

CTCH 810: Leadership in Higher Education (3 credits) **Spring 2015**

Higher Education Program, George Mason University
Wednesdays 4:30-7:10 pm, Innovation Hall Rm 328

Course Facilitator:

Julie Owen, PhD

Associate Professor, Leadership & Integrative Studies, New Century College
Senior Scholar, Community Engagement & Center for the Advancement of Well-Being
Affiliate Faculty, Higher Education Program & Women and Gender Studies

George Mason University

440 Enterprise Hall

jowen4@gmu.edu @julie_gmu

wk. 703-993-9462

hm. 571-730-4468

Office Hours: By appointment.

Commitment to Diversity:

As a faculty member, I commit to fostering an intentionally inclusive community, which promotes and maintains an equitable and just work and learning environment. I welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

Course Description:

Leading educational change requires an understanding of historical and emerging leadership theory and research; knowledge of the complexity of individuals, groups, organizations, and systems; and a commitment to navigating change in diverse and intersecting contexts and cultures. This course explores leadership in higher education by focusing both on the roles leaders and leadership groups play in institutional transformation, as well as on the complex social and political environments of educational institutions. Additionally, a significant portion of the semester will focus on designing environments, courses, and programs that foster diverse student leadership. Masters and doctoral students are welcome.

[Note: This syllabus builds upon the shared curricula and syllabi of Dr. Jaime Lester (George Mason University), Dr. John Dugan (Loyola University Chicago), and Dr. Susan Komives (Emerita, University of Maryland College Park). The instructor thanks them for their intellectual contribution to this course and generosity in sharing course materials.]

Learning Goals:

Through actively engaging in this course, students will:

- Discover the complexities of leadership and the multi-disciplinary and integrative nature of leadership.
- Compare and contrast traditional and emergent paradigms of leadership.

- Critically evaluate leadership theories and models and understand the socially constructed nature of leadership theory.
- Develop an understanding of the processes, practices and purposes of leadership in higher education institutions.
- Explore ways in which higher education contexts create unique challenges to and opportunities for leadership.
- Learn how leadership differs at different levels and in different types of institutions.
- Understand cultural dimensions of leadership and appreciate pluralist and diverse perspectives on higher education leadership.
- Acquire an understanding of ethical issues and considerations in leadership.
- Learn to construct developmentally sequenced and evidence-based leadership development programs.
- Begin to develop a personal philosophy of leadership consistent with life experiences, career aspirations, and values.

Connection to Mason Leads:

MasonLeads is an institution wide group of faculty, staff, and students committed to inspiring the development, emergence, and recognition of leadership throughout the Mason community by:

- Raising campus-wide awareness of leadership opportunities for our students, faculty, staff, and community
- Encouraging student, faculty and staff participation in leadership development
- Forming a cross-disciplinary community of leadership scholars at Mason
- Focusing on the diverse talents and strengths of all involved in leadership
- Publicizing and celebrating acts of leadership throughout the Mason community
- Building a culture at Mason that values leadership at all levels of the institution

George Mason's Mason Leads formulated a set of leadership assumptions, core values, and competencies for faculty, staff, students, and alumni to consider in their own exploration and practice of leadership. For example, we believe you do not need to have a formal title to engage in a leadership process or to assume leadership responsibilities. Through self-reflection and reflective practice, we are confident that members of our campus community will make a difference through their leadership. We embrace a set of core leadership values and common competencies founded on the ideas that leadership is learned and that leadership development is a lifelong journey. These leadership assumptions, core values, and competencies are designed to be considered and used as an integrated whole.

To review these leadership assumptions, core values, and competencies in full, please visit the MasonLeads website at: <http://masonleads.gmu.edu>

Course Materials:

Course readings drawn from multiple sources will be provided. In addition, the class will use the following texts (available through the Mason bookstore and online book vendors):

Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco: Jossey-Bass.

Manning, K. (2013). *Organizational theory in higher education*. NY: Routledge.

Northouse, P. G. (2015/2016). *Leadership theory and practice (7th ed.)*. Thousand Oaks, CA: Sage Publications.

Optional: Komives, S. R., Dugan, J. P., Owen, J. E., Slack, C., Wagner, W., & Associates (2011). *The handbook for student leadership development (2nd ed.)*. San Francisco: Jossey-Bass.

Additionally, students might want to monitor the following web sites and lists throughout the course:

Academy of Management Network of Leadership Scholars Listserv

<http://aomlists.pace.edu/scripts/wa.exe?SUBED1=LDRNET-L&A=1>

ACPA Commission for Student Involvement (CSI)

<http://www.myacpa.org/commsi>

The Association of Leadership Educators (ALE)

<http://www.leadershipeducators.org/>

The International Leadership Association (ILA)

<http://www.ila-net.org/>

NASPA Leadership Knowledge Community

<http://www.naspa.org/constituent-groups/kcs/student-leadership-programs>

The National Clearinghouse for Leadership Programs (NCLP)

<https://nclp.umd.edu/>

Course Requirements:

I. Active Participation 240 points

This course integrates experiential learning as a key component. Learning occurs through active participation in community work, class readings and activities, discussion, and personal reflection upon experiences. In class and web-based assignments based on the reading materials and group experiences will be factored into the participation grade. Your overall participation grade includes being actively present, prepared, and engaged, as well as in-class assignments.

Leadership Philosophy – initial musings (50 points)

During the first week of class, students will prepare a brief (4-5 page) introductory paper outlining their initial views about and approaches to leadership. I am NOT looking for a chronological history of your life, but rather an analytical and reflective review of the critical influences and factors which have shaped who you are and your beliefs about leadership coming into this class.

The following prompts may help you get started: Based on your cultural, familial, and personal background, what factors have influenced your perception, values, and philosophy of leadership? What is your definition of leadership? When was the first time you recognized leadership? Do you have any social identities (i.e. race/ethnicity, ability, religion, gender, sexual orientation, social class) that influence your actions in the context of leadership? When was the first time you realized your leadership potential? Do you see yourself as a leader, or think you have the potential to be a leader? Are there any influences outside of your family that have shaped your values and philosophy of leadership (consider jobs, career opportunities, etc)? What about the imperfect moments or mistakes that shaped the

content of your character? How have mentors and critical incidents transformed you? What have you learned about leadership in a higher education context? Be sure to describe any salient events and explicitly connect them to what you learned from those experiences. The content of these papers will be used to gauge your own learning and development over the course of the semester and will inform your final Philosophy of Leadership paper.

Integrative Reflection Paper on Bolman & Gallos – (50 points)

Compose a brief (4-5 pages) reflection on Bolman & Gallos sections I & II. How do you characterize your leadership epistemology? What do you see as the key opportunities and challenges of academic leadership? How do notions of sense-making and reframing apply in your current roles? What mental models shape your approach to leadership? (discuss both espoused and enacted theories). How do you deal with individuals who ascribe to Argyris & Schoen Model I approach? Which metaphors for academic leadership (from section II- Analyst, Architect, Politician, Servant, Catalyst, Coach, Prophet, Artist) most appeal/apply to you and your current roles and why? Which approaches would you like to develop in your own leadership? How might you go about that development?

II. Foundations of Leadership Briefing 160 points

Each student will do a 45 minute briefing for the class (and facilitate class discussion) on two of the foundational theoretical approaches in the construction of leadership. These presentations should include:

- Brief review the theoretical approaches and assigned readings/chapters
- Application of the theories to higher education (how are or might someone apply this to inform leadership development in higher education? Are any higher education contexts currently making use of this theoretical frame?)
- Provide a critical examination of the theory – both the research undergirding the theory and a brief analysis of who benefits or is excluded by this approach to leadership;
- Peer feedback / dialogue/ question and answer session

Additionally, students will post a brief (4 paragraph) summary of the presentation (overview of theory; links to applications; critical evaluation; and remaining questions) to the class Blackboard discussion page.

III. Paired Facilitation of Case Study and Associated Organizational Framework 150 points

In groups of 2, students will facilitate a 60 minute class session on a case study (Chapters 3,5,7,9,11,13) and its associated organizational framework as presented in *Organizational Theory in Higher Education* (Manning, 2013). Groups can assume all students will come to class having read the case. Groups will decide which particular aspects of the case to focus on – groups need not address all questions or all sections of each case study. Additionally, groups can use a wide variety of facilitation techniques to spark dialogue (role play, devil’s advocate or forced perspectives, small or large group discussion, fish bowl, relevant videos, guest speakers, etc). *This is an opportunity for students to demonstrate their understanding of the central themes in the course as well as how to engage others using creative pedagogies.* Groups will be evaluated on the extent to which class participants engage with the related material, and the extent to which the associated concepts of organizational theory and leadership in higher education are made clear.

Students will be evaluated as a pair and receive points for their evidence of each of the following: collaboration (did the group discuss and integrate their learning versus dividing the presentation into individual “segments?”); planning effort (to what extent was the group prepared by having carefully read and analyzed the readings, collected external research if necessary, and evidence of thought put into the presentation?); and facilitation (was the group able to effectively communicate the necessary information? Was the class engaged by the presentation? How thorough and creative was the presentation?). Both peer and instructor feedback will be factored in to the final grade.

IV. Leadership & Learning Application Project (300 points)

This assignment will bridge class discussions of leadership theory, higher education contexts, and the practice of leadership development in college students. You are to pick a population related to the context of higher education (e.g., students, faculty, administrators, alumni, boards, presidents) and develop a set of intended learning outcomes related to leadership development. After briefly describing your selected population and desired outcomes you will conduct a theoretical integration and critical analysis of the scholarship related to your selected outcome (e.g. what literature links leadership and humanitarianism? Leadership and cognitive complexity?) You should consider the extent **inputs** impact leadership development related to this outcome (e.g. what practical competencies related to leadership do students have before entering college?), to what extent **environments** can be used to shape leadership development related to this outcome (e.g. how does the social, academic, and institutional context impact the development of leadership for your chosen population and leadership learning goals? Next you will select, design, and briefly describe the **education, training, or experiences** which might foster these competencies in your target population (that is, you are creating a draft of a leadership program or intervention). Finally, offer ideas for how you will assess your **intended leadership learning outcomes for participants, as well as how you will assess the effectiveness of the overall program you have designed**. Your paper should end with a reflection about possibilities for implementation and recommendations for future research and practice.

V. Philosophy of Leadership in Higher Education Paper (150 points)

Your final project will be a synthesis of what you have learned from the course as represented by a written presentation of your personal philosophy of leadership. This final paper should be 5 to 7 pages in length and should serve as a capstone or summary of your experience in CTCH 810. In this paper, students should reflect on what you have learned about yourself over the course of the semester in relation to your capacity to understand, demonstrate, and facilitate leadership in diverse higher education contexts. This paper will serve as your final exam for the course. The paper should include a well-developed definition of leadership (10%), your philosophical approach to leadership with key components articulated (30%), discussion of class readings and resources that support or contradict your personal philosophy (30%), discussion of how your personal/professional experiences that have influenced your philosophy of leadership in higher education (15%) and a plan for how you will continue to develop your leadership insights and abilities (15%).

Grading & Evaluation:

Active Participation

<i>Class Participation</i> = 14 class sessions x 10 points possible per class=	140 points
<i>Leadership philosophy – initial musings</i>	50 points
<i>Integrative Reflection Paper on Bolman & Gallos</i>	+50 points
	240 points

Foundations of Leadership Briefing

<i>Presentation summary and resources posted to class Blackboard page =</i>	20 points
<i>Class briefing (45 minutes) on selected leadership theory =</i>	<u>+140 points</u>
	160 points

Paired Facilitation of Case Study**150 points****Leadership & Learning Application Paper**

<i>Selection of target population and intended learning outcomes</i>	25 points
<i>Critical review of the literature and theoretical integration</i>	100 points
<i>Attention to inputs, environments, outcomes</i>	25 points
<i>Program design (developmentally-sequenced and evidence-based)</i>	75 points
<i>Assessment plan</i>	50 points
<i>Reflection on feasibility of implementation and future directions</i>	<u>+ 25 points</u>
	300 points

Philosophy of Leadership in Higher Education Paper**150 points****TOTAL****1000 POINTS**

Should you have a concern about the grade you receive on a specific assignment you should contact the instructor within two weeks of receiving your grade for that assignment.

At the end of the semester, your final grade will be determined based on the following scale:

980 - 1000 = A+	830 - 869 = B	670 - 699 = C-
930 - 979 = A	800 - 829 = B-	600 - 669 = D
900 - 929 = A-	770 - 799 = C+	Below 599 = F
870 - 899 = B+	700 - 769 = C	

Class Policies:

Attendance and Timeliness: Absences will negatively impact your participation grade, as you clearly cannot participate in classes you do not attend. Late arrivals are disruptive to all of us, so please anticipate traffic, parking, and other possible delays in your planning.

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let me know in advance so we can make appropriate arrangements.

Late Work: All work must be presented on time (*defined as turning in all assignments via the due dates posted on Blackboard*). Please allow sufficient time for technological and printing snafus as these will not be considered valid excuses for late assignments.

Late work may be accepted if a written medical excuse is provided, but generally there will be no grace period for late work. For each day an assignment is late, the paper will be marked down one full letter grade for each day they are past due, including Fridays, Saturdays, and Sundays. Due dates are clearly indicated throughout the syllabus.

Technology in Class: Since a quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the instructors, items that negatively impact the quality of your

interactions are discouraged. Remember that your ability to listen to and engage with your peers and substantively contribute to learning community discussions is a significant component of your final grade.

Email and Blackboard: Please check your email and our Blackboard course site several times a week, as we will use both email and the Announcement page in Blackboard to communicate with you between classes. I also welcome your emails and usually respond quickly. My policy is to always be sure to respond within 24 hours. If I am out of town for the weekend or a professional meeting, however, that may not be possible. If you have not received a reply within 24 hours, please be sure to follow up with me.

Honor Code: The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity.

Three fundamental and rather simple principles to follow at all times are that:

- All work submitted be your own;
- When using the work or ideas of others, including fellow students, give full credit through accurate citations; and
- If you are uncertain about the expectations for a particular assignment, ask for clarification.

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns.

Using someone else's words or ideas without giving them credit is *plagiarism*, a serious offense. If you wish to quote directly from any text, you MUST use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. Additionally, you must follow proper citation rules to indicate that you are quoting directly from a text. If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format.

Faculty members expect that submitted work has been prepared for that class only. The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. Violations of the University Honor Code will be referred to the Office of Academic Integrity for review and action. For more information on the honor code:

<http://academicintegrity.gmu.edu/honorcode/>.

Professionalism: As a representative of Mason away from campus, we ask that you act professionally in your interactions off-campus. Students are expected to adhere to agency standards regarding appearance, conduct and confidentiality.

Relevant Campus and Academic Resources:

Leadership Education and Development (LEAD)

The Hub, Room 2400; 993-4186; <http://lead.gmu.edu/>

Lesbian, Gay, Bisexual, Transgender, Queer, & Questioning Resources

SUB 1, Suite 2200; 993-2702; <http://lgbtq.gmu.edu/>

Office of Disability Services

If you have a learning or physical difference that may affect your academic work, you will need to make sure this documentation is on file with the Office of Disability Services (SUB 1, Suite 2500; 993-2474; <http://www.gmu.edu/depts/unilife/ods/>) to determine the accommodations you might need.

In addition to providing your professors with the appropriate form at the beginning of the semester, please take the initiative to discuss documented accommodations with us. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you.

Office of Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance.

<http://caps.gmu.edu/>

Office of Diversity, Inclusion, and Multicultural Education (ODIME)

SUB 1, Suite 2400; 993-2700; <http://odime.gmu.edu>

Women and Gender Studies Center

Johnson Center, Rm 240K; 993-2896; <http://wmst.gmu.edu/center>

Writing Center

Occasionally, I refer students to the Writing Center. The services of the Writing Center are available by appointment, on-line and, occasionally, on a walk-in basis. I take these referrals very seriously; therefore, if I have referred you to the Writing Center, I hope you will take advantage of their services. There are multiple locations on Fairfax, Prince William, and Arlington campuses (see website for info about locations and numbers); <http://writingcenter.gmu.edu/>

Proposed Course Schedule (subject to change)

Date	Topic	Readings to Discuss	Assignments Due
Jan 20	<ul style="list-style-type: none"> ▪ What does leadership mean to you? ▪ What is the role of leadership in higher education? ▪ How do diverse conceptions of leadership shape higher education? 	<i>From Safe Spaces to Brave Spaces</i>	Sign up for <i>Foundations of Leadership</i> briefings
Jan 27	<ul style="list-style-type: none"> ▪ How is leadership conceptualized and what influences these conceptualizations? ▪ What is the central purpose of leadership? ▪ What narratives are present and which are 	Northouse C1, 1-18 Kezar et al, 1-30 <i>Leadership Reconsidered</i> (skim) Bonus: Cronin & Genovese, <i>Paradoxes of Leadership</i>	Brief (3-4 pages) leadership philosophy initial musing statement due to Blackboard

	neglected in the leadership literature?		
Feb 3	<ul style="list-style-type: none"> ▪ What would identify as the strengths and weaknesses of <u>industrial theories of leadership</u>? ▪ What are the implications for applying these theories to practice based on the above? 	<i>Northouse Chapters:</i> C2 Trait Approach C3 Skills Approach C4 Behavioral Approach C5 Situational Approach C6 Path-Goal Theory C7 Leader-Member Exchange Theory (LMX)	Foundations of Leadership Theory Briefings (3) Sign up for case study facilitation group
Feb 10	<ul style="list-style-type: none"> ▪ What critique might you offer about the <u>theoretical 'evolution' characterizing the study of leadership</u>? ▪ What factors informed the shift from industrial to post-industrial approaches? 	<i>Northouse Chapters:</i> C8 Transformational Leadership C9 Authentic Leadership (& retraction: http://retractionwatch.com/2014/02/07/leadership-journal-to-retract-five-papers-from-fiu-scholar/) C10 Servant Leadership C11 Adaptive Leadership	Foundations of Leadership Theory Briefings (2)
Feb 17	<ul style="list-style-type: none"> ▪ What would identify as the strengths and weaknesses of <u>post-industrial theories</u>? ▪ What are the implications for applying these theories to practice based on the above? 	<i>Post-industrial Theories</i> C13 Leadership Ethics C14 Team Leadership Complexity and Chaos Theories (Uhl -Bien, Marion, & McKelvey)	Foundations of Leadership Theory Briefings (2)
Feb 24	<ul style="list-style-type: none"> ▪ What role do you see ethics, relationships, emotions, and social change playing in leadership? ▪ How are student leadership development models similar or different to the 'canon' of leadership? 	<i>Student Leadership Theories and Models</i> Relational Leadership Model (Komives, Lucas & McMahon, 93-149) Emotionally-Intelligent Leadership (Allen, Shankman, & Miguel)	Foundations of Leadership Theory Briefings (3)

	<ul style="list-style-type: none"> How might critical theory be applied to leadership development? 	<p>Social Change Model (HERI)</p> <p>3rd Wave Leadership: Critical Lenses</p>	
March 2	<ul style="list-style-type: none"> What are the unique opportunities and challenges inherent in leading in academia? 	<p>Bolman & Gallos: <i>Reframing Academic Leadership</i> Parts I & II (pps. 1-126)</p>	<p>Brief (3-4 pages) integrative reflection on Bolman & Gallos due to Blackboard (how do you characterize your leadership epistemology? Which metaphors for academic leadership most appeal/apply to you and your current roles?)</p>
March 9	No Class – Spring Break – Julie in Cuba		
March 16	<ul style="list-style-type: none"> What are the intersections between leadership and various organizational frames/contexts of higher education? How might one practice or develop leadership differently across these frames? 	<p>Manning, C 1-5, 1-66</p> <p>Organized Anarchy Collegium</p> <p>Bolman & Gallos: <i>Reframing Academic Leadership</i>, C 8 & 9</p>	Case facilitation (2)
March 23	<ul style="list-style-type: none"> In what ways does organizational culture influence leadership? How might one practice or develop leadership differently across these frames? 	<p>Manning C 6-9, 67-111</p> <p>Political Cultural</p> <p>Bolman & Gallos: <i>Reframing Academic Leadership</i>, C 10 & 11</p>	Case facilitation (2)
March 30	<ul style="list-style-type: none"> What are the intersections between leadership and various organizational frames/contexts of higher education? How might one practice or develop leadership differently across these frames? 	<p>Manning C 10-13, 112-158</p> <p>Bureaucracy New Science</p> <p>Bolman & Gallos: <i>Reframing Academic Leadership</i>, C 12 & 13</p>	<p>Case facilitation (1)</p> <p>Intro to application project</p>
April 6	<ul style="list-style-type: none"> What developmental influences might play out in the leadership development process? 	<p><i>MSL Insight Report</i></p> <p><i>Using Student Development Theories as</i></p>	<p><i>Application project:</i> Selection of target population and intended learning outcomes</p>

	<ul style="list-style-type: none"> ▪ How can educators more purposefully target leadership development? ▪ What factors might empower or constrain efficacy beliefs? ▪ What dimensions of students' collegiate experiences influence leadership development? 	<p><i>Conceptual Frames</i>, Owen, 2012</p> <p>Bonus:</p> <p>LID Model, JCSD 2006</p> <p><i>Handbook for Student Leadership Development</i> – Chapters 4,5,6</p>	
April 13	<ul style="list-style-type: none"> ▪ How might the literature on leadership better advance identity-based narratives? ▪ What factors contribute to the positioning of gender as a dominant influence in leadership? ▪ What role does culture play in leadership? ▪ What factors contribute to resiliency? 	<p>Northouse C 14, <i>Women and Leadership</i></p> <p>Northouse C15, <i>Culture</i></p> <p>Handbook C7, <i>Inclusive Design</i> (Munin & Dugan)</p> <p>Handbook C14, <i>Considerations for Culture and Social Identity Dimensions</i> (Ostick & Wall)</p>	<i>Application project:</i> Review of the literature and theoretical integration
April 20	<ul style="list-style-type: none"> ▪ What are the core features of an effective leadership development program? ▪ What considerations should go into the design and delivery of leadership education? ▪ What is the role of developmental sequencing in the design and delivery of leadership programs? ▪ What are effective ways to assess leadership learning at the individual and programmatic level? At the institutional level? 	<p>Handbook C8, <i>Assessment</i> (Owen)</p> <p>Handbook C10, <i>Formal Leadership Program Models</i> (Haber)</p> <p>Handbook C13, <i>Powerful Pedagogies</i> (Meixner & Rosch)</p> <p>Dugan & Komives (2007)</p> <p>Bonus:</p> <p><i>CAS Student Leadership Program Standards (SLPs)</i></p> <p><i>ILA Guiding Questions for Leadership Programs</i></p>	<p><i>Application project:</i> Attention to inputs, environments, outcomes;</p> <p>Program design (developmentally-sequenced and evidence-based);</p> <p>Assessment plan</p>
April 27	<ul style="list-style-type: none"> ▪ What is at the heart of leadership for you? How 	<p>Kezar et al., 157-176</p> <p>Bonus:</p>	<i>Application project due:</i>

	<p>will that manifest in your career?</p> <ul style="list-style-type: none"> ▪ What are ideas for future research and practice of leadership in higher education? 	<p><i>National Leadership Education Research Agenda (ALE)</i></p> <p>Haber & Owen, 2013</p> <p>Handbook C3 <i>Research on student leadership development</i> (Dugan)</p>	<p>Reflection on feasibility of implementation and future directions</p>
May 4	Final Leadership in Higher Ed Paper Due to Julie by 5pm		

Partial Readings Reference List:

- Astin, H. S. (1996, July-August). Leadership for social change. *About Campus*, 4-10.
- Astin, A. W., & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Council for the Advancement of Standards in Higher Education. (2009). The role of leadership programs for students: CAS standards contextual statement. *CAS professional standards for higher education*. Washington, DC: Author.
- Day, D. V., Harrison, M. M., & Halpin, S. M. (2009). *An integrative approach to leader development: Connecting adult development, identity, and expertise*. New York, NY: Routledge.
- Dugan, J. P. (2011). Research on college student leadership. In S. R. Komives, J. P. Dugan, J. E. Owen, W. Wagner, C. Slack, & Associates, *Handbook for student leadership development*. San Francisco, CA: Jossey-Bass.
- Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study*. A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.
- Haber, P. (2006). Formal leadership program models. In S. R. Komives, J. P. Dugan, J. E. Owen, W. Wagner, C. Slack, & Associates, *Handbook for student leadership development*. San Francisco, CA: Jossey-Bass.
- Haber-Curran, P., & Owen, J. E. (2013). Engaging the whole student: Student affairs educators and the National Leadership Education Research Agenda. *Journal of Leadership Education*, 12 (3) 38-50.
- Heifetz, R. (2010). Leadership. In R. A. Couto (Ed.), *Political and civic leadership: A reference handbook* (pp. 12-23). Thousand Oaks, CA: Sage.
- International Leadership Association. (2009). *Guiding questions: Guidelines for leadership education programs*. College Park, MD: Author. Retrieved from <http://www.ila-net.org/Communities/LC/GuidingQuestionsFinal.pdf>
- Kezar, A. J., Carducci, R., & Contreras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution in research on leadership*. ASHE Higher Education Report, 31(6). San Francisco, CA: Jossey-Bass.

- Komives, S. R., Longerbeam, S., Owen, J. O., Mainella, F. C., & Osteen, L. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development, 47*, 401-418.
- Komives, S. K., Lucas, N., & McMahon, T. R. (2007). *Exploring leadership: For college students who want to make a difference* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge*. San Francisco, CA: Jossey-Bass.
- Manning, K. (2013). *Organizational theory in higher education*. NY: Routledge.
- Munin, A., & Dugan, J. P. (2011). Inclusive design in leadership program development. In S. R. Komives, J. P. Dugan, J. E. Owen, W. Wagner, C. Slack, & Associates, *Handbook for student leadership development*. San Francisco, CA: Jossey-Bass.
- Northouse, P. G. (2013). *Leadership theory and practice* (7th ed.). Thousand Oaks, CA: Sage Publications.
- Owen, J. E. (2012). Using student development theories as a conceptual framework in leadership education. In K. Guthrie & L. Osteen (Eds.). *Developing Student Leadership Capacity* (17-36). San Francisco: Jossey-Bass
- Owen, J. E. (2011). Considerations of student learning in leadership. In S. R. Komives, J. P. Dugan, J. E. Owen, W. Wagner, C. Slack, & Associates, *Handbook for student leadership development*. San Francisco, CA: Jossey-Bass.
- Owen, J. E. (2011). Assessment and evaluation of leadership. In S. R. Komives, J. P. Dugan, J. E. Owen, W. Wagner, C. Slack, & Associates, *Handbook for student leadership development*. San Francisco, CA: Jossey-Bass.
- Preskill, S., & Brookfield, S. D. (2009). *Learning as a way of leading: Lessons from the struggle for social justice*. San Francisco, CA: Jossey-Bass.
- Rost, J. C. (1991). *Leadership for the twenty-first century*. Westport, CT: Praeger.
- Zimmerman-Oster, K., & Burkhardt, J. C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities*. Battle Creek, MI: W. K. Kellogg Foundation.