware of emotional intelligence skills that directly influence their success or non-success in academic classes. Attend this program to learn the results of a recent two-tiered qualitative assessment conducted after the integration of the education model of emotional intelligence in McLennan Community College through LEAP. Based on the qualitative findings, Dr. Chapman will explore implications for new curricular strategies for helping students and faculty engage in the ongoing development of EI skills through embedded collaborations.

Learning Objectives: (1) Learn the results of focus group research with students from spring and fall 2014. (2) Learn the results of interviews with faculty from fall 2014

Rooting the Paradigm of Transformational Leadership
Delia Mateias, Ph.D.
12:45-1:45 p.m.
Concurrent Session: Room 2
This presentation provides an overview of the “transformational leadership” developments in an attempt to understand the meaningful relationship between leadership and emotions. Given the practical urges of the EI field, ESAP credentials are provided in terms of international benefits within interdisciplinary settings while considering field testing, and cultural and linguistic adaptation. Current and future demands of the concept advent will be integrated to frame forthcoming research references.

Learning Objectives: (1) Providing the milestones of the concept development. (2) Granting the internationalization dimension of the ESAP, including the assessment benefits versus cultural, linguistic and field adjustments. (3) Building upcoming research itinerary based on current & future concept demands.

Emotional Intelligence: A Training Intervention in Human Resources
Forouzan Farnia
12:45-1:45 p.m.
Concurrent Session: Room 3
EI is a multimillion-dollar training industry and it is growing. Human Resource Development (HRD) as a field of research and practice advocates for the development of adults’ work-based knowledge, expertise, productivity, and satisfaction. HRD is greatly concerned with creating workplaces which foster employee motivation, engagement, and productivity. Such workplaces call for employees who are able to identify, manage, and focus their emotions effectively, and successfully cope with the demands of daily life. These latter HRD concerns are where EI can help the most. Based on the contributions of EI to workplace performance and more importantly, the potential of EI to be learned and developed through appropriate training, it has been incorporated as an organizational

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intervention. I have reviewed the academic literature to investigate EI interventions that have been designed, implemented, and reported, the impact of these interventions in the organizations, and the scope of the significance of EI in HR functions as reflected in the HRD academic literature.

Learning Objectives: (1) To learn about the characteristics of the designed Emotional Intelligence interventions and the scope of their effectiveness in making a change in individuals. (2) To understand the strengths, weaknesses, opportunities and challenges of incorporating Emotional Intelligence training in the organizations. (3) To recognize the HR functions that are impacted by emotional intelligence in the organizations as reflected in the HRD academic literature.

World Business Changers: Cognitive and Non-Cognitive Perspectives
Shamira Malekar, Ph.D.
8:30-9:45 a.m.
Plenary Session: Main Conference Room

The concept of emotional intelligence leading to personal and professional success has generated a great deal of excitement among the general public, managers, academics, and business consultants alike. This study highlighted achievements of some world business changers to develop students and young professionals in ways that are personally meaningful, as well as constructive for society. Cognitive and non-cognitive competencies are considered which include being a motivator, an opportunistic mind-set, acceptance of risk and potential failure, visionary, strategic and rational analyzer and lastly being trustworthy. A qualitative study on these great business changers inspires, motivates and will be useful in providing feedback about the potentials and limitations of each individual to the parents, teachers and other authorities. This is an attempt is to derive some meaningful conclusions for furtherance of research goals.

Learning objectives: (1) Relate specific business cases were emotional intelligence was used to help improve competitive advantage. (2) Appreciate the importance of qualitative research for better understanding of the EI construct. (3) Develop future research ideas for EI in your area of interest.
Stephanie J. Brickman is an Associate Professor of Educational Psychology at the University of Texas Pan American and is a Licensed Professional Counselor. Her research is an outgrowth of her work with students at risk. Her research focuses on the impact of the sociocultural context on students’ perceptions of the future and present academic motivation. Her theoretical model of future oriented motivation and self-regulation includes the construct of emotional intelligence, a critical aspect of development that she believes is necessary for students’ at risk to develop to overcome the obstacles and challenges they face in acquiring an education. Stephanie has served as Chair of the Department of Educational Psychology, and is the current Chair of the Institutional Review Board at the University of Texas Pan American. She has had multiple grants awarded for both research and development of new degree programs established at the University of Texas Pan American. She has also been a visiting professor at the University of Western Sydney, Sydney, Australia.

Rene Bush has been employed with McLennan Community College for 16 years and is currently serving as Associate Director of Student Accounts Receivable. She earned her AAS degree from MCC and her BS from Tarleton State University. She is currently working on MBA from Tarleton State University. Rene enjoys spending her free time with family and community volunteering.

Andrew Cano has worked with underserved populations for over twelve years in ministerial, professional, and administrative roles. He has been with McLennan Community College since October 2012 and is assigned as the Analyst to the Learning Environment Adaptability Project (LEAP). He also teaches the EI-based Learning Framework courses and occasionally serves McLennan as an adjunct librarian. Prior to his arrival at McLennan, Andrew worked for the Catholic Diocese of Charleston in South Carolina, the Columbus Metropolitan Library in Ohio, and Strayer University in the North Dallas area. He has earned a MS in Higher Education and a MS in Library and Information Science from Drexel University in Philadelphia and undergraduate degrees from Florida International University (Miami, FL) and the Pontifical College Josephinum (Columbus, OH). He is currently working on a Graduate Certificate in Community College Leadership through the University of North Texas and hopes to eventually obtain a PhD in Higher Education Administration. In his spare time, Andrew enjoys running, reading, and spending time with his extended family.

Marcelo do Carmo Rodriques is PhD candidate in Business Management at Universidade Federal do Rio Grande do Sul (UFRGS), Master in Economy, teacher of the Innovation and Leadership Management Course at Unisinos University Business School (Brazil) and MBA courses. Coach and researcher. Together, Gonzaga and Do Carmo are nowadays teachers of EI in MBA and executive programs, associated with Brazilian universities and Business Schools in Brazil.

Veronica Castro, Ph.D., LPC, CSC, a Rio Grande Valley native, is an associate professor in the Guidance and Counseling Program at the University of Texas-Pan American (UTPA). She has been a faculty member at UTPA for the past ten years. Her formal education began at UT-Austin and culminated in the completion of her Ph.D. in Counselor Education from Texas A&M University – Corpus Christi. She has eight years of experience in the K-12 public education system where she served as a high school teacher, elementary counselor, and middle school counselor. Dr. Castro’s research experience and interests encompass school counselor education, the role of the school counselor, counseling GLBT youth, emotional intelligence, and resiliency in students. In addition to teaching graduate counseling students, she actively serves her community as a Licensed Professional Counselor. Dr. Castro remains professionally active by presenting at local, state, national, and international conferences. Dr. Castro has ten years...
as a practitioner-scholar in community-engaged teaching and in experiential education. Her extensive contact with children and adolescents has provided her with a rich counseling background and experience.

Dr. Julie Chancler is a long time student of EI. She graduated from Texas A&M University Kingsville with her doctoral degree, and was first introduced to EI by her professors there, Drs. Darwin Nelson and Gary Low. Julie credits these gentlemen for their positive influence, which is based on their many years of dedication and work on the topic of EI. Julie has taught in Texas public schools and served as a school principal for nearly 20 years. Her background includes working with “at risk” students and with students in Section 504. Julie also integrates a great deal of Adlerian Psychology, the original education psychology, through her application work with emotional intelligence. Contact Julie at juliechancler@usa.net or call (281) 813-1614.

Dr. Lacey Chapman has been an adjunct faculty member for McLennan Community College since 2003. In addition, she currently teaches for Texas Tech College at the University Center on MCC campus. She has lectured numerous face-to-face and online classes in Sociology while also mentoring Honors College students through independent studies. Dr. Chapman obtained her PhD from Baylor University in Applied Sociology. She interned at Baylor’s Center for Community Research and Development where she developed, conducted, and analyzed countless quantitative and qualitative research studies for clients. Dr. Chapman specializes in focus group data collection. Her recent research has emphasis on understanding emotional intelligence from the student perspective through qualitative data collection.

Jamie DeWitt, Ed.D., is a graduate of Walden University’s Richard W. Riley College of Education and doctoral program for educational leadership. She is the director and a teacher for an online K-12 charter school located in Southern California. Jamie is an educator with thirteen years experience in the field.

Forouzan Farnia is a PhD student and graduate assistant in the Department of Human Resource Development (HRD) at Texas A&M University. Currently she is working on the role of emotional intelligence in career development and is interested in the design and impact of EI training interventions in organizations.

Alessandra Gonzaga is PhD candidate in People Management at Universidade Federal do Rio Grande do Sul (UFRGS), Master in Clinical Psychology, teacher of Organizational Behavior at Senac College (Brazil) and of EI and coaching at MBA courses. Coach and researcher of EI, associated to EITRI since 2012.
Frank is currently the Dean of Continuing Education at McLennan Community College in Waco, Texas. Frank came to McLennan Community College in January of 2006 in the role of Coordinator of Business and Industry. Frank Graves was educated in the McGregor Independent School District. He received his Bachelor of Business Administration degree from Angelo State University and his Master of Business Administration degree from Angelo State University. Frank is currently completing a Doctorate of Education in Higher Education Leadership at the University Mary Hardin-Baylor.

Frank’s areas of professional interest include corporate and workforce training, developing and delivering continuing education programs, research, and community leadership. Frank currently serves as a Vice President for the Texas Administrators of Continuing Education (TACE) and is a Trustee and board secretary for the McGregor Independent School District. Frank is a facilitator for the Prosper Waco Bridges out of Poverty initiative and the Waco Foundation’s Today’s Action Tomorrow’s Leaders (TATL), Community Visioning Project. Frank’s personal interests include gardening, sports, and being a caregiver to his aging mother.

Frank and his wife Ramona have one child Mary Elizabeth (15). The Graves live in McGregor, Texas and attend New Zion Baptist Church in McGregor.

Dr. Richard (Rick) Hammett joined Drs. Nelson and Low in their life’s work beginning in 2004. In 2008 he helped start and remains a principal in their small business, Emotional Intelligence Learning Systems, Inc. In addition to his work in EI Learning Systems and EITRI, Rick teaches online graduate courses in Adult Education for the University of Houston-Victoria and Texas A&M University-Kingsville. He also supervises doctoral research in Educational Leadership for Walden University. serves as chair, committee member, and University Research Reviewer of doctoral research for Walden University. Rick has co-authored articles, books, and a book chapter on EI-centric transformative approaches for education and is a co-creator of the Personal Excellence Map® (PEM®), (Nelson, Low, & Hammett, 2007). Rick is a founding faculty member of the Emotional Intelligence Training and Research Institute (EITRI.org) and executive editor of EITRI’s journal, The International Journal of Transformative Emotional Intelligence.

Dr. Fred Hills is the Dean of Arts and Sciences at McLennan Community College. He is a tenured faculty member with 12 years teaching experience and prior to his appointment as Dean served as the Program Director for Computer Information Systems at MCC for the last 11 years. Dr. Hills retired from the United States Air Force where he served as an information systems and telecommunications manager living and working in three continents and five countries. He has a Bachelor’s degree in Chemistry and Physics from Baylor University, a Masters in Teleprocessing Science from the University of Colorado at Boulder, a Masters of Divinity from Baylor University and a PhD in Higher Education Administration from the University of North Texas in Denton. Dr. Hills is bicultural and bilingual in Spanish having grown up in South America. He has had various other responsibilities to include bivocational pastor, missions program coordinator, deacon, and a hospital chaplain. He served as the past board president of the World Hunger Relief, Inc., and is active board member on REACH. Dr. Hills is also a member of the Texas Association of College Technical Educators, Texas Community College Instructional Administrators, Texas Community College Teachers Association, Texas Distance Learning Association, and the Armed Forces Communications Electronic Association, among other organizations. He is married to a great lady and has two wonderful daughters. He enjoys working with people of different cultures and languages, racquetball, bicycling, travel, and learning.

Ronald Hochstatter attended the University of Wyoming where he earned his B.A. degree in Communication in 2003. He was awarded his M.A. in 2007 from the University of North Dakota, with his thesis focusing on gender differences in mentoring. In 2012, he received his Ph.D. in Communication and Public Discourse from the University of North Dakota. His dissertation focused on the empathy in mentoring relationships. Dr. Hochstatter is currently an Associate Professor at McLennan Community College where he teaches a variety of communication courses.
Eve Lopez is a Sr. Card Specialist at McLennan Community College and has been employed there for 18 years. She earned her AA degree from MCC and her Bachelor of Applied Arts and Science from Tarleton State University. Eve enjoys time with her two grandsons and playing golf.

Gary Low, PhD, is Professor Emeritus of Education, Texas A&M University-Kingsville, Consulting Psychologist, Patron and Life Member, Forum for EI Learning (FEIL) in India, and Principal, EI Learning Systems, Inc. He is Founder and faculty member, Emotional Intelligence Training & Research Institute (EITRI) and has served as professor, department chair, director of major programs, and dean at Texas A&M University-Kingsville. He has developed and taught EI courses for first-generation college students, graduate, and doctoral students, and with Dr. Nelson has provided workshops and seminars on the development of affective skills for over thirty years.

Dr. Shamira Malekar is an Adjunct faculty with Lubin School of Business – Pace University and teaches at the Touro College - The Graduate School of Business. She is approved by Hoboken board of Education and the World Education Services. Prior to relocation to the US, she was an Assistant Professor with Aruna Manharlal Shah’s Institute of Management and Research (Mumbai University affiliated college) with several research papers to her credit published in journals of repute. She is one of the founder member and ex Jt. Secretary for the Forum of Emotional Intelligence and Learning (FEIL) in India and a member of the EI consortium in the USA. She is the recipient of the 1st prize of the Best Doctoral Paper Competition with research on emotional intelligence at the Association of Indian Management Scholars (AIMS – 7) International Conference organized at Indian Institute of Management – Bangalore in December 2009. She also won the Best Thesis Competition at the doctoral Conclave at ICFAI Business School (IBS) in February 2010. She has received best paper awards on four conference presentations of which two of them focused on emotional intelligence. Dr. Shamira has compiled and edited the 1st book of FEIL entitled Emotional Intelligence and Leadership - Better work and learning environments published by Excel Books - 2011 (ISBN No.978-81-7446-902-1).

Dr. Delia E. Mateias primary research interest is in the field of emotional intelligence (EI), transformational leadership, and organizational performance within multi/interdisciplinary and cross-cultural settings. Furthermore, acknowledging the demands of EI measures in a multilingual world, Delia is calling for international partnerships to cross-linguistically and cross-culturally strengthen the EI dimension. Specialist in EI, transformational leadership, and sustainable development with over a decade of professional expertise in the EU and the USA, Delia has naturally developed & enacted effective professional development programs for academia (students, teachers, and parents) and the private sector, including the European Commission, University of London, and the UNDP. Delia recently completed her Ph.D. on “Emotional Intelligence in Leadership”, as a Fulbright scholar at the George Washington University and Romanian Academy. Formerly, Delia completed post-graduate studies in “Educational Leadership and Management” at Newcastle University in the United Kingdom, supported by the UNDP Scholarship Program. For further information about how to jointly develop an international partnership, please contact Dr. Delia Mateias at: delia.mateias@gmail.com

Johnette Edwards McKown, Ed. D., was named the third president of McLennan Community College in February 2009 and assumed the office of President on September 1. During her 22-year tenure at MCC, McKown has provided leadership for the campus, first as Vice President of Business Services and then as Executive Vice President.

Her many accomplishments at McLennan Community College include providing leadership in commitment to student scholarships, leading the sustainability movement on campus and nationally, bringing innovative financing to the campus to add more than $117 million in improvements and new construction, successful master planning, and enhancing campus safety with upgraded technology.
For ten years, she served as adjunct instructor in the School of Education at Baylor University where she taught Business and Finance in Higher Education in their Scholars of Practice doctoral program. She periodically teaches English at McLennan Community College. Active in the community, McKown serves on the Board of Waco Family Practice Foundation and the MCC Foundation and volunteers with Gospel Cafe, Christian Women’s Job Corp, and the Talitha Koum Institute. She has served as President of Waco Sunrise Rotary and the Heart of Texas Business Resource Center and is a past board member of the Waco Chamber of Commerce and the Salvation Army. McKown was recognized as a Bluebonnet Girl Scout Council Woman of Distinction, as a Pathfinder in a Non-Traditional Role by the Waco YWCA, and as the recipient of the Nelson Award for Community College Administrative Leadership from the Texas Association of Community Colleges.

She has been actively engaged in professional organizations, including Community College Business Officers and National Association of College and University Business Officers, and has served on numerous accreditation teams for the Southern Association of Colleges and Schools.

McKown received a BA in English from Louisiana College, a M.Ed. in reading and community college education from Texas A&M University-Commerce, an AA from Paris (Texas) Junior College, and an Ed. D. in secondary and higher education in curriculum and instruction from Texas A&M University-Commerce.

A much sought after speaker, Dr. McKown has made presentations on the local, state, and national level on such topics as “Winning a Bond Election—The Second Time Around,” “Tragedy on Campus—Lessons Learned,” and “Data-Driven Decision Making.” One of her most recent achievements is development of a training program in business and finance as part of the Future Leaders Institute for the American Association of Community Colleges.

McKown and her husband, Dr. Stan McKown, have been Waco residents since 1989.

Melissa McLevain is the Graduate Residence Hall Director for Brooks Residential College at Baylor University. Melissa is currently pursuing her Master’s Degree in Higher Education and Student Affairs at Baylor. Melissa’s master’s thesis, entitled “Understanding Student-Faculty Interaction within Faculty-in-Residence Programs,” explores the development of an empirically-tested model which explains how student-faculty interaction happens within faculty-in-residence programs. Prior to enrolling at Baylor, she received a double Bachelor’s Degree in English and Psychology from Georgetown College in Georgetown, Kentucky. In addition to her work as a Graduate Apprentice in Brooks College, Melissa has also served as an intern in the Graves Center for Calling and Careers at Georgetown College.

Margo Murray, MBA, CPT, is President & Chief Operating Officer of MMHA The Managers’ Mentors, Inc., an international consulting firm, founded in 1974. Margo and the MMHA team has integrated the valued and respected Emotional Intelligence research and resources of Drs. Nelson, Low, and Hammett into performance improvement processes for more than thirty years. Margo has a unique combination of experience in line and staff management, academic work in business and behavioral sciences, and experience in structuring and managing human performance systems. Her best seller book, Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process (2nd ed., 2001) is considered the seminal work on facilitated mentoring. The MMHA Facilitated Mentoring Model and Processes©, has been implemented in more than 100 organizations in 25+ countries.

Margo earned a B.S. degree, With Honors, at Sacramento State College, an MBA at John F. Kennedy University, and was elected to membership in Beta Gamma Sigma, National Honor Society in Business. Her custom designed programs, books, and articles have won professional awards and White House Recognition for Excellence, and been translated into numerous languages. Margo was bestowed the first ever Personal Excellence Award given by the Emotional Intelligence Training and Research Institute (2007), and she is a founding faculty member of EITRI.

Darwin Nelson, PhD, is a Patron, Forum for Emotional Intelligence Learning (FEIL) Mumbai, India and Principal, Emotional Intelligence Learning, Systems, Inc. Darwin is also a founding faculty member of Emotional Intelligence Training and Research Institute (EITRI); Diplomate, American Psychotherapy Association, Visiting Scholar and Lecturer of EI at East China Normal University, Shanghai, China. He is also a Rotary International Teaching Scholar, People’s Republic of China. Dr. Nelson created and co-authored the first research derived and valid assessment of EI (Personal Skills Map , 1979). He is also co-author with Dr. Gary Low of the first EI book for students and young adults, Emotional Intelligence: Achieving Academic and Career Excellence (2003, Prentice-Hall). He is also co-creator of the Transformative Theory of Emotional Intelligence, and co-author of the Emotional Skills.

Lori Southern has been employed by McLennan Community College for the past 18 years and is currently serving as Director of Administrative Services. She earned her AA degree from MCC and her BBA and MAcc from Baylor University. Lori spends her free time with her grandchildren, reading and running.

Dr. Rishi Sriram (Rish-ee Sree-Rom) currently serves as Assistant Professor of Higher Education & Student Affairs, Graduate Program Director for the department of Educational Administration, and Faculty Master of Brooks Residential College, a living-learning community of approximately 400 students, at Baylor University.

Dr. Sriram spent eight years as a higher education and student affairs administrator before beginning his current role as a faculty member. As Assistant Dean for Student Learning & Engagement, he played a primary role in the development of living-learning programs at Baylor, as well as the establishment of a faculty-in-residence program. His administrative work won him a NASPA Excellence Award (Gold Honoree) and a Promising Practices Award from the NASPA Student Affairs Partnering with Academic Affairs Knowledge Community.

Dr. Sriram’s research interests include student affairs practice, collaboration between academic and student affairs, and college student retention, engagement, achievement, and learning.

His work has been published in respected journals such as the Journal of College Student Development, the Review of Higher Education, the Journal of Student Affairs Research and Practice, and the Journal of College Student Retention. He has received several national and regional grants for his research.

He currently serves or has served on the editorial/review boards of the Journal of College Student Development, the Journal of Student Affairs Research and Practice, the College Student Affairs Journal, the Journal of The First-Year Experience & Students in Transition, the Journal of College and University Student Housing, ACPA’s Developments, and as Director of Research for TACUSPA (Texas student affairs association). He also serves as editor of Student Affairs On Campus, the TACUSPA journal he created as TACUSPA’s Director of Research.

Dr. Dave Rude is the Chief Learning Officer for a Federal government agency, and is Learning Director for Organizational Sciences and Culture, Inc. He received his Doctor of Education in Human and Organizational Learning from The George Washington University in 2013. Dave’s presentation at this year’s conference focuses on integrating the EITRI framework into the public and private sectors. This is Dave’s fourth year at EITRI. His research interests and professional expertise are in emotional intelligence, leader development, organizational culture, and performance management.

Taylor Willis is the Graduate Apprentice for Academic Initiatives within the Department of Campus Living and Learning at Baylor University. Taylor is currently pursuing her Master’s Degree in Higher Education and Student Affairs at Baylor. Prior to enrolling at Baylor, she received a Bachelor’s Degree in Biology from Texas Christian University in Fort Worth, Texas. In addition to her work as a Graduate Apprentice for Academic Initiatives, Taylor has also served as a Resident Assistant and Assistant Hall Director at TCU.
Emma Wood is a Licensed Psychologist at Baylor University Counseling Center. She received her doctorate in Clinical Psychology from Midwestern University in Downers Grove, IL, where she also received her Master of Arts degree. Dr. Wood recognizes the importance of holistic individualized treatment and strives to facilitate personal growth through creating a warm and accepting therapeutic space for her clients. She takes a feminist approach to her work and feels that empowerment is a catalyst for change in many clients she works with, and that social action can be an essential part of the healing process. Her specific clinical interests are in the areas of mental health stigma, identity development, diversity, and women’s issues. Dr. Wood has been featured in articles addressing mental health concerns on college campuses and presents nationally at conferences and special events on topics of eating disorders, body image, feminist approaches to mental health promotion, and diversity.
These individuals indicated their preference to share their contact information when they registered for the conference.

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