

# Inter-Association Leadership Education Collaborative Summer Summit 2015 Proceedings · June 4-6, 2015

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In 2010, a collective of leadership educators began an informal conversation concerning a perceived void of common purpose and shared direction for the field of college student leadership education. As a result of infrequent conversation over a two year period of time it became apparent there was a need for a convening to establish an agenda for action. In 2012 key members of 7 national organizations with a vested interest in advancing the field of college student leadership education were invited to the University of Maryland to begin the conversations.

In June 2015, 8 participating organizations came together for the 3rd annual Inter-Association Leadership Education Collaborative (ILEC) Summer Summit at the University of Maryland. These organizations included the National Clearinghouse for Leadership Programs (NCLP), the National Association for Campus Activities (NACA), Association for Leadership Education (ALE), the Association for College Unions International (ACUI), the International Leadership Association (ILA), the American College Personnel Association (ACPA), NASPA - Student Affairs Administrators in Higher Education and the American Association of University Women (AAUW & CWLEA). The Collaborative received a C. Charles Jackson Foundation grant to fund the three-day summit.

This three day summit was a continuation of previous conversations and built upon the work done by the ILEC members during 2014, a year in which they convened and accomplished work in three different benchmarking teams. These teams explored the *internal benchmarking* of each ILEC association, *competitive benchmarking* of other Higher Education organizations, and *functional benchmarking* to make comparisons between member organizations and organizations outside of Higher Education. The benchmarking teams consolidated their findings into working papers addressing what was happening in the field of college student leadership education among its own member organizations, other associations within higher education, colleges and universities, and groups outside of higher education. The working papers framed the ILEC conversation on future directions for the field of college student leadership education by the year 2020. ILEC members committed the resources of each association to activate their members, services, and programs around a set of propositions that will advance the field.

The members left the 2015 summit again in working teams to emerge a white paper that will be disseminated throughout the field by each of the 8 national organizations making up the Inter-Association Leadership Educators Collaborative.

The working teams divided up to research one of 6 key propositions that emerged during the past 3 years.

They include:

- Developing and Advocating for Holistic Understanding of Leadership Education
- Fostering Meaningful Dialogue and Collaborations among Organizations
- Identifying, Synthesizing, and Advancing Quality Resources for Leadership Educators in Higher Education
- Identifying Trends and Addressing Voids in Leadership Learning Programs, Services, and Resources
- Assessment/Evaluation of Program, Student, and Alumni Impact
- Shaping the Narrative of Leadership Education for the Future

The working teams will develop a formal understanding of each proposition and possible tactics to advance the proposition. The working team reports will be dispersed at national conferences and meetings during the spring of 2016 to gain greater clarity on each of the propositions before weaving the work into a white paper for widespread dissemination in the fall of 2016.



# Participating Organizations



## The 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. **Representative:** Kristin Lang

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



Association of College Unions International

**Representatives:** Melissa Burgess

## 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. **Representative:** Abigail Lewis



**The Association of Leadership Educators (ALE)** is an organization that works to strengthen and sustain the expertise of professional leadership educators. ALE houses the Journal of Leadership Studies.

**Representatives:** Tony Anderoro & Kelleen Stine-Cheyne

## The 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.

**Representatives:** Telesia Davis & William Smedick



**ACPA—College Student Educators International** is a community within the larger organization that creates a space for the active learning, education, research, and advocacy for anyone working with, or interested in, student activities at post-secondary institutions.



**Representative:** Melissa Rocco & Chris McRoberts

## 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.

**Representatives:** Lindsey Hammond & Kim Kushner



**The 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.



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**Representatives:** Shelly Wilsey & Dan Jenkins

## The 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.

**Representatives:** Craig Slack, Julie Owen, & Dave Dessauer



## Mission

The Inter-Association Leadership Education Collaborative (ILEC) brings together associations in higher education dedicated to the work of leadership education for shared initiatives, research, and resource development.

## Vision

The Inter-Association Leadership Education Collaborative (ILEC) aspires to promote trans-organizational strategic thinking to advance leadership education and development in higher education.

## Objectives

- Developing and advocating for holistic understanding of leadership education
- Fostering meaningful dialogue and collaborations among organizations
- Identifying, synthesizing and advancing quality resources for leadership educators in higher education
- Tracking trends and addressing voids in professional programs, services, and resources
- Shaping the narrative of leadership education for the future

At the core of ILEC's three year journey rest some fundamental questions challenging us as college student leadership educators. These questions are posed powerfully in Barbara Kellerman's Book, *The End of Leadership*, "Does the industry do what it claims to do--grow leaders? Does the research justify the undertaking? Do we adequately measure the results of our efforts? Are leaders as all-important as we think they are? What about followers? Isn't teaching good followership as important now as teaching good leadership? Finally, Kellerman asks: Given the precipitous decline of leaders in the estimation of their followers, are there alternatives to the existing models--ways of teaching leadership that take into account the vicissitudes of the twenty-first century?"

*Kellerman, B. (2012). The end of leadership. New York, NY: HarperCollins.*



**"We will not be successful if we do not continue to develop leadership educators at all levels, undergraduate, graduate, practitioner, administrator, and faculty."**

- ILEC Participant

# Leadership Education Priorities Draft

The following is a working draft of a declaration and set of propositions that could be advocated for by the member associations of ILEC. The next academic year will provide the ILEC members, through working teams, the opportunity to evolve these propositions before emerging a white paper addressing the future of college student leadership education.

## Declaration

As international and US national organizations committed to Leadership Education, with collective memberships exceeding 35,000 leadership educators in higher education and beyond, we come together to proclaim our commitment to leadership education research and practice that meets the current and future demands for leadership in an increasingly global and interconnected world.

We advocate for the advancement of the field of leadership education through:

- Multiple perspectives, approaches, and theories
- Creation and implementation of curricular, co-curricular, and professional programs that are grounded in leadership theory and practice
- Preparation and continued development of leadership educators through academic coursework and professional development programs with specific focus on theories of leadership, learning, identity, and human development
- Undergraduate and graduate degree programs focused on the study and practice of leadership
- Continued examination, evaluation, and evolution of leadership education experiences to increase effectiveness and relevance
- Contributions to the body of knowledge that informs the field
- Robust investments 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

## Priorities

- Developing and Advocating for the Holistic Understanding of Leadership Education
- Fostering Meaningful Dialogue and Collaborations among Organizations
- Identifying, Synthesizing, and Advancing Quality Resources for Leadership Educators in Higher Education
- Identifying Trends and Addressing Voids in Leadership Learning Programs, Services, and Resources
- Assessment/Evaluation of Program, Student, and Alumni Impact
- Shaping the Narrative of Leadership Education for the Future.

# Benchmarking Groups: Over the Past Year

## **ILEC Functional Benchmarking Workgroup**

William Smedick, Lindsey Hammond,  
Shelly Wilsey & Tricia Fechter

The purpose of the ILEC Functional Benchmarking Workgroup was to identify best practices related to leadership education from organizations that are not associated with post-secondary education institutions or higher education related professional associations. Specifically the workgroup attempted to find organizations that linked leadership studies and the practice of leadership in a variety of settings.

The workgroup identified three general types of organizations to research, for profit corporations, nonprofit organizations including typical philanthropy driven groups as well as social entrepreneurial organizations/foundations, and governmental/military organizations.

Once the various organizations were identified, interviews and site visits were arranged and on line materials were reviewed.

The for profit organizations studied included:

- Deloitte Consulting
- Accenture Consulting
- Under Armour
- Google

The nonprofit/social entrepreneurship/foundations studied included:

- Echoing Green
- ASHOKA
- Charles Jackson Foundation
- American Association of Colleges and Universities (AAC&U) research studies related to employer learning outcomes.

The military/governmental organizations studied included:

- U.S. Army
- U.S. Government

The themes identified at this stage of the study include leadership education and development programs that concentrate in the following areas:

- Working effectively in team based organizations and situations
- Cultural competencies skills and knowledge
- Nurturing and enhancing creativity/innovation

The members of the work group are now tasked with expanding on these themes and developing meaningful recommendations to higher education leadership educators (faculty and student affairs practitioners), student affairs leadership, and professional associations. Follow up research will continue with the organizations identified above as well as others identified during the 2015 summit.

## **ILEC Internal Benchmarking**

Daniel Jenkins, Melissa Burgess, David Dessauer,  
Melissa Rocco & Christine Hernandez

During the 2014 ILEC Summer Summit, a team of leadership educators were tasked with the responsibility of exploring the internal—that is, the ILEC associations'—challenges and opportunities. Following the leadership mantra to, "meet others where they are," we set out to explore empirically the experiences and demographics of our ILEC membership through a web-based survey. The survey was designed by the Internal Benchmarking team during the late summer and early fall of 2014, vetted by each professional association during the 2014-15 winter, and sent out to association members in early spring 2015.

Respondents were 416 members of ILEC professional associations (NCLP, NACA, ALE, ACUI, ILA, ACPA, & AAUW), 393 of whom identified as a leadership educator. Respondents were mostly white (85.84%), female (60.96%), and 35 to 44 years of age (24.62%). More than half of the respondents work at a 4-year public university (50.94%), most are full-time staff (54.98%), work as Directors (24.76%), and work in Student Leadership Programs (24.27%). On average, respondents had been in their current position for six years and had been working as a leadership educator for 12.5 years. Additionally, while 52.02% of respondents had Master's degrees and 42.05% had earned Doctorates, only 68.65% reported that their post-baccalaureate degrees focused on the study of higher education, student development, or a related field. Similarly, only 61.89% reported any of their post-baccalaureate education, including significant coursework, on leadership theory or development.

**Discussion:** To begin to learn about what roles leadership educators have on campus, the survey asked respondents to identify if, in their primary role for their institution, they were involved in the delivery of credit-bearing leadership courses or separately in the involvement with co-curricular, non-credit bearing leadership courses. 189 (60.6%) of respondents indicated that they were involved in the delivery of curricular options, with 92 (48.7%) of those respondents indicating that they had primary responsibility in both areas. For those with involvement in curricular leadership courses, 178 respondents proceeded to answer more specific questions about this role. An interesting spectrum resulted when respondents were asked to identify what percentage of their professional position was dedicated to the delivery of curricular options. Nearly half (46.07%) indicated that this is only 1-24% of their total responsibilities, while 22.47% indicated that it encompassed 75% or more of their responsibilities. In looking at curricular courses specifically, the most popular options where academic, credit-bearing courses were applied were for a minor (48.88%), as stand-alone leadership classes for credit (41.01%), or for a major (30.90%). The people most often responsible for teaching these courses on campus were tenure-track faculty, adjunct/part-time faculty, and student affairs professional staff. The courses were most often described as having an experiential focus (59.66%) and being housed in more than one academic department/discipline (56.25%). 49.81% of respondents indicated that their leadership programs were grounded or strongly grounded in specific leadership theories. A very similar number of respondents (176) indicated that they had involvement with a co-curricular, non-credit bearing leadership program as a part of their primary role. When asked to describe the leadership programs that have been offered or would be offered during the 2014-2015 academic year, the most popular responses were programs that were open to all students (76.16%), primarily focused on leadership development (personal development and growth) (73.84%) and primarily focused on individual skill building and development (62.79%). Similarly to the curricular respondents, 30.41% of all respondents indicated that leadership development was less than 25% of their position, while 23.98% indicated that it is 75% or more. However, the number of respondents indicating that their leadership programs are grounded or strongly grounded in specific leadership theories (60.59%) was higher than those who had primary roles in curricular areas.

**Implications and Conclusions:** The Internal Benchmarking team found several themes in the data that warrant further exploration and potential action. For example, 38.42% of respondents indicated that their leadership program was either not grounded (10.73%) in specific leadership theories or approaches, that their program was just grounded to some extent (26.55%), or that they did not know one way or the other (1.13%). Is this trend associated with a lack of leadership content knowledge? The data above suggests this is plausible since 34.86% of respondents reported no post-baccalaureate coursework in leadership theory or development. If this hypothesis does prove correct, an overwhelming majority of participants indicated that they had formal leadership training experience through participation in leadership conferences (91.37%). Are these conferences meeting the needs of leadership theory education? Nearly two-thirds (62.79%) of co-curricular respondents report that their leadership program content is based on skill building. While tangible skill development is certainly important in the college environment, this statistic brings up questions about the extent to which leadership educators may be over-emphasizing skill and trait-based approaches to leadership in co-curricular programs. Research and best practice support the use of more modern leadership approaches that emphasize relational, collaborative, and inclusive theories of leadership with college students. As such, it could be of interest to the ILEC to further investigate the content being taught and emphasized in co-curricular leadership programs. Only one resource--the ILA--was used regularly by more than half (57.36%) of the respondents. The next most regularly used resources was the NCLP (33.02%), followed by the ALE (29.19%), and the CCL (28.09%). And while respondents were aware of resources like the Greenleaf Center for Servant Leadership, more than half (50.92%) said they don't use it. In fact, more than half of respondents reported having never heard of eight of the twenty resources included in the survey. There appears to be either a lack of useful leadership educator

resources or a significant marketing and awareness gap. Over two-thirds (68.71%) of respondents indicated they are members of more than one professional association (see Table 3), with the ILA & ALE (20.86%) and NASPA & NCLP (14.42%) combinations as frontrunners. While recent strides have been made to collaborate (e.g. the National Leadership Education Research Agenda), more opportunities exist, and this may be of great benefit to ILEC members. Approximately one-fourth of respondents (22.84%) indicated that they had responsibility, in their primary role on their campus, for leadership education in curricular and co-curricular settings. This hybrid blending may suggest that not all leadership resources can or should be targeted solely towards one group or the other, but rather offering recognition that some professionals do both. In looking at the past experiential training of leadership educators, nearly half (48.80%) of respondents indicated that they had previously held a formal/significant leadership position for a year or more as a college student, with that number being even higher for those leadership educators with co-curricular responsibilities (66.23%). This could be a target market area for the recruitment of future leadership educators into the field at an earlier point than they may have previously realized the existence of this career option.

## **ILEC Competitive Benchmarking**

Julie Owen, Craig Slack, Brian Magee,  
Tony Andenoro & Kim Kushner

The Competitive Benchmarking team left the 2014 Summer Summit with four main objectives:

1. Establish pre-conference/general body meetings to spread awareness of ILEC goals & initiatives
2. Design and facilitate writing workshops that improve the efficacy of leadership educators
3. Work collaboratively on the review and updating of the CAS Standards for leadership education programs
4. Produce a document paralleling Leadership Reconsidered

The members of ILEC saw the need to create a brand identity and to share their work from a unified perspective. They also wanted to provide a forum for association members to give feedback about their thoughts and for ILEC to be able to bring those reflections back to the collective group as they looked to advance a more cogent set of leadership propositions. A PowerPoint presentation was created to be used by the 8 representative organizations at their respective conferences and meetings. The presentation explains what ILEC is and what the group intends to accomplish. The benchmarking team built a template to guide the design of program proposals to be more efficient as they prepared to for conferences and meetings that each of the associations' host.

The Competitive Benchmarking group identified a void in leadership educators' contributions to the leadership scholarship. In order to raise the efficacy of practitioners the team proposed a pre-conference writing workshop at the Association of Leadership Educators National Conference. The goal would be to advance the strategic focus and priorities of ILEC and provide a dynamic opportunity to add to the epistemological foundation of the field of college student leadership education. A two-day preconference was planned to be held at the University of Maryland Adele H. Stamp Student Union to engage both student development professionals and academics.

The group explored the need to reexamine the publication *Leadership in the making: Impact and insights from leadership development programs in U. S. colleges and universities*. The book addresses four major constituent groups: students, faculty, student affair professional, and the academic community which remain relevant to our leadership education focus today. The working team examined the feasibility of collaborating with Dr. John Burkhardt and Dr. Kathleen Zimmerman-Oster, principle authors adding a contemporary lens on their 1998 work.

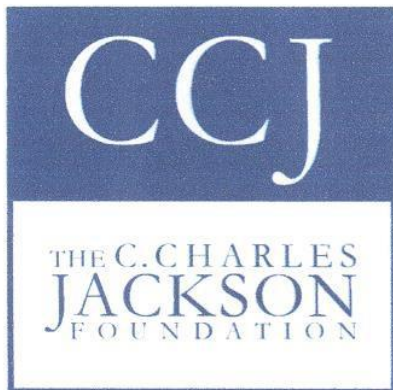
A second project the Competitive Benchmarking team discussed was updating the Council for the Advancement of Standards (CAS) in Higher Education-Leadership Programs Standards. The working team engaged in lengthy discussions with the CAS leadership concerning the need for a "next version" of the leadership program standards. The CAS board employs a protocol and frequency plan for when to up-date standards that guides their practice. The Leadership Standards are in the queue to be updated in the next two years which will allow ILEC a role in contributing to the development of the next version of the standards.

## Moving Forward: A Look to the Future

In the coming months, the members of ILEC will work with their working teams to develop each of the 6 priorities. In February 2016 there will be a complete draft of the white paper. This draft will then be presented at national conferences and meetings in order to receive member feedback regarding the declaration and priorities of the white paper. After feedback is received and incorporated, a final version of the white paper will be published in the summer of 2016.

***“We need to bring academic and student development efforts together to empower the growth of our field.”***

***The attendees want to thank those who were instrumental in the execution of the 2015 ILEC Summer Summit, including the C. Charles Jackson Foundation, the University of Maryland, and Dr. Allison Druin – Chief Futurist, University of Maryland. For more information on ILEC and its work, please contact Craig Slack at 301-314-7104 or [cslack@umd.edu](mailto:cslack@umd.edu)***



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