Report of the Leadership Development Task Force
The College of New Jersey
December 19, 2014

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Introduction

On May 1, 2014 the Leadership Development Task Force was given the following charge by the Provost for work to be completed during Fall 2014:

> The Leadership Development Task Force will recommend a broad definition of leadership development to the campus, identify current opportunities and best practices for mentored leadership development for our students, and recommend strategies for scaling up or expanding these opportunities to extend them to the majority of our students. The committee will notice that leadership development happens in every major and within each of the other Signature Experiences. The chair of this committee will no doubt want to work with the chairs of the other signature experience task forces to get their working groups' insights into the leadership development opportunities present within the other signature experiences. Among the strategies the Task Force might consider is the expansion of peer advising, peer tutoring, and peer student teaching. The Task Force will recommend a standard minimum dataset to track our practice and progress.

To meet the goals in its charge, the Task Force has produced a report in three sections:
1. a **broad definition of student leadership development** which includes recommended learning outcomes and leadership development models to serve as the foundation for leadership development programs at TCNJ,
2. **current opportunities and best practices** for mentored leadership development (both at TCNJ and beyond), and
3. recommended **strategies for expanding opportunities** to extend them to the majority of students.

A Broad Definition of Student Leadership Development

Leadership development is not simply leadership experience. When a student assumes a leadership position without preparation, scaffolding, or resources, that student might successfully develop leadership skills, knowledge, and values but, far more likely, will flounder and learn little, perhaps even losing ground and confidence as an emerging leader.

The current shared governance system at TCNJ provides an example of leadership experience without proper leadership development. In the governance system, students are appointed to College-wide committees and councils – usually without detailed knowledge of the inner workings of the governance system, without training or experience vital to developing confidence necessary for equal participation with faculty and staff, and without thorough knowledge of the specific issues before the committee or council to which they have been appointed. This lack of preparation results in student participation in governance that is, at best, nominal and, at worst, detrimental to student interests. Individual students, moreover, learn little from their experience in governance about how to be effective, meaningful leaders.

The deficiencies of the shared governance system teach us that leadership development, to be truly productive, should
- be based on developmental principles and provide scaffolding for developing leaders,
- include elements of personal growth with tangible indicators of reflection and performance,
- be competency-based, using specific learning outcomes as foundation and guide,
- provide quality advising to guide students as they develop as leaders, and
- include, when possible, curricular and co-curricular activities, as well as participation of staff and faculty from both academic and student affairs.

To say that leadership development must be based on **developmental principles** may seem a tautology, but it bears saying nonetheless. Currently at TCNJ, many leadership opportunities for students (whether in governance or elsewhere) have no clear developmental progression or path. In contrast to existing practice, students should progress from beginning leadership opportunities that provide a foundation for leadership development, through mid-level opportunities that refine leadership skills and competencies, to high-level opportunities that promote greater self-sufficiency and lifelong learning. Not all students necessarily need to progress through all levels, but students who take on a leadership position at a higher developmental level (in governance, in a student organization, as part of their academic work) should, in general, not do so without having passed through earlier levels.

At every developmental stage, student leaders should be encouraged to develop on a **personal level** (of self-growth and self-awareness), learning about themselves, their aptitudes, and their weaknesses through their leadership experiences. In order to develop as effective leaders, they must learn to assess their own personal strengths and to overcome their own personal challenges. In this respect, leadership development should foster personal empowerment. Student leaders, who often initially lack confidence and a sense of their own status as a leader, need to be taught to take responsibility, to grow in self-reliance, and to assume appropriate authority and initiative in their leadership roles. Strong leadership cannot develop without this personal element.

But effective leadership also requires specific knowledge and skills. As a result, leadership development must be based on **learning outcomes** that reflect the knowledge and skills that leaders require. Leaders, for example, work best if they understand how organizations work – both organizations in general and the specific organizations within which they hold leadership positions. Effective leadership development teaches organizational structures and practices – both general and specific—and assists developing leaders in researching such structures and practices further on their own. Effective leadership development also teaches other critical knowledge and skills, such as how to formulate—and focus on—

the common goals and purposes of an organization, how to be creative and innovative in thought and approach, how to practice ethical leadership and behave with integrity, how to collaborate (by forming consensus, working together, and motivating others), and how to delegate and, by delegating, mentor other emerging leaders.

Because leadership development involves both personal growth and acquisition of specific knowledge/skills, leadership programs at TCNJ should be holistic in their approach, addressing the needs of the whole student. For this reason, such programs should, ideally, be a shared endeavor between academic and student affairs, including both **curricular and co-curricular elements**. These curricular and co-curricular elements should be carefully integrated rather than superficially or awkwardly conjoined. Their primary objective should always be to educate the emerging student leader as a whole person.

Quality **advising** is key to helping students make good choices with respect to their leadership development. Having an array of leadership opportunities would provide multiple pathways for leadership development, but increases the need for choices among complex sets of options, and skilled advisors can help students choose those leadership opportunities that best fit their developmental stages, academic plans, and career ambitions.

Shared Learning Outcomes

Every program at a college should be defined by its learning outcomes. As part of our work to define leadership development, we have created a set of learning outcomes that we think should be shared by all leadership development programs at TCNJ. These learning outcomes are based on the learning outcomes from a 2010 report by an earlier Academic Affairs/Student Affairs Student Leadership Development Task Force. Of course, the developmental approach that we recommend – consisting of a progression through multiple leadership levels with scaffolding – means that not all programs, or the activities that comprise such programs, must include all the learning outcomes. Every program or activity should, however, contribute to student success in achieving the shared learning outcomes and make explicit which outcomes students will achieve.

The shared outcomes that we recommend are:
1. Personal and professional leadership **values**,
    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.
    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**.
    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.

4. **Actions** to advance the communities in which the students live and work.
    A. Engage in civil discourse.
    B. Engage members of the community to produce ethical, purposeful, positive, and effective change.
    C. Determine the concrete outcomes of that change.
    D. Plan the strategies and actions that will achieve the desired outcomes.
    E. Conduct ongoing assessment of the strategies, actions, and outcomes.

Relevant Leadership Theories and Models

"Theory provides the overarching sense-making frame for experience. Without a theoretical framework to connect and integrate experiences there is no sense-making and thus there can be no learning" (Day, Harrison, & Halpin 2009, p. 7).

The committee reviewed a number of different leadership theories and models that that can provide a foundation for student leadership development programs. The committee identified two models that are the best fit for our definition of leadership development programs at TCNJ. The two models are very compatible with both TCNJ's institutional mission and core values and our students' goals and values. While we do not believe that the two models must be used in all leadership development programs at TCNJ, we offer them as best practices that will provide an effective common foundation to integrate the many leadership activities that will occur across our campus. The two leadership models are the Relational Leadership Model and the Social Change Model of Leadership Development.

Relational Leadership Model

The relational leadership model was created by Susan Komives specifically for college students with a focus on reciprocal relationships (Komives, et al., 2011). The model defines leadership as "a relational and ethical process of people together attempting to accomplish positive change" (Komives et al., 2007, p. 74.) The five key areas of the model are purposefulness, inclusiveness, empowerment, ethical practice, and process orientation.
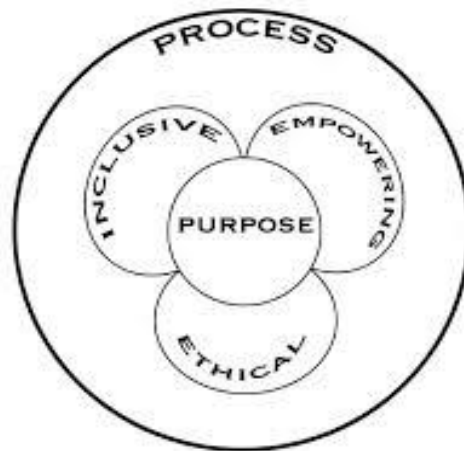

Diagram from Komives, S. R., Lucas, N. & McMahon, T. R., 2007, p. 75.

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The Social Change Model of Leadership Development

The Social Change model was also created specifically for college students by a group of leadership scholars led by Alexander and Helen Astin (Komives, et al. 2011. It has been identified to be the most applied leadership theory for collegiate leadership programs, (Kezar et al., 2006; Owen, 2008 as cited in Komives et al., 2011). The definition of leadership as a "purposeful, collaborative, values-based process that results in positive change."(Komives, Wagner, & Associates, 2009, p. xii). It is focused on two main principals "Leadership is believed to be inherently tied to social responsibility and manifested in creating change for the common good" and "the model is predicated on increasing individuals' levels of self-knowledge and capacity to work collaboratively with others" (Komives et al., 2011). The focus of the model is development of values related to the individual (consciousness of self, congruence, commitment), group (collaboration, common purpose, controversy with civility) and society/community (citizenship). A physical depiction of the model is provided below.

Diagram from Higher Education Research Institute [HERI], 1996, p. 20.

Current Opportunities and Best Practices

We began our work to identify current opportunities and best practices in leadership development programs by examining programs at TCNJ, the set of comparator institutions used in TCNJ's strategic planning work, and nationally recognized outstanding collegiate leadership development programs.

Current Opportunities at TCNJ

There are currently two outstanding leadership development programs at TCNJ. Below are brief descriptions of the two programs.

Women In Learning and Leadership (WILL) Program

Women In Learning and Leadership (WILL) is a curricular and co-curricular, certificate-bearing program designed to provide leadership development, leadership experience, mentoring, and opportunities for development of critical and analytical skills. WILL provides active learning opportunities that empower women as leaders, fosters a deeper understanding of women's roles and contributions to society, and offers opportunities for women to investigate career and life choices. The WILL Program is comprised of 100 students chosen through the application process. Traditionally, students are accepted and inducted into the program at the WILL induction /retreat in the fall of their first year. All incoming WILL students are paired with a peer mentor to assist integration into the college community. Students must complete the academic requirements of the program, actively participate in the work of the WILL Student organization and fulfill the other requirements of the program. Students completing all requirements formally graduate at the certificate presentation ceremony in the spring of their senior year. WILL also offers an interdisciplinary concentration to all students as an option to fulfill the liberal learning breadth requirement. Additional information about WILL is available in Appendix 1.

Lions Leadership Institute

The Lions Leadership Institute is a ten-week non-credit program for first-year and sophomore students at The College of New Jersey. The program is designed to engage participants in recognizing and developing their leadership potential in themselves, the College and their community. Participants will become familiar with College resources and build community partnerships in a collaborative setting, working with Peer Leadership Mentors and other first-year and sophomore students. The Peer Leadership Mentors are upper classmen who are trained and work the students to create a social change project with their small group of participants. Student Affairs also offers a variety of other programs that provide student leadership development opportunities including LeaderShape; Student Leadership Awards; and Omicron Delta Kappa, The National Leadership Honor Society.

Lions Leadership Institute Learning Outcomes

Participants will:
- Gain awareness of personal leadership development and how it applies to their current and future real world experiences
- Identify different styles and models of leadership
- Know the introductory of group roles, dynamics and how to work effectively in a group setting
- Relate how gender and culture can influence leadership.
- Clearly articulate leadership style, expectations, and leadership philosophy
- Increase an awareness of leadership issues facing the emerging global world
- Be challenged to explore the relationship between ethic s and leadership
- Analyze the gender and culture influences on leadership

Best Practices At Other Institutions: SUNY Brockport

From SUNY Brockport's leadership development website (http://www.brockport.edu/leadership/, December 13, 2014):

> At the College at Brockport, formal opportunities for leadership development are provided through a developmentally sequenced, co-curricular certificate program based primarily on the Social Change Model of Leadership. The Leadership Development Program offers students the opportunity to engage in a variety of experiences that have been shown to have a significant impact on students' leadership development. The program utilizes the following methods to encourage leadership development in a diverse world:
>
> - engaging workshops and seminars
> - mentoring relationships with faculty, staff and students
> - ongoing opportunities for community service
> - discussions with peers about issues of diversity, privilege and social justice
> - social action projects within the community
> - annual leadership conference, planned by Capstone Certificate participants that allows students to develop relationships with Brockport alumni who serve as session presenters

The Brockport program is a multiple-level scaffolded program; students must complete the certificates in the proscribed order. For students who begin later in their college careers, there is an accelerated program that combines the Green and gold certificates. We have provided additional information about the Brockport leadership development program in Appendix 2.

Sample Programs at TCNJ's Comparator Institutions

Appendix 3 provides brief summaries of our comparator institutions' leadership programs. It is clear that leadership programs are quite common at our peer institutions and that choosing leadership development programs as one of TCNJ's signature experiences is a wise decision. It is also clear that there is diversity in the approaches adopted by our peers.

Recommended Strategies for Expansion

In order to improve and expand leadership development at TCNJ, we make the following recommendations:

1. We recommend that a Leadership Development Program Council (LDPC) – modeled on the Global Engagement Program Council – be instituted to oversee, coordinate, assist in developing, approve/recognize, and assess leadership development programs on campus. We recommend, moreover, that the LDPC be populated with faculty, students, and staff with expertise, interest, and/or training in leadership development. The LDPC need not be a large body but should have representation from faculty, staff, and students. Both the Provost and the Vice President for Student Affairs should be represented by the person responsible for leadership development programs in their respective areas as well.

2. We recommend that significant resources be dedicated to professional development of LDPC members, faculty, staff, and student leadership mentors. In addition, we recommend that the LDPC begin its work by carrying out a needs assessment in order to determine the resources and expertise needed for robust program development and expansion (incentives, staff funding, expert consultants/speakers, etc.).

3. We recommend that the LDPC support the creation of a wide range of leadership development programs, including
   A. certificate programs offered by Student Affairs that incorporate existing and newly developed programs.
   B. focused leadership minors offered by departments and both a general leadership minor and an interdisciplinary concentration offered by Liberal Learning,
   C. certificate programs, offered collaboratively by Academic Affairs and Student Affairs, that incorporate both curricular and co-curricular elements, and
   D. programs created specifically in conjunction with already existing student leadership opportunities on campus, such as the shared governance system and the Honors Program.

4. We recommend that a system of developmental advisement be created for leadership development. Developmental levels of leadership opportunities should be clearly differentiated and identified, but students should receive some form of advisement that guides them through the levels of leadership development appropriate to their academic program and career plans. This advisement might, for example, be provided by Community Advisors (CAs) in the residence halls, by the Student Government (SG), by faculty advisors of the suggested leadership minors, by faculty and staff advisors of student organizations, and/or by a cadre of peer advisors specifically trained for this task.

5. We recommend that an annual speaker and/or workshop on leadership development be instituted, as well as an annual celebration of student leadership (to raise the profile of leadership development on campus and to showcase student accomplishments).

6. We recommend that the LDPC create and implement a comprehensive assessment plan to allow ongoing evaluation of all leadership development programs—from individual events to minors and certificates. Such a plan should include an overall assessment tool and systematic assessment of all elements and programs. We recommend that the Multi-Institutional Study of Leadership (MSL) be used as the overall assessment tool. The College will participate in the 2015 MSL study, and we recommend regular participation in the future. The LDPC should plan for a standard TCNJ Periodic Program Review/Self-Study in five years and engage in ongoing program- and event-specific formative assessments.

Appendix 1: Women In Learning and Leadership (WILL) Program

Women In Learning and Leadership (WILL) is a curricular and co-curricular, certificate-bearing program designed to provide leadership development, leadership experience, mentoring, and opportunities for development of critical and analytical skills. WILL provides active learning opportunities that empower women as leaders, fosters a deeper understanding of women's roles and contributions to society, and offers opportunities for women to investigate career and life choices. The WILL Program is comprised of 100 students chosen through the application process. Traditionally, students are accepted and inducted into the program at the WILL induction /retreat in the fall of their first year. All incoming WILL students are paired with a peer mentor to assist integration into the college community. Students must complete the academic requirements of the program, actively participate in the work of the WILL Student organization and fulfill the other requirements of the program. Students completing all requirements formally graduate at the certificate presentation ceremony in the spring of their senior year.

Requirements for WILL

Students accepted into the WILL Program are required to complete five courses in Women's and Gender Studies (which also gives them a WGS minor), in addition to attending at least three gender-related co-curricular programs each semester, and participating in the WILL student organization. When appropriate, WILL only sections of WGS courses are offered. A WILL FSP (123) Rebel Girls: Leadership and Social Change if is offered to first semester WILL students (but is not required in the academic program). Required courses include a section of the introductory course WGS200 (Women, Culture, and Society-Leadership section) offered each spring, designated as WILL students only, and the senior capstone WGS496 (Women's Leadership and Social Change) also offered each spring, designed specifically for the WILL curriculum and is a leadership/ activism course (now also open to WGS and WGS/ED majors). In the two courses designed for WILL students leadership theories are explored and integrated into the curriculum. WGS496, the culminating course specifically focuses on translating theory into practice. Three additional courses are required to complete the academic portion of the program. Students are tracked throughout to ascertain completion of all requirements and are confirmed to Records and Registration in order to receive certification and WILL Program designation on their transcripts.

WILL Student Organization

Executive Board

WILL E-Board Officers are elected at the end of the fall semester and remain in office for a full calendar year. All committees have co-chairs (except Gender Watch) and all WILL students must actively participate in their chosen committee. Bi-monthly meetings are mandatory, unless excused.

- Executive Chair
- Vice Executive Chair
- Vice Executive Chair

Committees

Internal Affairs Committee

This committee takes charge of day to day communication with members, maintains records of attendance at WILL meetings, maintains records of committee membership, maintains records of

attendance at gender events, keeps minutes at meetings, and functions as the historian of the WILL program (maintains scrapbook, etc.).

Programming Committee

The programming committee organizes functions and programs for WILL membership meetings, as well as for the campus community; also plans social events each semester.

This committee also prepares for upcoming events including publicity. Members network and form coalitions with other student organizations, represent WILL on campus-wide committees, and provide information for the website.

Fundraising Committee

This committee maintains the WILL student organization's finances and plans fundraisers for WILL student programs.

Membership Committee

In order to recruit new students, this committee organizes and disseminates information to first year students, actively recruits new members, organizes activities for TCNJ Open Houses and Spring Day, and manages peer mentoring among WILL students.

Community Service Committee

This committee provides information, organizes volunteer and community service opportunities for WILL students.

Genderwatch

One of the requirements for WILL students is to attend three gender-related events each semester. Therefore, the Genderwatch position was created in order to accurately inform WILL members of upcoming gender events. Responsibilities of the Genderwatch position include being well informed of campus events and providing the members of WILL with a weekly calendar of gender events through the WILL listserv.

Appendix 2: SUNY Brockport as a Best Practice

The following are descriptions from SUNY Brockport's Leadership Development Program website (http://www.brockport.edu/leadership/, December 13, 2014).

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Events

At the College at Brockport, formal opportunities for leadership development are provided through a developmentally sequenced, co-curricular certificate program based primarily on the Social Change Model of Leadership. The Leadership Development Program offers students the opportunity to engage in a variety of experiences that have been shown to have a significant impact on students' leadership development. The program utilizes the following methods to encourage leadership development in a diverse world:

- engaging workshops and seminars
- mentoring relationships with faculty, staff and students
- ongoing opportunities for community service
- discussions with peers about issues of diversity, privilege and social justice
- social action projects within the community
- annual leadership conference , planned by Capstone Certificate participants that allows students to develop relationships with Brockport alumni who serve as session presenters

GREEN CERTIFICATE	GOLD CERTIFICATE	PRESIDENTIAL CERTIFICATE	CAPSTONE CERTIFICATE
Individual Values Consciousness of Self Congruence Commitment	Group Values Collaboration Common Purpose Controversy with Civility	Societal Values Citizenship	Culminating Experience Change

Winner of the 2014 National Association of Student Personnel Administrators Grand Bronze Excellence Award

The Leadership Development Program engages nearly 400 students and 200 faculty, staff and alumni annually. Based on results from the National Survey of Student Engagement and the Multi-Institutional Study of Leadership, students who participate in the Leadership Development Program are show to have significantly higher rates of experience with high impact practices and other indicators of student engagement.

Our Guiding Principles:

- All students have the capacity to demonstrate leadership.
- Leadership is a process that leads to social change.
- Leadership is purposeful and collaborative.
- Leadership is service and civic engagement.
- The application of sound leadership principles enables us to leave the world in a better place than when we entered it.
- Leadership concepts are explored across all academic disciplines and can be learned through curricular and co-curricular experiences.

Our Foundat ion:

The Leadership Development Program is based primarily on the following models, theories and tools:

- The Social Change Model of Leadership
- StrengthsQuest
- Servant Leadership
- The Student Leadership Challenge

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Green Leadership Certificate Program

All students begin the Leadership Development Program in the Green Leadership Certificate.

This certificate focuses on the first 3 C's of the Social Change Model of Leadership Development: the individual values of Consciousness of Self, Congruence, & Commitment.

As a result of the Green Leadership Certificate, students will be able to:

- Identify their strengths and weaknesses, values, attitudes and emotions that motivate action. (Consciousness of Self)
- Examine how their actions are consistent with their beliefs and values. (Congruence)
- Describe their investment in an idea or person in terms of intensity and duration in order to serve the group and its goals. (Commitment)

Additionally, as a result of the Leadership Development Program, students will have opportunity to:

- Build a relationship with a faculty/staff or peer mentor who will help connect personal goals to leadership development
- Network with successful alumni as well as college representatives
- participate in a program that looks great on a resume - leadership is important in every field
- Make a significant difference on the world around them through service, programs and social change

Overview of Green Leadership Certificate Program Requirements:

- Attend annual Kick Off event - What is Leadership?
- Attend a minimum of 6 Leadership Sessions - click here for listing
    - 2 Consciousness of Self
    - 2 Congruence
    - 2 Commitment
- Meet monthly with faculty, staff or student mentor
- Complete a total of 6 journal responses
- Attend the Tunnel of Oppression - offered in the spring semester
- Attend one Table Talk - offered in the spring semester, led by Presidential Students
- Complete at least one community service
- Attend the Annual Student Leadership Conference - offered in the spring semester
- Complete the evaluation at the end

Questions? Email us at leadership@brockport.edu

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Gold Leadership Cert ificat e

Once a student has completed the Green Leadership Certificate, he or she can register for the Gold Certificate. The Gold Leadership Certificate focuses on the second 3 C's of the Social Change Model of Leadership Development: Collaboration, Common Purpose and Controversy with Civility. This stage of leadership development focuses on group values, building off of the Green Leadership Certificate's focus on individual values.

As a result of th is program, students will be able

- Identify the role they play within a group. (Collaboration)
- Describe the group's common purpose, including aims, values and vision (Common Purpose)
- Discuss their views and values with contrasting others in a civil manner that develops positive relationships. (Controversy with Civility)

Overview of Gold Leadership Cert ificat e Program Requirement s:

- Attend the Annual Kick Off event
- Take the Strengthsquest Assessment
- Attend 3 seminars focused on Collaboration Common Purpose and Controversy with Civility
- With group members, volunteer with a local organization or agency at least once during the fall semester
- With group members, meet regularly with advisor
- Attend the Annual Student Leadership Conference
- Implement a Social Action Project to benefit the community with assigned group
  - Social Action Project Funding Request Form (word document) (pdf version)
- Present your group's Social Action Project to the Brockport community at Scholars Day

CLICK HERE TO REGISTER FOR THE GOLD CERTIFICATE
*Prior completion of the Green Certificate required

Check out previous Social Act ion Project s!

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Leadership Development Program

Presidential Leadership Certificate Program

Presidential Leadership Certificate Information

Upon completion of the Gold Leadership Certificate, a student can register for the Presidential Certificate. The Presidential Leadership Certificate focuses on Citizenship. This stage of leadership development focuses on societal values, building off the Green and Gold Leadership Certificates' focus on individual and group values.
As a result of this program, students will be able to:

- Identify and assess community needs.
- Select to participate in ongoing civic engagement.
- Define various attributes and behaviors associated with citizen and be able to define what citizenship means to them.
- Examine their role as a citizen in their community.
- Discuss and analyze local, national, and global issues by participating in the seminar course.

Overview of Presidential Leadership Certificate Program Requirements:

- Participants will enroll in GEP 303- Leadership & Society in the Fall Semester.
- Participants will complete various in-class projects and assignments related to current events, leadership theories, and citizenship.
- Participants will attend the Leadership Development Program Kick-Off Event.
- Participants will continue to develop their E-Portfolio throughout the program.
- Students will complete an internship in the Spring Semester related to their career and academic goals.
- Attend and/or present at the Spring Leadership Conference on February 19, 2012

Looking for service opportunities in the Rochester Area?

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Accelerated Leadership Certificate Program

This certificate of the Leadership Development Program is specifically designed with transfer and upperclass students in mind! It provides students with the opportunity to learn more about their own leadership style while working with a group of fellow students on a project to help the local community!

The Accelerated Leadership Certificate combines the first two certificates of the Leadsrhip Development Program and focuses on the individual and group values of the Social Change Model of Leadership Development: Consciousness of Self, Congruence, Commitment, Collaboration, Common Purpose and Controversy with Civility.

Students who complete this certificate will be able to go on to the Presidential Leadership Certificate.

As a result of this program, students will be able to

- Identify their strengths and weaknesses, values, attitudes and emotions that motivate action. (Consciousness of Self)
- Examine how their actions are consistent with their beliefs and values. (Congruence)
- Describe their investment in an idea or person in terms of intensity and duration in order to serve the group and its goals. (Commitment)
- Identify the role they play within a group. (Collaboration)
- Describe the group's common purpose, including aims, values and vision (Common Purpose)
- Discuss their views and values with contrasting others in a civil manner that develops positive relationships. (Controversy with Civility)

GROUP A
Creating a peer mentoring program
at Wilson High School

Overview of Accelerated Leadership Certificate Program Requirements:

- Attend program kick off event
- Attend a minimum of 5 Green Certificate Workshops over the course of the year
  - 1 Consciousness of Self
  - 2 Congruence (accelerated students have the option of 1 online workshop in this area)
  - 2 Commitment (accelerated students have the option of 1 online workshop in this area)
- Take the Strengthsquest Assessment
- Attend the Accelerated Certificate Consciousness of Self/Collaboration Seminar
- Attend 2 Gold Certificate Seminars
  - Common Purpose
  - Controversy with Civility
- Attend the Tunnel of Oppression and complete accompanying reflection
- Working with assigned group and group advisor, identify a community need to address, complete community service with an organization that addresses this issue and implement a Social Action Project to benefit the community:
- Attend the Annual Student Leadership Conference on February 15th, 2015
- Present the results of the Social Action Project at Scholars Day on April 8, 2015
- Attend the Annual Leadership Awards Ceremony
- Complete the evaluation at the end

Click Here to register for the Accelerated Leadership Certificate

Appendix 3: Leadership Programs at Peer Institutions

Boston College

- **Jenk's Leadership Program** – Program open to freshmen, sophomores, and junior applicants consisting of three modules each taking place over a semester.
  - Module 1 - Individual Leadership
  - Module 2 - Team Leadership
  - Module 3 - Service Project
- **Shaw Leadership Program** – a four year program open to first year students. Students live in the Shaw house their first year. Students attend weekly workshops as well as community service events
- **Management and Leadership minor and concentration**
  - UN 548 - Leadership and Mindfulness (capstone)
  - MB 127 - Leadership
  - MB 111 - Ethical Leadership Skills
- **Emerging Leader Program**

Bucknell University

- **Bison Leadership Program** – program for student athletes
- **Institute for Leadership in Technology and Management** -18-24 juniors in engineering, management, and the liberal arts to engage in an intensive, six-week, on-campus program that focuses on globalization, ethics, communication skills, critical thinking, teamwork, and leadership. The students hear lectures and attend workshops by Bucknell faculty and corporate leaders, travel to selected industrial and business sites, and work with companies on significant and real-world management and technological projects.

Cal Poly San Luis Obispo

- None
- Carnegie Mellon University - http://www.cmu.edu/index.shtml
- **Women's Leadership Program**- WLP is open to women in all academic disciplines and participants are selected through a nomination process
- **Emerging Leaders** -spring semester program for first-year students focusing on self-exploration and discovery of personal values and goals for first year undergraduate students. Eight week series, consisting of one-hour weekly sessions occurring in the spring semester. The series will begin with an overnight leadership retreat.
  The EL experience is structured as an eight week series, consisting of one-hour weekly sessions occurring in the spring semester. The series begins with an overnight leadership retreat

Chapman University

- Leadership Studies Minor-
  - Requirements at http://www.chapman.edu/ces/_files/undergraduate/Leadership%20Studies%20Minor%20 Program%20Requirements.pdf
- Emerging Leaders' Retreat is a three day summer retreat for incoming freshmen.

College of William and Mary

- **Women's Leadership Program** - 8 week program consisting of 25 junior and senior applicants
- **Men's Leadership Program** - 9 week program consisting of 15 junior and senior applicants
- **Train Leadership** - peer leadership team that will provide workshops and programs to enhance the leadership skills of the William and Mary student body. The TRAIN Leadership team also selects one student each month as the recipient of the Recognizing Achievement in Leadership (RAIL) Outstanding Student Leader of the Month award.
- **RAIL Leadership Award** - Each month members of TRAIN Leadership seek to recognize a student leader who made significant contribution to campus life. Be it through an ongoing dedication to a campus activity/organization or exemplary impact during the recent month, RAIL award recipients who add depth and breadth to the College.
- **Student Leadership Foundation** - intensive semester-long leadership program for Freshmen and Sophomore leaders on campus. Weekly session topics focus on personal development, leadership development, team development, and learning how to navigate the W&M community as a student leader.

Fairfield University

- **FYE Leadership Thematic Sections** - This course focuses on first year students exploring a nontraditional FYE curriculum through self-examination of their personal leadership development.
- **Leadership Workshop Series** - This series consists of twelve workshops that will be offered twice a week for sophomores, juniors, and seniors who are seeking opportunities to continue their leader self-development.
- **Redefining Leadership** - First year students who enroll in this program will be studying leadership from a theoretical point of view and applying leadership to several salient areas in which effective leadership is crucial to their future as young professionals in the career paths they elect to follow as well as their civic identity. 14 week program.
- **Senior Leadership Capstone** - The Senior Leadership Capstone is offered for graduating seniors each spring who have participated in previous leadership development programs during their time at Fairfield.
- **StrengthsQuest Leader Development Sessions** - www.strengthsquest.com
- **LEAD-** http://www.fairfield.edu/documents/student/sal_lead_common_app.pdf

James Madison University

- Graduate/Doctoral Programs
- Emerging Leaders

Lehigh University

- **Leadership Lehigh** - three-year co-curricular leadership program grounded in the Social Change Model of Leadership Development. The program consists of three phases, of intensive individual skill development, practical group application of skills learned, experiential group projects and self-reflection.
  - Fall Retreats
  - Concept Workshops
  - Group Projects
  - Reflection Teams
  - Speakers of Interest
  - Spring Recognition Celebration
- **P.E.E.R. (Prepare, Emerge, Engage, Reflect) Leadership:** A six-week certificate course that provides opportunities for self-exploration and personal leadership development.
- **The Center for Experiential Leadership Training Ropes Challenge Course:** A series of outdoor elements that create unique and challenging problem-solving scenarios provides opportunities to learn about team dynamics, effective communication, decision-making and leadership.
- **The John A. Cable Athletics Leadership Development Initiative:** This program builds a culture of leadership within athletics, helping student-athletes align their actions to their values and contribute to the greater success of their teams and the larger university community.
- **Greek Emerging Leaders Program:** The GEM program gives new members of the Greek community an opportunity to develop their leadership abilities and share their skills and experience.

Loyola University of Maryland

- Leadership Essentials – graduate program
- Pathways to Peer Leadership-4 day program for first year students

Miami University of Ohio

- **EDL 206 "The Nature of Group Leadership"** - This course is designed for undergraduate students who live in the Leadership, Excellence, and Community Theme Learning Community and have a specific interest in group processes and leadership. It is two credits and includes a service-learning component. In the spring this course will be opened to all first and second year students.
- **HON 280 "Introduction to Scholarship, Leadership and Service**" - This one-credit course provides first-year students in the University Honors Program an initiation into the best practices of collegiate life. Students develop a four-year learning goals plan, engage in service and learn of the many resources for learning on Miami's campuses.
- **MGT 415 "Leadership and Learning"** - This course investigates current leadership thinking and behavior in formal organizations as well as its relationship to power and decision-making in those settings. Emphasis is placed on exploring theory, research, and applications of leadership in order to develop personal guidelines for exercising leadership in organizations. Students also study the impact of power and dependence of both leaders and followers as well as the particular relationship of leadership to decision-making in organizations.

- **Permutter Leadership Conference** - This Conference is held each fall semester and enables student participants to get to know one another and learn more about the other leadership programs included as part of "Miami's Leadership Commitment." A keynote speaker who is a national expert on leadership is featured each year.

Saint Joseph's University

- **Leadership, Ethics and Organizational Sustainability Major/Minor** - The objective of the major is to develop leaders whose goal is to lead and work for the greater good. This includes several components, including leadership, social responsibility, ethics and justice.

Santa Clara University

- **Emerging Leaders Program** - The Emerging Leaders Program (ELP) is designed to introduce you to concepts and skills supporting the Social Change Model (Astin & Astin, 2000) of leadership development
- **SCUID Leadership Retreat** - Using a combination of activities, large and small group discussions, storytelling, and a high ropes course, participants will delve into leadership in a highly interactive environment. (Incoming Freshmen)
- **Magis Leadership Retreat** - Week long retreat for sophomores and juniors. Challenges students to reflect on their personal story and how that story impacts the community around them.
- **LERN Library** - Leadership Education Resource Network - The Leadership Education Resource Network (LERN) Library is a collection of books, exercises, and simulations about leadership development, programming, effective communication, conflict resolution, team building, and student life issues.

SUNY Geneseo

- **Geneseo Opportunities for Leadership Development** - a total of 250 weekly programs. A certificate program is in effect to motivate students to go to the programs. The bronze, silver, gold, opal, sapphire, emerald, ruby, and diamond certificates are awarded upon completion of eight workshops at each level (total of sixty-four) provided that the various required sessions and journals are also completed.

Truman State University

- **Truman Leadership Award** - given annually to a group of Truman students who have excelled academically and in the demonstration of leadership.

University of Pennsylvania

- **Management 100**: Leadership & Communication in Groups
- **Management 240**: Group Dynamics
- **Wharton Leadership Ventures**
  - Workshops
  - Ventures
  - Expeditions
- **Wharton Leadership Development Workshops** -Wharton Leadership Development Workshops are a set of free, active learning opportunities, focused on 1 to 3-day workshops that highlight alternative leadership education methodologies or specific topics.
- **Fox Leadership Program** - Offers a wide variety of fellowships, service-learning programs, lectures, workshops, and leadership courses.

Villanova University

- **Leadership Lunches** - Join other student leaders once a month for a free lunch and casual conversation on important topics for your leadership development!
- **Villanova Leadership Academy** - Eight Leadership Academy workshops will take place on Fridays from 1:30–2:30 pm at the beginning of each semester. Participants will receive a certificate upon completing the program.
- **Omicron Delta Kappa** - National Leadership Honor Society-
- **Villanova Toastmasters**
- **Villanova Challenge Course** - The Villanova Challenge Course and High Ropes Course is challenging, demanding and fun! Groups must work together to accomplish physically and mentally challenging tasks. After each activity, facilitators process and breakdowns the elements that contributed to the success of the group. Discussion will also reveal obstacles that caused frustration and problems along the way.

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