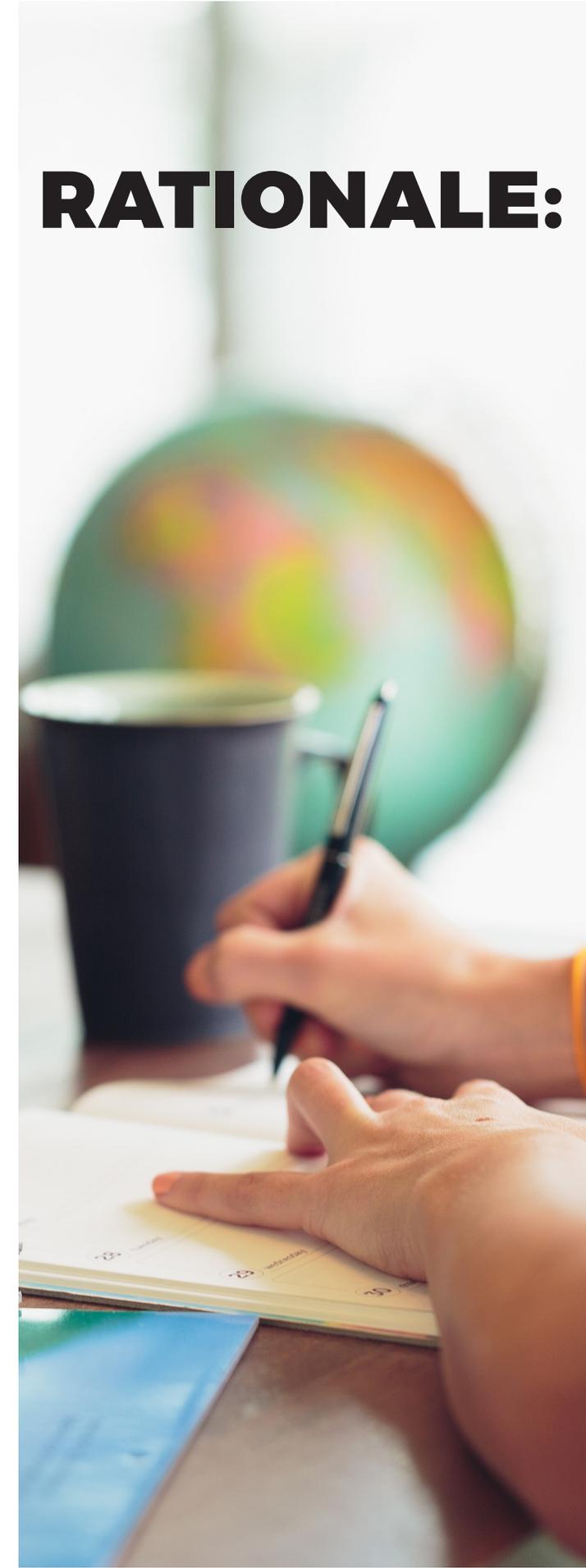




Inter-association Leadership  
Education Collaborative (2nd Edition)

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# **Collaborative Priorities & Critical Considerations for Leadership Education**



# RATIONALE:

**Leadership education provides a platform for addressing critical challenges facing local and global communities.**

However, considerable work is necessary to address the gap between our aspirations for a better society and evidence of real and lasting change. It will be essential to address how leadership education organizations and associations can and should bridge this gap and increase boundary-spanning efforts to advance leadership education and development for the next generation.

This call to action shapes the field of leadership education's trajectory and has led to a six-year process engaging eight national/international organizations (AAUW, ACPA, ACUI, ALE, ILA, NACA, NASPA, and NCLP) in the process of defining the significant priorities for the advancement of the field of leadership education and the communities they impacted.

This document emerged from a series of critical conversations held within the space of the Inter-Association Leadership Education Collaborative (ILEC).

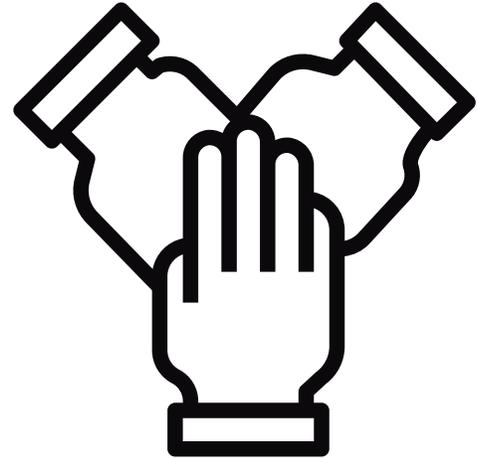
# INTRODUCTION:

## What is leadership education?

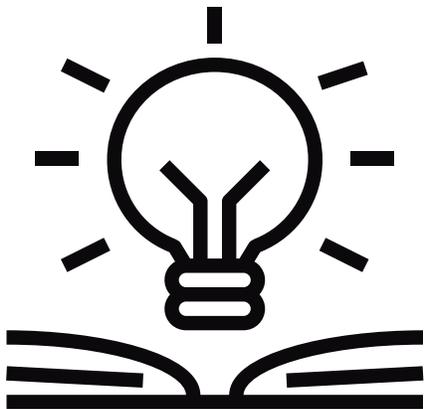
Leadership education is a sub-field of leadership studies that focuses on the pedagogical practice of facilitating leadership learning in an effort to build human capacity (Andenoro et al., 2013).

For the purposes of this document, in the context of the United States higher education system, we assume that Leadership Education is facilitated in both formal and informal settings.

Julie Owen (2011) writes in *The Handbook for Student Leadership Development*,



**Leadership can and should be learned; that the learning and development of leadership capacities are inextricably intertwined; and that leadership educators can purposefully foster learning that help students integrate knowledge, skills, and experiences in meaningful ways (p. 109).**



Therefore, leadership educators can be described as individuals in higher education instructional and/or programmatic roles who facilitate leadership learning through credit-non-credit based programs (Seemiller & Priest, 2015).

We identified two primary assumptions, or lenses, framing our inquiry. These assumptions make explicit the role of professional identity and paradigms in the work of leadership education, and challenge traditional ways of thinking, being, and doing within our field.

### **1. Leadership educators balance multiple roles and professional identities (e.g., teacher, practitioner, scholar).**

This balance is inherent to leadership itself—it is both theory and practice, art and science. Thus, leadership education programs require both rigorous scholarship and application. We must emphasize the connections between academic and student development, and critically explore our own journeys and identities as points of perspective, context, and meaning.

### **2. To advance leadership education we must expand traditional paradigms of research and practice, and engage in forms of scholarly inquiry that promote integrative thinking, transformative experiences, and collective meaning-making.**

Innovative research and practice should inform each other. Thus, the goal of our research and practice is not only to clarify, but also question current trends in leadership theory, human development, workplace effectiveness, and educational practices to expand educators' access to resources.

# ABOUT THE PRIORITY AREAS:

As a result of four years of collaborative dialogue among the ILEC membership and feedback from various association members, the following priority areas have been identified:

- Building Inclusive Leadership Learning Communities
- Expanding Evidence-Based Practice through Assessment & Evaluation
- Enhancing our Community of Practice through Professional Development and Resources

Each priority area includes a rationale, or general description of the background and/or needs in this area. The provocation statement serves as a challenge or aspiration for our field. These ideas for action offer potential steps for engaging this area through research and practice in three areas:

- Learning Design. How do these priorities translate to Leadership Education practice?
- Capacity Creation. What knowledge, skills, and perspectives are necessary for leadership educators to enact these priorities?
- Critical Considerations. How do leadership educators and/or professional associations mobilize the field of leadership education to create multiple levels of change (i.e., deconstructing and reconstructing dominant narratives)?

**Ascribing to the assumptions above, we believe this document is a “living document”—a co-created and ever-evolving conversation within and among leadership education communities of practice. We invite you to join the conversation and use the questions as a starting point for critical discussion with colleagues to advance the field.**



# **PRIORITY:**

## **Building Inclusive Learning Experiences**

Leadership has historically been situated as an exclusive and hierarchical endeavor. However, the communities we work with and the problems we address demand more complex, adaptive, and inclusive approaches and practices. Yet, a clear gap exists between espoused and enacted values in our rhetoric, teaching, research, and service in relation to inclusive, socially just, and critical conscious practices. Awareness of privilege and power coupled with elevating and amplifying diverse voices is an important tenet to consider in transforming leadership education.

Leadership education through practice must create and model conditions for equity, justice, and sustainability across diverse populations and contexts. Leadership Educators must elevate, amplify, and incorporate underrepresented voices and engage transdisciplinary resources, research, and pedagogies that invite the creation of new, complex, and diverse approaches to developing solutions to shared problems.

### **RECOMMENDED STRATEGIES:**

#### **Learning Design/Curriculum**

- Intentionally examine the intersections of multiple identities within formal and informal learning experiences and contexts.
- Developmentally sequence leadership learning that supports and challenges students and educators to explore diverse, complex, and intersecting identities.
- Utilize technology to increase access to leadership programs and activities to underrepresented populations.
- Invite and include multiple critical perspectives on leadership concepts, theories, and models.
- Emphasize ethics and culture in leadership education and development.
- Ensure congruence between pedagogy and content.
- Develop partnerships across disciplines to engage students in experiential leadership learning and problem solving.
- Incorporate meaningful dialogue on diversity, inclusion, and equity which challenges the status quo and leadership education .

#### **Capacity Creation**

- Facilitate cross-cultural and global leadership competencies across a multitude of technological and pedagogical platforms.
- Develop competence with in our students to discuss issues of race, culture, class, gender, religion, politics.
- Develop accessible pathways for all students to engage in leadership learning and practice.
- Contribute to new, innovative educational resources that advance inclusive leadership learning and identity.

#### **Critical Considerations**

- Advocate for leadership learning to go beyond personal and interpersonal development to include cultivating collective capacities for community and social change.
- Develop capacities with in our students to exercise understanding of and leadership within complex systems.
- Engage our students in lifelong learning and self-discovery. Continually identify and confront biases and privileges and acknowledge these in processes and pedagogies.
- Hold our institutional leadership accountable to the extent to which we are able.

# **PRIORITY:**

## **Expanding Approaches to Assessment and Evaluation**

Leadership education is often guided by anecdotal evidence of “what has worked in the past” or “what students enjoyed in previous semesters.” Anecdotal approaches do not support the sustainability of our field or application of learning to community and organizational development. Leadership educators must employ, apply, and share theoretical and practice-based research on leadership education efforts. Satisfaction and needs-assessment surveys are a beginning to this effort, but must also include other efforts to maximize evaluation. To demonstrate the significance of our work and help us better understand the outcome of leadership education over time, there is a need for increased data collection, longitudinal studies, and assessment efforts that focus on learning outcomes.

### **RECOMMENDED STRATEGIES:**

#### **Learning Design/Curriculum**

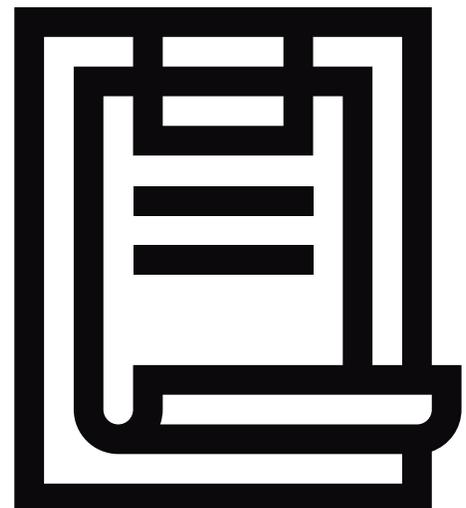
- Ground formal and informal learning experiences and contexts in leadership theory and practice.
- Expand existing assessment tools to address learning outcomes associated with leadership education.
- Use existing research, high-impact practices, and a variety of learning strategies to inform program decisions.

#### **Capacity Creation**

- Facilitate experiences that go beyond individual/participant leadership programmatic outcomes.
- Utilize research-based rubrics to provide evidence of learning. Develop accessible mechanisms to share learning outcomes, as well as assessment and evaluation materials.
- Assess participants as they enter, exit, and persist beyond programs to create meaningful experiences that build upon previous knowledge, as well as measure the long-term influence of leadership education.

#### **Critical Considerations**

- Shift the focus of research and assessment away from what experiences foster leadership learning (e.g., service-learning, workshops) to what about these experiences fosters growth and development across programs and influence student growth from entrance into college to graduation and beyond.
- Actively integrate relevant examples of evidence-based practice in related fields (e.g., agriculture, education, civic learning and engagement).
- Translate assessment, evaluation, and outcomes for stakeholders who may not have a leadership education background and/or who may need further justification and rationalization to understand the value of a program and/or assessment.
- Utilize research and assessment to confirm current and inform new high-impact learning strategies for leadership education.



# **PRIORITY:**

## **Enhancing Our Community of Practice Through Professional Development & Resources**

Although a variety of leadership education resources, programs, and professional development opportunities exist for leadership educators, access to, knowledge of, and critical evaluation of each are inconsistent. Recognizing that leadership education occurs in many contexts, the centralization of these resources (i.e., books, journal articles), programs (i.e., conferences, institutes), professional development opportunities (i.e., learning communities, webinars) is imperative. Equally, research on leadership educator demographics reveals the need for more inclusive and accessible pathways to ensure leadership educators are reflective of the populations we serve. This requires active and purposeful development, recruitment, and structural shifts in leadership educator preparedness/pipelines. Thus, our professional associations must be willing to collaboratively engage in actions that support the synergistic professional and individual development of all leadership educators.

### **RECOMMENDED STRATEGIES:**

#### **Learning Design/Curriculum**

- Create new opportunities (e.g., pre-conference opportunities, webinars, workshops, trainings, etc.) to develop and share leadership education resources, disseminate information, and reflect on professional identities.
- Provide mentor and coaching opportunities specifically related to developing leadership educators.
- Create meaningful professional development that is appropriately sequenced, of high-quality, and provides extended learning opportunities.
- Establish a wikipedia style virtual leadership education resource database.

#### **Capacity Creation**

- Prepare and develop leadership educators through academic coursework and professional development programs, which focus on leadership theory, teaching and assessment, learning design, identity, and human development.
- Create and evaluate scholarship, teaching, and field-work congruence with tenure, promotion, and performance review.
- Host forums for dialogue across student development and academic learning curriculum and experiences to identify high impact practices.
- Address the scholar-practitioner divide by integrating professional development opportunities, which provide intentional space for respectful, collaborative discourse.

#### **Critical Considerations**

- Invest robustly in people, programming, evaluation, research, and publications that further the items outlined in this document, as well as future research and practice in leadership education.
- Expect leadership educators' continue to examine their own multiple identities, privileges, and assumptions.
- Advocate that leadership educators intentionally engage in perspective taking to ground their educational practice with in a critical theory framework.
- Hold our institutional leadership accountable to the extent to which we are able.



# AN INVITATION TO LEARN MORE:

Our hope is that this document inspires a desire to engage in reflection and learning with the ultimate outcome of moving the field of leadership education forward. Below you will find a list of resources to support your continued learning, application, and scholarship.

## ADDITIONAL RESOURCES:

### Priority 1: Building Inclusive Learning Experiences

Dugan, J. P. (2017). *Leadership Theory: Cultivating Critical Perspectives*. San Francisco, CA: Jossey-Bass  
ISBN-13: 978-1118864159

Dugan, J. P., Turman, N. T., Barnes, A. C., & Associates (2017). *Leadership Theory: A Facilitator's Guide for Cultivating Critical Perspectives*. San Francisco, CA: Jossey-Bass.

LePeau, L. "A grounded theory of academic affairs and student affairs partnerships for diversity and inclusion aims." *The Review of Higher Education* 39, no. 1 (2015): 97-122.

Soria, K., Snyder, S., & Reinhard, A.P. "Strengthening College Students' Integrative Leadership Orientation by Building a Foundation for Civic Engagement and Multicultural Competence." *Journal of Leadership Education* 14, no. 1 (2015).

Sugiyama, K., Cavanagh, K.V., van Esch, C., Bilimoria, D., & Brown, C.. "Inclusive leadership development: Drawing from pedagogies of women's and general leadership development programs." *Journal of Management Education* 40, no. 3 (2016): 253-292.

### Priority 2: Expanding Approaches to Assessment and Evaluation

Multi-Institutional Study of Leadership - <https://www.leadershipstudy.net/> (Includes publications we well as information about the assessment)

CAS Standards: [http://www.leadershipeducationresources.com/uploads/1/7/1/7/17175640/cas\\_standards\\_lead\\_programs.pdf](http://www.leadershipeducationresources.com/uploads/1/7/1/7/17175640/cas_standards_lead_programs.pdf)

Learning Reconsidered: [https://www.naspa.org/images/uploads/main/Learning\\_Reconsidered\\_Report.pdf](https://www.naspa.org/images/uploads/main/Learning_Reconsidered_Report.pdf)

Learning Reconsidered 2: <http://nirsa.net/nirsa/wp-content/uploads/LearningReconsidered2.pdf>

### Priority 3: Enhancing Our Community of Practice Through Professional Development and Resources

*Leadership for a Better World: Understanding the Social Change Model of Leadership Development* 2nd Edition by NCLP (Author), Susan R. Komives (Editor), Wendy Wagner (Editor), ISBN-13: 978-1119207597

Komives, S. R., Dugan, J. P., Owen, J. E., Wagner, W., & Slack, C. (Eds.). (2011). *Handbook for student leadership development* (2nd Ed.). San Francisco: Jossey-Bass

Owen, J. E. (Ed.). (2015). *Innovative learning for leadership development*. *New Directions for Student Leadership* Vol. 1. San Francisco: Jossey-Bass.

Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning*. Charlotte, NC: Information Age Publishing.

### Overall Resources:

*New Directions in Student Leadership Programs* - <https://onlinelibrary.wiley.com/journal/23733357>

NASPA Student Leadership Programs Resources Page - <https://www.naspa.org/constituent-groups/kcs/student-leadership-programs/resources>

National Clearinghouse for Leadership programs resources - [http://nclp.umd.edu/resources/books\\_and\\_articles](http://nclp.umd.edu/resources/books_and_articles)

International Leadership Association - <http://www.ila-net.org/Resources/index.htm>

# ILEC DECLARATION OF INTENTION:

Leadership is critical to our world, as it creates perspectives for the past, understanding for the present, and vision for the future. Its essential nature is mirrored by the tremendous societal need to advance the study of leadership processes and the development of intentional formal and informal leadership learning contexts to produce the next generation of leaders.

The Inter-Association Leadership Education Collaborative (ILEC) represents eight professional organizations committed to the advancement of leadership education teaching, research, and professional practice within higher education institutions.

We support the advancement of the academic discipline of leadership studies, with a specific emphasis on leadership education research and practice within higher education. We advocate for the intentional design, development, and integration of leadership theory and practice into courses, programs, and educational experiences across all institutional and organizational functions.

Contemporary leadership education research and practice is situated across undergraduate, graduate, and professional schools and through community and organizational partnerships. Represented in the work of both academic affairs faculty and student development professionals, access to leadership education programs in all contexts should be inclusive in nature. While this document is focused on the work of leadership educators within the higher education setting, we also recognize that leadership education happens both in formal and informal spaces outside of higher education.

As ILEC members, we have worked together to find common ground among our various perspectives, and we acknowledge there are many more. What has emerged is a set of propositions in pursuit of a disciplinary revolution that challenges our field to reconsider our thinking, attitudes, and behaviors. This document is an invitation to all who engage in the work of leadership education to consider: What is required of us to collectively build capacity of leadership learners to resoundingly answer the question, "Leadership for what purpose?".

**A remarkable gap exists between the knowledge generated from the formal, academic study of leadership and its translation into everyday practice. This is at least in part attributable to the ways in which the formal, academic literature on leadership reflects a "story most often told" or dominant narrative that is frequently disconnected from and/or incongruent with people's lived experiences.**

- Dugan, 2017, p. XV

# ACKNOWLEDGEMENTS:

Thank you to The C. Charles Jackson Foundation and LeaderShape for their financial support of the ILEC summit and their continued support of the field of leadership education. Additionally, thank you to The University of Maryland and Leadership and Community Service Learning for annually hosting the ILEC summit.

The C. Charles Jackson Foundation seeks to advance leadership, character, and life-skills education for students of all ages, with an emphasis in K-16 educational institutions and not for profit organizations that seek to advance student potential throughout the U.S.

LeaderShape aims to connect people interested, perhaps longing, for a just, caring, thriving world through leadership education. The organization's mission is to transform the world by increasing the number of people who lead with integrity™ and a healthy disregard for the impossible.

ILEC Participants: Tony Andenoro, Tim Arth, Morgan Bauman, Kaleb Briscoe, James Brown, Melissa Burgess, Natasha Chapman, Dave Dessauer, Telesia Davis, Tricia Fechter, Jake Frasier, Lindsey Hammond, Christine Hernandez, Bruce Jackson, Daniel Jenkins, Jace Kirschner, Kim Kushner, Kristin Lang, Abigail Lewis, Susan Luchey, Brian Magee, Julie Owen, Kim Pho, Kerry Priest, Avani Rana, Danyelle Reynolds, Melissa Rocco, Sandra Roush, Kristan Cilente Skendall, Craig Slack, William Smedick, Gayle Spencer, Kelleen Stine-Cheyne, Kayla Vogel, Vernon Wall, Shelly Wilsey, Benjamin Zimmitti

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Andenoro, A. C., Allen, S. J., Haber-Curran, P., Jenkins, D. M., Sowcik, M., Dugan, J. P., & Osteen, L. (2013). National leadership education research agenda 2013-2018: Providing strategic direction for the field of leadership education. Retrieved from Association of Leadership Educators website: <http://leadershipeducators.org/ResearchAgenda>.

Dugan, P. J.(2017) Leadership Theory Cultivating Critical Perspectives. San Francisco, CA: Jossey-Bass.

Owen, J. E. (2011). Considerations of student learning in leadership. In S. R. Komives, J. P. Dugan, J. E. Owen, C. Slack, & W. Wagner (Eds.), The handbook for student leadership development (2nd ed., pp. 109-133). San Francisco, CA: Jossey-Bass.

Seemiller, C. & Priest, K.L. (2015). The hidden “who” in leadership education: Conceptualizing leadership educator professional identity development. *Journal of Leadership Education*, 14(3), 132-151.

# ASSOCIATIONS:



**American Association of University Women (AAUW)** advances equity for women and girls through advocacy, education, philanthropy, and research. Each year, AAUW's campus leadership programs shape the lives of thousands of college women to be the next generation of leaders.



**Association of College Unions International (ACUI)** works to support its members, the majority of whom work in college unions and student activities around the world, in the development of community through education, advocacy, and the delivery of service.



**Collegiate Women's Leadership Educators Alliance (CWLEA)** mission is to explore, promote, and advance the theory and practice of collegiate women's Leadership Education and programs in pursuit of a more equitable world.

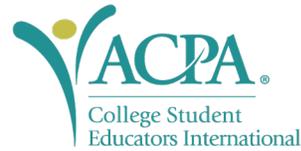


**National Association for Campus Activities (NACA)** advances campus activities in higher education through a business and learning partnership, creating educational and business opportunities for its school and professional members.



International Leadership Association

**International Leadership Association (ILA)** is a global network for all those who practice, study, and teach leadership. The ILA promotes a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide. ILA has over 2400 members from more than 70 countries, predominantly in North America, Europe, and Asia-Pacific.



**ACPA - College Student Educators International** supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community. ACPA leads the student affairs profession and the higher education community in providing outreach, advocacy, research, and professional development to foster college student learning.



The mission of the **Association of Leadership Educators (ALE)** is to strengthen and sustain the expertise of professional leadership educators. ALE strives to be an inclusive, dynamic community and leading resource for the exchange and development of quality ideas, scholarship, and practice that impacts the field of Leadership Education.



**NASPA - Student Affairs Administrators in Higher Education** is the leading association for the advancement, health, and sustainability of the student affairs profession. We serve a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of our colleges and universities. Established in 1918 and founded in 1919, NASPA is comprised of over 15,000 members in all 50 states, 25 countries, and 8 U.S. Territories.



**National Clearinghouse for Leadership Programs (NCLP)** through the development of cutting edge resources, information sharing, and symposia, supports leadership development in college students by serving as a central source of professional development for leadership educators. The NCLP also works to connect leadership educators to one another and support those developing leadership programs in their communities.



**ILEC 2018**