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Editorial Note

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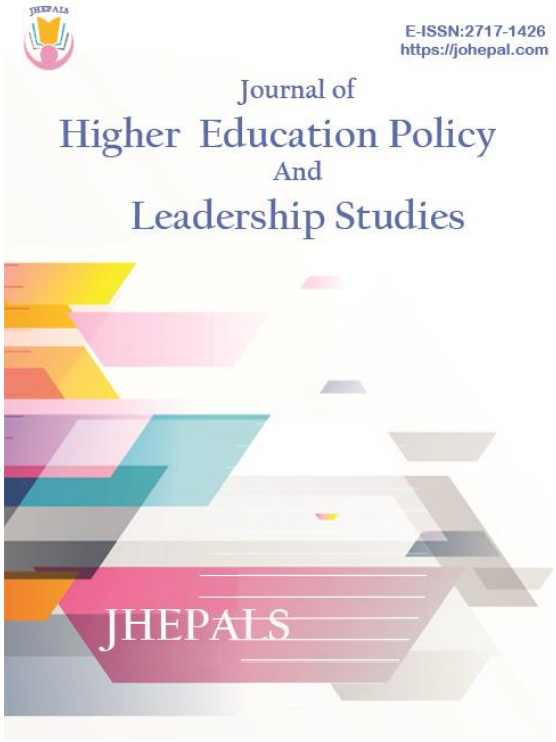

Special Issue:

Considerations for Leadership Learning in Higher Education: Identity, Capacity, and Efficacy

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Special Issue

Considerations for Leadership Learning in Higher Education: Identity, Capacity, and Efficacy

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In higher education globally, educators are often tasked with providing leadership learning opportunities for students in both the context of academic classrooms and in co-curricular spaces outside of the classroom. Educators are fortunate to have future leaders attending their institutions and have an opportunity to develop them to make significant change in various industries. Higher education is a vessel to cultivate future leaders in diverse communities around the world and prepare them to work towards creating social change through equitable practices and commitments. Educators are uniquely positioned to provide transformative learning opportunities for students.

To provide leadership learning opportunities, leadership educators need to explore how to best develop these opportunities and establish effective pathways of leadership identity, capacity, and efficacy for leader development. The leadership learning framework is crucial for developing pathways that enable individuals to cultivate their leadership identity, capacity, and efficacy (Guthrie & Jenkins, 2018; 2024). Through this active exchange between the individual and the leadership learning process, leadership learning is thereby enhanced (Guthrie & Devies, 2024). The dynamics of leadership learning and identity, capacity, and efficacy development along with considerations and ways to enhance educators' practice are explored in this special issue.

This special issue features six articles, two reflections, a colloquium, a book review, and an interview with a pioneer in the field of leadership education.

The articles featured in this special issue explore various aspects of leadership learning, from different contexts, identities, and processes.

In the first article "*International Approaches to Developing Leadership Identity, Capacity, and Efficacy*", scholars Julie E. Owen, Aoi Yamanaka, and Momo Waguri share international

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approaches to developing leadership identity, capacity, and efficacy. Having a global mindset enhances leadership learning opportunities for all students.

Abhishek Kumar, in the second article "*A Critical Review of Pedagogical Approaches for Enhancing Leadership Capacity and Efficacy in Higher Education*", provides a critical review of pedagogical approaches to enhance leadership capacity, and efficacy, which provides several considerations for educator practice.

In the third article "*Examining the Relationship between Knowledge Sharing and Leadership Learning among Staff in Higher Education Institutions*", Natalia L. Herman and Ralph A. Gigliotti examine the relationship between knowledge sharing and leadership learning, which is enlightening to how knowledge can be commoditized.

A qualitative critical Whiteness study on two inclusive leadership programs is shared in the fourth article "*The (White) Elephant in the Room: A Qualitative Critical Whiteness Study of Two Inclusive Leadership Programs*" by Trisha Teig, Ieya Grosman, and Nicole R. Cozzi.

Next, in article five "*Pathways to Involvement: The Role of Graduate Student Government in Leadership Learning*", Laura Vaughn and Joshua Burns focus on the role of graduate student government in leadership learning, which provides key considerations for supporting and working with graduate student leadership organizations like student government.

In the final article "*Identity, Capacity, and Efficacy for Ethical Leadership Education*", Viveckhanand S. Chunoo explores ethical leadership education by focusing on identity, capacity, and efficacy, which offers important considerations when building curriculum centered on ethics and leadership.

This special issue features two reflections. In the first reflection "*Chronic Codeswitching for Multiracial Student Leaders*", Nicholas Lamar Wright reflects on the chronic codeswitching multiracial student leaders face, which provides powerful insight into lived experiences of students.

The second reflection "*Who Benefits from Collegiate Leadership Education? The Importance of Amplifying Hispanic College Students' Leadership Experiences*", explored by Karla J. Gutiérrez, Trevor Willis, and Amber Manning-Ouellette, discusses the importance of leadership education programs in amplifying Hispanic college students' leadership experiences.

In this special issue's colloquium "*Men of Color Initiatives and Programs (MOCI) as Sites for Leadership Development*", Nevan Bell and Darius A. Robinson share Men of Color initiatives and programs as leadership development, which provides considerations for enhancing educators' practice.

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An interview "*Considerations for the Future of Leadership Learning*" with Susan R. Komives, a pioneer in the collegiate leadership education field, explores insight into her personal journey, the development of the leadership identity model, and her strong influence in the field.

Finally, Patrick Marshall provides a book review on an edited book "*Engaging Black Men in Leadership Learning*" by Cameron C. Beatty and Jesse R. Ford. He highlights this important resource for educators to uplift and support Black men through asset-based and culturally affirming approaches that enhance their journeys in leadership learning.

Leadership learning will continue to be an important and powerful mechanism for student development in institutions of higher education. Gaining knowledge and experience in how to engage in positive change efforts improves communities, industries, and education, reinforcing the importance of this learning. Focusing on leadership identity, capacity, and efficacy to enhance how leaders and followers engage in this work is critical. Our global world needs future leaders who consider the opportunities, complexities, and nuances of diverse societies who navigate the changing landscape of this world.

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