

---

## 2013 Inter-Association Leadership Collaborative Summit 2013 Proceedings

---



### The First Summit held at the University of Maryland

Conversations about a collaborative force that can serve a broader audience in leadership education started about 3 years ago. Few members of associations like National Clearinghouse for Leadership Programs (NCLP), National Association for Campus Activities (NACA) and Association for Leadership Education (ALE) started to pull Association for College Unions International (ACUI), International Leadership Association (ILA), American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA) into the conversation. Although these associations serve different audiences and niches in the field of leadership education, they saw that more could be done to serve their respective members and advance leadership as a collaborative.



*In Picture: Tony Andenoro (ALE), Kelly Kushner (NASPA), Brian Magee (ACUI), Julie Owen, Danyelle Reynolds, Melissa Rocco (ACPA), Craig Slack (NCLP), Bill Smedick (NACA), and Shelly Willsey (ILA).*



After several phone conferences and conversations via e-mail, on July 13, 2013 seven member-based associations (i.e. ACUI, ILA, ALE, ACPA, NASPA, NCLP and NACA) gathered at the University of Maryland to form the Inter-Association Leadership Collaborative (ILC). The group convened to discuss ways of supporting, promoting and advancing the realm of leadership education and the professional development opportunities for leadership educators in higher education.

## The Parts of the Whole: Profile of Founding Organizations

In order to understand how the ILC could work together, it was first imperative to understand the individual organizations represented. Recognizing that true collaboration builds on the strengths of individuals to produce a strong collective, representatives highlighted the strengths, weaknesses, threats, and opportunities for their respective organizations. The discussion of these pieces invited representatives to explain what their organizations do well, and allowed for the other organizations to appreciate their niche in the realm of leadership education. Tony Andenoro facilitated this conversation, which yielded a firm understanding of the individual organizations and how the strengths of one group would feed directly into the weaknesses of another. Representatives also asserted that in order to effectively serve the members of their organizations, connecting these members to the relevant work in leadership education being completed by other organizations was necessary.

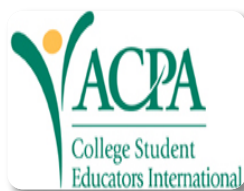


**The Association of Leadership Educators, Inc.** an organization that works to strengthen and sustain the expertise of professional leadership educators. ALE houses the Journal of Leadership Studies.



**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.

**College Personnel Association (ACPA)** is a community



**The Commission for Student Involvement of the American** 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.

**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.



**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.

**The Student Leadership Programs Knowledge Community (SLPKC) of the National Association of Student Affairs Administrators** is a community within the larger organization that strives to serve as a resource for higher education professionals who have a professional interest in young-adult (i.e., college students) leadership training, education, and development. The KC fulfills their mission through a number of initiatives, including supporting national and regional efforts to develop student leadership programs, making contributions to the literature, recognize exemplary programs, and cultivating a forum for the presentation of new ideas.



**The National Clearinghouse for Leadership Programs** is an organization that strives, 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.

---

# Collaborative Conversation: The State of College Student Leadership

The current state of leadership education and practice were at the heart of the conversations at the Inter-Association Leadership Collaborative (ILC) summit. Associations highlighted some concerns and needs in higher education with regards to students, leadership educators, and practitioners. Member associations of the Collaborative aspire to be a force to tackle these concerns. Few of the needs and concerns discussed are mentioned below:

- Need for going past student development and attaining leadership development,
- Need for advancing students that are not in a curriculum based leadership programs,
- Need for supporting students that obtain their leadership education through off-campus activities,
- Need for being forward thinking about leadership education and keeping up with the continually changing leadership students,
- Need for expanding and synchronizing professional development opportunities for leadership educators,
- Need for bridging the gap between those in leadership academia and those practicing leadership,
- Need for more opportunities for collaborative leadership programs, for shared and supportive leadership research agendas and networking across associations,
- Need for incorporating leadership development education into higher education and graduate programs, and
- Need for guidance on standards and guidelines for assessing leadership programs and creating leadership curriculum.



As a collaborative with members from variety of leadership associations, the Inter-Association Leadership Collaborative (ILC) has the potential to reach out further than respective individual associations. Member associations of the Collaborative can bring forth joint force to create common languages and best practices in leadership education to aid educators in developing curriculums and programs. The Collaborative can serve as the communal access point for cross-association programming, collaborative research, and networking for leadership students and professionals. The Collaborative can represent solidarity in the leadership education community and serve as a joint force to tackle issues in leadership education.



---

# Creating the Collaborative: Establishing Mission, Vision, and Objectives

After establishing the need for a collaborative of organizations focused on leadership education within higher education, the Inter-Association Leadership Collaborative was created. Further conversation yielded the mission, vision, and objectives of this collaborative.

The impact of the ILC lies in the breadth of its reach, its collective potential to influence, and communal access to resources. By incorporating multiple associations, the ILC presents a more holistic picture of leadership education to scholars and practitioners. With intention and synergy of member associations, the Collaborative can stretch farther, allowing innovation of leadership organizations and programs.

## Mission

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

## Vision

The Inter- Association Leadership Collaborative (ILC) aspires to promote transorganizational strategic thinking to advance leadership education in higher education.

## Objectives

Developing and promoting a 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.

## Looking Forward: Setting the Stage for Future ILC Conversations

Prior to the summit, ILC conference calls were scheduled on a monthly basis. At summit member associations agreed that consistent conversation needs to continue. According to the ILC Summit minutes, topics and themes for future phone conversations include:

- ✦ How to measure ILC's progress and impact;
- ✦ Frequency of future summits;
- ✦ Discussion on what it means to have shared content in ILC;
- ✦ Possibilities of standards, guides, and evaluative measures for leadership educators;
- ✦ How to effectively connect members of different member organizations;
- ✦ Discussion about a communal access point (i.e., webpage, blog or hub);
- ✦ Highlighting relevant programs and opportunities in other associations; and
- ✦ Possible grants, scholarships, or shared research projects.



---

# Deliverables, Benefactors, and Challenges: Continuing the Conversation

## The Deliverables

**Co-marketing and/or Co-branding** can be an effective way to support and promote what other member organizations are doing. The ILC is interested in creating a way to sharing of programs and opportunities available in member associations.

**Consultancy** can be a service the ILC can offer to leadership educators, practitioners and other programs. With its width of expertise and represented member associations, the ILC can offer consultancy, support and credentialing for campus-based programs.

**Contextualizing Standards and Guidelines** is also another service and support the ILC can provide. There are varying standards and guidelines for measuring outcomes and effectiveness of leadership programs. The ILC would like to provide a contextual guide, explaining and catering different standards and guidelines to different applications, organizations and programs.

**Summary of Leadership Scholarship** can be of great use to the leadership community. The ILC would like to present a summary or a comprehensive list of top leadership scholarships in a concise, interesting and aesthetically pleasing format.

**Recognition of Leadership Associations** can be a way of distinguishing best practices and efforts of leadership associations and organizations. With such a broad audience, the ILC can help shine the light on initiatives, progresses and accomplishments of associations that advance leadership education.

**Shared Grant Applications** can help contribute to leadership studies and research.

**Professional Development Scholarships** can help to advance those that are not able to support themselves through higher education in leadership programs.



## The Benefactors

The direct beneficiaries of the ILC are current members of member associations. Members will be aware of available opportunities and resources for their professional development. With an aspect that looks at leadership from academia as well as practitioner's perspective, the ILC will also serve students, leadership educators and leadership practitioners.

## Challenges and Key Concerns

During the summit, concerns were raised while realizing the dream and potential of ILC. These questions include:

- Who else should be part of ILC?
- What would ILC membership look like?
- What should the structure of ILC look like?
- How do can one measure that the ILC is accomplishing its objectives?
- How can the ILC measure its effectiveness and impact?
- What would a communal access of resources look like?
- How can consistent involvement in the ILC be ensured?

Using these questions, the organizations of the ILC will be able to create a group that works to meet the needs of the scholars and practitioners that make up their membership.

## Acknowledgements

The attendees want to thank those who were instrumental in the execution of the premiere ILC Summit, including the University of Maryland Athletics Association, Julie Owen, and staff members of the University of Maryland Stamp Student Union.