Inter-association Leadership Education Collaborative

2016

COLLABORATIVE PRIORITIES AND CRITICAL CONSIDERATIONS FOR LEADERSHIP EDUCATION

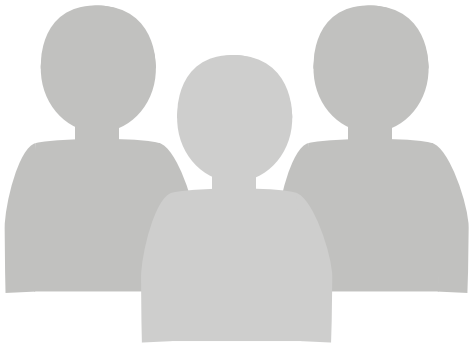
RATIONALE

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 four-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- or non-credit based programs (Seemiller & Priest, 2015).

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.

In his book, *Deeper Learning in Leadership*, Roberts (2007) shares

"If deeper leadership is to unfold through, and as a result of, higher education, our intellectual and organizational models will have to be examined and radically altered so that all educators see themselves serving as leaders and key contributors to the learning process" (p.209)

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 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?".

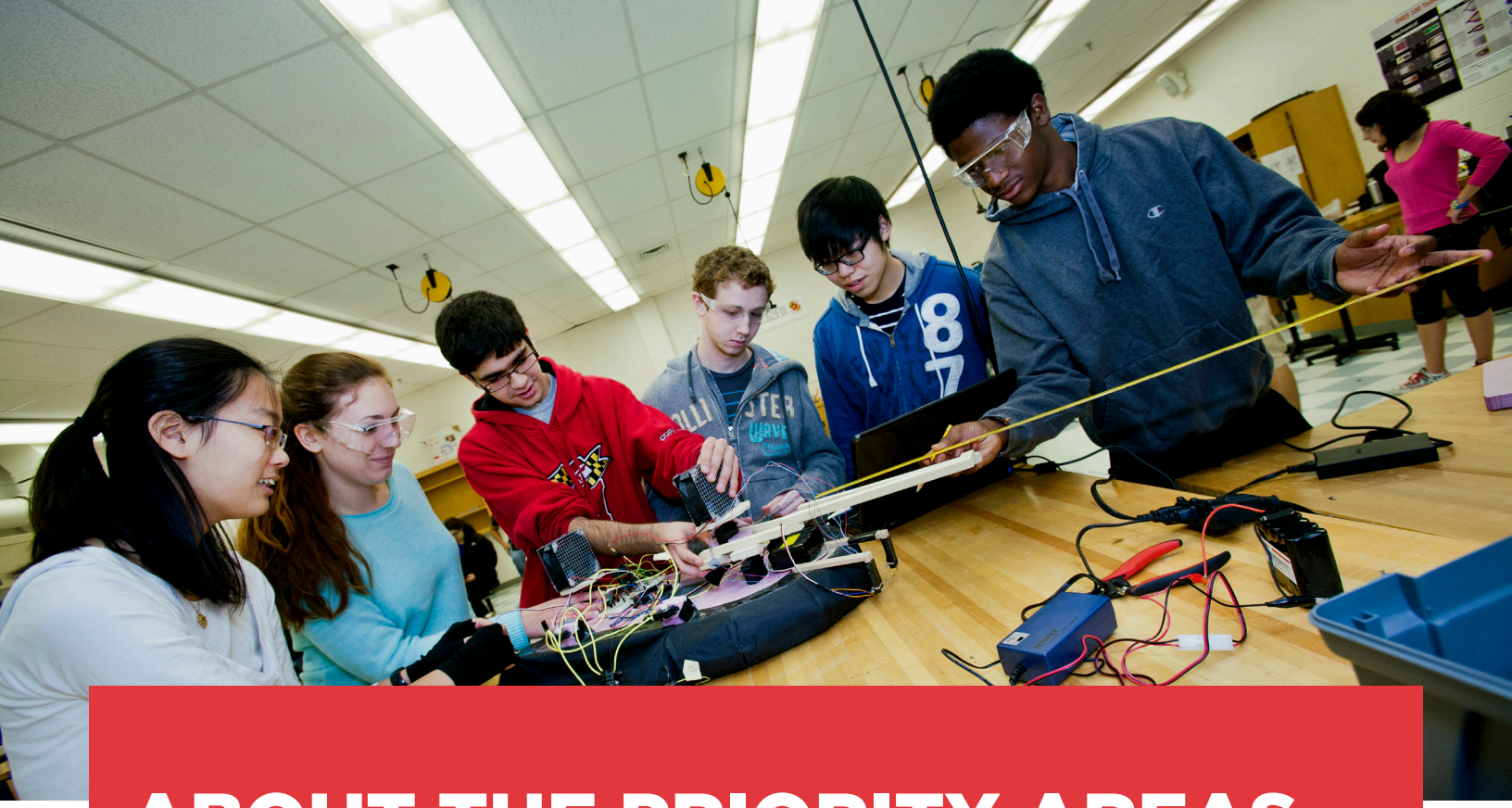
We identified two primary assumptions, or lenses, framing our inquiry. These assumptions make explicit the role of **professional identity** and **paradigms** in the work of leadership education, and challenge traditional ways of thinking, being, and doing within our field.

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, boundary-spanning 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 Leadership Learning Communities

Rationale:
Leadership has historically been situated as an exclusive and hierarchical endeavor. However, the communities that we work with and the problems we address demand more complex, adaptive, and inclusive approaches and ideas. A gap exists between espoused and enacted values in our rhetoric, teaching, research, and service. Awareness of privilege and power coupled with elevating and amplifying diverse voices transforms leadership education.

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

POTENTIAL ACTIONS:

Learning Design

- Intentionally examine the intersections of multiple identities within formal and informal learning experiences and contexts.
- Developmentally sequence leadership learning which supports and challenges students and educators to explore complex and intersecting identities.
- Utilize technology to increase access to leadership learning for all students and educators.
- Implement the various ways self-efficacy and resiliency underscore leadership action and thought.
- Invite and include multiple perspectives on leadership concepts, theories, and models.
- Emphasize ethics and culture in leadership education and development.
- Ensure congruence between pedagogy and content.

Capacity Creation

- Facilitate cross-cultural and global leadership competencies across a multitude of technological and pedagogical platforms.
- Develop competence to discuss issues of critical cultural and social concern.
- Develop accessible pathways to build leadership efficacy.
- Contribute to new, innovative educational resources that advance inclusive learning communities and leadership efficacy.

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 to exercise understanding of and leadership within complex systems.
- Engage 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 Evidence-Based Practice through Assessment & Evaluation

Rationale:
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. Our practice requires an actionable commitment to exploring leadership from multiple perspectives, providing students with the knowledge, skills, capacities, and dispositions they will need to mitigate the complex issues facing our global contexts.

Provocation:
Leadership educators must engage in, apply, and share theoretical and practice-based research on leadership education efforts. Satisfaction and needs assessment surveys are not enough. To demonstrate the impact of our work and help us better understand the outcome of leadership education over time, data collection, longitudinal studies, and assessment efforts need to focus on learning outcomes.

POTENTIAL ACTIONS:

Learning Design

- Create formal and informal learning experiences and contexts that are grounded in leadership theory and practice.
- Implement assessment as a key practice of leadership development and education efforts.
- Make informed learning design decisions and integrate high-impact pedagogies and learning strategies that are supported by data.

Capacity Creation

- Facilitate experiences that go beyond individual/participant leadership programmatic outcome.
- Utilize research-based rubrics to provide evidence of learning and focus on larger-scale, oriented outcomes.
- Develop processes to share outcomes and assessment/evaluation materials in accessible formats.
- Assess students as they enter, exit, and persist beyond programs to create meaningful experiences that build on previous knowledge and measure longitudinal effect.

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 (to alumni).
- 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 and Resources

Rationale:

Competing priorities within higher education have led to shrinking resources for leadership educators. This lack of resources puts considerable strain on our ability to produce quality and quantity for the educational experiences that build leadership capacities and competencies in students. Time and resource constraints affect our development of students. While associations provide a number of leadership educator resources (conferences, books, journal articles, etc.), their understanding and utility is limited and redundant. 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. Continued development for leadership educators is critical for the health and sustainability of this ever-changing discipline.

Provocation:

Provide professional development for those doing leadership education work, regardless of their professional identity, by increasing access to, knowledge of, and critical evaluation of existing resources. Recognize that leadership education occurs in many contexts and support the proliferation of the field. Acknowledge the challenges associated with the work of leadership education and support the self-care of leadership educators so that they can be most prepared to assist in the learning of others. Finally, professional associations must be willing to collaboratively engage in actions that support the professional development of leadership educators in order to maximize resources and promote transdisciplinary collaboration.

POTENTIAL ACTIONS:

Learning Design

- 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.

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 and promotion and performance review.
- Compile a list of guidelines for leadership education and educators that is expansive and transdisciplinary.
- Understand self care as a collective goal. Adopt a systems-oriented approach for self care by integrating personal, professional, physical, psychological, emotional, and spiritual techniques.
- Host forums for dialogue across formal and informal learning experiences and contexts about leadership education resources.
- Infuse professional development opportunities with resources to shift the culture to address the scholar/practitioner divide.

Critical Considerations

- Continue to identify trends and voids in leadership education.
- 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.
- Prepare to be flexible and nimble in response to emerging topics and trends.
- Produce scholarly contributions that inform the leadership education field.
- Promote leadership educators' continued examination of their own multiple identities, privileges, and assumptions.
- Encourage leadership educators to intentionally engage in perspective-taking through ongoing professional and personal development.

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 set of questions to guide your reflection and a list of resources to support your continued learning, application, and scholarship.

QUESTIONS FOR REFLECTION

- What resonates for you as you review the three priority areas and provocation statements?
- What thoughts or ideas do you have that are with, against, or apart from these priority areas and provocation statements?
- Within the potential actions, which of these are you or your organization doing well?
- Are there categories within the potential actions (Learning Design; Capacity Creation; Critical Considerations) where your organization excels? How could you build upon those successes to expand your success within the other categories?
- What resources support you in creating change aligned with the priority areas outlined in this document? What barriers exist?
- What might be the outcome for you/your program/context if you were to integrate some of the potential actions into your practice?
- How might you engage in conversation or creating change with your team/colleagues now that you've read and reflected upon this document?
- Who else from your association or from your campus needs to be involved in these conversations that may not otherwise be involved?

ASSOCIATIONS

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.

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.

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.

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.

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 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.

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.

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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, Melissa Burgess, Dave Dessauer, Telesia Davis, Tricia Fechter, Lindsey Hammond, Christine Hernandez, Bruce Jackson, Daniel Jenkins, Jace Kirschner, Kim Kushner, Kristin Lang, Abigail Lewis, Brian Magee, Julie Owen, Kerry Priest, Danyelle Reynolds, Melissa Rocco, Sandra Roush, Craig Slack, William Smedick, Kelleen Stine-Cheyne, Kayla Vogel, Vernon Wall, Shelly Wilsey

Photos Courtesy of John T. Consoli & The University of Maryland.

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