

SYMPOSIUM

The goal of the symposium is to bring researchers and practitioners together to seek out and build common frameworks for discussion. We hope to provide a meeting ground for dialogical discourse among diverse approaches to leadership theory and practice, with an eye to developing models for implementation.

—*The Editors*

INTRODUCTION: ADVANCING LEADERSHIP STUDIES THROUGH COMMUNITY-ENGAGED SCHOLARSHIP

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In 2015, the United Nations unveiled a bold vision and agenda for a better world: To end extreme poverty and hunger, protect the planet through sustainable practices, ensure prosperity and progress for all human beings, and “foster peaceful, just, and inclusive societies” (p. 2). The call for transformation through collaboration and sustainable development offers a powerful framework for global citizenship, and urges us to consider the questions, “Where does our world need leadership?” And, “What is our responsibility as leadership educators and scholars to develop leaders

who are prepared to engage the world’s toughest challenges?”

Chrislip, Arensdorf, Steffensmeier, and Tolar (2016) argued that the “dominant cultural narrative of leadership with its central focus on the authority of the leader is inadequate for making progress in the civic arena” (p. 126). Ospina and Foldy (2010) described how relational, collaborative leadership practices are needed for social change organizations to work effectively within and across constituent groups. Sandel (2009) suggested that just societies require a strong sense of community,

with citizens who are both concerned about—and dedicated to—the common good. The widely emphasized Social Change Model of Leadership (Komives, Wagner, & Associates, 2017) frames socially responsible leaders as individuals who are motivated to exercise leadership for the purpose of creating change on behalf of others and for the benefit of society as a whole; that is, *for the common good* (Chrislip & O'Malley, 2013; Grace, 2011).

Yet the notion of leadership for the common good becomes complicated, and indeed contested, in increasingly divisive social, political, economic, and moral contexts. In order to make progress on the toughest challenges confronting our communities, those of us who study, teach, and practice leadership are called upon to adopt critical perspectives and approaches to leadership scholarship and practice that prepare individuals and groups to register complex workings among systems. Affirming the importance of social responsibility as a feel-good proposition is not enough; to lead is to accept the responsibility and obligation to name, intervene, and remake oppressive systems (Alvesson & Spicer, 2012; Brookfield, 2004; Collinson, 2011).

To realize a more democratic, just, and sustainable planet, leadership activity—and leadership development—requires new lenses. The development of new ways of thinking and capacities required to intervene in established systems calls for a shift in focus from the development and accomplishment of individuals toward collective leadership approaches that are cocreated, participatory, and can account for degrees of social, political, economic, and moral agitation (Dugan, Turman, & Torrez, 2015; Kliever & Priest, 2016). The use of high impact practices like academic service learning in leadership education courses have been shown to develop values and socially responsible leadership in students (Dugan, Kodama, Correia, & Associates, 2013). We suggest that critical approaches to leadership education and development call for critical *pedagogies of practice* (Ganz & Lin, 2012). By “aligning the content of what we teach with the way in which we teach it” (p. 353), learning activity becomes leadership activity. A movement toward critical perspectives and practices of leadership requires forms of learning that creates the conditions

for leaders to embrace ambiguity, challenge assumptions, and develop identities within systems (Ford, 2010; Ford, Harding, & Learmonth, 2008). Opening the door to new ways of knowing, doing, and being advances forms of leadership that can close the gap between our present realities and worthy global aspirations. We propose that community-engaged scholarship offers a pedagogy of practice equipped to engage and develop critical perspectives. The Carnegie Foundation for the Advancement of Teaching defines community engagement as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, and global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (as cited in Driscoll, 2008, p. 39). Engaged scholarship encompasses both the process and product of these creative endeavors (Van de Ven, 2007). What if leadership researchers and educators saw themselves as scholar practitioners who integrated teaching, research, and civic engagement to produce new knowledge for social, political, economic, and moral change? This symposium is a call to take our work “public” (see also Post, Ward, Longo, & Saltmarsh, 2016 for more on the role of public engagement in higher education).

We begin start with an interrogation of *The Normative Foundations of Community-Engaged Scholarship as a Method of Leadership Inquiry*. The essay presents a post-modern and critical perspective framework by which to examine the relationship between knowledge and power in the work of leadership, and builds a case for the role of community-engaged scholarship in advancing leadership education, studies, and practice.

Jill Arensdorf and Curt Brungardt's article, *Civic Investment Plan: A Case Study Connecting Civic Engagement and Leadership Development*, offers insight into the role of institutions in creating the conditions for civic learning through community engagement. Their work emphasizes the unique position of leadership educators and scholars to furthering the civic mission of higher education, for the public good.

Carrie Hutnick, Kari Galloway, Dallice Joyner, Julie Owen, and Suzanne Scott Constantine's case study, *Creative Leadership as Social Action*, illustrates the use of community-engaged scholarship as a pedagogy of practice to address contemporary social challenges

through an interdisciplinary capstone course. Through art, education, and advocacy, the students and community participants create the conditions for social transformation around the issue of mass incarceration in the United States. Their work also offers insights into the rewards and challenges of campus-community collaborations.

In his article, *Community-Engaged Scholarship, Knowledge, and Dominant Discourse: A Cautionary Tale from the Global Development Sector*, Eric Hartman shines a light on the unintended consequences of global engagement, reinforcing the need for those who study, teach, and practice leadership to be critically conscious, ethical, and employ inclusive approaches that acknowledge and trouble the role of power. Hartman outlines the normative basis of rights-based approaches in community-engaged scholarship, and points to new ways to understand global development through the lens of a leadership education practice.

Next, Jennifer Purcell explores new frontiers of learning leadership in her article, *Community-Engaged Pedagogy in the Virtual Classroom: Integrating eService-Learning into Online Leadership Education*. Purcell's contribution to the symposium challenges conventional constraints of engagement, and offers readers with a framework and key questions to consider when designing online leadership programs that aspire to include forms of community engagement.

And Now for Something Completely Different ... by Mary Hale Tolar, Kristina Boone, David Procter, and Timothy Steffensmeier is well suited to conclude the symposium. Readers will meet the authors in conversation around the institutional context necessary to create and support an interdisciplinary, community-engaged graduate program in Leadership and Communication. The very design of the program challenges assumptions of knowledge creation, identity, and legitimacy within a land-grant institution. The program founders illuminate the dreams and tensions of pursuing such an endeavor.

We believe our contributing authors highlight (and complicate) ways that leadership studies informs and intersects the public good through community partnership, collaboration, community organizing, and structures of learning that develop our critical capacity to make progress toward social change.

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