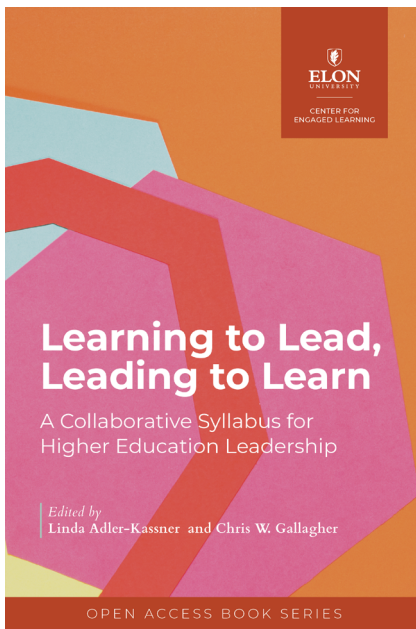


READING GROUP GUIDE



Learning to Lead, Leading to Learn

A Collaborative Syllabus for Higher Education Leadership

Edited by Linda Adler-Kassner and Chris W. Gallagher

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Access supplemental resources including additional questions specific to each chapter at www.CenterForEngagedLearning.org/books/learning-to-lead.

FOR DISCUSSION

1. Part 1 emphasizes learning from experience, including leadership without authority and teaching-informed leadership. What assumptions about leadership or your own professional identity might need to be surfaced before you engage with these ideas? How do your past experiences shape what you notice and how you act as a leader?
2. What counts as meaningful evidence of effective leadership in your context? How could noticing different forms of evidence—small interactions, patterns of engagement, shifts in others' confidence—inform your decisions and approach?
3. Leadership often involves balancing competing priorities, values, or perspectives. When have you faced—or might you face—situations where doing what feels right for the group conflicts with your personal principles or professional goals? How might the ideas in this book help you navigate those tensions?
4. What strengths, perspectives, or experiences do you bring to your professional community? How can you make both your contributions and the contributions of others more visible?
5. Sharing your experiences is framed as an act of generosity. How does this influence your thinking about making your leadership practices or insights public? What challenges or hesitations might you encounter?
6. Which ideas in the book feel most inspiring or motivating for you right now? How will you know if engaging with these practices has made a difference in your work or community?
7. Leadership often happens in everyday moments, not just in big projects. What small actions or decisions could you take this week that would put the ideas in this book into practice, and how might they influence others?

ABOUT THE BOOK

Learning to Lead, Leading to Learn is meant to be used as much as read by individuals in reading groups, workshops, seminars, and classrooms. It is designed as a “syllabus” that asks readers to consider questions associated with the theory and practice of leadership, and in particular the metacognitive practices of leaders, i.e., the ways in which they think about and learn leadership.

The book brings together scholars and administrators who examine not only what they have learned about leadership, but how they learned it through experience, theory, identity, and relational work. Part 1 focuses on learning from experience, highlighting leadership without authority, teaching-informed leadership, listening, care, and navigating systemic inequities. Part 2 bridges theory and practice, drawing on feminist, Black, queer, and critical frameworks to reimagine institutional change, belonging, and transformation. Throughout, contributors foreground leadership as adaptive, relational, and values-driven, inviting readers to reflect on their own identities, commitments, and theories of change as they learn to lead in complex institutions.

ABOUT THE OPEN ACCESS SERIES

The Center for Engaged Learning at Elon University brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning. The CEL Open Access Book Series features concise, peer-reviewed books (both authored books and edited collections) for a multi-disciplinary, international, higher education audience interested in research informed engaged learning practices. All open access books are published under a CC BY-NC-ND 4.0 license. *Jessie Moore and Peter Felten co-edit the series.*

Learn more at www.CenterForEngagedLearning.org.

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