

Academic Affairs/Student Affairs
Student Leadership Development Task Force
Final Report

Spring 2010

Introduction

As a taskforce, we are striving to create a model formal leadership development program at The College of New Jersey that is truly interdisciplinary. The idea of interdisciplinary programs is not new to higher education. Historically, students have enjoyed learning environments that coupled curriculum in the classroom with programs, organizations and functions outside of the classroom for a truly interdisciplinary learning experience.¹ Student development theory and research suggests that interdisciplinary learning environments that encourage involvement with faculty and staff outside the classroom, or an expanded curriculum, increase a student's leadership development.²

Although the taskforce is proposing a new model for leadership development at the College, the commitment to educating leaders is not a new principle. The College's mission states: "Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live." With this tenet in mind, the taskforce is proposing a program that draws partially upon existing resources, but recognizes that cohesion of existing elements with a fusion of a new, intentional and dynamic academic and expanded curriculum is necessary to fully realize our mission.

This final report includes a brief review of the charge the taskforce received from the Provost and Vice President for Student Affairs as well as an intentional task list designed to fulfill our responsibilities outlined in the charge. Second, we included a summary of the methodology and research that was compiled from other leadership programs across the country, highlighting elements that we felt would contribute to a successful program at the College. Third, we discuss the framing questions and method we employed to develop the values and learning outcomes of the program. Next, we provide a comprehensive description of the Lion Leadership Program containing three main elements: leadership minor(s), engagement experiences, and a certificate program. Then, we discuss our recommendations for an organizational structure with associated costs for start-up and continuation both within a resource-constrained environment and an ideal financial climate. Finally, we identified an ideal timeline for implementation.

This process was truly an interdisciplinary endeavor. Members of the College community from multiple disciplines and divisions contributed their time, creativity, interests and opinions to develop the information and recommendations in this report. Our aim is that the Lion Leadership Program represents the needs, concerns and ideas of students, faculty and student affairs professionals at the College.

¹ The addition of an expanded curriculum and the seeds of what we now accept as "student affairs" was documented as early as 1824. Frederick Rudolph captures this revolution of the "extracurriculum" in his work, *The American College & University, A History*.

The college as construed by the officials might neglect intellect in the interest of piety. It might adhere to a regimen of discipline so constraining that the joys of this world were neglected in the interest of preparing for life in the next. It might ignore the body but be captivated by the career of the soul. It might do all these things, and did, but the American college became something more, much more than this. In the end it became a battlefield where piety and intellect fought for the right to dominate; it became an arena in which undergraduates erected monuments not to the soul of man but to man as a social and physical being. When the students were finished they had planted beside the curriculum an extracurriculum of such dimensions that in time there would develop generations of college students who would not see the curriculum for the extracurriculum; who would not believe that the American college had any purpose other than those that could best be served by the vast array of machinery, organizations, and institutions known as student activities. To what had been a curriculum in the 1820's was added a vital extracurriculum by the 1870's. (pp. 136-137).

² In Alexander Astin's *What Matters in College?*, he found that "involvement with faculty tends to be closely associated with the development of leadership qualities", and that "larger-than-average increases in leadership [qualities] are also associated with being a member of a social fraternity or sorority, playing intramural sports, spending time in volunteer work, tutoring other students, participating in a group project for class, and making presentations to class." (pp. 124-125).

Task List

The taskforce was charged with reviewing model programs, recommending a structure for a program at the College, estimating size and cost, and developing an implementation timetable (the charge and list of Taskforce members is attached as *Appendix A*). Taking this charge, we completed the following tasks:

1. Review student leadership programs to identify models that fit TCNJ
 - A. Scan every program in the U.S. (or a reasonable facsimile)
 - B. Identify and examine model programs
2. Design a program(s) for TCNJ, including structure, demand estimate, cost estimate
 - A. Review list of TCNJ leadership programs, activities (courses, student organizations, workshops, lectures, experiential learning)
 - i. Substantive issues
 - ii. Enrollments, participation, existing student leadership roles
3. Establish program goals and student learning outcomes
 - A. Identify activities to achieve the program goals and student learning outcomes
 - i. Existing programs and their activities
 - ii. New program(s), activities, etc.
 - B. Create a structure that will support existing and new programs
 - i. Type of structure, staffing, costs
4. Design implementation plan, including timetable
 - A. Governance and administrative approvals
 - B. Development and fundraising

Review of Student Leadership Programs

Methodology

We identified schools that were on TCNJ’s peer or aspirant lists (Cross Applicant List, Admissions Peer List, and NSSE Aspirant Peer Group); Harry T. Wilks 2006 list of benchmark student leadership development programs from Miami University; and the list of existing WILL programs. We analyzed the 30 schools that were on both one of TCNJ’s lists and the Wilks or WILL lists. For each school, we looked at all of the leadership programs at the school using a standard list of analysis attributes. The list of schools and analysis attributes is attached to this report as *Appendix B*.

Data Collection

The members of the taskforce were each tasked with collecting research on a number of assigned colleges/universities. Each member reviewed the material and summarized it in a consistent format so that we could compare and contrast key elements, structure, etc. to identify best practices that would be consistent with TCNJ’s mission, student body, and the goals of our emerging leadership program.

Summary

As we anticipated, the taskforce did not find one specific leadership program that we felt, in its entirety, served as a model program for the TCNJ community. We did, however identify elements of leadership programs that we found useful or adaptable. Additionally, it was disappointing that there are very few comprehensive leadership programs that include an interdisciplinary focus, or that adequately wed academic and student affairs together.

Below is a summary of a selection of the many programs we reviewed and felt offered valuable insight or direction. A more detailed summary of each program reviewed can be found in *Appendix C*.

Boston University	Graduate-Certificate in Nonprofit Management and Leadership, must attend 21 planned classroom sessions led by faculty. Includes a practical skills component in areas such as financial management, marketing, technology and fundraising.
Drexel University	Certificate program includes lectures, presentations, workshops – student organizations can have their events certified. Run by Campus Activities with financial support from business school. Co-curricular resume. Advanced Certificate available as well.
George Washington University	Leadership symposium, peer mentors, emerging leaders program, lecture series with learning outcomes, diversity series, outdoor challenge course (2 credit course). Women’s Leadership Program – cohorts take courses together with women’s leadership focus in one of four schools – living learning community

Review of Programs (continued)

Northeastern University	College of Professional Studies/Fast Track Bachelor of Science in Leadership – 160 quarter hours. For students who have an Associate’s Degree and come to NE to complete BS. Foundation courses, communication courses, finance courses. College of Professional Studies also offers programs in sports leadership.
Northeastern University	LEAD 360 Program: Curricular: Minor in Leadership Studies draws from 14 departments, with 4 different tracks: Women, Military, Public Policy, & Organizations and Leadership. Co-curricular: scholarship recipients required to participate in leadership programming, seminars and civic engagement. Blueprint program for freshmen, intergroup dialogues,
University of Delaware	Major: 11 Leadership specific classes + 12 credits of choice, minor also available. Co-curricular: LEAD Council student organization, Leadership Circle – speakers, business dinners, study abroad.
University of Maryland – College Park	Scholars programs are two year living/learning communities focused on leadership. Public Leadership is sponsored by School of Public Policy: 15 credits, 3.0 GPA - 4 semesters. Co-curricular components.
University of Pennsylvania	Civic Scholars Program. Certificate: academically based community service, non credit seminar with faculty/community reps, completion of 5 courses in different categories, community service or social advocacy work for 5 semesters, internship, capstone research project.
University of Richmond	Major, Minor, Honors program: 2 intro courses and advanced courses that have primary focus in one of three areas: historical, social, or ethical to help students understand leadership. Co-curricular: lectures and presentations.
Virginia Tech	Co-curricular Certificate Program: 3 year curriculum includes speakers, employment opportunities, awards

Develop Values and Learning Outcomes

In order to identify elements of programs that would influence, shape, or inspire a program at the College, it was essential that the group identify the values that we wanted our leadership development program to emulate. We devoted one session to a moderated discussion to identify the essential elements to be included in the learning outcomes for leadership development programs. The session was designed to elicit as many elements as possible.

The framing questions for the discussion are appended to this report in *Appendix D*. We also examined and revised a list of learning outcomes from earlier work on campus.

We classified the elements from the discussion into two levels: general (personal and professional) and specific leadership; and three types: values, knowledge, and skills/competencies. We then integrated the elements into the framework of learning outcomes from the earlier work. The lists of elements are attached in *Appendix E* and the learning outcomes are listed in *Appendix F*.

The Program

The concept of the TCNJ Lion Leadership Program³ is a straight-forward one: provide a coordinated set of leadership experiences that share a common set of learning outcomes, resources, and curricular and expanded curricular activities. The Lion Leadership Program will provide an umbrella for undergraduate leadership development activities located around campus through a collaborative effort of the Offices of Academic and Student Affairs. The Taskforce members felt strongly that coordination and facilitation of these programs should be a joint effort of Academic and Student Affairs. Each office will have a person assigned responsibility to serve as co-director of the program to ensure integration of Academic and Student Affairs personnel and programs. There will be a few core courses cross-listed under an “LEA”⁴ prefix that will be housed directly in Academic Affairs, not in any existing school or department. They can include some cross-listed versions of already-approved existing courses from leadership programs across campus as well as new leadership courses developed and offered under the LEA prefix.

The Program’s directors will provide curricular support for leadership minors around the campus and certify co-curricular activities and leadership engagement experiences. There will be a Lion Leadership Program Council that will certify the leadership minors and advise the program directors. In addition, the Lion Leadership Program will administer the Lion Leadership Certificate Program, which will be awarded to students who supplement one of the focused leadership minors with an additional interdisciplinary capstone course experience and significant expanded curricular leadership engagement experiences.

The focused minors, wherever they are located, will be distinctive in the types of leadership contexts for which they develop their students and in the content that they use as a basis for their curricular work. So, for example, the Women In Learning and Leadership program (WILL) focuses its work on women and leadership, while the School of Business’ leadership minor, currently being developed, will focus on organizational leadership. We propose that the Lion Leadership Program create and administer a general interdisciplinary leadership minor, housed in the Provost’s Office, with its own “LEA” course prefix. This will: 1) allow all TCNJ students to have access to a leadership minor, regardless of their disciplinary home or focused interests and 2) provide a base in Academic Affairs for courses offered by Student Affairs.

The Requirements for a Leadership Minor

Leadership minors can be offered by any departments or program, but they must be designed to achieve the shared learning outcomes of the TCNJ Lion Leadership Program. Building on those shared learning outcomes, each program can concentrate on an area of leadership by adding distinctive learning outcomes and requiring courses that will contribute to students’ focus on the particular leadership area. Each leadership minor will contain:

- An introduction to leadership.
- Two substantive leadership or leadership-related courses.
- A pair of applied leadership .5-course unit courses.
- An advanced course to integrate the leadership values, knowledge, skills, and competencies acquired in the four previous courses.

In order for a minor to be included in the Lion Leadership Program, which will be necessary for students who want to earn the Lion Leadership Certificate, it will have to be approved by the Lion Leadership Program

³ This is a working title. Another proposed title: “Pride Leadership Program”.

⁴ Again, this is a working title. Another proposed prefix: “LLP”.

Council. The WILL Certificate Program is the only existing undergraduate leadership program at this time. Because of its long history of success, it will be an approved and permanent leadership minor qualifying for the Lion Leadership Program in its present format.

The introductory, substantive courses, and advanced course will vary from minor to minor, but we encourage faculty in each leadership minor to allow their students to take courses from the other leadership minors and to allow students from other leadership minor to take their courses. For example, consider the benefits of shared introductory and advanced courses. Students will gain from collaboration with students who bring different leadership perspectives. The minors will use their resources more efficiently if they can optimize class sizes by drawing from a wider pool of students.

Applied Leadership .5-Course Units

The Lion Leadership Program will be responsible for organizing and offering the applied leadership .5-course units that will directly address the skills and competencies outcomes. These courses will be designed to complement the foci on values and knowledge inherent in the other required courses. Course offerings will include topics such as: conflict resolution, public speaking and presentation skills, building effective teams, negotiation, and tools for change management.

Both the director of the WILL program and other leadership faculty report that it has been difficult to address skills outcomes; they have had to rely on outside instructors to offer one or two day workshops. There are several benefits from addressing these skills and competencies outcomes in .5-course units within a student's course load. Foremost, using TCNJ faculty and Academic and Student Affairs staff will result in a tighter link between the skills and competencies outcomes and the values and knowledge outcomes. The courses will blend theory and practice to engage students in a way that non-credit workshops cannot, and they will bind skills and competencies to the values and knowledge that students acquire in their other required leadership coursework. Second, the .5-course units will offer students the opportunity to acquire skills in two different areas. Finally, .5-course units will use resources more efficiently because class sizes will be optimized by drawing students from many leadership minors who are generating tuition revenue for the Lion Leadership Program.

Lion Leadership Certificate Program

The Lion Leadership Certificate will be awarded to students who supplement one of the focused leadership minors with an additional interdisciplinary capstone course experience and significant expanded curricular leadership engagement experiences. It is a leadership honors program that will bring together exemplary leadership students, each of whom has focused on a different aspect of leadership, to demonstrate significant leadership by creating and implementing projects "to sustain and advance the communities in which they live."

Expanded Curricular Activities and Leadership Engagement Experiences

Expanded curricular activities and leadership engagement experiences provide valuable leadership resources to students. Experiences can include attending a lecture, going to a career workshop such as resume writing or Dining Out in Professional Style, participating in a relevant on-campus or community event, holding a leadership position in a student organization, or completing a qualifying internship experience. These experiences must offer opportunities to learn something that will help students in their leadership development. In addition to offering such experiences, the Lion Leadership Program co-directors will certify events for students who want to earn a Lion Leadership Certificate. Such students will be required to supplement their leadership minor by participating in five events in each of the two years before receiving the Certificate. Students will also be encouraged to participate in internships with area organizations or alumni nationwide who can provide real-world leadership development opportunities. Resources permitting, an

expanded curricular transcript process will afford students a method by which to track meaningful engagement experiences including community service, positional leadership opportunities, and participation in the approved engagement experiences. Without an expanded curricular transcript function in place, the burden of tracking engagement experiences will fall solely on the co-directors of the program. A function exists to track such experiences in PAWS, TCNJ's student information system. However, additional support from Information Technology and Student Affairs will be necessary for Records and Registration to facilitate the process. A truly successful implementation of the Lion Leadership Program will depend partially upon the expanded curricular transcript process that in turn will serve the entire student body. This taskforce recommends that a submission be made to the IT Priorities and Planning Committee to review the use of the expanded curricular tracking functionality in PAWS to be implemented in the Phase II of PAWS.

Interdisciplinary Capstone Experience

This experience is where students will demonstrate significant leadership by creating and implementing a project "to sustain and advance the communities in which they live." Each student will work with the Lion Leadership Program directors to propose a project to the Lion Leadership Program Council. When it has been approved by the Council, the student will move to implementation under the supervision of the directors or a faculty or staff member who has agreed to supervise the independent work. Approved projects may include experiences within an existing leadership minor course that have been expanded to meet the requirements of the capstone experience. The student will earn one course unit, to be classified as independent research, for completing the experience.

Shared Learning Outcomes

The learning outcomes for students in the Lion Leadership Program reflect the nature of TCNJ students and the institution's mission. While our examination of college leadership programs around the country generated ideas that we have adapted for TCNJ, the outcomes arise from our Fall 2009 idea generation session and the Taskforce members' own experience with leadership development courses and activities at TCNJ.

Here are the outcomes that students in every TCNJ leadership program must achieve:

1. **Personal and professional leadership values.**
Students will be able to:
 - A. Identify the ethical responsibilities inherent in leadership roles.
 - B. Appreciate the effects of diversity on differences in leaders' knowledge, skills, and values and the contexts in which they exercise their leadership.
 - C. Conduct ongoing self-assessment of leadership values and ethics.
2. **Knowledge** of the role of leadership in workplaces, professions, and communities in which students live and work.
Students will be able to:
 - A. Understand the conceptual foundations of leadership.
 - B. Understand the function of leadership in sustaining and advancing the substantive context of the leader's living and working environment.
 - C. Assess the fit between leaders and the environment in which they live and work and the resulting effectiveness of the leaders.
 - D. Conduct ongoing self-assessment of leadership knowledge.
3. **Personal and professional leadership skills and competencies.**
Students will be able to:
 - A. Analyze the group and individual dynamics in an organization.
 - B. Work productively in small teams to plan, implement, and evaluate specific tasks.
 - C. Write and speak effectively in a way that is persuasive to the audience.
 - D. Conduct ongoing self-assessment of leadership skills and competencies.

Leadership Minors				
	Women In Learning and Leadership	Organizational Leadership Minor (School of Business)	Interdisciplinary Leadership Minor (Provost's Office)	Additional focused minors ...
Current status	Existing WILL certificate program will be included as it currently exists.	For submission to CAP in Fall 2010. Must be approved by the proposed Lion Leadership Program Council	To be created. Must be approved by the proposed Lion Leadership Program Council	To be created. Must be approved by the proposed Lion Leadership Program Council
Learning Outcomes	Lion Leadership Program Shared Learning Outcomes			
	Additional focused learning outcomes	Additional focused learning outcomes	Additional focused learning outcomes	Additional focused learning outcomes
Introduction to Leadership 1 course unit	WGS 200: Women, Culture and Society, Leadership Section	MGT 215: Introduction to Leadership	• • •	• • •
Substantive Courses 2 course units	Approved WGS courses	Approved COM, MGT, PHL, POL, PSY, SOC courses	• • •	• • •
Applied Leadership Course 1 course unit, composed of 2 .5-course units	Course offerings to be created; will include topics such as: Conflict resolution Public speaking/presentation skills Building effective teams Negotiation Tools for change management •••			
Advanced Leadership 1 course unit	WGS 496: Women's Leadership and Social Change (W.I.L.L. Capstone)	MGT 415: Leadership in Business and Society	• • •	• • •
Lion Leadership Certificate				
Expanded curricular leadership engagement experiences	Participate in 5 certified leadership experiences in each of the student's last 2 years			
Interdisciplinary capstone experience, 1 course unit	Demonstrate significant leadership by creating and implementing a project "to sustain and advance the communities in which they live."			

Organizational Structure and Costs

The Taskforce is sensitive to the financial issues facing TCNJ, but at the same time we recognize our mission to be a national exemplar in the education of leaders. So we have proposed a modest beginning for the program as we describe the more ambitious structure that we see as a worthy, and necessary long-term goal.

Organizational Structure

The Lion Leadership Program will be collaborative effort of the Offices of Academic and Student Affairs. The Taskforce members felt strongly that supervision and facilitation of these programs should be a joint effort of Academic and Student Affairs; we therefore believe that it is crucial to create a structure where both partners are represented.

Staff

There will be two co-directors of the program, one from Academic Affairs and one from Student Affairs, to foster integration of Academic and Student Affairs personnel and programs. The Program's directors will be responsible for support of the leadership minors around the campus; expanded curricular activities and leadership engagement experiences; the Applied Leadership courses and interdisciplinary capstone course experience; and administration of the Lion Leadership Certificate Program. The long-term goal will be to have two full-time co-directors for the Lion Leadership Program. The Director of Student Leadership Development position in Student Affairs, while it will remain unfilled for the foreseeable future, will be one of the co-directors. An equivalent position will be created and filled in Academic Affairs. As the program grows in popularity and complexity, an administrative staff position will be necessary.

In the short-term, we propose that both positions be staffed on a part-time basis.

- Program Director, Academic Affairs: A faculty member will assume responsibility for the program as part of his/her load. We recommend one-course assigned time in the program's first year. As part of that assignment, the director will be responsible for offering the first applied .5-course unit, resulting in a net cost of .5-course unit at adjunct compensation rate.
- Program Director, Student Affairs: One Student Affairs staff member will assume responsibility for the program as part of his/her portfolio.

Lion Leadership Program Council

There will be a Lion Leadership Program Council that will provide oversight for the program. It will be responsible for reviewing and approving proposed leadership minors and advising the program directors on certification of expanded curricular leadership engagement and interdisciplinary capstone experiences. In addition, this group will be responsible for program review in the future.

The membership will include 11 members:

- Co-directors of the Lion Leadership Program (ex-officio).
- 3 faculty or academic staff faculty who provide leadership development programs at the College.
- 3 staff from Student Affairs who provide leadership development programs at the College.
- 3 students.

The Council will make recommendations to both the Committee on Academic Programs (CAP) and the Committee on Student and Campus Community (CSCC).

Costs

Below are some costs estimates for the Lion Leadership Program. In the first two columns are estimates for start-up costs during the first two years of operation, which are intended to reflect minimal expenditures to launch the basic program. In the third and fourth columns are two scenarios for ongoing operations. The third column presents estimated costs to fund a modest set of leadership activities and provide funding opportunities for student leadership internships for students who are pursuing the Lion Leadership Certificate. The internship grants will enable students with proven financial need to have internship opportunities. The fourth column presents the cost estimates for a more ambitious program.

	Start-up		Two scenarios for ongoing operations	
	Year 1 2010-2011	Year 2 2011-2012	Ongoing with a frugal budget	Ongoing
Staff				
Program directors	½ course assigned time at adjunct rate \$1,937.50	1 course assigned time at adjunct rate \$3,875.40	2 courses assigned time at adjunct rate \$7,750.80	2 Program Directors (Academic Co-Director with 2 units assigned time per year)
Administrative staff	- 0 -	- 0 -	- 0 -	1 Program Assistant
Course development	- 0 -	- 0 -	- 0 -	\$5,000
Supervise capstone course experience	- 0 -	- 0 -	Overload pay for faculty/staff to supervise 3 independent research students	Overload pay for faculty/staff to supervise 12 independent research students
Program budget				
Co-curricular activities and leadership engagement events	- 0 -	\$1,000	\$12,000	\$35,000
Student internship grants	- 0 -	- 0 -	\$18,000	\$48,000
Other operating costs	- 0 -	- 0 -	\$7,500	\$30,000

Implementation

Governance Process to Approve the TCNJ Leadership Development Program

The proposed Lion Leadership Program will require approval of two parts of the new program and subsequent approval of leadership minors as they are created. The program requires the creation of a collaborative effort located in both the Office of Academic Affairs and the Office of Student Affairs as well as the creation of a new program council, the Lion Leadership Program Council. Because the program does not create a new major, it will not be necessary to go through the Program Approval Process (<http://www.tcnj.edu/~academic/policy/programapproval.html>) that requires external consultants and approval by the New Jersey Presidents' Council. However, the Provost/Executive Vice President for Academic Affairs and the Vice President for Student Affairs should send the proposed program to the Steering Committee to be forwarded to the Committee on Academic Programs (CAP) and the Committee on Student and Campus Community (CSCC). They should also send the proposed addition of a program council to the Committee on Planning and Priorities (CPP). Once the Lion Leadership Program and the Leadership Program Council have been approved, subsequent leadership minors will be submitted to the Committee on Academic Programs (CAP) for approval as a minor and then to the Leadership Program Council for approval as a leadership component of the Lion Leadership Program.

Timeline for Implementation

May 1, 2010	Final report from the Academic Affairs/Student Affairs Student Leadership Development Task Force will be submitted to Provost and VP for Student Affairs
Summer, 2010	Review, clarification, further discussion. Develop syllabi for: interdisciplinary leadership minor's introductory and advanced leadership courses, capstone experience course, applied courses; organize and facilitate approval process for co-curricular activities that qualify as engagement experiences; market the program to students via social networking, develop website, brochure.
August, 2010	Final proposal referred to Steering committee by Provost and VP for Student Affairs
August, 2010	Steering Committee refers proposal to both CAP and CSCC.
Fall, 2010	CSCC and CAP refer proposal with any recommendations to the Steering Committee, who will forward final recommendations to the Provost and Vice President for Student Affairs.
December, 2010	Provost and VP for Student Affairs will submit program proposal to the President for approval. (We do not believe it needs to go to the Board of Trustees for approval since it is a program, not a policy and it is not a new degree program.)
Spring, 2011	Recruit faculty and Advisory Council; market to academic departments and students; finalize syllabi; Academic Affairs co-director offers first applied ½ course.
Fall, 2011	Implementation

Appendices

Appendix A
Student Leadership Development Task Force

Appendix B
Program Reviews

Appendix C
Selected Reports from Leadership Program Review

Appendix D
Framing Questions
Leadership Values, Knowledge, and Skills/Competencies

Appendix E
Leadership Values, Knowledge, and Skills/Competencies

Appendix F
Learning Outcomes

Appendix A

Student Leadership Development Task Force

Charge

- Review model student leadership development programs (eg, U Richmond; Va Tech), and identify successful model(s) that may be appropriate for TCNJ. Emphasize programs that span academic affairs and student affairs and that result in certificates or minors; emphasize interdisciplinarity.
- Recommend a structure for a formal leadership development program at TCNJ that includes academic work as well as student activities (e.g., student organizations). Recommend whether majors, minors, and/or certificates are appropriate. Investigate use of an electronic co-curricular transcript.
- Build on existing strengths in leadership at TCNJ (e.g., WILL, existing courses in several schools, to-be-hired Director of Student Leadership Development (SA)).
- Estimate size/level of interest. Identify potential costs.
- Develop proposed implementation timetable, including necessary approval/governance steps.

Membership

Brian Block, student

Angela Lauer Chong, Associate Dean of Students, Director of Student Conduct, Co-Chair of the Taskforce

Dave Conner, Assistant Director for Fraternity and Sorority Programs

Frank Cooper, Director of Records & Registration

Mary Lynn Hopps, Director, Women In Learning & Leadership

Trish Krug, student

Gina Lauterio, student

Don Leake, School of Education

Annie Nicolosi, Women's and Gender Studies

Dave Prensky, School of Business, Co-Chair of the Taskforce

Nino Scarpati, Assistant Dean, School of Nursing

Tina Tormey, Area Director, Residential Education & Housing

Joyce Vincelette, School of Business

(Resources: Tim Asher, Student Activities; Pat Donohue, Bonner Center; Ceil O'Callaghan, Career Center; Lt. Col. John Stark, ROTC)

Appendix B Program Reviews

List of Colleges and Universities

Bentley University
Boston College
Boston University
Brown University
California Polytechnic- San Luis Obispo
Carleton College
Colgate University
College of William and Mary
Cornell University
Drexel University
Fordham University
Franklin and Marshall College
George Washington University
Georgetown University
Lehigh University
Loyola College in Maryland
Northeastern University
Oberlin College
Penn State
Princeton University
Rider University
Rutgers - New Brunswick
St. Joseph's University
University of Delaware
University of Maryland College Park
University of Michigan - Ann Arbor
University of Pennsylvania
University of Richmond
Villanova University
Virginia Tech University

Appendix B (continued)

Program Review Analysis Attributes

Review of student leadership program models

Goal: To examine other colleges and universities to identify student leadership program models that fit TCNJ

For each institution, please record these attributes:

1. Key program elements
 - A. Curricular
 - i. Minors, majors, certificates, experiential
 - B. Co-curricular
 - i. Ongoing courses, individual classes, workshops, events, experiential
 - ii. Student membership organizations
 - C. Attributes of the various elements that comprise the program
 - i. Length -- 4-year career, two-years, semester, single events
 - ii. Bases for participation (could be multiple bases for different student populations)
 - a. Selective admission programs and criteria
 - b. Membership criteria
 - c. Open programs
 - d. Mandatory attendance
 - e. Voluntary attendance at individual classes, workshops, events
 - iii. Number of students
2. Learning outcomes
3. Staff and faculty
 - A. Number
 - B. Full time, part time, fellows, trainers, consultants
4. Documents that are available
 - A. Program documents -- e.g. history, strategic plans, budgets
5. Training materials, presentations

(If available, please download documents for posting to the SOCS resource library)

Appendix C
Selected Reports from Leadership Program Reviews

Boston University

Drexel University

George Washington University

Northeastern University College of Professional Studies

Northeastern University LEAD 360 Program

University of Delaware

University of Maryland

University of Pennsylvania

University of Richmond

Boston University

1. Key program elements	
A. Curricular	
i. Minors, majors, certificates, experiential	Seminar topics: Managing People, Managing Organizations, Business Fundamentals, Strategic Management, Managing yourself
B. Co-curricular	
i. Ongoing courses, individual classes, workshops, events, experiential	
ii. Student membership organizations	Dean's Council
C. Attributes of the various elements that comprise the program	Over the course of twenty-one sessions, participants are introduced to broad leadership and organizational development frameworks essential to leading in today's changing environment. In addition, participants also gain practical skills in areas such as financial management, marketing, the strategic use of technology, and fundraising.
i. Length -- 4-year career, two-years, semester, single events	Graduate Degree- Must attend 21 Planned sessions Twenty-one classroom sessions are augmented by twenty small group sessions, all led by expert faculty, over a nine-month period.
ii. Bases for participation (could be multiple bases for different student populations)	The Certificate in Nonprofit Management and Leadership program is designed for executive directors and senior managers who are ready for both graduate level instruction and the application of what they learn to their immediate work situation. Participants are motivated nonprofit leaders seeking to acquire the sophisticated skill set and self knowledge to strategically manage their organizations in support of organizational goals.
a. Selective admission programs and criteria	To be considered for the Certificate in Nonprofit Management and Leadership, students must be currently employed in the nonprofit sector.
b. Membership criteria	Executive Directors and senior managers
c. Open programs	
d. Mandatory attendance	Must attend 21 Planned sessions
e. Voluntary attendance at individual classes, workshops, events	n/a
iii. Number of students	n/a

<p>2. Learning outcomes</p>	<p>The program emphasizes a variety of skill sets:</p> <ul style="list-style-type: none"> • Managing individuals and teams • Business and strategic planning • Marketing • Financial management and budgeting • Fundraising and resource development • Managing the external environment • Managing change • Working with the boards of directors • Organizational Development • Strategic alignment of organizations in the service of mission and vision • Identifying one's leadership "voice"
<p>3. Staff and faculty</p>	<ul style="list-style-type: none"> • Roberto Cremonini, Barr Foundation • Catherine Gill, NFF Capital Partners • Karen Golden-Biddle, Boston University School of Management • Kevin Lee Hepner, United South End Settlements • Deborah C. Jackson, American Red Cross of Massachusetts Bay • Francine Jacobs, Tufts University • Dede Ketover • Kristi Kienholz, Boston University School of Management • Julia Ojeda, Ojeda Enterprises • Ned Rimer, Boston University School of Management • Harold Sparrow, YMCA of Greater Boston • Ben Thompson, STRIVE
<p>A. Number</p>	<p>14</p>
<p>B. Full time, part time, fellows, trainers, consultants</p>	<p>n/a</p>
<p>4. Documents that are available</p>	
<p>A. Program documents -- e.g. history, strategic plans, budgets</p>	<p>n/a</p>
<p>B. Training materials, presentations</p>	<p>n/a</p>

Drexel University

1. Key program elements	CEO – Creating Excellent Organizations CEO II Run by Campus Activities with financial support from b-school
A. Curricular	
i. Minors, majors, certificates, experiential	
B. Co-curricular	CEO is certificate program CEO II is advanced training for students who have completed CEO
i. Ongoing courses, individual classes, workshops, events, experiential	Lectures, presentations, workshops Student organizations can have their events CEO certified CEO II – 09-10 program is using Maxwell's Corporate Leadership Training Curricula
ii. Student membership organizations	
C. Attributes	
i. Length -- 4-year career, two-years, semester, single events	Year-long certificate programs; could be two year process to get both CEO and CEO II CEO has multiple certificates General certificate – basic and advanced Emerging certificate with a bit more leadership personality and styles stuff Organizational certificate for organization leaders – basic and advanced Specialized certificates with foci on community service, fraternities and sororities, diversity, women, sports, arts, CEO II is clearly defined single certificate program
ii. Bases for participation (could be multiple bases for different student populations)	CEO Student organization leaders or students who want to Any student that wants to learn leadership and organizational skills and strategies Student organizations can be certified too CEO II – Open to those who have completed CEO or presidents and treasurers of recognized student organizations
a. Selective admission programs and criteria	CEO II is selective – application required
b. Membership criteria	--
c. Attendance	CEO II – 6 of 8 leadership trainings, 2 of 5 specialty events, 5 assignments, 5-7 minute presentation

iii. Number of students	“nearly 200 Certificates were earned by Drexel students” in 08-09 Detailed breakdown for 06-07 at http://www.drexel.edu/OCA/1/ceo_awards.asp
2. Learning outcomes	Learning outcomes
3. Staff and faculty	Drexel faculty, staff, alums, outside trainers Leadership assistant program for students “who are para-professional members of the Campus Activities staff”
4. Documents that are available	Learning outcomes form at http://www.drexel.edu/OCA/1/earn_certificate.asp Drexel Leadership Assistant description http://www.drexel.edu/OCA/1/downloads/Leadership%20Assistant%20Presentation.pps application http://www.drexel.edu/OCA/1/downloads/LA%20Application%202009-2010.pdf CEO II Applications for 2009-2010 http://www.drexel.edu/OCA/1/downloads/CEOIIApplication%202009-2010.pdf

Notes

Sovereign Institute for Strategic Leadership – research center in b-school. Offers occasional speakers.

Co-Curricular resume through Drexel’s online portfolio system. Description at <http://www.drexel.edu/OCA/1/resume.asp>

George Washington University- Leadership Development Program

Created in 2008 jointly by Greek Life, Student Involvement, Community Service, Alumni Affairs, etc. (all groups from Student Affairs)

Mission: We are committed to encouraging character development and supporting leadership potential in all students.

Vision: Every student at GW will reflect and act on their experiences through the lens of leadership.

1. Key program elements	
A. Curricular	
i. Minors, majors, certificates, experiential	
B. Co-curricular	6 types of Programs. See below.
i. Ongoing courses, individual classes, workshops, events, experiential	2 credit Summit Outdoor Challenge Course- team building
ii. Student membership organizations	
C. Attributes of the various elements that comprise the program	See Below
i. Length -- 4-year career, two-years, semester, single events	
ii. Bases for participation (could be multiple bases for different student populations)	Programs open to graduate and undergraduate students
a. Selective admission programs and criteria	no
b. Membership criteria	
c. Open programs	yes
d. Mandatory attendance	
e. Voluntary attendance at individual classes, workshops, events	
iii. Number of students	
2. Learning outcomes	1) Students will develop an understanding of relational leadership, 2) Students will reflect on and develop their personal identity and define their values, and 3) Students will experience leading a group of peers to achieve a goal, 4) Students will be prepared leaders in a global community, and 5) Students will know their definition of leadership and be able to explain it to others.
3. Staff and faculty	
A. Number	2 staff and 3 student coordinators. Faculty involved in Last Lecture Series.
B. Full time, part time, fellows, trainers, consultants	Alumni are engaged
4. Documents that are available	
A. Program documents -- e.g. history, strategic plans, budgets	
B. Training materials, presentations	

Notes

6 types of programs in 2010

- 1) 5th Annual Student Leadership Symposium- Catalyst for Change
- 2) Be a Peer Leadership Mentor- must attend required training sessions. A PLM serves as a mentor and group leader to approx. 12 ELP participants, participates in the ELP, and assists first year students to develop as leaders.
- 3) Emerging Leaders Program- for freshmen
 - a. 7 week co-curricular program, sponsored by Student Activities Center, that allows incoming freshmen to engage in workshops designed to develop and build on previous leadership experience and apply it at GW.
 - b. Weekly sessions on variety of topics including leadership development, peer mentoring, team building, community service and networking through interactive programming.
 - c. Participants divided into small groups and assigned a peer mentor to guide transition to college.
 - d. There is a \$100 one-time fee associated with the program.
- 4) The Last Lecture Series- connects students and faculty at GW in an informal setting to encourage reflection on everyday convictions, actions and challenges of one's journey through life. The aim is to build a bridge between academic and student affairs. Learning Outcomes:
 - a. Students will see learning as co-created through experiences inside and outside the classroom.
 - b. Students and faculty will form meaningful, reciprocal relationships.
 - c. Students will understand the diverse interests and passions of faculty that complement their specified subjects.
 - d. Students and faculty will reflect on their own identity and values.
- 5) REAL Conversations- Topics regarding diversity and inclusion in a trusting environment.
- 6) SUMMITT Outdoor Challenge Course – 2 credits

George Washington University – Women’s Leadership Program

1. Key program elements	
A. Curricular	
i. Minors, majors, certificates, experiential	
B. Co-curricular	
i. Ongoing courses, individual classes, workshops, events, experiential	
ii. Student membership organizations	
C. Attributes of the various elements that comprise the program	
i. Length -- 4-year career, two-years, semester, single events	Selective, 1 year long, living and learning program for freshman women of any school at GW. Participants take 3 academic courses together that are related to their area of study.
ii. Bases for participation (could be multiple bases for different student populations)	
a. Selective admission programs and criteria	Students apply when they apply for freshman admission. Separate application is required.
b. Membership criteria	
c. Open programs	
d. Mandatory attendance	
e. Voluntary attendance at individual classes, workshops, events	Attendance at weekly symposia required
iii. Number of students	
2. Learning outcomes	
3. Staff and faculty	
A. Number	
B. Full time, part time, fellows, trainers, consultants	
4. Documents that are available	
A. Program documents -- e.g. history, strategic plans, budgets	
B. Training materials, presentations	

Notes

Students apply to one of 4 cohorts or areas of concentration within WLP. These are:

- 1) International Art and Culture- for students interested in the visual and literary arts, performing arts, art history and majors independent of art. Students are immersed in the artistic culture around DC. Students take 4 courses together that apply to curriculum req'd in the College of Arts and Science or gen curriculum req. or electives for others – including a 2 semester sequence in intensive writing. Also required is a two semester evening symposium series.
- 2) Science, Health and Medicine-for students interested in the sciences, engineering or health professions. Students take 4 courses together that fill req's for pre-med, sciences or engineering majors or gen curriculum req. or electives for others- including a 2 semester sequence in intensive writing. Also required is a two semester evening symposium series.
- 3) Globalization, Economics and Business- students take 4 courses together that fill requirements in Int Affairs and the School of Business or electives or gen curriculum req. or electives for others– including a 2 semester sequence in intensive writing. Also required is a two semester evening symposium series.
- 4) International Politics- Students take 4 courses together that satisfy req for Elliot School of Int Affairs and majors in Pol Science or gen curriculum req. or electives for others– including a 2 semester sequence in intensive writing. Also required is a two semester evening symposium series.

Small classes, close contact with faculty and women in leadership roles, and strong community ties within the program.

Emphasizes exploration and development of women's leadership through academic courses and weekly symposia. Also offers special lectures, workshops and experiences that draw on the unique resources of Washington, DC. Brings students together with women of achievement and leadership from many professional fields.

Students live together in one dorm with a graduate teaching assistant who serves as a mentor and academic resource.

Symposia are designed to supplement the academic component with extra-curricular opportunities. There are 2 categories of symposia: 1) Women's Leadership and 2) Discipline specific exploration. Key Symposia are shared across all 4 cohorts.

Other: GW also has a few courses offered by the School of Business and The Elliot School of International Affairs that have “leadership” in the titles and are offered to both graduate and undergraduate students.

Northeastern University

College of Professional Studies /Fast Track Bachelor of Science in Leadership

For students who have completed associates degrees or who have equivalent credits and want to complete their bachelor's degree on-campus, or online on a fast track

1. Key program elements	
A. Curricular	
i. Minors, majors, certificates, experiential	Bachelor of Science in Leadership
B. Co-curricular	
i. Ongoing courses, individual classes, workshops, events, experiential	
ii. Student membership organizations	
C. Attributes of the various elements that comprise the program	Combination of on-line and on-campus work. Classes meet 1 week night/week and every other Saturday. Participants complete all course work with the same group of students.
i. Length -- 4-year career, two-years, semester, single events	18 months. Must complete 160 total quarter hours.
ii. Bases for participation (could be multiple bases for different student populations)	
a. Selective admission programs and criteria	Associates degree or equivalent credits+transcript, statement of purpose, application for admission and resume
b. Membership criteria	
c. Open programs	
d. Mandatory attendance	
e. Voluntary attendance at individual classes, workshops, events	
iii. Number of students	
2. Learning outcomes	
3. Staff and faculty	
A. Number	
B. Full time, part time, fellows, trainers, consultants	
4. Documents that are available	
A. Program documents -- e.g. history, strategic plans, budgets	
B. Training materials, presentations	

Notes

All courses are for 3 quarter hour credits unless otherwise noted.

Five foundation courses required including courses in writing for the professions.

Students must take 2 communication courses from a list of 5 (list includes a negotiation course, a cross cultural communication course as well as persuasion and public speaking courses).

Must complete 7 required courses:

Organizational Behavior, Assessing your Leadership Capability, Establishing the Framework: What is Leadership?, Evidence-based Leadership and Decision-making, Ethical Decision Making, Leadership Practicum, and Logic

Must take 1 of 2 finance courses

Other literature from Northeastern about the same program makes the curriculum look a bit different. Other leadership courses appear to be required including: Learning Leadership (6 q.h.), Leadership Themes in World and American History, Your leadership Challenge (2 q.h.), International Relations in Organizations

Other Programs:

Through the College of professional Studies Northeastern also offers a Master of Sports Leadership, a Master of Science in Leadership, a Fast-Track and a Master of Science in Leadership.

Northeastern University

LEAD 360 Program

Vision: All students will be empowered to explore their impact in a global society and enhance leadership skills through involvement in curricular and co-curricular programs. Program provides experiential leadership programs and acts as a library for all University programs focused on leadership development in the classroom as well as opportunities that complement and enhance classroom, co-op and international learning activities.

Mission: To provide students a premier leadership program that facilitates, evaluates, and assesses and recognizes leadership growth. These opportunities will build upon the curricular experience and instill an understanding of and respect for their global influence and ability to lead with integrity.

Goals: See below.

1. Key program elements	
A. Curricular	
i. Minors, majors, certificates, experiential	4 Tracks are offered for Women, Military and Public Policy and Organizations and Leadership.
B. Co-curricular	Recipients of 8 different scholarship programs are required to participate in Leadership programming including a Student Leadership Seminar that includes a practicum. . They also must complete 40 hours of service, leadership and engagement activities.
i. Ongoing courses, individual classes, workshops, events, experiential	
ii. Student membership organizations	
C. Attributes of the various elements that comprise the program	See below for details BLUEPRINT - Program for Freshmen Leadership Consultants Intergroup Dialogues Leadership Consultants UNPLUGGED: Spirituality and Leadership Retreat
i. Length -- 4-year career, two-years, semester, single events	
ii. Bases for participation (could be multiple bases for different student populations)	
a. Selective admission programs and criteria	
b. Membership criteria	
c. Open programs	
d. Mandatory attendance	

e. Voluntary attendance at individual classes, workshops, events	
iii. Number of students	
2. Learning outcomes	
3. Staff and faculty	5 staff for LEAD 360 – includes Frat/Sorority People etc. Does not include faculty teaching in or responsible for the minor.
A. Number	
B. Full time, part time, fellows, trainers, consultants	
4. Documents that are available	
A. Program documents -- e.g. history, strategic plans, budgets	
B. Training materials, presentations	

Notes

Goals:

- 1) Serve as a clearinghouse for all student leadership initiatives.
- 2) Increase # of partnerships with other departments, schools, and external agencies.
- 3) Provide additional leadership development opportunities that complement and support classroom learning, internships, and coops, international studies, and other University experiences.
- 4) Create a recognition program for graduating seniors and alumni circle

There is a **LEAD 360 model** that is a set of concentric circles with YOU in the center, the next circle are those that can assist and support the students development (faculty, peers, alums, etc), the next circle are the experiences the student has where they have had leadership experiences (coops, athletics, organizations, ROTC, etc.) and the outermost circle are the outcomes or skills a student gains from these experiences.

Leadership participation requirements for scholarship recipients

BLUEPRINT Program

Designed for freshman interested in developing their leadership capacity.

Open to all freshmen by application.

Taught by 1 upper-class student plus a faculty member or administrator.

Students participate in 8 sessions of 1.25 hours/ week and attend a retreat.

Learning Outcomes: Students will be able to:

- 1) Identify principles of ethical, servant and relational leadership, 2) engage in the Northeastern and global communities through interactions with peers, faculty and staff, 3) demonstrate ethical decision-making and conflict management, 4) understand and demonstrate how knowledge and affect work together, 5) evaluate personal leadership and professional practices through assessment and reflection, 6) explain cultural similarities and differences within their seminar cohort.

Intergroup Dialogues

Open to first-year students living in the College of Business Administration Living Learning Community and the Leadership Living learning Community

Open student conversations with facilitators focusing on deepening understanding of the vibrant, diverse and global society.

Leadership Consultants

Student leaders give presentations once/month to their peers about on leadership topics.

Application process and criteria/requirements for consultants.

Types of offerings: Life is a Leadership Laboratory; Don't follow the Yellow Brick Road; Molding a Better Leader in You.

UNPLUGGED: Spirituality Retreat, for spiritually engaged students interested in leadership.

Interesting point: Minor in Leadership studies is mentioned in the LEAD 360 material but is not mentioned in material put out by the College of Arts and Sciences.

Minor in Leadership Studies – located in The Center for Interdisciplinary Studies.

Courses draw from 14 departments including Communication Studies, Political Science, Sociology, Interdisciplinary Studies, and Philosophy.

4 tracks in the minor. All tracks have a foundations course- Into to Leadership Studies, ethics course (from approved list), and a practicum (from list) as well as track specific courses.

Organizations and Leadership Track

Military Leadership Track

Public Policy and Leadership Track

Women and Leadership Track

University of Delaware

1. Key program elements	
A. Curricular	
i. Minors, majors, certificates, experiential	<p>-Major (11 Leadership Specific Classes + 12 credits in a specialty of choice) Specialty Areas include: Environmental Sustainability, Global Perspectives, Intercultural Dynamics, and Public Policy - Minor also available</p>
B. Co-curricular	
i. Ongoing courses, individual classes, workshops, events, experiential	<p>-LEAD Council: Gives students a chance to discuss current ideas, models, and trends in leadership. LEAD Council establishes relationships with other students, faculty, and staff, as well as leaders in the community. Meetings occur throughout the semester, allowing members to meet and hear the thoughts of notable individuals. Also giving students the chance to network and explore career paths which demand leadership. Members engage in opportunities that exercise leadership in an exciting, cleaver, and supportive context.</p> <p>- Exemplary Leadership Circle: Based on students' GPA, activities, classroom participation, and expressed commitment to leadership, a small portion of students are selected to be members of this prestigious group. Members network with emerging and established leaders in the community. Enjoying business dinners, breakfasts, and speakers, students are given a chance to display their leadership beliefs and ethics.</p> <p>-Study Abroad Programs</p>
ii. Student membership organizations	

C. Attributes of the various elements that comprise the program	The Organizational & Community Leadership major is interactive: classes provide ample opportunity for participation and the practice of leadership skills and processes. Organizational & Community Leadership faculty are equally concerned with our students' academic growth and their personal development as individuals who care about improving the human condition. Therefore, the program of study is broadly based, with emphases upon academic knowledge and theory, personal growth, and skill development. Organizational & Community Leadership majors take courses in the humanities, social sciences, statistics and mathematics, business, and communication. Leadership skills are integrated throughout the curriculum.
i. Length -- 4-year career, two-years, semester, single events	4-year
ii. Bases for participation (could be multiple bases for different student populations)	Starting with the first semester, Organizational and Community Leadership majors have at least one course in the major each term. Each semester's courses will vary, depending on the student's interest, background and academic preparation.
a. Selective admission programs and criteria	Common Application, H.S. transcript, Essay Response
b. Membership criteria	n/a
c. Open programs	no
d. Mandatory attendance	yes
e. Voluntary attendance at individual classes, workshops, events	n/a
iii. Number of students	Small class size
2. Learning outcomes	The Organization & Community Leadership major prepares students to become leaders on campus, in the community, and in their professions. Through coursework, retreats, and self-study, participants learn the theories of leadership, experience the challenge of leading others, and create a sense of community with each other and members of participating organizations
3. Staff and faculty	n/a
A. Number	
B. Full time, part time, fellows, trainers, consultants	
4. Documents that are available	
A. Program documents -- e.g. history, strategic plans, budgets	
B. Training materials, presentations	

University of Maryland – College Park Scholars – Public Leadership

<p>1. Key program elements</p>	<p>College Park Scholars provides intellectual challenges and collegial support for engaged and academically talented freshmen and sophomores. Each program fosters a scholastic community where students first encounter University life. Once adjusted to campus, individual Scholars actively thrive in, and beyond, the University. Learning in Scholars is challenging in its interdisciplinary inquiry and rigorous in its focus on critical and integrative thinking. Practical experiences such as internships, research, community service and study abroad, emphasize the interdisciplinary nature of knowledge and promote the early development of professional competencies. The community among students, and between students and faculty, multiplies students' learning and provides ongoing support to meet the challenges of their academic experiences at Maryland.</p> <p>College Park Scholars (Scholars) programs are two-year living-learning programs for first- and second-year students. Students who are invited to Scholars choose to be in one of our thematic programs.</p> <p>Each UMCP scholarship program</p> <ul style="list-style-type: none">• Has its own academic focus, through which it explores a variety of related topics.• Offers at least one unique course exclusive to its students each semester.• Is housed in the Scholars residential community.• Is led by faculty from a related academic department.• Limits its first-year enrollment to a class of 70-90 students.• Challenges students both inside and outside the classroom. <p>Scholarship Program related to leadership development:</p> <ul style="list-style-type: none">• Public Leadership <p>The Public Leadership Program, sponsored by the Maryland School of Public Policy, focuses on the theory and practice of leadership and citizenship in civic and political spheres from the local to the global. Good public leaders - whether in or outside of government - in a democratic society display certain capacities and virtues, such as being able to articulate an ethical vision and facilitate broad-based citizen participation in matters of governance. Likewise, citizens are informed and able to reason critically about public matters. They are also able to deliberate with others, whose values they may not share, in order to solve common problems.</p> <p>These skills and attitudes are best learned through a combination of inquiry, including encountering examples of good and bad leaders, and "learning by doing," including civic engagement. Hence, PL includes classroom instruction and dialogue as well as experiential learning in Prince George 's County middle schools and other venues. Students become aware of diverse approaches to</p>
--------------------------------	---

	leadership and citizenship in a multicultural society, critically assess and test out these ideals in practice, and acquire the commitments and traits required of democratic leaders and citizens in the 21st century. For PL students, theory informs practice, and practice improves theory.
A. Curricular	<p><i>CITATION REQUIREMENTS</i> To earn a Public Leadership Scholars Citation, students must model good community citizenship and complete 15 credits with a minimum cumulative grade point average of 3.0 in all courses at UM during the two-year period of the Scholars Program (4 semesters). Students exempt from ENGL 101, must complete 12 credits. These credits must be satisfied during the two-year period of the Scholars Program. All students are expected to comply with the University's Code of Academic Integrity.</p> <p><i>FIRST YEAR REQUIRED COURSES</i> Fall 2009 (Semester 1) Credits Spring 2010 (Semester 2) Credits CPSP 118P Colloquium – 1 credit PUAF 201 Leadership for the Common Good (CORE: IE) – 3 credit CPSP 218P Colloquium– 1 credit ENGL 101S Composition (if not exempt) – 3 credit</p> <p>Fall 2010 (Semester 3) Credits Spring 2011 (Semester 4) Credits CPSP 218P Colloquium– 1 credit PUAF 359D Philanthropy and Non-Profit Management (course title tentative) – 3 credit Choose one of the following 3 credit courses: CPSP 318P Leadership and Social Change CPSP 318 Discovery Projects CPSP 339P Advanced Practicum PUAF 348/349 Political Internship</p> <p>Note – The second year student curriculum is attached for reference.</p>
i. Minors, majors, certificates, experiential	Selective scholarship program with curricular and co-curricular components
B. Co-curricular	
i. Ongoing courses, individual classes, workshops, events, experiential	Living/Learning Residential program, Community-Based Learning programs, “Scholars in NY” weekend, Study Abroad in Morocco
ii. Student membership organizations	unknown
C. Attributes of the various elements that comprise the program	Teach students civic leadership skills for democratic society: ideals, knowledge and skills

i. Length -- 4-year career, two-years, semester, single events	Limited to 75-90 first year and 75-90 second year students
ii. Bases for participation (could be multiple bases for different student populations)	Scholarship program
a. Selective admission programs and criteria	Admission to College Park Scholars is by invitation and decisions on applicants based on their University of Maryland application file.
b. Membership criteria	Leadership potential?
c. Open programs	unknown
d. Mandatory attendance	<p><i>Program Commitments</i></p> <ul style="list-style-type: none"> • Members of the PL community can and should influence the direction, quality, and culture of the PL Program. Democracy begins at the home. • Because working as a member of a team is crucial to both democratic leadership and citizenship, much of PL's work is done in small project teams. • Because one of the democratic challenges is for people of diverse affiliations and commitments - whether these be matters of gender, ethnicity, religion, nationality, and ethical outlook - to be able to respect each other and resolve practical problems together, PL provides opportunities in multicultural democracy. • Democratic leaders empower citizens to exercise their civic responsibilities and to become leaders themselves.
e. Voluntary attendance at individual classes, workshops, events	Practical experiences such as internships, research, community service and study abroad,
iii. Number of students	140-180
2. Learning outcomes	<p>Learning in Scholars is challenging in its interdisciplinary inquiry and rigorous in its focus on critical and integrative thinking. focuses on the theory and practice of leadership and citizenship in civic and political spheres from the local to the global. Good public leaders - whether in or outside of government - in a democratic society display certain capacities and virtues, such as being able to articulate an ethical vision and facilitate broad-based citizen participation in matters of governance. Likewise, citizens are informed and able to reason critically about public matters. They are also able to deliberate with others, whose values they may not share, in order to solve common problems.</p> <p><i>Program Goals</i></p> <ul style="list-style-type: none"> • Teach students about leadership and citizenship ideals that have evolved historically, such as in Athenian city state, the New England town meeting, 19th century political parties, and the progressive movement, and have been embodied in people such as Eleanor Roosevelt, Martin Luther King, Nelson Mandela, and Roméo Dallaire. • Challenge students to recognize the similarities, differences, tensions between local, regional,

	<p>national, and global citizenship.</p> <ul style="list-style-type: none"> • Encourage students to assess critically the various ideals of leadership and citizenship and decide, through dialogue with others, which are most defensible and suited to their own evolving values and political contexts. • Help students develop their own potential for democratic leadership and civic engagement in and through their participation in campus life and community service. • Provide students with the resources and opportunities to enhance such skills as effective communication (written and verbal), critical thinking, persuasive argumentation, and democratic deliberation and decision-making.
3. Staff and faculty	The College Park Scholars Faculty Advisory Council is an independent advising body appointed by the Executive Director of College Park Scholars. The Faculty Advisory Council reviews and evaluates the academic requirements and activities for each of the 12 Scholars programs and coordinates program assessments. They also advise Scholars on strategic planning.
A. Number	4
B. Full time, part time, fellows, trainers, consultants	Director, Assoc. Director and two assistant directors
Documents that are available	General information on-line at www.scholars.umd.edu
C. Program documents -- e.g. history, strategic plans, budgets	General program descriptions, mission, goals, some specific activities,
D. Training materials, presentations	See above

University of Pennsylvania Civic Scholars Program

- Civic engagement and academic work are mutually reinforcing
- Meaningful and sustained involvement in community affairs is a base for life-long commitments and contributions
- Undergraduate can conduct significant applied public policy research through multi-yr preparatory process.
- Forming a community of dedicated students and faculty will insure distinctive civic service and scholarship.

1. Key program elements	
A. Curricular	Yes
i. Minors, majors, certificates, experiential	Students certified as Penn Civic Scholars at graduation Courses Subject titled: ABCS for Academically Based Community Service
B. Co-curricular	Yes
i. Ongoing courses, individual classes, workshops, events, experiential	<ol style="list-style-type: none"> 1) Participation in four day program prior to orientation 2) Participation during FR/SOPH Yr. in non-credit proseminar w/faculty and community reps 3) Completion of Five Courses in different Categories 4) Participation in community service or social advocacy work for minimum of five semesters 5) Engagement in full-time, subsidized summer internship in a non-profit, government, or other public interest after SOPH/JR Year. 6) Capstone Research project by April of Senior Year.
ii. Student membership organizations	
C. Attributes of the various elements that comprise the program	
i. Length -- 4-year career, two-years, semester, single events	Four Year Program
ii. Bases for participation (could be multiple bases for different student populations)	Program allows for multiple entry points or pathways to complete the program
a. Selective admission programs and criteria	N/A on Web
b. Membership criteria	N/A on Web
c. Open programs	N/A on Web
d. Mandatory attendance	N/A on Web
e. Voluntary attendance at individual classes, workshops, events	N/A on Web
iii. Number of students	
2. Learning outcomes	N/A on Web

3. Staff and faculty	N/A on Web
A. Number	
B. Full time, part time, fellows, trainers, consultants	
4. Documents that are available	N/A on Web
A. Program documents -- e.g. history, strategic plans, budgets	
B. Training materials, presentations	

Notes

University of Richmond

1. Key program elements	Jepson School of Leadership Studies
A. Curricular	
i. Minors, majors, certificates, experiential	Major, minor, major w/honors
B. Co-curricular	
i. Ongoing courses, individual classes, workshops, events, experiential	Lectures, presentations
ii. Student membership organizations	
C. Attributes of the various elements that comprise the program	
i. Length -- 4-year career, two-years, semester, single events	2 gateway introductory courses and advanced courses that “have a primary focus in one of three areas: historical, social, or ethical (normative) to help students understand leadership <i>as it was, as it is, and as it should be.</i> ” Major is 11 courses Minor is 8 courses
ii. Bases for participation (could be multiple bases for different student populations)	Selective admission during first semester of sophomore year
iii. Number of students	Class of 2009 (16 th graduating class) composed of 38 majors (6 honors) and 18 minors. Numbers varies between 55 and 60 each year.
2. Learning outcomes	“have a primary focus in one of three areas: historical, social, or ethical (normative) to help students understand leadership <i>as it was, as it is, and as it should be.</i> ”
3. Staff and faculty	
A. Number	15 full-time faculty
B. Full time, part time, fellows, trainers, consultants	
4. Documents that are available	
A. Program documents -- e.g. history, strategic plans, budgets	
B. Training materials, presentations	

Notes

Richmond has a significant W.I.L.L. program too.

Appendix D

Framing Questions

Leadership Values, Knowledge, and Skills/Competencies

The TCNJ mission statement ends with this sentence:

Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

In light of TCNJ's mission:

1. What is a successful leader?
2. What should TCNJ students "look like" as leaders when they graduate?
 - A. What leadership knowledge will graduates have?
 - B. What leadership skills and competencies will graduates have?
 - C. What leadership values will graduates hold?
3. What diversity in leadership knowledge, skills, and values is necessary to help students reflect both their own diverse backgrounds and the diverse contexts in which they will exercise their leadership -- culture, gender, race, ethnicity, discipline, community, profession, workplace?
4. What learning goals would a TCNJ leadership development program include to help students become successful leaders?
5. What developmental principles do we want to incorporate in TCNJ's leadership development program?
6. What educational principles do we want to incorporate in TCNJ's leadership development program?
7. What activities do we want to incorporate in TCNJ's leadership development program?

Appendix E

Leadership Values, Knowledge, and Skills/Competencies

Essential Leadership Values

1. Personal and professional values
 - A. Integrity, honesty, transparency
 - B. Takes responsibility for own actions
 - C. Passionate
 - D. Aware of and committed to a set of values
 - E. Commitment to social justice - community oriented
 - F. Ethical, sense of justice, fairness, social conscience
 - G. Vision for better future
2. Leadership values
 - A. Committed to plan and group
 - B. Respectful of team members and environment
 - C. Not about individual leader's ego, personal goals, resume, agenda
 - D. Cares about process, not just position authority
 - E. Not self-serving, not defined by title, position or authority

Essential Leadership Knowledge

1. Personal and professional knowledge
 - A. Self-aware, self-conscious
 - B. Understands self and others
 - C. Recognizes and “owns” limitations
 - D. Learns from mistakes
2. Leadership knowledge
 - A. Strong conceptual understanding of leadership, including theoretical foundations
 - B. Focuses on the “big picture”
 - C. Understands that power alone does not translate to successful leadership
 - D. Able to synthesize, not just reproduce results
 - E. Synergy – able to produce a whole greater than sum of parts
 - F. Capable of examining problems and judging which leadership behavior will be effective

Appendix E (continued)

Leadership Values, Knowledge, and Skills/Competencies

Essential Leadership Skills/Competencies

1. Personal and professional skills/competencies
 - A. Organized
 - B. Responsible
 - C. Creative
 - D. Adaptable
 - E. Flexible
 - F. Pragmatic as well as visionary
 - G. Problem solver – seeks solutions
 - H. Sets example for others; is a role model
 - I. Able to “walk the talk” – consistent in words and actions
 - J. Willing to compromise
 - K. Demonstrates persistence
2. Leadership skills/competencies
 - A. Coherently expresses ideas, vision
 - B. Able to conceive and articulate goals to others in a manner that fosters achievement
 - C. Able to move a group toward identifying and achieving shared goals
 - D. Influences others
 - E. Change agent - creates meaningful, sustained change
 - F. Produces results, achieves shared vision
 - G. A leader and a follower
 - H. Motivates and delegates
 - I. Creates symbiotic relationship with followers or team members
 - J. Ability to draw out abilities and skills in others
 - K. Willing to draw on strengths of others, willing to work with and along others – collaborate
 - L. Concedes to others as needed, has the wisdom to see when needed
 - M. Engages others
 - N. Encourages others
 - O. Encourages others to be self-interested toward achieving common goals
 - P. Teaches and guides
 - Q. Works well with others
 - R. Cooperative and collaborative

Appendix F

Learning Outcomes

These learning outcomes reflect an umbrella approach to structure—general learning outcomes that will be made more specific by programs to suit their students' leadership needs.

1. Personal and professional leadership values. Students will be able to:
 - A. Identify the ethical responsibilities inherent in leadership roles.
 - B. Appreciate the effects of diversity on differences in leaders' knowledge, skills, and values and the contexts in which they exercise their leadership.
 - C. Conduct ongoing self-assessment of leadership values and ethics.
2. Knowledge of the role of leadership in workplaces, professions, and communities in which students live and work. Students will be able to:
 - A. Understand the conceptual foundations of leadership.
 - B. Understand the function of leadership in sustaining and advancing the substantive context of the leader's living and working environment.
 - C. Assess the fit between leaders and the environment in which they live and work and the resulting effectiveness of the leaders.
 - D. Conduct ongoing self-assessment of leadership knowledge.
3. Personal and professional leadership skills and competencies. Students will be able to:
 - A. Analyze the group and individual dynamics in an organization.
 - B. Work productively in small teams to plan, implement, and evaluate specific tasks.
 - C. Write and speak effectively in a way that is persuasive to the audience.
 - D. Conduct ongoing self-assessment of leadership skills and competencies.