

## Culturally Relevant Leadership Learning (CRL) SELF STUDY – Application to practice, pedagogy, and research

Guiding questions:

- *How do identity, efficacy, and capacity interact with dimensions of campus climate?*
- *How do we as members of the School of Leadership Studies create a climate of inclusion, belonging, and well-being through our curriculum and programs?*

Adapted from:

- Bertrand Jones, T., Guthrie, K. L. and Osteen, L. (2016). Critical domains of culturally relevant leadership learning: A call to transform leadership programs. *New Directions for Student Leadership*, 152, 9-21. doi:[10.1002/yl.20205](https://doi.org/10.1002/yl.20205)
- Osteen, L., Guthrie, K. L. and Bertrand Jones, T. (2016), Leading to transgress: Critical Considerations for transforming leadership learning. *New Directions for Student Leadership*, 152, 95-106. doi:[10.1002/yl.20212](https://doi.org/10.1002/yl.20212)

| Domain                                          | Description                                                                                                                                                                              | Considerations for Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | My/Our Strengths/Areas for Growth? |
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| <b>Historical Legacy of Inclusion/Exclusion</b> | Who has traditionally participated in leadership learning opportunities on campus? Does this reflect those students who receive leadership “awards” or other recognition for their work? | <ul style="list-style-type: none"> <li>• It is simply not enough to acknowledge that these patterns of exclusion or inclusion exist(ed); leadership educators must then develop intentional ways to respond to such history.</li> <li>• Recognize and redesign historically White learning environments that constitute White space</li> <li>• Identify and assign diverse voices of theory and practice in curricular and co-curricular programs.</li> <li>• Use historical narratives of pain and joy, failures and successes of inclusion in the teaching and learning of leadership</li> </ul> |                                    |
| <b>Compositional Diversity</b>                  | The participation of historically underrepresented racial/ethnic groups, women, and other marginalized student populations                                                               | <ul style="list-style-type: none"> <li>• Increase the representation of culturally diverse students, which in turn leads to broader diversity of ideas</li> <li>• Participant demographics align with institutional, local, state, national, global demographics</li> </ul>                                                                                                                                                                                                                                                                                                                        |                                    |

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|                                       |                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Program faculty and staff demographics align with institutional, local, state, national, global demographics</li> <li>• Understand who, how, and why individuals are included or left out/marginalized in your programs and opinions, and thus increases the exposure of all students’ to a wider range of perspectives</li> <li>• In situations where compositional diversity is not immediately possible due to enrollment and employment constraints, how can we achieve compositional diversity?</li> </ul>                                                                                                                                                                                                                                                                                                         |  |
| <p><b>Psychological Dimension</b></p> | <p>Emphasizes individual views of group relations, perceptions of discrimination or conflict, attitudes about difference, and institutional responses to diversity. This dimension also includes students’ cognitive and personal growth.</p> <p>Institutions unintentionally create “conflict” experiences for marginalized students (“the wall”)</p> | <ul style="list-style-type: none"> <li>• Assess the learning environment for marginalized students and create opportunities that foster acceptance of differing opinions and experiences while encouraging trust.</li> <li>• How are we centering white and other dominant perspectives in our teaching and programming? Conversely, how are we surfacing and validating historically marginalized ways of knowing and understanding the world?</li> <li>• How are we asking students of color to carry the uncompensated/unrecognized burden of their white peers' learning? In other words, in what ways are we centering the learning and growth of white students at the expense of students of color? In what ways are we allowing white students to negotiate the humanity of people of color by exploiting and tokenizing the few in the room?</li> </ul> |  |

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|                                    |                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Create both brave and safe spaces for teachers and learners to process, reflect, and apply</li> <li>• Invite participants into program through use of both internal and external conferred beliefs</li> <li>• Create space to assess how one’s individual sense of self is aligned with what is shown to others and affected by internalized subordination/dominance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <p><b>Behavioral Dimension</b></p> | <p>Focuses on the interactions between all students and the quality of interaction within culturally diverse groups. Cross-group and intragroup interactions are especially important.</p> | <ul style="list-style-type: none"> <li>• One responsibility of leader educators in this domain is equipping all students with the ability to engage across difference—to be reflective of their own experiences and those of others who may not mirror their own, in particular. Educators must be prepared for dissonance as students make sense of experiences that differ greatly from their own and challenges to established beliefs and patterns of thought.</li> <li>• Three principles for advancing students’ capacities to engage across difference: (a) sociocultural conversations between and among peers, (b) diversity of leadership education content beyond traditional and dominant narrative, and (c) cultivation of students’ capacities for “critical perspectives and critical self-reflection” - questioning of basic assumptions and challenging their applicability to any context.</li> <li>• Attend to what gets counted as leadership behavior and who has access to these behaviors?</li> </ul> |  |

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|                                             |                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Vigilantly eradicate elitism that arises in leadership programs.</li> <li>• Stay in the practice of praxis.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Organizational/ Structural Dimension</b> | <p>The “important structures and processes that guide day-to-day ‘business’ of the institution”</p> <p>Represented by course curricula, budget allocations to support diverse learning opportunities, admissions practices, hiring practices of diverse faculty and staff, tenure and promotion procedures, and rewards structures.</p> | <ul style="list-style-type: none"> <li>• What types of registered student organizations are represented, and offices to provide opportunities to diverse students. In culturally relevant leadership programs, these structures include the leadership education curriculum, budget allocations, recognition or award practices, and other policies</li> <li>• Critically examining the composition of students selected to serve as teaching assistants and on program committees.</li> <li>• Educators can scrutinize the course reading lists for diverse authors and ideas that represent the breadth of thinking about leadership in a variety of social contexts.</li> <li>• Center the experiences of people of color, using marginality as starting point.</li> <li>• Unpack the discomfort white students, faculty, and staff may feel at having their perspectives deconstructed and decentered.</li> <li>• Use critical pedagogy to develop critical consciousness and challenge dominant ways of knowing, being, and doing.</li> <li>• Shift the conversation to how we react to the other instead of understanding or changing the other.</li> </ul> |  |
| <b>Individuals</b>                          | <p>The relationship of individuals and the process of leadership are interconnected</p>                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Hold all of those within your program community with compassion, love, and validation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |

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|                             | through the multiple ways and means leadership is built on relationships between self and the pluralistic collective. Focus on the individuals allows for leader development and engagement in the process of leadership. | <ul style="list-style-type: none"> <li>• Consciousness of participant composition and how they interact across difference.</li> <li>• Foster a collective identity of leaders and followers among equals.</li> </ul>                                                                                                                                                                                                                                                                                  |  |
| <b>Leadership Processes</b> | Leadership is oriented as a process and framed as a liberatory practice of freedom.                                                                                                                                       | <ul style="list-style-type: none"> <li>• Leadership as an act of being not fixing others.</li> <li>• Teach and model leadership learning as a liberatory process.</li> <li>• Hold the both/and reality of creating change while reflecting on identity, power, and institutional/organizational status quo.</li> </ul>                                                                                                                                                                                |  |
| <b>Identity</b>             | Students understand their leader identity within and through the lenses of their multiple and complex layers of identity.                                                                                                 | <ul style="list-style-type: none"> <li>• Present identity as a socially constructed, across time and contexts.</li> <li>• Primacy of race, class, gender, sexuality, and their interaction within systems of power, privilege, and oppression discussed.</li> <li>• Use tools such as the Model of Multiple Dimensions of Identity (MMDI) (Jones &amp; McEwen, 2000) and Authentic, Action-Oriented Framing for Environmental Shifts Method (AAFES) (Watt, 2015) to reflect upon Who am I?</li> </ul> |  |

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| <p><b>Capacity</b></p> | <p>Students’ integration of knowledge, attitudes, and skills collectively reflect their overall ability to be effective in the leadership process.</p>                                                               | <ul style="list-style-type: none"> <li>• Develop capacity to engage across difference.</li> <li>• Develop ability to deconstruct complex problems.</li> <li>• Focus on vulnerability, authenticity, and self-awareness.</li> </ul>                                                 |  |
| <p><b>Efficacy</b></p> | <p>The concept of efficacy has theoretical foundations to learning and development. Students’ beliefs about their ability determines whether students practice their leadership knowledge and skills in context.</p> | <ul style="list-style-type: none"> <li>• Deconstruct and examine internalized subordination and dominance.</li> <li>• Diverse experiences and voices are represented and modeled.</li> <li>• Refine leaders as ordinary people who do extraordinary things with others.</li> </ul> |  |