Introduction

In 2019, the International Leadership Association (ILA) convened the Guiding Standards Task Force (GSTF) to develop guiding standards for academic curricular and co-curricular leadership programs. In this concept paper, the GSTF seeks to establish general standards for continuous quality improvement of leadership learning. The concept paper is intended as a living document which is reviewed regularly and it is not meant to serve as an instrument for accrediting leadership programs.

The GSTF built on the significant work already done by a similar group that developed the ILA Guiding Questions in 2005-2009 – an evaluative instrument that focused on context, conceptual framework, content, teaching and learning, and assessment (http://www.ila-net.org/Communities/LC/GuidingQuestionsFinal.pdf). This concept paper is based on these five categories in the ILA Guiding Questions. It also takes into consideration over a 100 responses collected over several weeks of feedback from the members of the ILA. Finally, the concept paper also includes feedback from a discussion that took place on the HubILA on the ILA Intersections page.

For the development of this concept paper, the GSTF benefitted from the work currently done by the Carnegie Foundation’s Elective Classification on Leadership for Public Purpose through Rice University’s Doerr Institute for New Leaders. This new elective classification, to be rolled out in 2021, will provide a leadership development framework at the institutional level. The ILA Guiding Standards, in contrast, focus on leadership development and education at the programmatic level (e.g., program, department, center, institute, school).

Other efforts to establish standards in Higher Education informed the development of this concept paper as well. For instance, the Council for the Advancement of Standards in Higher Education (CAS) developed standards for student co-curricular leadership programs in the 1980s. CAS issued its most recent revision of the standards for Leadership Education and Development in January 2020. The National Association of Student Personnel Administrators (NASPA) issued a 2004
“Learning Reconsidered” document, which argued for a transformative education, a holistic process of learning, that places students “at the center of the learning experience.” (https://www.naspa.org/images/uploads/main/Learning_Reconsidered_Report.pdf). The GSTF shares this holistic perspective when considering standards for a leadership program. We are also mindful of the 2019 edition of the Collaborative Priorities & Critical Considerations for Leadership Education, issued by the Inter-Association Leadership Education Collaborative (ILEC) in which three priority areas in leadership education included: (a) building inclusive leadership learning communities; (b) expanding evidence-based practice through assessment & evaluation; and (c) enhancing our community of practice through professional development and resources.

Cultivating leadership capacity has long been an implicit goal of education at the post-secondary level. As the world has become more complex and seamless, the importance of clarifying what is meant by “leading” and “leadership” has become more important. From the mid-20th century to the present, the focus on cultivating leadership in various sectors has increased exponentially, but the impact of this focus has been unclear. ILA has taken on the challenging task of suggesting standards due to societal critiques of the effectiveness of many leadership programs, and the need to define a better future through more effective and inclusive leadership.

The word “leadership” conjures multiple meanings in the Leadership Studies literature. This concept paper considers leadership as a relational process in which participants or stakeholders work toward a common goal to find solutions to a complex problem they are inspired to solve. This relationship, however, does not take place in a vacuum. The historical and organizational context influences the leadership process. Further, cultural norms and values shape the expectations of those who participate in this process. The GSTF’s greatest challenge was to build guiding standards that could cross cultures and reflect truly universal values that could guide continuous quality improvement on a global scale.

Leadership education, training, and development serve as different elements of Leadership Studies. The body of knowledge developed over the past century through the empirical study of leadership now constitutes the core theories and models that are taught through leadership education. In addition to passing down this knowledge to their students the same way that other disciplines would do in a classroom setting, curricular and co-curricular leadership-program architects may also seek to develop competencies through leadership training (skill-building). The combination of leadership education and training provides a foundation for leadership growth – the essence of leadership development. “Leadership learning” serves as the inclusive term used for what leadership educators seek to achieve in total (education, training, and development).

Many people unknowingly contribute to or undermine leadership lessons by the way they talk about, celebrate, and encourage “leading” within a leadership program environment. The goal of this concept paper is to present ideas for leadership educators to gain an understanding of how they can build leadership capacity of learners. The work of the GSTF is consistent with recent reports that
have identified the top skills that global employers will be looking for in higher education graduates. The World Economic Forum, for instance, has identified these top 10 hard and soft leadership skills for 2025 in a recent report (The Future of Jobs): analytical thinking and innovation; active learning and learning strategies; complex problem-solving; critical thinking and analysis; creativity, originality and initiative; leadership and social influence; technology use, monitoring and control; technology design and programming; resilience, stress tolerance and flexibility; and reasoning, problem-solving and ideation. (http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf).

Leadership learning remains an emerging field, and the ILA’s Leadership Guiding Standards are an indication that core theories and concepts have begun to unify and thereby improve the study and practice of leadership. The global conversation regarding common standards is crucial and must be recognized as evolving, which requires openness and a commitment to discerning a workable unity among leadership educators that serves all, rather than a detailed, fine-tuned, and prescriptive view that serves only a sub-set of educators.

A statement of guiding standards about leadership that will be applicable across sector, culture, and time must provide the opportunity for leadership educators to incorporate various research and theoretical frameworks. It is ILA’s belief that there are certain leadership capacities that can be discerned from the current evidence of research, theory, and practice and that these have been and continue to be refined over time. Leadership educators cultivate in their learners these capacities: an understanding of history and experience; an agile and open mind; examination of oneself and systems of leadership through a critical perspective; active and engaged learning; effective dialogue and problem solving with others; adaptability and resilience; purposeful and evolving aspiration to achieve societal good; local and global perspectives; ethics and core values; and optimism while engaging in addressing difficult challenges.

Drawing from previous research and initiatives regarding the evolution of leadership learning across cultures and regions of the world, the ILA offers the following general principles designated within each of the five topical areas outlined below:

1. **Context:** In a world of rapid change and critical, seemingly intractable local and global problems, leadership programs foster optimism and the desire to bring about positive and transformative change. They prepare learners to be agile, open-minded, and humble. Learners deal with increasing volatility, uncertainty, complexity, and ambiguity. The best leadership programs encourage a global, as well as local, perspective, and a respectful, holistic, systems approach to engaging multiple stakeholders.

2. **Conceptual Framework:** Leadership programs recognize that the capacity for effective leading and following resides in each person, and that broader numbers and more diverse leadership are important in resolving the challenges of the modern age. Deeper learning in leadership is demonstrated by critically examining one's own and other's assumptions.

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through active learning and practice and by analyzing the use of power and its impact. Most importantly, leadership learning is guided by a cohesive and coordinated framework that results in repeated and consistent messages across the entities, disciplines, and experiences that learners encounter.

3. **Content**: Truly transformative leadership is shaped by aspirational vision and the pursuit of purpose, approached from both a humanistic and pragmatic perspective which strives to serve the common good and create inclusive and sustainable communities. It is culturally sensitive and relevant, grounded in ethics and core values such as integrity, courage, humility, honesty, fairness, empathy, and transparency.

4. **Teaching and Learning**: The most effective leadership education programs incorporate highly active and engaging instructional strategies and recognize the appropriate developmental level and maturity of the learner. They create a “trusted space” that integrates theory, practice, and experiential learning to build core competencies such as critical thinking, problem-solving, and teamwork. They promote engagement, dialogue, reflection, and active questioning of learners’ experiences as both leaders and followers.

5. **Outcomes and Assessment**: Clearly and concretely described outcomes are required based on the type of leadership program, their context, individual learner goals, and programmatic goals within each individual leadership education program. Similarly, assessments need to be directly aligned to the program’s goals and outcomes to provide valuable information. Leadership learning and program outcomes are regularly evaluated to assess effectiveness and ensure continuous quality improvement.

These general principles serve as a foundation through which an existing leadership program – as well as those designing new programs – can promote continuous quality improvement.

**General Principle One: Context**

How does the context of leadership learning affect the program? Why is it important to consider context for leadership learning?

The context for leadership learning is informed by global, national, local, and organizational factors. It also incorporates history, traditions, culture, and language. Of equal importance is the individual’s contribution to this context, in the form of their identity, background, values, knowledge, and experience. Leadership education programs not only promote both a global and a local outlook in terms of knowledge development and impact, but they also respond to the tensions that exist between global and local forces, and recognize how leadership must endeavor to reconcile these.
Key to leadership learning are a number of underlying conceptual, epistemological, and design principles.

**Contextual Dimensions: Global and Regional**

i. What are the global contexts and environmental drivers for leadership learning?

ii. What are the regional dimensions and imperatives which relate to a particular area of a country or the world and how is it reflected in leadership learning?

iii. How does it provide a common language for dynamic contextual learning, within specific settings, events, or circumstances?

**Contextual Dimensions: National**

**Contextual Dimensions: Organizational**

**General Principle Two: Conceptual Framework**

i. How does the national context shape the conceptualization and production of knowledge creation within the leadership learning program?

ii. How is the program embedded in a given program culture and socio-institutional system (or a set of them, as many learners have a multinational range of experiences)?

iii. To what extent are the leadership learning programs evaluated on the social and environmental impact that their research and teaching program has on their immediate and not-so-immediate community contexts?

i. What does the institution say and celebrate about leadership?

ii. What do stakeholders (e.g. employees, managers, executives, the community) expect of the institution in relation to cultivating leadership capacity?

iii. How does the program promote collaboration across the institution?

iv. Does the institution address learners’ access to, and proficiency with technology for leadership learning?

v. How is understanding organizational culture and culture change embedded in the program?
What is the conceptual framework for leadership learning?

The current complex environmental, social, and political conditions of the earth are intimidating but human beings have demonstrated resilience in adapting to these periods of great difficulty. Human organizations thrive because they acclimate to changing circumstances through broad and diverse participation. Including people with diverse perspectives is essential for leadership to develop human capacity and efficacy. Leadership programs need a conceptual framework to guide leadership learning during these challenging times. Further, leadership educators have a responsibility to conceptualize leadership learning that realistically recognizes these conditions and offers constructive and hopeful processes to respond to them.

Responding to the challenges and opportunities of leadership learning within current world conditions requires a broad conceptual framework that relies on research, knowledge, and insights about organizations in the public, nonprofit, and for-profit sectors. Leadership learning includes ethical implications of power, the need for legitimacy of power, understanding the relevance of leadership and command, and the benefits of moving from power to authority.

The focus on cultivating leadership potential varies across institutions, but almost every organization is more effective when links across entities, disciplines, and experiences is encouraged. Discreet programs, experiences, or courses as well as the comprehensive array of opportunities need to be aligned, repeating core principles, concepts, and rigor of pedagogical methods. The following “Conceptual Framework” questions are proposed as stimuli to increase the priority and integration of leadership learning in participants’ experience. Further, they strengthen institutional will and serve learners by leveraging the resources of the institutions in which they enroll and communities with which they engage.

i. How is the program’s context considered when developing the conceptual framework (e.g., institutional history, intended impact, fiscal & human resources)?

ii. Has the conceptual framework been articulated in a way that makes it possible to derive program content, pedagogy, and learning outcomes?

iii. What theories, research, and wisdom of practice are useful in articulating the program’s purpose and goals?

iv. What evidence exists that the program and its purposes/goals are aligned with the institutional mission, vision, and strategic plan, and adds value to them?
Conceptual Framework: Philosophy, Purpose, and Goals

i. What is the mission/purpose of the program?

ii. What is the program’s vision for the future?

iii. How is the relationship among learners’ identities, their practical experience, and wisdom informed by research or theory? How is this relationship addressed?

iv. How are conditions that result in equity, justice, and sustainability across diverse populations and contexts addressed?

v. In what ways are participants supported by a community of learners that both challenges and supports them?

vi. Are other statements of standards (e.g., disciplinary, associational, professional, competency frameworks) relevant to the program and the learners’ experiences? For instance: Principles of Management Education (unprme.org); the UN Global Compact Principles (unglobalcompact.org); the UN Sustainable Development Goals (SDGs); CAS Standards.

Conceptual Framework: Learning Environment

i. How are the guiding principles, goals, objectives, and outcomes connected to the program's philosophy and mission?

ii. Does the conceptual framework incorporate diverse options designed to achieve multiple purposes (i.e., training, education, development, and capacity building) delivered through multiple strategies (e.g., virtual/in-person, credit and non-credit courses, seminars, workshops, conferences) and targeting diverse populations?

iii. How is building capacity for both individuals and communities of concern incorporated throughout the program?

iv. How does the program select learning activities and interventions for high likelihood of impact?
General Principle Three: Content

What is the content of the leadership education program and how was it derived?

The thought process for developing the program’s content needs to be deliberate and inclusive. The program’s robustness is a function of balancing well-established theories and evidence-based academic research with relevant effective practices. The content’s depth and delivery methods appropriately correspond to the learner’s background and experience, educational level and learning needs, and are conducive to achieving the program’s learning outcomes. Furthermore, transitioning among the various program components is well planned, creating a seamless learning experience from intellectual rigor and personal reflection to application in real time. The program could also be further enhanced by embedding guiding standards and principles from one or more globally accepted frameworks. Finally, the program needs to be adaptable enough to enable interdisciplinarity. In the end, the content inspires participants and helps them to see leadership as a process whereby its deliberate and thoughtful enactment brings about positive change – transforming themselves, their communities, their organizations, and in the end, the world.

Several building blocks shape the program’s content. First, the foundation of the program sets the tone for other building blocks of content. The design of the content in terms of sequence, interconnectivity, interdisciplinarity, and its relation to outcomes needs to be identified while observing the nature of the target audience. Second, leadership concepts supported by theories and global frameworks are specified while taking into account the geographical and cultural aspects of leadership. Third, a causal association between the program’s content and personal development is evident in relation to capacity building and the development of leadership skills. Fourth, the organizational leadership dimension of the content defines the individual – organization interaction through various means such as communication and culture. Fifth, embedding global leadership in the program’s content acknowledges the variations and complexities of leadership within the contexts of transnational economies, political spectrums, and environmental ecosystems. Sixth, highlighting ethics in the program brings issues such as morality, legality, integrity and governance to the forefront when setting the content of the program.
Content: Foundations of Program

i. How do conceptual elements (e.g., theory, research, wisdom in practice) influence the program content?

ii. How do contextual elements (e.g., diversity, globalization, security, and technology) influence the program content?

iii. How is the program’s course content appropriately designed to address the development level of the learner (e.g., first-year undergraduate students versus graduate students)?

iv. How is the program’s content related to program outcomes?

v. To what extent is the content of the program sequenced and connected?

vi. What broad and diverse grounding in theories, philosophical and historical approaches does the program provide?

vii. What primary disciplines inform the study of leadership in the program?

viii. How is the content of this program complemented or infused in other fields in an interdisciplinary manner that illuminates historic, social, political, personal, and other perspectives of leadership?

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Content: Leadership Concepts

i. How does the program help learners understand concepts such as leadership (formal and informal), followership, and context at a local, regional, national, international, and global level?

ii. How does the program help learners master key concepts in strategic leadership such as vision, purpose/mission, needs’ assessment, planning, change management, problem solving, conflict, decision making, motivation, building cultures, fiscal responsibility, and innovation?

iii. Does the content contain current/contemporary/developing theories/concepts as well as classic theories or concepts?

iv. How is bad or toxic leadership recognized and addressed?

v. How is the continuum of responsibility from followership through full engagement and leadership addressed?
Content: Personal Development

i. How does the program promote personal development in ways that lead to increased capacities for individual and collective leadership?

ii. Is there any reference to specific skills and competencies (e.g., critical thinking, growth mindset, systems thinking, stakeholder engagement, collaboration, communication, emotional and gender intelligence)?

iii. In what ways is self-awareness fostered in participants as a foundation for ongoing and life-long learning in leadership?

iv. How does the program identify the learners’ stages of development and maturity levels in the selection phase? How does the program address the learner’s characteristics (i.e., identity development, culture, life experience, and comfort in learning)?

Content: Organizational Leadership

i. To what extent does the program advance an understanding of different organizational contexts (e.g., nonprofit, for-profit, public sector, public-private partnerships) and their governance?

ii. How does the program include aspects of interpersonal skill development, such as collaboration, cooperation and communication, necessary in a team context?

iii. How does the graduate or undergraduate program help learners’ experience and reflect on such concepts as organizational context and structure for action and results; organizational design and structure; organizational dynamics (formal and informal communication, culture, technology, group dynamics); and law and policy?
Content: Global Leadership

i. How does the program advance a learner’s understanding of leadership across physical and cultural boundaries?

ii. How do the learners apply their leadership learning to a transnational context? This would include dynamics of interconnectivity, global cooperation, global competition, sustainability of economies, politics, and the environment.

iii. How does the program help learners understand the global dynamics of the 21st century (e.g., globalization) and how to navigate conflicting values and rights?

iv. How does leadership learning create conditions for people and organizations to thrive by addressing equity, justice, and sustainability across diverse populations and contexts?

Content: Ethical Leadership

i. Does the program introduce the learners to the different philosophical principles related to ethical leadership (e.g., Utilitarianism, Ethical Egoism, Kantianism)?

ii. How does the program address the ethical complexities (e.g., good vs. bad; morality vs. immorality, moral absolutism vs. moral relativism, character, virtue, social justice, efficiency, moral reasoning, and constitutional rights) of inclusive leadership in action?

iii. How does the program encourage learners to examine their own values in relation to ethical leadership principles?

iv. Does the program effectively contrast “good” and “bad” leadership practices through well documented real-world examples?
General Principle Four: Teaching and Learning

What teaching and learning methods are appropriate to maximize student learning while being mindful of critical situational factors?

Leadership education focuses on the pedagogical practices of facilitating leadership learning in an effort to build human capacity. The questions below provide a focus for leadership education and how each domain of situational factors influences the decisions made about leadership learning goals, feedback and assessment, and teaching and learning activities. In doing so, program architects allow insights that emerge from questions related to situational factors of the learners, leadership educators, and learning environment, to inform how such learning is facilitated with respect to the questions related to learning goals, feedback and assessment, and teaching and learning activities.

Teaching and Learning: Situational Factors of the Learners

i. What are the learners’ developmental levels, that is, how does the leadership program identify the learners’ stages of development and maturity levels in the selection phase?
   How does the program address the learner’s characteristics (i.e., identity development, culture, life experience, and comfort in learning)?

ii. What theories of development (e.g., human, student, adult, identity) inform the programmatic decisions to engage learners?

iii. How do the situational factors of the learners influence their roles and responsibilities as they develop as learners and leaders?

iv. What is the program target level of the learners (e.g., undergraduate, graduate, executive education, professional development)?

v. How might the social and cultural contexts impact the learners’ understanding of the processes of teaching and learning and their possible roles in these processes?

Teaching and Learning: Situational Factors of Leadership Educators

i. What methods might be employed to increase an instructor’s capacity to utilize a wider array of teaching/learning processes?

ii. How might social and cultural contexts influence the educators’ understanding of leadership?

iii. How do educators connect theory (conceptual framework) to practice (e.g., real-world examples)?
Teaching and Learning: Situational Factors of the Learning Environment

i. Which philosophical or theoretical foci would be most appropriate for learners and educators in this teaching environment?

ii. What are the social and cultural contexts/issues/concerns in which teaching and learning take place?

iii. How do leadership educators and their programs create learning environments (i.e., physical, virtual, technology-enhanced, or some combination) that maximize the learning experience?

Teaching and Learning: Learning Goals

i. How is pedagogy intentionally selected and used to enhance student learning?

ii. What are the expected learning goals at each stage of a learner’s development in the program?

iii. What types of leadership learning (e.g., knowledge, development, training, observation, engagement) are appropriate to attain particular learning goals in the program?

Teaching and Learning: Feedback and Assessment

i. What feedback and assessment strategies are developmentally appropriate for the learners in the program?

ii. What assessment strategies are most appropriate and intentionally aligned with specific content, competencies, and types of leadership learning?

iii. How is peer feedback used in the program?
Teaching and Learning: Teaching and Learning Activities

General Principle Five: Outcomes and Assessment

What are the program’s outcomes, assessment strategies, and evaluation processes?

The scope of outcomes represented by education programs focused on learning “leadership” is large. Some programs are designed to support the development of their participants into leaders in specific contexts such as women in leadership programs and faith-based programs. Others embrace a broader leadership learning curriculum. Some programs provide more emphasis on the “study” of the concept of leadership, where understanding application goes hand-in-hand with evaluating the current state of the field and adding new knowledge within it. Some programs rely heavily on social science while others provide a stronger foundation in the humanities. The effective assessment and evaluation of leadership programs, therefore, begins with an explicit understanding and listing of goals and outcomes. These goals and outcomes encompass both the level of the individual learner as well as the program itself. In this way, leadership programs strive to illustrate the measurable impact of their interventions. Moreover, program officers need to focus on the program successes and learn from failures.

Effective leadership learning requires explicit, transparent, and concrete outcomes, and these outcomes need to be regularly assessed with the goal of continuous programmatic improvement. In addition, these processes inform all relevant stakeholders – program architects, university administrators, program participants, financial donors, etc. – with information regarding the success of the program’s efforts.

i. What instructional strategies are developmentally appropriate for the learners in the leadership program?

ii. What evidence-based practices (e.g., pedagogy, experiential, active-learning, high-impact) do educators use in the program in order to enable learners to demonstrate leadership knowledge, attitudes, skills, and aspirations?

iii. In what ways are experiential learning such as critical reflection that supports learners’ active questioning of their experiences as leaders and followers in the program/course, institution, and society at large incorporated throughout the leadership program?
The ILA does not endorse any specific outcomes for leadership education as more preferable than others. This concept paper serves as a compass – ensuring that program assessment officers advance in a direction that supports the program’s specific goals and objectives, and not as a detailed blueprint to follow when building one’s assessment efforts.

Outcomes associated with leadership learning may be cognitive, affective, and behavioral. What is most important is that they are transparent. Prospective participants should know what the program intends for them to accomplish through participating. In their stated outcomes, programs need to be explicit about how they define leadership, the environmental contexts for which the program prepares participants; and the specific goals the program intends to achieve.

Program outcomes should be embedded in a similarly transparent process of assessment and evaluation that results in continuous quality improvement. This process needs to be consistently enacted within the program development cycle, in which outcomes are assessed after the activity (e.g., courses, workshops, conferences). Further, these assessments are used to inform improvements to stated outcomes as well as program initiatives designed to achieve those outcomes. Participants themselves are at the heart of contributing to assessment efforts.

Although the method of assessment may vary (e.g., self-assessment, behavioral observation, capstone projects, comprehensive examination), they must provide meaningful information that align with the stated program goals and outcomes.

Using an outcomes and assessment cycle, program officers respond to the following questions for efforts that exist within their programs:

| i.  | Does the program utilize a cycle of assessment, evaluation, and decision-making for a continual cycle of improvement based on the program’s stated outcomes? |
| ii. | Is the assessment process for data collection clear? |
| iii. | Do the processes for evaluation and decision-making involve key constituencies? |
| iv.  | Does decision-making inform continued improvement in developing curriculum and outcomes? |
| v.   | Does the program utilize assessment and evaluation cycles for individual learning outcomes, initiatives, as well as the overall program outcomes? |
| vi.  | Does the program also take into consideration campus-level goals and outcomes (e.g., mission, values, and vision)? |
| vii. | Does the program consider its context within the broader society in its assessment and evaluation efforts? |
| viii. | How does the program communicate the results of its assessment and evaluation cycles to relevant stakeholders, including participants and the general public? |
Next Steps for the Implementation of the ILA Leadership Guiding Standards

The Task Force recognizes that the field of Leadership Studies, like any other discipline in higher education, is always evolving and expanding its knowledge in research, theory, and practice. Leadership learning is not a simple and unidimensional enterprise; it is the product of multiple factors that may be unique to each institution. The word “standards,” therefore, does not connote an immovable bar or one model that fits all. The general principles outlined in this concept paper are designed to serve as a compass to guide new and existing leadership programs toward continuous quality improvement. The standards encourage program designers to aim high through providing rigorous and intentional leadership learning opportunities for their participants.

As a living document, the standards and related guiding questions should be reviewed regularly and periodically. These leadership program standards, therefore, should be adapted to reflect new challenges over time.

As a global initiative, these standards also are intended for new or existing programs within any cultural context. While the implementation will be mindful of local traditions and specific cultural norms and values, the general principles in this concept paper are intended to be broad enough to capture the essence of leadership learning across cultures. The guiding questions within each of the five categories encourage self-reflection and intentional steps in program development and assessment.

Finally, the Task Force invites users of this document to disseminate these standards widely. This concept paper is designed to be shared, discussed, and improved upon. The Leadership Studies community is growing at a rapid pace. It is through these discussions that the field will not only establish its rightful place in higher education, but will also make a positive impact on the quality of leadership worldwide.
References

The Task Force recognizes that these suggested references are not exhaustive. This list of references serves as a resource for anyone who would like to delve deeper into using the concept paper to develop or refine their programs. This list also will be available on the ILA website and members will have the opportunity to continually update resources.


