

Chapter 1

Advancing Leadership Education

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SINCE MY FIRST year in higher education more than 45 years ago, I have been fascinated by student leadership development. As an undergraduate positional student leader at Florida State University, I became aware of what I would now call my “leadership identity.” As a new professional at the University of Tennessee, I wove leadership into my resident assistant training course in 1970. It was also at the University of Tennessee that—following the maxim that one’s scholarship is largely autobiographical—my dissertation in 1973 was on leadership. Concurrently, as a young woman professional when the glass ceiling was cracking, I gained tremendous affirmation from numerous professional sessions focused on women’s leadership and career advancement. Gender attributions and difference in leadership fascinated me! Subsequently, at Denison University a colleague and I designed an undergraduate leadership course in 1974 and started offering student leadership workshops, often in trade with colleagues at nearby universities for programs they would do on my campus.

In those early years, Greenleaf’s (1970/1991) servant leadership work came to me as an underground movement. Copies of Greenleaf’s papers and those by such thinkers as Kathy Allen and Parker Palmer were typed on stencils or dittoes, passed around among friends as “must-reads,” and then photocopied so many times they became illegible. Those of us passionate about leadership began finding each other at conferences sponsored by associations like the American College Personnel Association (ACPA), and longtime colleague Denny Roberts and others began coalescing around a movement to focus professionally on college student leadership development. It is truly exciting to see the evolution of these efforts over the years and the many threads that have woven the rich and thick leadership education tapestry we find today.

This chapter sets the context of college student leadership development in higher education by tracing select historical developments and

recent trends that have enhanced the field of leadership education. It identifies current issues and needs in leadership education, focusing on college student leadership programs. As noted in the Preface, the focus of this *Handbook* is on college programs, with a specific emphasis on programs in student affairs. Our thesis is that all leadership educators are responsible for this shared journey of advancing the college student leadership agenda, and readers can situate themselves in areas that need their attention, pique their interests, and use their talents.

Professionalization of Leadership Education

Over the past 30 years, leadership education has evolved from a fragmented set of atheoretical (even antitheoretical), uncoordinated activities with little common language or practices to a field with established theoretical frames, conceptual models, standards of practice, and diverse pedagogical strategies. The field has a body of scholarship, emergent assessment and research, and support systems for practitioners such as professional associations and graduate preparation courses, all evidencing a student-centered focus incorporating and responsive to student diversity (Astin & Astin, 2000; Brungardt, 1996; Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; Dugan & Komives, 2007; Komives, Dugan, Owen, Slack, & Wagner, 2006; Komives, Longerbeam, Mainella, Osteen, Owen, & Wagner, 2009). The emergent professionalism in the field is encouraging.

Themes in the Development of Leadership Education

The history of leadership education is intertwined with the evolution of leadership studies. This analysis includes select initiatives in leadership studies that propelled the development of leadership education. The analysis that follows benefited from observers of this evolution, including Georgia Sorenson's (2000) analysis of the leadership studies history with an emphasis on the role of James MacGregor Burns; Mark Troyer's (1997, 2004) reviews of the field and case studies of several leadership curricular centers; and Renardo Hall's reflections on Black student leadership programs (personal communication, July 27, 2009).

In the mid-1990s, I began to chronicle influences on the development of college student leadership programs (see Appendix 1.1 at the end of this chapter: Select Chronology of Influences on the Contemporary Development of College Student Leadership Programs and Related Activities). From that first analysis it became clear to me that a coalescence of events

from the 1980s and early 1990s palpably shaped the field of college leadership education, resulting in impressive depth and breadth. Denny Roberts's (2007) overview of the evolution of the field of leadership education woven with student affairs philosophies and values provides additional wisdom and insight into this history. Although informed by many colleagues over the years, with my appreciation, the full responsibility for the chapter's weaknesses is mine, and I acknowledge it is "the-leadership-world-according-to-Susan" and as such brings the frames and lenses I have to making meaning of this evolution.

The advancing field of leadership education was informed by the evolution of scholarship, the cross-fertilization of interested professionals in association settings, the growing work of clearinghouses, centers, and institutes, and the blossoming and sharing of diverse pedagogies. The sophistication in those elements led to the establishment of standards of practice, the development of theories and models for the college population, assessment measures, and increased scholarly research. Woven through all these elements was a commitment to student-centered practices that advanced the leadership capacity of diverse students working in diverse contexts. Current developments include the emergence of the "student leadership industry" with contributions from publishers, consultants, professional speakers, and private companies that sponsor student leadership institutes, assessment measures, and training institutes.

Although there is one grand narrative interweaving all these elements (as elements became normative, other dimensions emerged and some developed in tandem), this section of the chapter presents some dimensions in the evolution of each theme so that the reader can see one perspective on the growing complexity and depth of the state of the field. Certainly there are many more contributions and facts that can be included; those stated illustrate the evolution of key themes, often highlighting the first or early contributions to the field.

Associations and Their Support

Professional interest in leadership has existed for generations in student affairs work. In 1974, a number of student affairs professionals dedicated to leadership education expanded their work in ACPA and formed the Inter-Associational Task Force on Leadership Development, reaching out to like-minded professionals in such groups as the National Association of Student Personnel Administrators (NASPA), the Association of College and University Housing Officers-International (ACUHO-I), and the National Association of Campus Activities (NACA). The fine work of this group led

to many initiatives, such as a leadership development model that differentiated leadership training, education, and development (Roberts & Ullom, 1989), a compilation of leadership resources (see 1980 in the Chapter Appendix), and the first book on student leadership programs (Roberts, 1981).

In 1987, I came to the University of Maryland and with the support of the longtime vice president for student affairs, William “Bud” L. Thomas Jr., scanned the higher education environment, and determined that the field would benefit from a clearinghouse that would organize the growing body of resources and be a lightning rod for advancing networking and the scholarship on leadership education. With the support of other entities such as the Center for Creative Leadership (CCL) and the Task Force (chaired by Nance Lucas), in 1989 the University of Maryland formed the National Clearinghouse for Leadership Programs (NCLP). Lucas came to the University of Maryland and joined me as a cofounder of the NCLP. Concurrently, the Commission on Student Involvement in ACPA continued its interest in leadership, NACA supported similar goals, and in 2002 Ainsley Carry initiated a Knowledge Community for Student Leadership Programs (KCSLP) in NASPA.

On a parallel track, college leadership educators in the agricultural and extension community were re-visioning their youth leadership work and in 1989 founded the Association of Leadership Educators (ALE). The emergence of the International Leadership Association (ILA) in 1998–1999 brought a broad-based group of leadership educators together with leadership faculty and scholars, community leadership activists, and business consultants together in a global context. The Leadership Education Member Interest Group is the largest group within ILA.

Associations provide substantial supports to advance professional work. In addition to the leadership programs at generalist conferences like ACPA and NASPA, the annual conferences for leadership focused-associations like ALE and ILA provide immersion in the best of leadership scholarship and practice. Several associations like ACPA, NACA, and NASPA have joined with NCLP and each other to provide key professional development programs. For example, NACA and NCLP provide the summer, theme-based National Leadership Symposium. In those settings 75–80 leadership educators explore such thematic topics as spirituality and leadership or global leadership with authors of key books and colleagues. Starting in 2004, ACPA, NASPA, and NCLP have cosponsored the popular Leadership Educators Institute that occurs every two years. Other professional development formats have evolved: ILA sponsors webinars, NASPA’s KCSLP sponsors group conference calls, and ACPA has sponsored short-term,

online leadership courses. Associations have also advanced standards of practice noted later in this chapter.

Centers, Institutes, and the Leadership Industry

The business world of leadership development is surrounded by a plethora of centers that support the advancement of managerial or organizational leadership. Entities such as the CCL, founded in 1970, ventured into higher education leadership in the early 1980s. CCL sponsored faculty symposia and published compendiums supporting leadership education containing course syllabi and training resources. As a result of CCL's decision to discontinue their higher education thrust, their popular summer institute shifted to the Jepson School of Leadership Studies in 1994, and CCL sent their database of sample course syllabi to the then-new NCLP. The Center for Applied Ethics, founded in 1964 by Robert Greenleaf, substantially broadened its base and renamed itself the Robert K. Greenleaf Center in 1985 and is now known as the Greenleaf Center for Servant Leadership. Training materials for diverse leadership contexts emerged in the 1980s (e.g., University Associates' Pfeiffer and Jones materials); specialty centers and materials now exist for churches, the military, youth programs, and community activists along with education and business.

In 1989, Georgia Sorenson established the Center for Political Leadership and Participation at the University of Maryland. The center expanded in 1996 to become the James MacGregor Burns Academy of Leadership to sponsor numerous think tanks with grants from the Kellogg Foundation, substantially advancing leadership studies and establishing the International Leadership Association. Numerous annual institutes emerged in the 1990s, including the Rocky Mountain Leadership Institute and the Kravis Institute at Claremont McKenna, resulting in the annual release of books with papers from those theme-based gatherings.

In the 1980s, a number of organizations began to emphasize leadership for targeted groups of college students. In 1984, the National Association of Women in Education (NAWE) sponsored the National Women Student Leaders conference that was subsequently sponsored by NASPA and the American Association of University Women (AAUW) after NAWE's closure. Conferences for Black student leaders emerged in the 1980s, including a series of conferences at Bowie State University for student leaders in historically Black colleges and universities.

The industry surrounding student leadership development has emerged since the mid-1990s. It now includes a plethora of consultants, motivational speakers, and student conferences sponsored by entities such

as PaperClip Communications and Magna Publications. Magna's National Conference on Student Leadership has included a competency-based certificate process since 1994. The first magazine focusing on student leadership was the *Student Leader* in 1992. Numerous publishers' holdings (e.g., Sage, Jossey-Bass) now offer a variety of books and other products targeting student leadership development. Jossey-Bass, who acquired the Pfeiffer and Jones materials, also publish *The Leadership Challenge* and *The Student Leadership Challenge* materials, *Exploring Leadership*, the NCLP's social change model book (*Leadership for a Better World*), and *Emotionally Intelligent Leadership for Students* by Shankman and Allen.

Scholarship

The scholarship about leadership has always been substantial. When I became a graduate faculty member and began a serious focus on leadership scholarship in the late 1980s, a colleague aptly described that many of us felt "lost in the leadership forest" and were looking for pathways out of the glut of confusing scholarship. Those pathways have become more clear, thanks in great part to the work of the University of San Diego's Joseph Rost (1991), who published *Leadership for the 21st Century*. This thoughtful book sorted through the classic models of leadership, which the author referred to as "managerial" or "industrial" models, and brought awareness to the relational, ethical, process models of leadership, which he referred to as "postindustrial."

Largely focused on managerial leadership and political leadership until the 1980s, Burns's (1978) publication of *Leadership* motivated many leadership educators to embrace a transforming, ethical approach to leadership development. This emphasis elevated the role of the follower and shifted the focus to all people involved in the leadership process. The new growing body of organizational behavior literature informed leadership education programs in the early 1980s as well (see Kolb, Rubin, & McIntyre, 1983). Kouzes and Posner's (1987) research that led to their book *The Leadership Challenge* and five exemplary practices provided a framework that captured the attention of campus leadership educators. Not since Hersey and Blanchard's (1969) situational leadership models of the early 1970s had a framework proved so applicable to student affairs practice. Kouzes and Posner (2008) went on to develop other resources including a student version of their survey instrument (the Student Leadership Practices Inventory) and a student version of *The Leadership Challenge*. The body of scholarship continues to expand. Leadership educators will find nearly 100 useful essays in Couto's (2010) two-volume *Political and Civic Leadership: A Reference Handbook*.

Despite the wide range of leadership publications, there were few books suitable as a text for college students until the 1990s (see Daft, 1999; Hughes, Ginnett, & Curphy, 1993). Specialized materials such as the Hartwick Classics (Brown, 1994) offered leadership resources in the humanities using film and other literary works. In the late 1990s, a number of textbooks emerged that promoted a specific perspective on leadership. In 1996, the guidebook for the social change model of leadership development (Higher Education Research Institute [HERI], 1996) was published. NCLP became the guardian of the social change model guidebook and in conjunction with Jossey-Bass published a student textbook, *Leadership for a Better World: Understanding the Social Change Model of Leadership Development* (Komives, Wagner, & Associates, 2009). In 1997, Peter Northouse published his first edition of *Leadership* (a general overview text), and in 1998, Nance Lucas, Tim McMahon, and I (Komives, Lucas, & McMahon, 1998, 2007) published *Exploring Leadership: For College Students Who Want to Make a Difference*, which presented the relational leadership model. Following several editions of his popular text, in 2008 Northouse published a student workbook (*Introduction to Leadership: Concepts and Practice*) to accompany his text, and Kouzes and Posner (2008) framed their work for students with *The Student Leadership Challenge: Five Practices for Exemplary Leaders*. Scholarly books abound, and leadership educators have a dizzying array of choices in formal leadership curricula (e.g., Daft, 2002; Heifetz, 1994).

Leadership Journals

Specialty journals about leadership research began to appear as scholarly thinking expanded. This includes the 1989 debut of the highly respected *Leadership Quarterly*, followed by the 1993 *Journal of Leadership Studies* published by Baker College and focusing exclusively on leadership education; it has since shifted in focus and is now known as the *Journal of Leadership and Organizational Studies*. In 1991, NCLP began issuing three theme-based publications annually. NCLP's *Concepts & Connections* has served a clearinghouse function for scholarly content, campus program spotlights, book reviews, and research updates. NCLP added a theme-based monograph series, *Insights & Applications*, in 2000 and in 2006 published the first edition of the *Handbook for Leadership Programs*. ALE debuted the first issue of their free online journal, the *Journal of Leadership Education*, in 2002. Dozens of leadership journals now exist.

Theories and Conceptual Models

It is important to observe that the growing community service movement in the late 1980s, ranging from the founding of the student organization

COOL in 1984, Campus Compact in 1985, and subsequent federal emphasis in national service, is a parallel and integrated movement that I think influenced the leadership movement toward leadership for social responsibility and civic engagement. In 1996, a key contribution to college student leadership development occurred and linked the service and leadership movements with the release of the social change model of leadership development (SCM). Envisioned by a team including principal investigators Alexander and Helen Astin, along with leadership educators like Nance Lucas, Denny Roberts, Tony Chambers, Carole Leland, Kathy Shellog, me, and others, the emphasis on values in this model resonated with student leadership educators who readily adopted it. In 2000, the Astins and colleagues expanded on the SCM in *Leadership Reconsidered*, which aimed to propose a leadership model for higher education that examined the constraining and empowering beliefs among key shareholder groups, such as faculty, students, and student affairs staff. Kezar, Carducci, and Contreras-McGavin (2006) observe the social change model to be the most widely used student leadership model; it now gets even broader attention as the focus of a new student textbook, *Leadership for a Better World: Understanding the Social Change Model of Leadership Development* (Komives, Wagner, et al., 2009).

Nance Lucas, Tim McMahon, and I (Komives, Lucas, & McMahon, 1998, 2007) called these “emerging models”—relational or reciprocal models—since they emphasize the dynamic process of leadership among people working together toward common purposes. These models brought an emphasis on the role of character and what Avolio and his colleagues (Avolio & Gardner, 2005) would later label “authenticity.”

A second set of beneficial theories emerged through the study of how leadership is actually learned or developed. Numerous scholars began to present research findings and pose conceptual models on this topic (Brungardt, 1996; Day, 2001; Hall, 2004; Hogg, 2001; Lord & Hall, 2005; van Velsor & Drath, 2004). In 2001, a University of Maryland research team conducted a study of how college students developed to be effective in the relational leadership model that resulted in the creation of the leadership identity development model (LID) (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005). LID was eagerly received by leadership educators and is being applied and operationalized in further research at the time of writing this *Handbook*. These theoretical frames are described further in Chapter 2.

Theoretical Integration

Leadership education programs are designed to help individual students raise their knowledge, develop their attitudes, and build their skills for

effective leadership across a diverse array of contexts. The design of early leadership programs was informed by Chickering's (1969; Chickering & Reisser, 1993) psychosocial vectors and various cognitive development models (Belenky, Clinchy, Goldberger, & Tarule, 1986; Perry, 1968/1970). In recent years, leadership educators have incorporated concepts of leadership as a social identity in convergence with other social identities (e.g., race, gender, sexual orientation) to connect concepts of leadership with individual dimensions of identity and development (Hoppe, 1998; Komives, Longenecker, et al., 2009; Lord & Brown, 2004).

Programmatic and Pedagogical Differentiation

Pre-1980, cocurricular leadership programs offered specific leadership training for students in positional roles such as organizational presidents or resident assistants and expanded over time to retreats and workshops for targeted populations like emerging leaders and women. Peer leadership mentoring models evolved and were refined by groups like fraternal organizations. As leadership education expanded, delivery modes through both the curriculum and cocurriculum were both differentiated (e.g., academic leadership minors and majors) as well as integrated (e.g., new courses were often initiated and taught by student affairs leadership educators and supported by a sponsoring academic department). The first comprehensive study of elements of leadership programs was published by the Kellogg Foundation in 1999; Zimmerman-Oster and Burkhardt's *Leadership in the Making* presented common practices among quality programs and presented case studies from diverse institutional settings. This study presented early research on the impact of programs on leadership outcomes.

Academic Programs

Early leadership minors and majors were often stimulated through an incentive from major donors. For example, the McDonough Center at Marietta College in 1989 and the first leadership major at the Jepson School of Leadership studies at the University of Richmond, which admitted its first class in 1992, benefited from external giving. It is estimated that more than 1,000 college and universities offer leadership courses, minors, or majors (Brundgardt, Greenleaf, Brundgardt, & Arensdorf, 2006). These academic programs are included in many academic disciplines and are also increasingly designed as interdisciplinary programs. Concurrently, academic leadership programs for developing leadership among social identity groups emerged.

Experiential Learning

Not constrained to only classroom delivery models, student affairs educators have long valued the learning that occurs through experience. With roots back to John Dewey, Kolb's (1981) model of experiential learning has served as a foundation for many cocurricular learning models. Leadership experiences such as adventure education trace back to the post–World War II era and evolved to become such programs as Outward Bound (Miles & Priest, 1999; Priest & Gass, 2005) with more recent applications including both high and low ropes courses (Rohnke, Wall, Tait, & Rogers, 2007). Community service was enriched through service-learning pedagogy and has been affirmed as a high-impact learning strategy for leadership development (Dugan & Komives, 2007) as well as a central vehicle for advancing socially responsible leadership (HERI, 1996).

Leadership Standards

As any field progresses, professionals seek best practices and normative approaches begin to be codified. One of the early National Leadership Symposiums (sponsored by the NCLP and NACA) resulted in the identification of the need for standards of practice to guide leadership educators. A committee in the NCLP comprised of such leadership educators as Nance Lucas, Alison Breeze Mead, Tracy Tyree, Denny Roberts, and I proposed such a product to the Council for the Advancement of Standards in Higher Education (CAS), and they were subsequently adopted in 1996. It is of note that this standard includes a mandatory affirmation of ethical practices in student leadership programs. This standard is available from CAS (www.cas.edu) and from the NCLP. As ILA developed, the Leadership Educator's Member Interest Group also saw the need for standards for leadership courses and curricular programs (e.g., majors and minors). In 2006, an ILA working group decided to frame these elements as guidelines and adopted the LID model as a framework to present them (Ritch, 2008).

The learning outcomes movement of the 1990s wove into leadership educators' work, so that programs typically now include outcomes expectations for students engaging in learning interventions. This movement was supported by professional documents like the specification of leadership as a CAS outcome in 2003, noted in NASPA and ACPA's *Learning Reconsidered* (2004), and used as an example in *Learning Reconsidered 2* (Komives & Schoper, 2006). Despite the contemporary connection of leadership as a key collegiate outcome to institutions' historical missions and purposes, many programs still struggle with how to assess those outcomes.

Assessment and Research

Instruments assessing managerial leadership typically use such terms as “supervisors” and “subordinates” and are difficult to use in the college student context. In 1992, a small study of instruments used in college leadership programs revealed that the Myers-Briggs Type Indicator was the most widely known and used tool, although it was not regarded as a leadership measure (Komives, 1992). In their early work, Pfeiffer and Jones (1981) provided a set of easily used instruments that assessed task-people relationships, but true student-focused measurement did not begin until the Leadership Practices Inventory (LPI) and the Student LPI (Brodsky, 1988; Posner & Brodsky, 1993) and adaptations of Bass and Avolio’s (Avolio & Bass, 1991; Bass, 1985) Multi-Factor Leadership Questionnaire, which assessed their version of Burn’s (1978) transforming leadership concepts.

In their Cooperative Institutional Research Program studies, UCLA’s HERI professors Helen and Alexander Astin and their graduate students frequently studied leadership as a composite variable comprised of several items. Data from their studies informed *Leadership in the Making* (Cress et al., 2001; Zimmerman & Burkhardt, 1999) and other leadership studies (e.g., Antonio, 2001; Kezar & Moriarty, 2000; Smart, Ethington, Riggs, & Thompson, 2002).

In 1998, Maryland doctoral student Tracy Tyree developed the Socially Responsible Leadership Scale (SRLS) designed to measure the social change model. A revised form of the SRLS became the core of the first national, theoretically based study in the 2006 Multi-Institutional Study of Leadership (MSL) (Dugan & Komives, 2007). Concurrently, the Wabash Study of Liberal Arts Colleges used the SRLS in its 2006 study. Leadership studies, including a national study under way in 2009 using the Leadership Attitudes and Beliefs Scale (Wiekiewicz, 2000), are now more frequent.

Current Issues and Needs

As the field of leadership education continues to evolve, there are new topics that must be explored to inform the study of leadership and new dimensions and extend the practice of leadership education. To truly advance leadership education, we must grapple with foundational issues in program mission, focus, design, and implementation. These issues represent logical extensions of the chronological evolution of leadership development in higher education. The sections that follow highlight some of these emerging issues.

College Missions and Accreditation

Leadership educators must continue to work to get leadership outcomes explicitly included in institutional mission statements and in strategic planning processes. There is a growing recognition of the importance of leadership in collegewide outcomes (Association of American Colleges and Universities, 2007; National Association of Student Personnel Administrators [NASPA] & American College Personnel Association [ACPA], 2004). Regional accrediting bodies creatively have asked institutions to identify a Quality Enhancement Plan to coalesce their strengths into a focused dimension of their mission (see the Southern Association of Colleges and Schools at www.sacs.org/). Some universities like Florida State University have designated leadership to be their emphasis and an outcome for all students. Leadership educators need to share more resources or materials that support the advancement and implementation of such campuswide plans and better justify programs and services by linking program participation to measurable educational gains.

Learning Outcomes and Accountability

Leadership educators still need substantial help to identify learning outcomes, design intentional practices to develop those outcomes, and then assess student growth on those outcomes. Too often educators hold on to longtime programs hoping they will accomplish some outcome instead of starting with the outcomes first and designing programs to accomplish them (Komives & Schoper, 2006). More easily used theoretically based measures of leadership are needed to address diverse contexts and diverse models. Further, complex research designs are needed to examine diverse experiences in the college (and off-campus) experience that contribute to leadership outcomes and how those may vary for diverse student populations (Dugan & Komives, 2007).

Essential Elements in Program Development

Timely research in the MSL study (Owen, 2009) and by others (Eich, 2008, 2009; Reinelt, Sullivan, & Foster, 2003) is helping identify key program elements such as mission, staff, financial resources, and assessments that support leadership outcomes. Sustainability of programs through key resources will be essential for long-term outcome development, but more needs to be known about which of those elements are central to that sustainability. Too many leadership programs exist because of the interest of a single professional who builds a program that fails to become institutionalized and closes when that professional leaves for another position.

High-Impact Programs

Leadership programs seem to be at the nexus of favorite programs that a campus has always offered (e.g., freshman camps, emerging leadership programs) and the design and identification of high-impact programs that enrich learning (e.g., mentoring, discussions of sociocultural issues) (Dugan & Komives, 2007). These concepts are not mutually exclusive, but existing programs must be embedded with the pedagogical approaches known to best leverage student learning (Dugan et al., in press). Identifying such high-impact programs at the local level will be critical to advance leadership outcomes for more students. Findings from the National Study of Student Engagement and the Documenting Effective Educational Practices project demonstrate the value of such high-impact programs in numerous areas of student outcomes (see www.nsse.iub.edu/).

Leadership as a Process in Groups

Educators naturally design programs to develop the individual capacity of students to be more effective in leadership. We think of the student as the unit of development. Little attention is paid to the process of leadership among members of groups or of the influence of group culture on leadership development. LID findings demonstrated that individuals who come to an awareness of the interdependence of members of groups are more developed as relational leaders (Komives et al., 2005), yet little is known about how such commitment to interdependence develops or the practices that make it normative in a group's dynamic.

Unique Dimensions of Leadership Informed by Social Identity

Perennial problems in the "linguaging of leadership" may distance the concept from some of the very groups of students who could most benefit and/or contribute to leadership development. To take on the mantle of "leader" may be to stand out from the group, be co-opted by dominant culture, or seem distant to those with lower leadership efficacy (Arminio et al., 2000; Chin, Lott, Rice, & Sanchez-Hucles, 2007). Educators must design strategies to appeal to those groups of students that make leadership approachable and essential for advocacy and change. Women are currently the most studied in these groups (e.g., Eagly & Carli, 2007). Attention is needed to understand how men in the dominant culture learn leadership and how they might develop a more relational approach. Solid foundations also need to be created to better understand the unique developmental experiences

and needs of other traditionally marginalized and understudied student populations along with the intersectionalities of social identities.

Exploring these and other topics through policy, research, and practice should continue to advance leadership education. Each campus will have a different profile of what topics need attention that should be included in a campus-specific strategic plan. The editors of this *Handbook* encourage all leadership educators to understand this national history and the local history of their leadership programs to be able to place their programs in context and chart their futures.

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APPENDIX 1.1

Select Chronology of Influences on the Contemporary Development of College Student Leadership Programs and Related Activities*

Year	Scholarship (including research)	Associations/Events/Persons (association names listed at the end of appendix)	Comments/Additional Background
Pre-1970		U.S. National Student Association	Provides literature and associational support for campus change initiatives and information on the college student experience
1970	The Servant as Leader	Robert K. Greenleaf	First in a series of papers later published as Greenleaf's 1977 Servant Leadership book with Paulist Press
		Center for Creative Leadership (CCL) founded	Greensboro, North Carolina
1973	<i>Annual Handbook for Group Facilitators</i>	John E. Jones and J. William Pfeiffer	Pfeiffer and Jones company (later called University Associates and subsequently acquired by Jossey-Bass) started publication of useful training materials designed to address diverse group and leadership topics
1976		ACPA Commission IV (Student Involvement) Leadership Task Force	Probably the first student affairs association effort to focus seriously on student leadership development
		Universities of Colorado, and Maryland begin separate comprehensive, campuswide leadership programs	Colorado (1972) pre-dated Maryland
1977	Servant Leadership	Robert K. Greenleaf	Originally a series of bound papers, AT&T's Greenleaf's concepts sweeps the interest of many in leadership (Greenleaf, 1970/1977).
1978	Leadership	Inter-Associational Leadership Task Force founded (ACPA/NASPA/ACUHO-I) James McGregor Burns Magna Publications sponsored their first National Conference on College Student Leadership	Chair: Denny Roberts (grew out of Commission IV Leadership Program Committee) Burns seminal book reenergizes leadership studies. www.magnapubs.com/ Note: 1978 is year noted on their Web page.
1979		International Society of Political Psychology	Burns, Heifetz, and others meet at this conference with the theme of leadership (Troyer, 1997).

		University of San Diego Leadership Studies Program (academic)	Founded by Joseph Rost and Philip Hwang
1980 circa	Leadership Programs	Pat Brown, Chair, ACPA Commission IV/Inter-Associational Task Force—resource booklet	Compilation of resources, speakers, etc.
1981	Leadership Development Programs in Higher Education	Dennis C. Roberts	Roberts (1981) edits first student affairs professional book focusing on student leadership as an ACPA Commission IV project.
1983		Ron Heifetz teaches first course labeled “Leadership” at Harvard University	Noted in Troyer (1997); other leadership courses taught earlier on other campuses
1983–1987		Leadership Education Conference (sponsored by Center for Creative Leadership)	Conducted five conferences targeting higher education
1984		National Conference of College Women Student Leaders	Existed prior to this as a conference of Intercollegiate Association for Women Students (IAWS); cosponsored from 1984 to 1989 with Emily Taylor’s group at Office of Women in Higher Education at ACE, AAUW, NAWDAC; sustained since 1989 by NAWE; then AAUW and NASPAs Center for Women
		Campus Outreach Opportunity League (COOL) founded	Student-led national service advocacy organization
1985		Campus Compact formed The Robert K. Greenleaf Center [formerly named the Center for Applied Ethics] U.S. Air Force Academy Bob Gregory (on leave at CCL) did a survey to identify leadership activity in colleges	College presidents join together for service. Founded in 1964 by Greenleaf; the center was renamed in his honor in 1985; sponsors annual conference on servant leadership. Received more than 400 responses; CCL invited all to a conference to share resources
1986	<i>Leadership Education: A Source Book</i>	First resource book published by Center for Creative Leadership	First published in 1986 as compilation of syllabi/resources shared at summer Leadership Education Conferences; subsequently published in ’86, ’87, ’90, ’92, ’94, then two volumes in ’96 and ’98. For example, Schwartz, Axtman, & Freeman (1998).

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APPENDIX 1.1 (Continued)

Year	Scholarship (including research)	Associations/Events (Association names listed at the end of appendix)	Comments/Additional Background
1987	<i>Campus Programs on Leadership</i> publication	Council for Liberal Learning of AAC-Irving Spitzberg gathers scholars/educators/practitioners for institutes	Luce Grant for Association of American College (now AAC&U) sponsored three institutes on the study and practice of leadership (Troyer, 1997).
	<i>Leadership Challenge</i>	Jim Kouzes and Barry Posner	Kouzes and Posner (1987) publish first edition—approachable practices used widely in student leadership courses.
		Josephson Institute for Ethics founded	Promoted ethics with youth; founded the Character Counts! Coalition; www.josephsoninstitute.org
		Kellogg Foundation designates leadership development as major program initiative	Puts more than \$25 million into various leadership projects (Troyer, 1997)
1988		LeaderShape incorporated	Established as a leadership institute sponsored by Alpha Tau Omega fraternity in 1986, evolved as a nonprofit; www.leadershape.org
	<i>Student Leadership Practices Inventory (LPI)</i>	Barbara Brodsky and Barry Posner	Brodsky's 1988 master's thesis research refines and tests the student LPI. Published as Posner & Brodsky (1993).
1989	<i>The 7 Habits of Highly Effective People</i>	Stephen Covey	Approachable concepts used widely in student leadership courses (Covey 1989); followed in 1991 by <i>Principle-Centered Leadership</i> .
	<i>Principles of Good Practice in Service Learning</i>	Policy statement issued by conference participants	Wingspread conference of more than 70 organizations
	Inter-Associational Task Force leadership model published	Emphasizes the three levels of training, education, and development	Denny Roberts and Craig Ullom (developed by George Bettas, Patrick Brown, Tony Chambers, Nance Lucas, Ann Morgan, Tim McMahon, Dennis Roberts, Ronald Slepitz, and Craig Ullom), Roberts & Ullom (1989)
	<i>Leadership Quarterly</i>	Elsevier launches what becomes a top tier journal in leadership theory, research, and practice for political, behavioral and social sciences.	Volume 1 launched
		First invitational Leadership Symposium (University of Maryland, NCLP, NACA, Inter-Associational Task Force)	Organizers Susan Komives, Nance Lucas, Paul Montinieri, Karen Silien, and Ray Wells identified 30+ leadership educators to meet to clarify a leadership

		agenda for the '90s; symposiums continue as theme based experiences open to faculty/student affairs leadership educators.
	National Black Student Leadership Conference (Carol Hardy, then at the College of William and Mary); may have started sooner	Regional Black Student Leadership Conference at George Mason started in 1989
	Southwest Black Student Leadership Conference; Mnatalie Okoro, Director	This conference now incorporates the social change model of leadership development into all aspects of the conference. This model offers key qualities necessary for proactive leadership such as: collaboration, consciousness of self, commitment, congruency, common purpose, controversy with civility, and citizenship; http://www.sbslc.org/
	Center for Political Leadership and Participation established	Georgia Sorenson's activities for women and minorities in political life expands and established as a Center at the University of Maryland expands in mid-1990s to become the James McGregor Burns Academy of Leadership; story of founding in Troyer's (2004) dissertation
	McDonough Center for Leadership & Business founded at Marietta College	\$5 million gift; history at http://mcdonough.marietta.edu/ ; story of founding in Troyer's (2004) dissertation
1989–1992	<i>Public Leadership Education</i> monograph series	Kettering Foundation sponsors series on civic leadership and student involvement in public leadership.
1990	National Clearinghouse for Leadership Programs (NCLP) founded at the University of Maryland	Susan Komives and Nance Lucas; <i>Concepts & Connections</i> newsletters (first issue in 1992), leadership swap shops at student affairs conferences
	National and Community Service Act of 1990 passed	
	Kravis—de Roulet Leadership Conferences	Claremont McKenna begins series of leadership conferences featuring scholars in leadership studies; conferences produce books and proceedings by Ron Riggio, Jay Conger, Susan Murphy, and others

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APPENDIX 1.1 (Continued)

Year	Scholarship (including research)	Associations/Events (Association names listed at the end of appendix)	Comments/Additional Background
		Franklin College, Indiana	Franklin gets multiyear Lilly Foundation grant to mainstream leadership across all courses (sciences, etc.); Bonnie Pribush coordinates
		Association of Leadership Educators (ALE) founded	After three successful symposia, primarily agriculture extension educators founded ALE (focus on youth and community leadership programs)
	<i>On Leadership</i>	John Gardner	Widely read as a series of papers/monographs first; this book focused the "exponential growth" of leadership programs in diverse fields (Troyer, 1997)
	<i>Measures of Leadership</i>	Edited by Kenneth and Miriam Clark	Measures resulted from 1988 conference on leadership research sponsored by CCL and Psychological Corporation (Clark & Clark, 1990).
	<i>Handbook of Leadership</i>	Bernard Bass and Ralph Stogdill	This third edition (Bass, 1990) cites more than 7,500 studies and publications in leadership (Troyer, 1997).
	The Multi-factor Leadership Questionnaire (MLQ)	Bernard Bass and Bruce Avolio	Bass and Avolio develop the Multi-factor Leadership Questionnaire (MLQ) (a full-range leadership 360 survey); now marketed by MindGarden
1991	<i>Leadership for the 21st Century</i>	Joseph Rost	First major work capturing the paradigm shift in leadership (industrial/postindustrial) and critique of Burns's transforming/transactional concepts
		Jepson School of Leadership Studies established at University of Richmond	\$20 million gift included a major building; admitted first class in 1992; story of founding in Troyer's (2004) dissertation
		First Leadership Educators Conference	The CCL's version of Leadership Education Conferences were continued in revised form by the new Jepson School
1992	<i>Impact of Leadership</i>	Edited by Kenneth and Miriam Clark and David Campbell	Resulted from a 1991 leadership research conference sponsored by CCL
	<i>Student Leader</i> magazine premieres	Magazine designed with practical applications for student government and other student leaders	Published by Butch Oxendine (Florida)

<i>Leadership and the New Science</i> Strengths Finder	Chaos theory introduced widely in leadership studies by Meg Wheatley Donald Clifton and Paula Nelson	Wheatley (1992). Builds on positive psychology and brings the Strengths Quest concept to leadership development (Clifton & Nelson, 1992)
1993 <i>Leadership: Enhancing the Lessons of Experience</i> <i>The Spirit of Community</i>	Richard Hughes, Robert Ginnett, and Gordon Curphy Communitarian Network formed	Scholarly text designed for college class use (Hughes, Ginnett, & Curphy, 1993) Amatai Ezioni (1993) launches Communitarian Network including journal and grows to have policy institute.
<i>Journal of Leadership Studies</i> premieres	First editor is Steven Williams	Published at Baker College
1993–1994	Eisenhower Leadership grants	Leadership ensemble develops the social change model of leadership development under UCLA leadership of Lena Astin and Sandy Astin; 37 other Eisenhower grants, including Gettysburg College, St. Norbert's College.
1994 <i>Leadership Without Easy Answers</i>	Ron Heifetz Airlie House conference on social change model draft Magna Publications starts Certified Student Leader (CSL) program Leadership certificate programs and minors start proliferating	Heifetz (1994). Representatives from key associations present; Eisenhower grant; discussion of service, leadership, and experiential education; resulted in adding "C" of Controversy with Civility (Higher Education Research Institute, 1996). Four main areas of leadership: intentional and inclusive community building; communication and conflict resolution; organizational management; publicity and promotion Examples: Fort Hays State University (1993); Kansas State University (1996)
1995 <i>The Leader's Companion</i>	Tom Wren of Jepson School	Used widely as companion reader in college courses (Wren, 1995).

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APPENDIX 1.1 (Continued)

Year	Scholarship (including research)	Associations/Events (Association names listed at the end of appendix)	Comments/Additional Background
1996	Center for Creative Leadership published two volume source book on resources <i>Social Change Model of Leadership Development Guidebook</i> <i>A Leadership Journal: Women in Leadership- Sharing the Vision</i>	Frank Freeman, Mary Schwartz, and Katherine Knott Co-authored by Alexander Astin, Helen Astin, Margeurite Bonous-Hammrath, Anthony Chambers, Len Goldberg, Cynthia Johnson, Susan Komives, Carole Leland, Emily Langdon, Nance Lucas, Kathy Shellogg, Raechele Pope, Dennis Roberts, and Lisa Tsui Leadership Studies program begins at Colombia College (SC) CCL and Jepson study on leadership practices CPLP expanded and renamed as James McGregor Burns Academy of Leadership	The conference continues its legacy of providing an intellectually stimulating, culturally enriching, and liberating experience for serious students interested in the advancement of the African American community; the struggles of Black students on predominantly White campuses/survival strategies; shaping mass movements, and building progressive African American leadership discussed and analyzed. http://www.naaslc.org/09/about.php Guidebook distributed as deliverable from the Higher Education Research Institute Eisenhower grant; presented at spring conferences of AAHE, NASPA, and ACPA; now distributed through NCLP (Higher Education Research Institute, 1996). Colombia (a women's college) institutes both a scholarly journal and a new campus program. Bill Howe (Jepson) and Frank Freeman (CCL) get responses from about 600 schools Evolved from the Center for Political Leadership and Participation (founded in 1989 at Maryland); launches civicsource—Web site with leadership resources

Council for the Advancement of Standards in Higher Education (CAS) standard on student leadership programs adopted		Developed by planning group out of a Summer Symposium- sponsored by NACA, and NCLP (Breeze, Komives, Lucas, Roberts, Tyree); CAS is a voluntary group of 35+ higher education/student affairs associations; standards available through CAS and NCLP
1997	<i>Leadership</i>	Peter Northouse NASPA Student Leadership Institute; Renardo A. Hall, Founder Widely used overview of leadership; continues into multiple editions (Northouse, 1997). Developed and organized a leadership institute for newly elected student government officers, clubs, organizations and fraternity/sorority officers attending Historically Black Colleges and Universities; initially held at Bowie State University in Maryland; now it is located at the University of Maryland, Eastern Shore in Princess Anne, Maryland
1998	<i>Exploring Leadership: For College Students Who Want to Make a Difference</i> <i>Black Leadership</i> Kellogg Foundation report on <i>Leadership in the Making</i> Dissertation develops measure for the social change model	Susan Komives, Nance Lucas, and Timothy McMahon Manning Marable Kathleen Zimmerman-Oster and John Burkhardt Tracy Tyree Jossey-Bass book presents the relational leadership model (inclusive, empowering, ethical, purposeful, and process); widely used as college textbook; second edition in 2007 (Komives, Lucas, & McMahon, 1998/2007). Provided an understanding into the political culture of Black America from the perspective of initial inequalities in America to developments in Black history (Marable, 1998). Zimmerman-Oster and Burkhardt's report (1999) on Kellogg's leadership programs (with findings from the HERI study) Tyree's dissertation (1998) develops the Socially Responsible Leadership Scale (SRLS) as a measure of the 7 Cs plus Change of the social change model; in 1998 wins the NASPA Dissertation of the Year Award (Chair: Komives).

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APPENDIX 1.1 (Continued)

Year	Scholarship (including research)	Associations/Events (Association names listed at the end of appendix)	Comments/Additional Background
1999	African American Leadership	Leaders-Scholars Association founding meeting in November Ronald W. Walters and Robert Smith ACPA and NASPA conference theme on developing student leadership International Leadership Association	Forerunner of the International Leadership Association (ILA) Provided insight into an area missing in leadership studies programs pertaining to African American leadership and political perspectives (Walters & Smith, 1999). Similar themes continue for 2000 First meeting October, 1999 in Atlanta; ILA has a Learning Community for Leadership Educators
2000	<i>Leadership Reconsidered</i> <i>NCLP Insights & Application Series</i> <i>Leadership Attitudes and Beliefs Scale</i> <i>Systemic Leadership</i>	Morehouse Leadership Institute Kellogg project writing team includes Alexander Astin and Helen Astin with contributing authors Kathy Allen, John Burkhardt, Nance Lucas, Christine Cress, Robert Flores, Phillip Jones, Bonnie Pribush, William Reckmeyer, Bettye Parker Smith, and Kathleen Zimmerman-Oster Edited by Susan R. Komives, NCLP Publications and Scholarship editor Kathleen Allen and Cynthia Cherrey	\$12 million gift (mostly from Coca-Cola) building facility and staffing Astin & Astin (2000); builds on the social change model NCLP starts monograph "primer" series on leadership topics such as spirituality and leadership Wielkiewicz (2000). Allen and Cherrey (2000) apply chaos thinking and address the information age in leadership; Cherrey is president of ILA.
2001	<i>Developing Non-Hierarchical Leadership on Campus</i>	Edited by Charles Outcalt, Shannon Faris, and Kathleen McMahon	UCLA initiated book focuses on uses of the social change model (Outcalt, Faris, & McMahon, 2000).
2002		Wilks Leadership Program at Miami of Ohio	Alum Harry T. Wilks gives donation to fund the Miami Program

<i>Journal of Leadership Education</i>		PaperClip Communications presents its first Institute for Student Leadership (cosponsored with NASPA) NASPA establishes a Knowledge Community for Student Leadership Programs Organized by Ainsley Carrey ALE launches an online journal http://www.paper-clip.com/
2004	Quality Enhancement Plans (QEPs)	Colleges institute QEPs on leadership in response to regional accreditation associations initiative (e.g., Florida State University)
	First Leadership Educators Institute at UNC-Greensboro	ACPA/ NASPA/ NCLP co-sponsor institute for new leadership educators (held every two years)
2005	LID published in <i>Journal of College Student Development</i>	In 2001–2002, Komives, Owen, Longerbeam, Mainella, & Osteen (2005) develop grounded theory research model (University of Maryland); second article in 2006
	First National Forum on Leadership Education	NASPA/LeaderShape co-sponsor forum for mid-managers interested in student leadership
	ILA pursues standards for leadership studies programs	ILA establishes task force to pursue standards for leadership studies programs
2006	See www.nclp.umd.edu and www.leadershipstudy.net for publications	NCLP and University of Maryland; co PIs Susan Komives and John Dugan (support from ACPA, NASPA, and C. Charles Jackson foundations); 52 campus study of leadership outcomes of 50,000+ students using the social change model; accompanied by an Institutional Study of participating campuses led by co-PI Julie Owen
	StudentVoice project	Development of leadership assessment and evaluation instrument led by Miami's Dennis Roberts with other leadership educators
	<i>Handbook for Student Leadership Programs</i>	Komives, Owen, Dugan, Slack, and Wagner (2006) edit this publication on designing leadership programs; 2nd edition (this book) published by Jossey-Bass in 2011.

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APPENDIX 1.1 (Continued)

Year	Scholarship (including research)	Associations/Events (Association names listed at the end of appendix)	Comments/Additional Background
2007	Wabash Study of Liberal Arts Colleges		Includes leadership as a variable and uses Tyree's SRLS (assessing the social change model) to measure leadership
	<i>Rethinking the "L" Word in Higher Education</i>	Adrianna Kezar, Rozana Carducci, Melissa Contreras-McGavin	Kezar, Carducci, & Contreras-McGavin (2006); this analysis of the recent evolution of leadership applies diverse frames
		Second Leadership Educators Institute	NCLP, ACPA, and NASPA hosted at Arizona State University
		Social Change Model Ensemble Reunion at University of Maryland; National Leadership Symposium focuses on 10th anniversary of social change model	NLS features Lena and Sandy Astin along with Susan Komives
2008	<i>Exploring Leadership</i> (2nd ed.)	Susan Komives, Nance Lucas, and Timothy McMahon	Second edition includes the social change model; leadership identity development model (Komives, Lucas, & McMahon, 2007).
	<i>Deeper Learning in Leadership</i>	Dennis C. Roberts	Roberts reflections link classic student-centered perspectives to leadership scholarship; includes overview of many leadership programs and national resources (Roberts, 2007).
	<i>Salsa, Soul, and Spirit</i>	Juana Bordas	This book (Bordas, 2007) introduces the study of leadership from African American, Native American, and Latino perspectives using spirituality, cultural norms, and values of communities.
	<i>The Student Leadership Challenge</i> <i>Introduction to Leadership: Concepts and Practice</i>	James Kouzes and Barry Posner Peter Northouse	Overview and workbook for students Overview and workbook for students
2008		Third Leadership Educators Institute	NCLP, ACPA, and NASPA institute hosted at University of Maryland

2009	<i>Ethical Leadership: The Quest for Character, Civility and Community</i>	CAS Standard for Student Leadership Programs revised Walter Earl Fluker	Council for the Advancement of Standards in Higher Education (2009); See also http://www.cas.edu Publication used in leadership program at Morehouse College as major emphasis of center (Fluker, 2009). Train the next generation of Latina leaders; the Institute combines leadership training with technical and practical experience http://www.nhli.org/latinas_lead/III_program.html
		National Hispana Leadership Institute-Latinas Learning to Lead Summer Youth Institute	
		Multi-Institutional Study of Leadership becomes annual	John Dugan, Susan Komives, and Julie Owen go annual with the MSL- partnering with Center for Student Studies (CSS) in Ann Arbor; 102 campuses and over 100,000 students respond (study includes institutions in Mexico and Canada); sponsorship from C.Charles Jackson Foundation and NACA
	<i>Leadership for a Better World: Understanding the Social Change Model of Leadership Development</i>	ILA advances principles for good practices Susan R. Komives and Wendy Wagner edit this NCLP publication NCLP partners with CSS for online version of SRLS	Uses leadership identity development as framework Jossey-Bass publishes this NCLP book for undergraduate students on the social change model of leadership development (Komives, Wagner, & Associates, 2009). Site licenses for this measure of the social change model

Source: Updated from Komives, S. R. (1999). Select chronology of influences on the contemporary development of college student leadership programs and activities. Presented at the National Leadership Symposium, Catholic University. Special thanks to Renardo A. Hall for select resources on Black student leadership development.

*This appendix does not follow the development of the academic discipline of leadership except as it has influenced college student leadership programs. See Chapter 1 for the themes identified in this chronology as well as references for cited works.

Additional Resources

Sorenson, G. (2000, August 31). *An intellectual history of leadership studies: The role of James MacGregor Burns*. Presentation at the annual meeting of the American Political Science Association, Washington, DC.

Troyer, M. J. (1997, December 15). *The growth of leadership development programs in higher education*. Unpublished paper, University of Kentucky. [Mark Troyer, Associate Dean of Student Leadership Development, Asbury College, mark.troyer@asbury.edu]

Associations Noted in Appendix

American Association of University Women (AAUW)

ACPA: College Student Educators International

American Council on Education (ACE)

Association of College and University Housing Officers-International (ACUHO-I)

Association of Leadership Educators (ALE)

Center for Creative Leadership (CCL)

Council for the Advancement of Standards in Higher Education (CAS)

Higher Education Research Institute (HERI)

International Leadership Association (ILA)

National Association of Women Deans, Administrators, and Counselors (NAWDAC)

National Association of Campus Activities (NACA)

NASPA: National Association of Student Affairs Administrators

National Association of Women in Education (NAWE)

National Clearinghouse for Leadership Programs (NCLP)