Thank you for your interest in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to these standards on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached materials in the design and assessment of your programs and for your staff training and development. These materials may not be duplicated or redistributed for other purposes without permission from CAS.

These standards and all other standards are available along with information on self-assessment procedures in the most recent edition of the book CAS Professional Standards for Higher Education. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu/learningoutcomes) in the design and assessment of your programs.

This set of standards has an accompanying Self-Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services.

CAS STANDARDS AND GUIDELINES

Each set of CAS standards contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “must” and “shall” and appear in bold print so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER FORTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and success and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of over 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 115,000 professionals.

DISCLAIMER

The standards and guidelines published in CAS Professional Standards for Higher Education by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the CAS Self-Assessment Guides (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, make accurate representations to the effect that the designated program or service meets the CAS Standards.

Please direct your questions to the CAS Executive Director (executive_director@cas.edu or 202-862-1400).
Leadership education is central to the work of student affairs and academic affairs within U.S. colleges and universities (Thompson, 2006). This contextual statement provides a brief history of collegiate leadership education and the purpose of the CAS Student Leadership Program Standards and Guidelines. A detailed history of the evolution of leadership education can be found in the Handbook for Student Leadership Development (Komives et al., 2011) and Sally Watkins’ (2018) dissertation on contributions of student affairs professional organizations to the development of collegiate student leadership education. Increasingly, institutional mission statements are focused on creating leaders and developing citizen leaders, which requires realigning the purpose, mission, and context of postsecondary education with student leadership learning (Chunoo & Osteen, 2016).

Origins of collegiate leadership education in the 1970s and 1980s

During the 1970s, many colleges focused efforts on leadership learning when events such as the Watergate scandal caused institutions to ponder how they taught ethics, leadership, and social responsibility. In response to this call, several student affairs professional associations urged their members to focus on the process of leadership education. A task force was formed within the American College Personnel Association (ACPA) Commission IV (now titled the Commission for Student Involvement) that conducted a survey and compiled materials used in student leadership programs throughout the U.S. The task force drew on materials submitted as part of the survey process to create a model for comprehensive leadership program planning (Roberts, 1981). The model advocated that leadership capacity be cultivated beyond those who held elected or selected positions through providing opportunities for multiple populations, with multiple strategies, to achieve multiple purposes, such as training, education, and development (Roberts & Ullom, 1989).

In 1985, ACPA’s Commission IV published and distributed the National Leadership Programs Resource Guide. In 1986, The Inter-Association Leadership Project was formed. This group actively pursued developing a comprehensive model for academic and student affairs staff, discussed establishing a clearinghouse for leadership programs, and developed strategies to evaluate program effectiveness.

Conceptualizations about leadership expanded in the 1980s to include such perspectives as cultural influences, service-learning, social change, and spirituality. By the end of the decade, higher education's commitment to leadership was clear, with over 600 campuses teaching leadership courses, and the evolution of special programs like the National LeaderShape Institute (Schwartz, Axtman, & Freeman, 1998).

Standards and scholarship in the 1990s

In the early 1990s, the newly founded National Clearinghouse for Leadership Programs (NCLP), the Inter-association Task Force, and the National Association of Campus Activities (NACA) were concurrently planning initiatives to advance co-curricular leadership education. Their interests converged and the three entities co-hosted the first National Leadership Symposium (NLS) in 1990. Symposium attendees shared ideas, generated new programs, defined terms, challenged conventional theory, and discussed the need to develop standards. The NCLP became a member of CAS in the early 1990s and the CAS standards for Student Leadership Programs (SLP) were first published in 1996.

Along with the release of the CAS SLP standards in 1996, two pieces of scholarship that are still widely used on college campuses were also published in the same year: the social change model of leadership development (HERI, 1996) and the relational leadership model (Komives, Lucas, & McMahon, 1998).
Additionally, projects funded by the Kellogg, Pew, and Lilly Foundations, FIPSE, and the federal Eisenhower Leadership grant program focused broad-based attention on leadership development. The foundational documents *Leadership in the Making* (Zimmerman-Oster & Burkhardt, 1999) and *Leadership Reconsidered* (Astin & Astin, 2000) resulted from Kellogg grants.

Two professional leadership educator associations were developed in the 1990s. Emerging from the agriculture and extension community, the Association of Leadership Educators (ALE) was created in 1990. In 1999, the International Leadership Association (ILA) was created to focus on leadership from an interdisciplinary and international context and to expand the conversation of leadership across sectors. By late 1990s, there were over 800 college leadership programs.

### Scholarship in the 2000s and 2010s

In the 2000s leadership studies catapulted from a collection of programs to a discipline, and sources indicate that there are now over 1,570 college leadership programs in the U.S. alone (Guthrie, Teig, & Hu, 2018). Harvey and Riggio (2011) argue that the discipline of leadership has matured, boasting widespread dissemination of scholarship at professional conferences (e.g., ILA, ALE, NASPA, ACPA) and the emergence of several peer-reviewed journals (e.g., *Journal of Leadership Education, Journal of Leadership Studies, Leadership Quarterly*). These efforts paved the way for collaborative scholarly efforts that include multiple professional associations such as ILAs Guiding Questions for Leadership Educators (Ritch & Mengel, 2009), *National Leadership Education Research Agenda* (Andenoro et al., 2013), and the Inter-association Leadership Education Collaborative (*Collaborative Priorities and Critical Considerations for Leadership Education*, 2018).

Research in this era includes developmental models (e.g., Leadership Identity Development theory and model; Komives, Owen, Longerbeam, Mainella, & Osteen, 2005) that can guide intentional practice and the international Multi-Institutional Study of Leadership which established normative data related to socially-responsible leadership (Multi-Institutional Study of Leadership, n.d.).

In 2009 ACPA and NASPA collaborated to establish a set of professional competencies for student affairs practitioners. As described by the *Professional Competency Areas for Student Affairs Educators* (ACPA & NASPA, 2015), one of the consistent core competencies for student affairs professionals is leadership. As leadership is also a core competency for student learning, Seemiller (2013) published *The Student Leadership Competencies Guidebook*, which maps 60 leadership competencies onto the learning outcomes of 522 academic programs within 97 academic accrediting organizations and concepts embedded in contemporary leadership models. These competencies are resources to guide the development of leadership learning. Generally, the competencies should develop students' theoretical understanding of (cognition); value of (significance); belief in their ability to engage in (efficacy); motivation toward developing (motivation); skill in (proficiency); behavior of (performance); the foundations of leadership; intrapersonal development; interpersonal development; the development of groups, organizations, and systems; and societal and strategic development (Seemiller & Rosch, 2019).

In the late 2010s leadership educators and scholars were applying critical lenses to existing leadership models, theories, and practices. They were asking questions about ideology, hegemony, social location, power, and agency in leadership studies (Owen, 2012). Dugan’s (2017) *Leadership Theory: Cultivating Critical Perspectives* suggested processes for de-constructing traditional approaches to leadership and reconstructing them to be more inclusive, equitable, and just. The Culturally-Relevant Leadership Learning Model centers leadership on concepts of identity, capacity, and efficacy (Bertrand Jones, Guthrie, & Osteen, 2016). The Leadership Learning Framework (Guthrie & Jenkins, 2018) provided a mechanism for students to steer their own learning, and also for educators to understand better the multiple ways in which students learn. In the Leadership Educator’s Professional Identity Development Model, Seemiller and Priest (2015) suggested that leadership educators themselves need to examine
their own personal and professional development in order to be effective educators. Emerging scholarship is focused on decolonizing leadership education (Mahoney, 2016; Wiborg, Torres, & Hornbeck, 2018) and centering social identity and social justice in leadership (Guthrie & Chunoo, 2018).

**Conclusion**

The CAS Leadership Education and Development Standards and Guidelines (formerly SLP) can be used to help professionals provide comprehensive leadership programs and enhance students’ learning opportunities. Leadership education and development should employ a leadership learning framework that is widespread for educators to use both theoretically and in practice to cultivate programs. These initiatives should center on the learner and the learning which can occur both individually and within a group context. The leadership learning framework is comprised of six areas including: knowledge, development, training, observation, engagement, and metacognition (Guthrie & Jenkins, 2018).

Knowledge is at the foundation of learning and should be connected to all other aspects of leadership learning. Development pertains to the human and intrapersonal dimensions of leadership learning. Training refers to the practical- and competency-based aspects of learning. Observation equates to the observation of social and cultural cues as they relate to leadership. Engagement refers to the interactional, relational, experiential, and interpersonal facets of leadership. With engagement, the student is an active participant in the leadership learning exercise. Learning culminates with metacognition, where authentic reflection and critical thinking surrounding an experience occurs. With metacognition, students are invited to construct meaning in order to adapt and apply what was learned.

Leadership for positional leaders may still occur within curricular and co-curricular contexts. It is essential that campuses seek to develop comprehensive leadership programs and recognize the need to make integrative leadership learning opportunities available to all students through coordinated campus-wide efforts.

**REFERENCES**


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LEADERSHIP EDUCATION AND DEVELOPMENT
CAS Standards and Guidelines

Guiding Principle: Students and Their Environments

Part 1. MISSION

1.1 Programs and Services Mission

The mission of Leadership Education and Development (LED) must be to prepare students to engage in the process of leadership. LED must pursue this mission by
- being grounded in the belief that leadership can be learned
- being based upon clearly stated principles, values, and assumptions
- using leadership theories, models, and approaches that include understanding of self, others, communities, and contexts
- providing students with opportunities to develop an evolving personal philosophy of leadership
- promoting intentional engagement and learning in varied leadership experiences
- recognizing effective leadership behaviors and processes
- being inclusive and accessible

LED must develop and define its mission.

The LED mission should be developed in collaboration with multiple constituents interested in leadership development and education.

The LED mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

LED must advocate to be an integral part of the institution’s educational mission.

The LED mission must be appropriate for the institution’s students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, LED must advance its mission.

1.2 Mission Statement

LED must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

Part 2. PROGRAM AND SERVICES

2.1 Program and Services Goals

Leadership Education and Development (LED) must be guided by a set of written goals and objectives that are directly related to the stated mission.

LED must be comprehensive in its approach, having clear theoretical foundations based upon well-defined principles, values, and assumptions.
LED goals must be aligned with institutional priorities and expectations of the functional area.

LED should seek an institution-wide commitment to leadership education and development that transcends the boundaries of the units specifically charged with program delivery.

LED must regularly develop, review, evaluate, and revise its goals.

LED must communicate goals and progress toward achievement to appropriate constituents.

2.2 Program Information and Services

LED must provide relevant information, services, and resources consistent with its mission and goals.

LED must facilitate students’ self-awareness, their capacity for collaboration, and their ability to engage within various contexts while understanding diverse perspectives.

LED must include

- opportunities for students to develop the knowledge and competencies required for effective leadership
- multiple delivery formats, strategies, and contexts

Opportunities to Develop Effective Leadership Competencies

LED must provide opportunities for students to develop the knowledge and competencies required for effective leadership.

In collaboration with other campus constituents, LED must advance student competencies that have been identified and defined in leadership scholarship.

These competencies must address

- foundations of leadership
- intrapersonal development
- interpersonal development
- the development of groups, organizations, and systems
- societal and strategic development

Foundations of leadership competencies should include

- historical and contemporary perspectives, theories, concepts, philosophies, and contexts of leaders, leadership, and leadership development
- definitions of and relationships among leadership, followership, management, and governance
- critical perspectives of theories, definitions, and concepts related to leaders and leadership
- multiple approaches to leadership including positional and non-positional
- power dynamics including the intentional reflection on the role of power, and recognizing one’s own power, existing power structures, and navigating power dynamics across a variety of leadership situations
- the integrative, interdisciplinary, cross-cultural, and global nature of leaders and leadership
- the connection of leadership to social and cultural identities and other dimensions of human development, such as psychosocial, cognitive, moral, and spiritual development
- the recognition of the influences on leadership of multiple and intersecting aspects of identity,
such as, but not limited to: race, ethnicity, gender identity and expression, sexual orientation, class, ability, nationality, citizenship, immigration status, age, U.S. military-status, religion, ethnicity, cultural orientation, and other identities and life circumstances

Intrapersonal development competencies should include
• self-understanding of one's values, philosophies, identities, styles, skills, and assets
• self-appraisal of one's scope of competence
• the process of seeking and implementing feedback from others
• self-development and lifelong learning
• a growth mindset in approaching learning situations
• initiative
• functioning independently
• self-motivation
• follow-through on commitments and tasks
• personal accountability and taking responsibility for personal behavior
• ethical and moral reasoning
• vulnerability and authenticity
• effectively responding to ambiguity and change
• resiliency and self-care during challenging times
• positive attitude and embracing hope
• confidence, self-efficacy, and personal agency
• striving for excellence

Interpersonal development competencies should include
• productive relationships including moving between dependent, independent, and interdependent relationships as appropriate to the situation
• professionalism including appropriate and respectful interaction with others
• offering assistance and help to others when needed
• mentoring, coaching, and guiding others to their potential
• understanding, including, and leveraging others' perspectives, styles, assets, and contributions
• empowerment
• providing feedback to others
• supervision
• delegation of tasks and duties
• motivating others to complete a task or reach a goal
• social perspective taking and empathy
• collaboration
• recognition, appreciation, and gratitude for others' assistance and contributions
• verbal and nonverbal communication
• active listening
• communicating professionally, coherently, and accurately in a written format
• facilitation of discussions, meetings, and/or activities
• conflict negotiation, mediation, and resolution
• advocating for a point of view

Development of group competencies should include
• group functioning including establishing and maintaining group roles, group development, and team building
• group dynamics including goal setting, group standards, group accountability, shared leadership, and collaboration
• group membership including leveraging team assets and intentional recruitment and retention, examining group membership with inclusion lens, and how the group interacts
• group behavior including group problem-solving, conflict management, trust-building, and decision-making

Development of organizational competencies should include
• organizational structures, processes, communication methods, planning, and evaluation of organizational effectiveness
• organizational culture, values, principles, and politics
• organizational life cycles and succession planning
• sustainability, social responsibility, and stewardship

Development of societal competencies should include
• social responsibility and the larger impact of human and organizational behavior
• social justice including advancing equity and equality
• continued deeper and complex understanding of local and global issues
• service, community involvement, civic engagement, advocacy, and activism
• positionality and working with communities for change

Development of strategic competencies should include
• seeking diverse, and even contradictory, perspectives on issues
• analysis and synthesis of information
• assessment and critique of sources of information
• supporting a position, stance, or conclusion based on a complex, nuanced, contextual, and accurate understanding of an issue or situation
• effective and efficient organization of human resources and information
• pre- and post-reflection to apply learning for future behavior
• systems thinking in looking at relationships and interconnections within a whole system
• evaluation and assessment of contexts, situations, and circumstances
• idea generation including creativity, design thinking, and integrative thinking
• problem solving and decision making
• methods to create systemic change
• mission, vision, and goal development
• strategic planning
• informed risk-taking including risk assessment, planning, and evaluation of impact and consequences

**Multiple Delivery Formats, Strategies, and Contexts**

**LED must provide multiple delivery formats, learning strategies, and contexts.**

LED should offer programs and services that are open to all students, targeted to a specific group of students, or aimed at students with leadership roles.

Examples of delivery formats may include, but are not limited to: retreats, conferences, credit-bearing courses, workshops, internships, reflection, panel discussions, case studies, films, lectures, simulations, mentor programs, adventure training, self-assessment tools, virtual learning platforms, portfolios,
immersion experiences, service-learning, and participation in local, regional, national, and international associations.

LED must develop and implement strategies for outreach and promotion.

2.3 Program Structure and Framework

LED must have clearly stated, current, relevant, and documented
- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

LED must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

LED may be organized and coordinated in a variety of offices and departments in student and academic affairs, and in other administrative areas.

Regardless of organizational structures, LED must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.

LED must collaborate with colleagues and departments across the institution to promote student learning, development, and success.

An advisory group with representatives from the involved areas and other relevant campus and community partners should be established for the purpose of communication, collaboration, and consultation.

2.4 Program Design

LED must be intentionally designed to
- achieve predetermined student learning and development outcomes
- incorporate research and theories on student learning, development, and success
- respond to needs of individuals, constituents, and populations with distinct needs
- ensure access for students and designated clients

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

Leadership Education and Development (LED) must be learner-centric and intentionally designed to meet the developmental needs of diverse learners.

LED must be based on principles of active learning.

LED should be interdisciplinary and include multiple contexts for leadership development, such as, but not limited to
- diverse academic and career fields
- campus organizations and committees
LED must contribute to students’ formal education, which includes both curricular and co-curricular experiences.

LED must design learning environments reflective of the institutional mission, organizational context, learning goals and outcomes, and intended audience.

LED must contribute to students’ progression and timely completion of educational goals.

LED must help students and designated clients prepare for their careers and meaningful contributions to society.

LED must prepare students for active citizenship and participation in shared governance.

LED must work with the institution to identify relevant and desirable student success outcomes.

LED must identify relevant and desirable student learning and development outcomes.

LED must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

LED must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

LED must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes (www.cas.edu/learningoutcomes) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development

LED must assess the student learning and development outcome domains and dimensions relevant to the functional area.

LED must provide evidence of the extent to which student learning and development outcomes are achieved.

LED must provide evidence of the extent to which student success outcomes are achieved.

LED must use evidence to create strategies for improving student learning, development, and success.

Part 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

Leadership Education and Development (LED) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

LED must design assessment plans that incorporate an ongoing cycle of assessment activities.

LED must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

4.2 Program Goals, Outcomes, and Objectives

LED must identify goals, outcomes, and objectives to guide its work.
LED assessment efforts should be linked to strategic planning efforts and institutional commitments, including the articulation of a clear mission, vision, and values; theoretical orientation; short- and long-term goals; and institutional accreditation needs.

LED must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

When collaborating with other departments on assessment activities, these activities must be consistent with the LED mission and assessment plan.

4.3 Assessment Plan and Process

LED must structure assessment initiatives using the steps of the assessment cycle:

- set program goals, outcomes, and objectives
- develop and implement assessment plan
- review and interpret findings
- develop a plan for data use, continuous improvement, and reassessment
- implement an improvement plan
- review and monitor changes that have been made

LED must implement the assessment process with methods that reflect universal design principles.

LED must employ ethical practices in the assessment process.

LED must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

LED must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence

LED must identify priorities for assessment, including both formative and summative approaches.

LED must employ multiple methods and measures of data collection.

LED must develop manageable processes for gathering, interpreting, and evaluating data.

LED must adhere to institutional policies related to data access and management.

LED must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings

LED must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.
LED must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

LED must use assessment results to demonstrate student learning, development, and success.

LED must use assessment results to demonstrate effectiveness and continuous improvement.

LED must use evidence from assessment activities to inform decision-making and planning for continuous improvement.

LED must monitor improvements implemented based on assessment results.

LED must apply results for future planning.

LED must inform constituents of assessment results and how data have been used for continuous improvement.

Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

5.1 Inclusive and Equitable Educational and Work Environments

Within the context of each institution’s mission and in accordance with institutional policies and applicable codes and laws, Leadership education and development (LED) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

LED must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

LED must provide equitable access to facilities and resources for all constituents.

LED must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

LED must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

LED must advocate for accessible facilities and resources, and address issues that impede access.
LED must advocate for inclusion, multiculturalism, and social justice within the institution.

LED must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

LED must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

LED must establish goals for access, equity, diversity, and inclusion.

LED must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.

LED must address the characteristics and needs of diverse constituents when establishing and implementing socially just, culturally relevant and inclusive programs, services, policies, procedures, and practices through an integrated curriculum.

LED must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.

LED must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within LED must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within LED must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational or workplace accommodations are requested, LED must provide individuals with an interactive process to determine reasonable accommodations.

LED should adopt principles of universal design.

Guiding Principle: Organization, Leadership, and Human Resources

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

6.1 Leadership

Leadership Education and Development (LED) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

Leaders with organizational authority for LED must provide management and supervision as well as lead strategic planning and program advancement.

LED leaders must
- create a vision for the functional area
- communicate goals
● model and expect commitment
● build teams, coalitions, and alliances
● influence others to contribute to the effectiveness and success of the unit
● advance diversity, equity, access, and inclusion goals in the workplace
● incorporate data and information in decision making
● develop a risk management plan for the organization
● incorporate sustainable practices in the design of programs, services, and facilities
● develop and empower new leaders from within the organization
● collaborate with colleagues and departments across the institution
● adhere to organizational constraints

LED leaders must advance the functional area by
● advocating for and actively promoting the functional area’s mission and goals
● communicating with constituents about current issues affecting the profession
● identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
● facilitating discussion and decisions regarding program advancement
● advocating for representation in strategic planning processes at departmental, divisional, and institutional levels

An individual or team should be responsible for the coordination of student leadership and education development initiatives and practices across the institution.

6.2 Management

LED managers must
● be empowered to demonstrate effective management
● plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
● develop plans for scholarship, leadership, and service to the institution and the profession
● engage diverse perspectives from within and outside the unit to inform decision making

6.3 Supervision

LED supervisors must
● incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
● consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
● provide feedback on personnel performance
● identify and resolve workplace conflict
● follow institutional policies for addressing complaints
● provide reports and activity updates to management
● work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
● provide supervision and support so that personnel may complete assigned tasks

6.4 Strategic Planning
LED leaders, managers, and supervisors must facilitate ongoing strategic planning processes that
- facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
- support ongoing assessment activities that improve student learning, development, and success
- utilize philosophies, principles, and values that guide the work of the functional area
- promote environments that provide opportunities for student learning, development, and success
- develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
- engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
- result in a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes

Part 7. HUMAN RESOURCES

7.1 Staffing and Support

Leadership Education and Development (LED) must identify the level of staffing necessary to achieve its mission and goals.

LED must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

LED must have access to technical and support personnel to accomplish its mission.

LED professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

LED must ensure that all personnel have appropriate training, experience, and credentials.

LED must ensure that expertise and certification, where appropriate, are essential in the administration and interpretation of personality, developmental, and leadership assessment instruments.

Professional personnel involved in leadership education and development should possess knowledge of
- history of and current trends in leadership theories, models, and philosophies
- organizational development; group dynamics; change strategies; and principles of community, pedagogies, and instructional design
- how identities and dimensions of diversity influence leadership
- inclusion and its effects on development
- how inclusion, intersectionality, and power influence leadership
- the contextual nature of leadership

Professional personnel involved in leadership education and development should possess the ability to
- work with a diverse range of students
• create, implement, and evaluate student learning as a result of leadership programs
• use reflection in helping students understand leadership concepts
• develop and assess student learning outcomes
• organize learning opportunities that are developmentally appropriate

7.2 Employment Practices

LED must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

LED leaders must
● ensure that all personnel have written position descriptions
● regularly review position descriptions
● maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
● implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
● develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

LED leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.

Personnel within LED must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of LED.

7.3 Personnel Training and Development

LED personnel must receive training when hired and professional development throughout their employment.

LED personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.

LED must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.

LED personnel should engage in continuous discovery and understanding of student leadership models, research, theories, and definitions through ongoing study and professional development activities.

LED personnel must have access to resources and receive specific training on policies, procedures, and laws related to
● the programs and services they support
● privacy and confidentiality
● student records and sensitive institutional information
- systems and technologies necessary to perform their assigned responsibilities
- sexual misconduct, harassment, and workplace violence

LED personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

LED personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.

LED leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

7.4 Paraprofessional Personnel

Paraprofessionals working in LED must be enrolled in an appropriate field of study and/or have relevant experience.

Paraprofessionals working in LED must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.

LED leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

LED leaders must
- adhere to parameters of paraprofessionals’ job descriptions
- articulate intended student learning and development outcomes in student employee job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling options as needed by the student employee
- work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours

Part 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

Leadership Education and Development (LED) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

LED must collaborate with individuals, groups, communities, and organizations to
- establish, maintain, and promote understanding and effective relations
- garner support and resources
- meet the needs of students, designated clients, and other constituents
- achieve program and student outcomes
- engage diverse populations to enrich the educational environment
- disseminate information about programs and services
solve problems pertinent to the student population, designated clients, or the organization

LED personnel must collaborate with other constituents including those with similar or complementary functions, in order to enhance professional competence and the delivery of leadership education and development.

LED collaborations may include leadership education and training for paraprofessionals in other functional areas.

LED must involve a diverse range of partners in the planning, delivery, and assessment of programs and services.

LED must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area’s scope.

8.2 Communication

LED must provide relevant information, services, and resources that explain its mission and goals.

LED must develop and implement strategies for outreach and promotion.

LED promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

LED must have and follow procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- the use of social media
- contracting with external organizations for delivery of programs and services
- developing relationships with donors
- dissemination of relevant information in a timely manner to all constituents

Guiding Principle: Ethical Considerations

Part 9. ETHICS, LAW, AND POLICY

9.1 Ethical Statements

Leadership Education and Development (LED) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

LED must have clearly defined and documented ethical statements addressing

- conflicts of interest, or appearance thereof, by personnel in the performance of their work
- management of institutional funds
- acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
• solicitation of gifts, in accordance with institutional advancement reporting policies
• research and assessment with human participants or animal subjects
• confidentiality of research and assessment data
• personnel, student, and other designated clients’ rights and responsibilities
• disclosure of information in student, personnel, and other designated clients’ records

9.2 Ethical Practice

LED personnel must employ ethical decision making in the performance of their duties.

LED personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

LED personnel must be honest, objective, and impartial in their interactions.

LED must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

LED must encourage and provide a forum for personnel to address and report unethical behavior.

LED must address issues surrounding scholarly integrity.

LED personnel must perform duties within the scope of their position, training, expertise, and competence.

LED personnel must make referrals when issues presented exceed the scope of their position.

LED should collectively reflect, share, and articulate moral and ethical decision-making processes to help foster a more ethical organizational culture.

9.3 Legal Obligations and Responsibilities

LED must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

In accordance with governmental laws, institutional policy, and standards of good professional practice, LED personnel who are concerned about students’ well-being must ensure that they are referred to appropriate resources.

LED must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

LED must not discriminate based upon institutional policies, codes, or governmental laws.

LED must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

9.4 Policies and Procedures
LED must have written policies and procedures on operations, transactions, or tasks that have legal implications.

LED must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.

LED must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

9.5 Communication of Ethical and Legal Obligations

LED must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

LED must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

LED personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel’s disclosure obligations.

LED must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

LED must inform personnel about internal and external governance organizations that affect the functional area.

LED must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

9.6 Addressing Harassment and Hostile Environments

LED personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

LED must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

Guiding Principle: Learning-Conducive Structures, Resources, and Systems

Part 10. FINANCIAL RESOURCES

10.1 Funding

Leadership Education and Development (LED) must have the funding that is necessary to accomplish its mission and goals.

LED must determine with administrative leadership what funding is necessary.

10.2 Financial Planning
In establishing and prioritizing funding resources, LED must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

LED must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

LED financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

10.3 Financial Management

LED must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

LED must demonstrate responsible stewardship and use of fiscal resources.

LED must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

LED must be provided with the institutional and financial resources to assist with professional development of personnel.

LED procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Part 11. TECHNOLOGY

11.1 Systems Management

Leadership Education and Development (LED) must have current technology to support the achievement of its mission and goals.

LED must incorporate accessibility features into technology-based programs and services.

LED must ensure that personnel and constituents have access to training and support for technology use.

LED must back up data on a cycle established in partnership with the institution’s information technology department.

LED must implement a replacement plan and cycle for all technology with attention to sustainability.
11.2 User Engagement

LED must use technology to enhance the delivery of programs and services for all constituents.

LED must ensure that technology addresses constituent needs.

LED must employ technologies that facilitate user interaction.

LED must provide secure remote access.

11.3 Compliance and Information Security

LED must have policies on the appropriate use of technology that are clear and easily accessible.

LED must comply with governmental codes and laws and with institutional technology policies and procedures.

LED must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

LED must have updated websites that provide information to all constituents in accessible formats.

LED must use technology that allows users to communicate sensitive information in a secure format.

LED must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

LED must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.

Part 12. FACILITIES AND INFRASTRUCTURE

12.1 Design of Facilities

Leadership Education and Development (LED) facilities must be located in suitable spaces designed to support the functional area’s mission and goals.

LED offices and programming space should be centrally located on campus and designed to facilitate maximum interaction among students, faculty, and staff.

LED facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

LED facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.
LED must incorporate universal design principles.

LED facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

LED personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.

LED personnel must be able to safeguard the privacy of their work.

12.3 Equipment Acquisition

When acquiring capital equipment, LED must take into account expenses related to regular maintenance and life cycle costs.

LED must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

LED facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.

LED must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.

LED must develop sustainable practices for facilities use.

LED must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

LED personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

General Standards revised in 2018; LED (formerly Student Leadership Programs) content developed/revised in 1995, 2009, & 2019

The LED Standards and Guidelines should be considered in conjunction with the LED Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.

CAS would like to acknowledge and express appreciation to the following individuals for their significant contributions in the development of these standards:

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