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Leadership Theories and Beyond: Application in Diverse Contexts

Guest Editors: Irma O'Dell and Mary Hale Tolar

This special issue of *Educational Considerations* focuses on leadership theory and beyond in various settings and contexts. Following the models of the best of education and of leadership studies, we looked across the expanse of the academy to gather together from many different disciplines ideas, constructs, theories, and applications that move us all forward. Readers will learn from theories and practice in psychology, education, politics, communication studies and, of course, leadership studies – all in an effort to improve and advance leadership in our schools, our universities, and our communities.

This issue offers a variety of articles and commentaries dealing with leadership education in higher education; leadership development and selection in undergraduate leadership programs; diversity and cross-cultural experiences; pre-college student leadership development; curriculum assessment and standards for evaluating administrators and students in higher education; engaged citizenship and group engagement; faculty and staff leadership development; and leadership, politics, and gender.

The issue begins with Robert J. Shoop taking us on a leadership journey that provides an overview of developing the leadership studies program at Kansas State University. Next is a discussion of assessment in higher education. Irma O'Dell shares information about curriculum assessment and accountability. A psychometrically sound instrument developed for evaluating administrators and a process for developing a contextually-based leadership assessment instrument for students are described by Linda P. Thurston and B. Jan Middendorf. The focus shifts to leadership development on college campuses. Jill R. Arensdorf and Tony C. Andenoro share a paradigm for engaged citizenship through leadership education. Leadership development for faculty and staff on a college campus is presented by Susan M. Scott and Mary Hale Tolar. Susan R. Komives and Matthew

Johnson examine pre-college experiences in relation to understanding college student leadership development. Mary Christine Banwart and Kelly Winfrey present the results of a study on leadership, politics, and gender that discusses the role model effect on young women voters in a presidential primary with a woman candidate. Two commentaries close the issue. Gilbert Davila discusses preparing school principals for a diverse and changing world while Daniel B. Kan and Rebecca J. Reichard discuss the importance of balancing leadership development with student selection into undergraduate leadership education programs.

The wide array of articles in the issue should give readers valuable information about various topics in the field of leadership. They may also provide useful suggestions for future research projects. In closing, we would like to thank Lori Kniffin for her work on this project. Lori provided valuable assistance for which we are forever grateful.

Irma O'Dell is Senior Associate Director and Associate Professor in the School of Leadership Studies at Kansas State University. Her research focuses on curriculum assessment, program evaluation, and community life satisfaction.

Mary Hale Tolar is Director of the School of Leadership Studies at Kansas State University. The art and practice of civic leadership development, women's pathways to public service leadership, and the role of scholarship and fellowship opportunity on leadership development are a few areas of her research.