New dimensions in education – cultivating leadership for internationalization in higher education

Dennis C. Roberts, Ph.D.

Central Michigan University

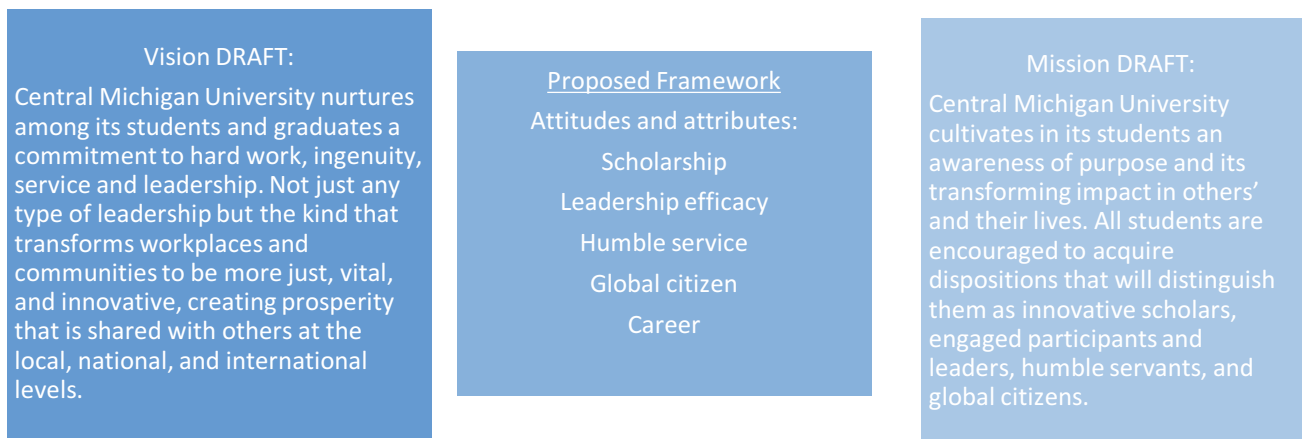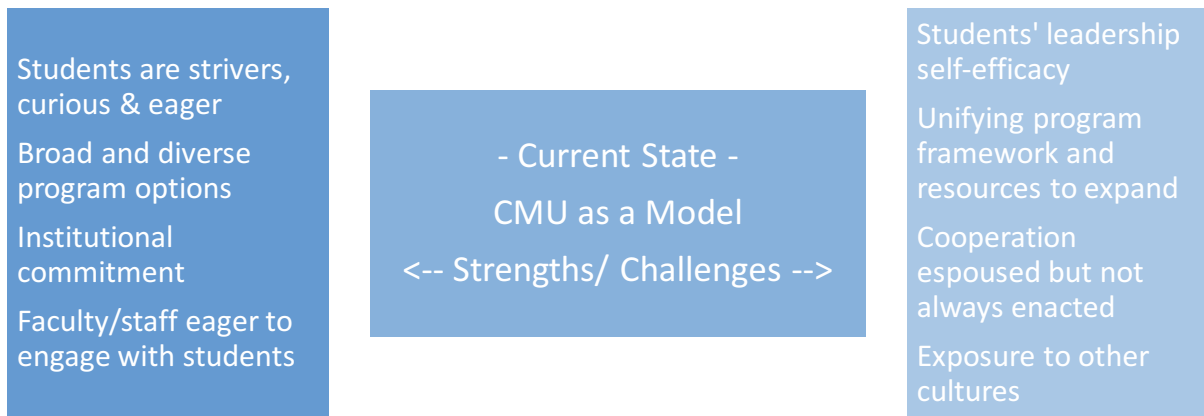## Comprehensive Leadership Program Review, Assessment and Recommendations

November 30, 2015

New Dimensions in Education
Cultivating leadership for internationalization in higher education

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Executive Summary

"Central is where you discover your future, your true self, your path forward." – President Ross

| 1. June 2015 Campus Visit | 2. August 2015 Campus Visit | 3. Document Review | 4. Surveys of faculty, staff, and student participants | 5. Current program summaries |

Students are strivers, curious & eager

Broad and diverse program options

Institutional commitment

Faculty/staff eager to engage with students

- Current State -
CMU as a Model
<-- Strengths/ Challenges -->

Students' leadership self-efficacy

Unifying program framework and resources to expand

Cooperation espoused but not always enacted

Exposure to other cultures

Vision DRAFT:
Central Michigan University nurtures among its students and graduates a commitment to hard work, ingenuity, service and leadership. Not just any type of leadership but the kind that transforms workplaces and communities to be more just, vital, and innovative, creating prosperity that is shared with others at the local, national, and international levels.

Proposed Framework
Attitudes and attributes:
Scholarship
Leadership efficacy
Humble service
Global citizen
Career

Mission DRAFT:
Central Michigan University cultivates in its students an awareness of purpose and its transforming impact in others' and their lives. All students are encouraged to acquire dispositions that will distinguish them as innovative scholars, engaged participants and leaders, humble servants, and global citizens.

Determine learning outcomes that relate to proposed model

Align all existing programs to address entry, middle, and advanced levels

Create new programs to fill gaps once current programs are aligned

Determine assessment strategies to measure progress and refine over time

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Central Michigan University – Brief Summary

About Central Michigan University

Welcome to Central Michigan University, a nurturing institution that fosters the transformative power of advanced learning. From our roots as a teachers' college, CMU has grown to offer nationally acclaimed programs in areas ranging from the health professions and engineering to business and communications.

Our student and faculty researchers help preserve the earth's resources, discover new ways to treat diseases, advance innovative ways to improve teaching and learning methods, and much more.

Established in 1892, Central Michigan University is among the nation's 100 largest public universities with more than 20,000 students on its Mount Pleasant campus and another 7,000 enrolled online and at 50 locations across North America. CMU offers more than 200 academic programs at the undergraduate, master's, specialist and doctoral levels.

In addition, CMU has established the nation's 137th College of Medicine to address a growing shortage of primary care physicians in Michigan. The inaugural class of 64 students began its studies in August 2013.

CMU is a university where students, faculty, staff and alumni learn to pursue excellence. To live with compassion. To be leaders.

Central Michigan University – Vision and Mission

Vision Statement:

"Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation."
-Adopted by the Board of Trustees, December 6, 2012

Mission Statement:

At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.
-Adopted by the Board of Trustees, December 2, 2010

Core Values:

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence and innovation.
-Adopted by the Board of Trustees, December 2, 2010

Consultation – Purpose and methods

Purpose of the consultation - Request for proposal to enlist a consultant to conduct a comprehensive review and assessment of CMU's student leadership program offerings. The scope of this review shall focus on student affairs programs, including the university's flagship programs through the Leadership Institute, Office of Residence Life, and Student Activities and Involvement and also programs offered by other student affairs and academic units.

Process undertaken - Five stages of increasing depth with a purpose of establishing buy-in and enthusiasm for enhancement of leadership learning at Central Michigan University.

Sources of information considered:
> June 2015 – 2 days of interviews and meetings with focus on participants (Appendix A)
> August 2015 – 2 days of interviews and meetings with focus on providers (Appendix B)
> Document Review (Appendix C)
> Compilation of meeting participant surveys (Appendix D)
> Updates from all leadership program directors/coordinators (Appendix E)
> October 2015 – Distribution and discussion of consultant's findings

Aspirations – Central Michigan University as a national/international model

"Central Michigan graduates leaders" – President Ross

President Ross is recognized for his strong advocacy for the importance of leadership learning among the students of Central Michigan University. While a statement such as "Central Michigan graduates leaders" is a declaration of what is, it also establishes an aspiration for all current students, families, graduates and other stakeholders. It also demonstrates the university's commitment to serving the people of the State of Michigan through the creation of the next generation of ethical leaders.

Multiple studies have contributed over the last five years to a detailed analysis of what is offered in curricular, cocurricular and extracurricular leadership experiences at Central Michigan. Five reports were previously completed and were provided to the consultant during the document review stage of analysis:
> Leader Advancement Scholarship Program Review – May 9, 2011, Sandra J. Peart
> Leadership Caucus December 13, 2013 – draft of "Leadership is Central"
> Leadership Minor Self-Study – 2014-15 (prepared by Leadership Council)
> Leadership Minor Pre-Program Review – May 7, 2014, Matthew Sowcik
> Leadership Minor review – April, 2015, Sandra J. Peart

The present consultant *will not duplicate the substantive analyses that have already been offered but will select the most salient points from the previous reviews, offer new recommendations, and provide a comprehensive assessment that seeks to cover the full array of opportunities to advance leadership learning at Central Michigan University*. Both the previous reports and the perspective of this consultant conclude that Central Michigan University has many excellent resources, a traditional setting with non-traditional possibilities, broad support from strong Deans and a dedicated Student Affairs staff who seek the best for Central Michigan University students. Under these conditions, Central Michigan University is in an enviable position to offer great value to its students through the leadership learning opportunities it provides. These leadership learning opportunities are a significant part of what helps Central Michigan University prepare its graduates for success in work and life and in service to their communities.

Preparing Central Michigan University graduates for work and life in the 21st century

The "Summary of the Career Services First-Destination Survey, December 2013 and May 2014 Graduates" documented that within six-months after graduation 73% of Central Michigan students are full or part-time employed and 14% are pursuing further education. Central Michigan University graduates are positive overall (88% somewhat and extremely positive) about their collegiate experience and would choose to attend Central Michigan University if they were to start over again (84% probably or definitely yes). Additionally, graduates were asked to rate the importance of several "skills" in relation to their success in their first job and the degree to which Central Michigan University was helpful in developing those skills:

Skill	Important to current job		CMU helpful in developing	
	Moderately	Extremely	Moderately	Extremely
Verbal communication	12%	83%	41%	40%
Written communication	27%	51%	44%	36%
Math/statistics	23%	14%	28%	20%
Information gathering	27%	53%	37%	40%
Critical thinking	22%	61%	33%	45%
Using computer technology	30%	50%	27%	29%
Leadership	26%	45%	28%	38%
Planning and organizing	21%	65%	34%	41%
Interpersonal skills	19%	73%	36%	41%

- Only responses for "moderately/extremely important and moderately/extremely helpful" are summarized above.

Depending on one's perspective, all of these could be justified as critical to overall leadership capacity, but certainly verbal and written communication, information gathering, critical thinking, planning and organizing, interpersonal skills and the specific reference to leadership could form a cluster of skills, dispositions, and capacities that enhance these Central Michigan University graduate's potential to contribute leadership within the employment settings where they are now working.

What students, faculty and staff seek for CMU graduates

Further explication and confirmation of leadership capacity resulted from a question posed to several of the student and faculty/staff groups with which the consultant met. When asked to respond to a question of "what challenges should young people be prepared to face in the 21st century?":

Students said…
Dealing with broader population who don't see things as they do.
How to put passion into action – being an advocate and getting something done.
How to balance career, passion, and personal life.
First generation students have to relate to family and friends who don't really understand them. This involves finding support for who first generation students have become.
Things Central Michigan needs to teach about leadership - how to do the right thing and how to be trustworthy.
Prepared to interact with people of different cultures.
Adapting to world changes while fighting for what you believe in.
Life management – especially with no money.
Negotiating with parents on expectations for the future.
Learning to be flexible in life and work pathways.
Want to discover work that brings enjoyment, regardless of the perks and/or pay.
Understand that we're global citizens – how all the pieces interact.
Critical thinking skills.
Applying theory to practice – experience-based learning.
Learning to see the complexity of the world and to not be intimidated by it, but engage with it.
Professionality and approachability.
CMU is seriously dedicated to supporting students in the discovery of purpose.

Faculty and staff said…

Communication – negotiation, working out problems.
Balancing rights and responsibilities.
Belief in self – having a vision.
Integrity coupled with greater responsibility.
Humility.
Understand leadership as performance-based and not about telling others what to do.
Students are afraid of conflict in a team.
Political savvy – how to enter an organization.
Cultivate a sense of passion/purpose – embracing conflicting perspectives is easier if we have a passion for what we are doing and we trust the process of joint exploration.
Willingness to take responsibility for one's actions.
Critical thinking.
Curiosity.
Holding oneself to a higher standard.
Serving a purpose beyond oneself.
Help students/grads find a passion – consistent with "fire up."
Well rounded.
Not afraid to make mistakes.
Commitment to continuous personal development
Learning to lead – leading by example, respecting others, and being friendly/engaging.
Should be unique – "put your stamp on the world."

Central Michigan University in context

The purpose of post-secondary education is an oft-debated topic among educators, politicians, citizens, and students alike. The needs of the stakeholders who cherish and rely on higher education for certain outcomes can result in dramatically different expectations, some of which are pitted against each other as if achieving one outcome automatically precludes achieving another. While post-secondary education cannot address, much less resolve, all the challenges we face in the modern age, viewing higher education as a multifaceted enterprise of developing human capacity for life, for work, and for service to society is a depiction that most optimistic educators would at least see as worthy of consideration.

Various types of post-secondary institutions focus on those academic or character outcomes consistent with their missions and attractive to the faculty, staff, and students who join them for these unique attributes. Here again, differentiation among institutions sometimes leads to assumptions that only certain kinds of institutions can achieve specific outcomes. This differentiation is often most pronounced among institutions that portray themselves as liberal arts versus those with public missions related to career preparation. A 21st century institution may be more successful if it abandons the false dichotomy often assumed to divide liberal education and preparation for life and career. Particularly for institutions such as Central Michigan University, where such a large number of students come from Michigan and who will stay as part of the talent pool in Michigan, abandoning dichotomies is even more important – Central Michigan University needs to develop the human capacity for life, work and service to the state, nation, and world. This commitment will require the best of liberal education, career preparation, and leadership development.

Fareed Zakaria's *In Defense of a Liberal Education* (2015) provided some background about liberal education over time and in the U.S.A., making the particular point that liberal education is both practical and philosophical. He also made the point that liberal education is often coupled with other experiences that take learning outside of the classroom. He quoted Samuel Eliot Morison, Harvard historian, who wrote, "Book learning alone might be got by lectures and reading; but it was only by studying and disputing, eating and drinking, playing and praying as members of the same collegiate community, in close and constant association with each other and with their tutors, that the priceless gift of character could be imparted."

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While antiquated in terminology and images, this description is hard to beat in terms of describing the holistic learning environment that research has found to be most powerful.

The challenge that Zakaria ultimately addressed by example is the perception among many that liberal education is just for elite, privileged individuals who have the luxury to study subjects that cannot possibly be relevant to most hard-working middle class students who attend mainstream public higher education institutions. He challenged this perception with the example of the liberal arts and sciences model established in partnership between Yale University and the National University of Singapore. Zakaria characterized the plan as radical and innovative in restoring "sciences to its fundamental place in an undergraduate's education. It abolishes departments, seeing them as silos that inhibit cross-fertilization, interdisciplinary works, and synergy." Like the Harvard curriculum idealized by Morison, the Yale-NUS liberal arts and sciences model includes "projects outside the classroom, in the belief that a 'work' component teaches valuable lessons that learning from a book cannot" and it adds to the body of knowledge that has been at the core of U.S.A. liberal education by restoring science to its proper place, combining core with open exploration, and incorporating knowledge of new countries and cultures as a central, rather than a peripheral, component of education.

While Zakaria's focus was not leadership, the same assumed privilege that undermines liberal education's relevance to all students is also at the core of advancing leadership learning in today's higher education environments. Leadership in the 21st century is different than it was in the 20th century; it is a broader idea, it is more inclusive, and cultivating leadership capacity among students through higher education is likely more important today than ever before.

Central Michigan University's aspiration

The kind of institution Zakaria describes, and the Yale and National University of Singapore liberal arts and sciences model proposes, combines the best of a philosophical perspective with what is known in the disciplines and is practiced through engaged student learning. Central Michigan University strives to develop its students in ways that are different than other universities in Michigan and, indeed, are distinct from many universities throughout the U.S.A. Central Michigan University can achieve these unique and transforming outcomes by prioritizing for action what it espouses in its Mission – "We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society." This Mission, a compelling aspiration, will require a new way of looking at leadership and a new way of constructing curricular, cocurricular and extracurricular programs designed to cultivate leadership potential in all its students.

Emerging research on high-impact leadership learning practices

The largest study of leadership programs in the U.S.A. was undertaken in the Multi-Institution Study of Leadership (http://leadershipstudy.net/about/) in 2006 and has grown since that time. As an institution participating in ongoing MSL research, Central Michigan University has access to the best evidence related to leadership program effectiveness that is available today. One of the most important findings of the MSL is that those universities that have a deeper influence in their students' understanding of leadership are those that have coherent messages that are repeated often throughout all those programs and experiences comprising the comprehensive leadership program (http://leadershipstudy.net/wp-content/uploads/2012/05/mslreport-final.pdf). In addition, the MSL determined that four high-impact practices (http://leadershipstudy.net/wp-content/uploads/2014/03/2014-02-18-MSL-Supplement.pdf) pay off in disproportionate ways:
- Socio-cultural conversations with peers
- Mentoring relationships
- Community service
- Membership in off-campus organizations

In addition to the high-impact practices, comprehensive leadership programs that seek to have the greatest impact incorporate attention to students' evolving leadership efficacy (the perception that one is welcome and capable in leadership), support many students taking on student organization leadership positions, are intentional in developing programs that are attuned to developmental readiness and sequencing, encourage social perspective taking, and help students cultivate resilience (Dugan and Correia, 2014).

Using these researched and documented findings as a base, drawing resources and natural qualities that already exist at Central Michigan University together, and then selectively and progressively adding other elements over time is then key. Basing Central Michigan University's leadership learning initiatives on what is known from research and coupling this with predictions of what changes loom on the horizon for higher education one can see that attention must be focused on preparing students for the shift from industrial and knowledge economies to creation and innovation (Zakaria, 2015). The educational environments that will be able to foster creative and innovative potential will increasingly use experience-based learning pedagogy, will be equally (and some would say 'more') engaged with questions rather than content, will foster greater risk-taking, and will combine the best of liberal arts and sciences curriculum purposefully linked with a rich cocurricular and extracurricular environment.

Peer institution comparisons

Comparison to peer and aspirational institutions offers one way to determine the best course of action when considering enhancement to Central Michigan University's leadership offerings. The current peer institutions judged most comparable to Central Michigan University based on being 4-year, their Carnegie type, location, size, academic programs excluding law schools, and with at least 10 doctoral degrees awarded per year, include:

> Ball State University
> Bowling Green State University
> Eastern Michigan University
> Illinois State University
> James Madison University
> Kent State University
> Miami University, Oxford, Ohio
> Ohio University main campus
> Western Michigan University
> East Carolina University
> Northern Illinois University
> University of Nevada-Reno
> (https://www.cmich.edu/ourcmu/Pages/peer-institutions.aspx)

The largest cross-over in applications for prospective students are with:

> Michigan State University
> Grand Valley State University
> Western Michigan University
> Oakland University

In addition to those institutions identified as comparable or competitors to Central Michigan University, the consultant has identified the following institutions that have programs of unique merit (referred from the National Clearinghouse of Leadership Programs, University of Maryland):

> University of Arizona
> Elon University
> Gettysburg College
> Florida State University

> University of Maryland – College Park Scholars
> Claremont McKenna-Kravis Leadership Institute
> Morehouse College
> Emory University
> Bowling Green – President Leadership Institute
> University of Rochester - Rochester Center for Community Leadership
> Kennesaw State University
> George Mason University
> University of South Florida
> Northwestern University – Leadership Portal
> University of Illinois
> University of Richmond – Leadership Studies
> Rice University – new inclusive leadership institute (https://www.insidehighered.com/news/2015/05/14/rice-university-creates-new-leadership-institute)

While the scope of this consultation does not allow for detailed analyses of Central Michigan University's designated peer institutions nor those that are recognized as having unique merit in their leadership programs, the institutions listed above will be important to keep in mind as Central Michigan University considers its options for leadership program enhancement. The two lists are very diverse, including both public and private institutions, large, medium and small enrollments and different kinds of programs. The opportunity for *Central Michigan University to be truly distinctive is in being best in serving its student population, achieving broad inclusivity of all students, responding to the needs of its various stakeholders, and driving to a level of depth in leadership learning that graduates, families, and employers will recognize as an achievement of great importance*. This description of impact cannot be claimed by any of the institutions named above.

Leadership is Central – the emerging reality

The kind of institution that Central Michigan University seeks to be, coupled with a dedicated faculty and staff who affirm the striving nature of students who study with them, and its present physical facilities, curricular and cocurricular leadership programs, provides a platform for an enhanced focus on leadership learning that represents break-through potential. What will be required to achieve the break-through includes the following key commitments:
- Acting on what President Ross espoused when he said, "Central is where you discover your future, your true self, your path forward."
- Cross-disciplinary cooperation to enhance the quality and appeal of leadership studies.
- Affirming the importance of students having the opportunity to question, refine, and pursue a compelling purpose in their life's work – both in career and service to humankind.
- Students pursuing leadership with the assumption that all have potential in leadership and that humility is at the core of one's own effectiveness as well as engaging others in the journey toward fulfilling one's promise.
- Organizing, aligning, and creating accountability in the pursuit of a coherent view of leadership that is informed by Central Michigan University's values and the best of evolving research and theory in leadership studies.
- Taking risks and assessing progress in cultivating leadership efficacy and involvement that results in continuous improvement and impact over time.

This emerging reality includes both the cocurricular and extracurricular programs as well as the academic leadership minor. While the scope of this consultation concentrated on a detailed analysis of the programs in Enrollment and Student Services, it also referenced the corollary academic programs. Research indicates, and this consultant asserts, that in order to offer truly distinguished and effective leadership education and development, Central Michigan University must consider all those programs and attributes of the institution that have the potential to impact student learning in leadership.

References:

Dugan, J. P., & Correia, B. (2014). *MSL insight report supplement: Leadership program delivery.* College Park, MD: National Clearinghouse for Leadership Programs.

Roberts, D.C. (2007). *Deeper learning in leadership; helping college students find the potential within.* Jossey-Bass. San Francisco, CA.

Zakaria, F. (2015). *In defense of a liberal education*. W.W. Norton & Co, NY, NY.

Current Central Michigan University programs

Central Michigan University has conceived and offers a variety of leadership learning opportunities that reach a large number of its students. The aspiration to set the standard in leadership learning is captured in its Leadership Institute Mission – "Central Michigan University is the premier institution in providing leadership training, education, and development to the citizens of Michigan." On its website, Central Michigan University asserts:

> No matter your major, CMU prepares you to be a leader. It starts before your first year, with Leadership Safari. It's conveyed through the CMU Leadership Institute, the Leader Advancement Scholarships and even our leadership minor — the first and only among Michigan's four-year universities.

While this statement is currently true, Saginaw Valley State University will have begun enrolling students in their leadership minor by the next academic year. Saginaw Valley State University is only one of potentially many competitors that will be challenging Central Michigan University's prominence in leadership learning in the future.

Three sources of information about leadership learning at Central Michigan University have been utilized in this consultation – review of published materials by each of the programs, meetings with coordinators of each program, and program summaries submitted to the consultant describing the curricular, cocurricular and extracurricular programs that are presently recognized as contributing directly to helping Central Michigan University students learn about and practice leadership. Full summaries of the leadership learning programs are provided in Appendix E and include: vision; mission; purpose; participants; staff; learning outcomes; impacts for academic departments, Enrollment and Student Services, the institution, community and others; and finally, any anticipated changes under consideration. These summaries include curricular (credit-based study), cocurricular (non-credit study or practice related to a curricular program), and extracurricular (non-credit study or practice without a curricular link) programs. The program summaries include:

- Leadership Institute (Leader Advancement Scholarship, Spark Leadership Series, Connections Leadership Conference, Ignite Advanced Leader Cohort, LI student employees, LeaderShape Institute, and student organization workshops and trainings)
- Leadership Minor
- Leadership Safari
- Leadership Camp
- Student Activities and Involvement
- Mary Ellen Brandell Volunteer Center (Adopt a Grandparent, Alternative Breaks, America Counts and Reads, David Garcia Project, Lunch Buddies, Safer Sex Patrol, Service Ambassadors, and Volunteer Center Events)
- University Recreation
- Leadership in Student Affairs Minor

The summaries of these programs portray a very significant investment on the part of Central Michigan University and, indeed, portray an institution that offers its students a broad array of opportunities to learn about and practice leadership. The summaries also document that there are a number of key faculty and staff who are visible throughout the leadership programs who contribute to a relational coherence for students in these programs.

A vision, mission, and learning outcomes are articulated within most the programs but the coordination of these across entities is less evident. The primary exception to this observation is that the Leader Advancement Scholarship students are seen throughout the other programs and the Leadership Institute staff work with the faculty/staff who oversee these other programs to articulate relationships in purposeful ways. While the Leadership Institute and Leadership Minor espouse missions that have institutional implications, the other program missions relate to more niched perspectives and there is no overall vision that is recognized as unifying all of Central Michigan University's leadership programs.

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In relation to the actual intellectual content of the various leadership programs, learning outcomes are established for most. However, some of these learning outcomes are conceived in ways that are difficult to measure or to be tracked to document progress. The theory base for some programs is specified and recognizable in the reports but this is inconsistent across programs and is not orchestrated among them in ways that are meaningful. Finally, the summaries reflected programs in different stages of development, which is to be expected. The newness of some as well as anticipated changes in others reflects an openness to change and coordination that will be helpful.

In addition to the summaries that were submitted by program coordinators, the consultant drew the following impressions from a combination of meetings, interviews, and documents reviewed:

Strengths:
- Focus on self-discovery/definition for students
- Commitment and motivation of student participants
- High credibility and positive connection with Leadership Institute staff
- Array of leadership opportunities and reputation for its offerings
- Approval and diversity of disciplines in leadership minor
- Diversity of theoretical perspectives (Social Change Model in volunteer service, Northouse in minor, Josephson in SAFARI, Kouzes & Posner in Ignite Advanced Leader Cohort, SLMII in Spark Leadership)
- Volunteer service opportunities
- New faculty/staff whose scholarship is in leadership studies
- New Leadership in Student Affairs Minor – provides opportunity to more fully engage students at advanced levels of leadership understanding

Challenges:
- Limited number of students involved
- Some programs perceived as special, inaccessible, and elitist
- Report from students that "L" designated courses within the Leadership Minor lacked substantive focus on leadership
- Lack of direct connection between leadership and service
- Diffuse interest/background in leadership
- Lack more prominent advocacy through setting expectations in Orientation and August welcome activities
- Multicultural and international students served separately and not engaged as co-learners with others

Promising and best practices in leadership learning

The first formally recognized analyses and subsequent model building for leadership training, education, and development were undertaken in the 1970s. The first in higher education to advocate formal leadership learning worked in student affairs and primarily pursued their work in extracurricular efforts. This early work was eventually complemented by the legitimization of leadership studies in and across a variety of disciplines. The combination of these two separate movements to leadership learning resulted in two primary sources of guidance for promising or best practices – the Council for the Advancement of Standards in Higher Education (CAS) Student Leadership Program Standards and the International Leadership Associations (ILA) Guiding Questions. The ILA Guiding Questions included the input of student development educators so reflect many of the beliefs espoused in the CAS Standards.

The CAS Student Leadership Program Standards recommend that the multiple purposes of training, education, and development be addressed in any comprehensive leadership program. Specifically related to the program mission, leadership programs should provide a mission that engages undergraduate students in the process of leadership and that it:

> *"be grounded in the belief that leadership can be learned; (2) be based upon clearly stated principles, values, and assumptions; (3) use multiple leadership theories, models, and approaches; (4) provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership; (5) promote intentional student involvement and learning in varied leadership experiences; (6) acknowledge effective leadership behaviors and processes; (7) be inclusive and accessible, by encouraging and seeking out underrepresented populations. (2009, p. 368)"*

The CAS standards also suggest that the mission statement of the leadership program should be consistent with the overall mission of the institution and that the program's mission should be consistently reviewed, redeveloped, disseminated, and implemented. The CAS Standards cover a variety of other areas including resources, staffing, and ethics. The CAS Standards have recently been complemented by the *Student Leadership Competencies Guidebook* (Seemiller, 2014) that provides guidance on what competencies are important and reflects the collective perspectives of CAS, the Relational Model of Leadership (Komives, Lucas, & McMahon), Social Change Model (Astin et al), Five Practices of Exemplary Leadership (Kouzes & Posner). The overall framework includes the broad competencies of:

- Learning and reasoning
- Self-awareness and development
- Interpersonal interaction
- Group dynamics
- Civic responsibility
- Communication
- Strategic planning
- Personal behavior

Each of these areas has items related to knowledge, value, ability, and behavior.

The ILA Guiding Questions (detail in Appendix F) pose a number of questions designed to encourage educators to intentionally design their leadership programs to fit their specific institutional context. The broad categories and a couple of key example questions under some include:

> Section 1 – Context: *How does the context of the leadership education program affect the program?*
>> 1. *What specific contextual categories impact the leadership education program?*
>> 2. *What cultural contexts impact the leadership education program?*
>> 3. *How does the specific institutional context impact the leadership education program?*
> Section 2 – Conceptual framework: *What is the conceptual framework of the leadership program?*
>> 1. *What are the theoretical foundations and historical perspectives underpinning the leadership program?*

2. *What theories and beliefs about teaching and learning underlie choices made about pedagogy, assessment, ordering of content, and activities?*

Section 3 – Content: *What is the content of the leadership education program and how was it derived?*

Section 4 – Teaching and Learning: What are students' developmental levels and what teaching and learning methods are most appropriate to ensure maximum student learning?

1. Vertical axis: Leadership Identity Development (LID) Model
   a. Stage One: Awareness
   b. Stage Two: Exploration
   c. Stage Three: Leader Identified
   d. Stage Four: Leader Differentiated
   e. Stage Five: Generativity
   f. Stage Six: Integration
2. Horizontal Axis: Guiding Questions:
   a. What are the concerns and issues of teaching and learning at each LID stage?
   b. What is the role of the instructor, the teaching methodology, and approach to teaching at each LID stage?
   c. What are the expected learning outcomes at each LID stage?
   d. What are the roles and responsibilities of the learners at each LID stage?
   e. What are possible learning activities, projects, and/or experiences appropriate for each LID stage?

Section 5: Outcomes and Assessment: What are the intended outcomes of the leadership education program and how are they assessed and used to ensure continuous quality improvement?

The CAS and ILA approaches are important because they represent the collective understanding of leadership educators who have sought to influence student learning through curricular, cocurricular and extracurricular methods over the past 35+ years. Seeking simplicity that will help Central Michigan University as it utilizes these models, the consultant suggests five broad conditions that must be present in order to be successful. A comprehensive model for student leadership learning at Central Michigan University must include:

- Core theory(ies) that inform and unify programs and that are aligned with Central Michigan University's mission and values.
- Programs that fulfill multiple purposes, include multiple processes, and include attention to multiple populations.
- Staff and operating budget required to serve the desired targeted number or proportion of students at Central Michigan University.
- Facilities and other resources dedicated or available to the leadership programs.
- Identified and targeted outcomes and impacts for student participants, Central Michigan University, Mount Pleasant and the region.

References:

Seemiller, C. (2014). *The student leadership competencies guidebook: Designing intentional leadership learning and development.* Jossey-Bass, San Francisco.

How Central Michigan University compares

Vision, Mission, Purpose and Theory(ies) – Central Michigan has vision, mission and purpose statements by program, with the Leadership Institute and the Leadership Minor having the broadest scope. However, there is no recognized "central" focus for leadership learning other than the brief statements that are on the website or are headlines in publications.

Core theories – Northouse (2016) is used as the standard text in LDR 200, the theoretical introduction for students in the Leadership Minor. It was unclear to the consultant if the Northouse overview was integrated or contextualized in any of the other leadership programs. The strength of Northouse's book is that it provides a broad introduction to the evolution of research and theorizing about leadership. The chapter structure is very useful and provides the model, pros/cons, application through case studies, and individual assessment instruments related to each theory. The weaknesses of the Northouse text are that it does not include anything related to Leadership Identity Development, the Social Change Model of Leadership, or the importance of discovering purpose for leadership. The text is written as a survey and concludes with no integration or recommendation on future questions that should be addressed.

The other theories that are used in specific programs include:
> Kouzes & Posner - High School Leadership Conference for the Michigan Association of Secondary School Principals
> Kouzes & Posner – Ignite Advanced Leader Cohort
> Hersey and Blanchard's Situational Leader Model II – Spark Leadership Series
> Josephson "Character" model – loosely used in Leadership Safari
> Social Change Model - Leadership Camp and implicitly in Volunteer Center

There is no explicitly espoused theory, or integration of theories, that provides a consistent platform through which to understand leadership or apply in the practice of leadership in the cocurricular and extracurricular programs.

Programs that fulfill multiple purposes, multiple processes, and multiple populations – The LEAD model adopted in the Leadership Institute is deliberately designed to reflect the multiple purposes of training, education and development and provides a sequence of experiences that student participants can undertake over the term of their undergraduate experience. The LEAD model was intended to serve as the basis for all Central Michigan University programs and the content was aligned and sequenced according to the model. While most Leader Advancement Scholars observe the LEAD sequence, other students' choices of when they participate in specific programs vary and thus may disrupt the intended sequence. An array of opportunities is available to high school students, to first-year students in Leadership Safari, and then on into involvement, leadership, and reflection on leadership in multiple processes and experiences. Students from diverse cultural backgrounds are welcome to participate and are proportionally represented in some of the Leadership Institute programs and they also have targeted programs offered by Multicultural Academic Student Services. Multicultural students are the only group of which the consultant is aware who have these targeted leadership learning opportunities.

The challenge for Central Michigan University is scalability and making opportunity readily available for all students. This is not an unusual obstacle among most colleges and universities but it is one that has been identified as problematic by several of the staff who work with the various leadership programs. Some of the programs have numerical limits resulting in there being wait-lists for other students who want to participate. Assuming that resources were available to accommodate all students' participation, an often-voiced concern was that not all students value leadership, see themselves as capable of leadership, or perceive that they are welcome or could benefit from the leadership programs. Although the Leadership Institute is generally perceived to be open and responsive to all students and the current LAS or other students who take advantage of the Leadership Institute express a desire for the broader student population to be engaged in these programs, a number of the uninvolved students perceive the Leadership Institute and Leader Advancement Scholars as elitist and treated in special ways. Other students perceive the Leadership Institute, Leader Advancement Scholars, Registered Student Organizations, Student Government and Greeks as driving the leadership focus at Central Michigan University.

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The consultant's view is that the number of programs available, their purposes, and ways they are provided is impressive considering the resources that are presently available. The most significant question is the desired total number and the populations being served. If Central Michigan University wants to assert broad and deep impact in students' leadership learning, the available seats in programs and/or the number and diversity of programs will need to expand. Not all of the challenge is related to what is available. Much of the challenge relates to broader students' self-efficacy related to leadership; the fact is, regardless of how Central Michigan University seeks to assert that all are capable of leadership, there will be some students who for various reasons decide that they will not respond to this invitation. At the core of this challenge is the way Central Michigan University defines and celebrates leadership and how the campus culture conveys what all members of the community value in leadership.

Staff and operating budget – The consultant did not have operating budget figures for the current leadership programs. Reports of budget reductions in recent years may have risked some enhancements in leadership learning at Central Michigan University; this is most likely in the area of expanding opportunity to larger numbers of students. In relation to staffing, the program reports submitted by the coordinators indicate the following numbers:

Full-time = 10
12 (Recreation)
Admins = 2
5 (Recreation – administrative and maintenance)
Part-time = 14 (part-time or graduate students)
9 (Recreation)

The cocurricular and extracurricular programs are staffed with conscientious individuals, many of whom have other responsibilities and are at their limit with other responsibilities beyond leadership programs, thus making it difficult to expand either capacity in current programs or to offer new programs in the future. The Leadership Minor reports did not provide a total number of faculty and staff teaching in the minor but all those who teach do so as a portion of, if not an overload to, their teaching or administrative load. The consultant's analysis is that the curricular elements of the Leadership Minor and the new Leadership in Student Affairs program are staffed at a minimal level, leaving little time and energy to deepen the assessment and research necessary to offer an exemplary curricular program in leadership studies.

Facilities and other resources – Central Michigan University has a high quality and diverse array of facilities. That it has had a robust residential campus infrastructure, including residence halls, student and recreation centers, for some time and continues to renovate and build others certainly provides the essentials. That the Leadership Institute has a designated location, conference/teaching room, and the cohort based living arrangement for Leader Advancement Scholars is a significant advantage over most institutions. The Volunteer Center is another excellent resource and is located strategically for student access.

One observation the consultant made was that students appear to cocoon in many places, meaning that students from different groups, specifically international students, tend to 'hang out' separately from the rest of their peers. This cultural separation is reflected in Central Michigan's National Survey of Student Engagement (NSSE) 2012 results as well (items 1e and 1u). Cocooning is recognized as necessary in some circumstances when students are in critical transition periods such as entering university study or just beginning a critical step in the learning experience, but broader integration and fluidity among students has been found to have a pronounced positive impact on student learning in general and, more specifically, on leadership learning (see page 8-9, "Emerging research on high-impact leadership learning practices"**).** Interaction across cultural groups is the outcome of a combination of facilities design and use dynamics as well as the simple willingness to engage with each other. With Central Michigan University targeting 20% of its enrollment from domestic and international cultural groups by 2020, it is critical that the physical and relational environment be addressed now in order to avoid the problems that many other institutions in the United States now face because their campus environment did not fully prepare for the change.

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Outcomes and impacts – A variety of outcomes for students are reported in the leadership program summaries (see Appendix E) and where they are lacking, coordinators indicated that this is the next step in their planning process. There is no apparent overall design of learning outcomes mapped to an agreed framework that would allow Central Michigan University to summatively claim a holistic and comprehensive impact. The lack of a comprehensive framework also presents challenges in terms of measurement; if each program's outcomes are determined independently, agreeing to assessment methods and metrics that could serve multiple programs is a challenge.

All programs do not address the impact on the Central Michigan University campus and the broader community, but where they do, the impacts are broad and profound. The Volunteer Service programs have conducted exemplary mapping of their impact and this will serve them well in connecting with, and demonstrating value to Mt. Pleasant and the surrounding area.

Measuring and reporting outcomes and impacts for leadership learning is an evolutionary process. The consultant's view is that there is considerable interest and dedication in tackling this important goal and this will be addressed further in the recommendations section of this report. Four resources are already in place that can be tapped to document some of the outcomes and impacts of individual leadership programs or of the collective outcomes and impacts for all. These resources include the Education Benchmarking, Inc. (EBI) study, the ongoing collection of the National Survey of Student Engagement (NSSE), the Multi-Institution Study of Leadership (MSL), and initial measures of campus climate for staff.

The EBI Benchmarking study specifically asks students about their experiences related to organization advising and leadership training as well as their perceptions of gains in several competency areas, most of which are related to leadership. The consultant advises that the results from the EBI Benchmarking study should be interpreted carefully due to the fact that the questions related to leading are largely positional rather than relational and/or assume a shared responsibility for leadership. However, the recommendations are useful in that they recognize positive impacts related to self-knowledge, intrapersonal competence, and collaboration among leaders and members (Executive Summary, page 5). Improvement factors include organization advisors, principled dissent, practical management, effective leadership, and contracts and budgets. The EBI Benchmarking study also includes a leadership training factor which, in general is rated at a level that indicates only modest positive impact; again, this factor is loaded toward positional leading rather than more inclusive leadership learning and should be interpreted with this understanding.

Central Michigan University administers the National Survey of Student Engagement (NSSE) on an ongoing basis. NSSE is a respected and standardized measure of student engagement, with a heavy focus on "effective educational practices" that largely occur in the classroom but are buttressed by extracurricular and cocurricular supports. Central Michigan University is close to the national average but slightly lower on Academic Challenge, Active & Collaborative Learning, Student-Faculty Interaction (graduating seniors are higher), and Supportive Campus Environment. The Enriching Educational Experiences factor is lower for 1st year and higher (especially in relation to volunteer work) for Seniors. The Central Michigan University benchmark scores have increased over the last decade and are now comparable to peer institutions, slightly lower than Carnegie class, and close to the national average on all factors. Student satisfaction has progressively improved. One of the interesting implications of the NSSE assessment is that there appears to be significant opportunity to increase engagement since students report being less challenged and having more free time than students elsewhere.

The outcomes of the Multi-Institution Study of Leadership (MSL) were not available for review by the consultant. The MSL will be a critical piece of the overall assessment model, especially related to questions of leadership efficacy among students and the degree to which socially responsible leadership is an outcome of their experience.

Campus climate is neglected at most institutions as a resource to demonstrate and reinforce leadership learning. The consultant requested reports of any surveys that could document how faculty and staff view their work environment. No survey was available for faculty but the "Employee Well-being and Satisfaction Survey Results 2013" (non-faculty only)

indicates progress over time, beginning with the lowest satisfaction in 2004 and gradually improving from there. From the staff satisfaction survey, the consultant noted the significant increase in "CMU staff are caring and helpful," and "CMU staff available when needed" and a decrease in "it is difficult to form social ties with coworkers." These items portray an improving environment for staff that is likely to be seen in the way students are treated. Also noteworthy was that on all but 1 of the 15 items related to the leadership expectations of senior members of the administration the rating was above 5 on a 7-point scale. Of these, "My supervisor considers the views of those who come from different backgrounds" had the highest rating at 5.53 out of 7 and "My supervisor always acts with integrity" was the next highest rating at 5.52 out of 7. In regard to establishing an inclusive campus environment, both minority staff and non-supervisors indicated that "diversifying the campus" should receive more focus. There was only one item where responses to the survey were below the midpoint of the scale and it was "I am rewarded for exceptional work." The overall picture portrayed in this staff climate measure is positive and improving and this bodes well for Central Michigan University cultivating a campus climate that reinforces the messages it seeks to teach about positive leadership.

Central Michigan University's leadership learning in the context of promising practices – The consultant's review of Central Michigan University's leadership programs as parts and as a whole result in the following perceived strengths and challenges:

	Strengths	Challenges
Individually	Students who are strivers, curious, humble and respond to high expectations	Some students do not see themselves as capable of leadership and/or feel marginalized from what is offered
Programmatically	A variety of programs from which to choose that are relevant to both positional and non-positional leadership: • Opportunities to explore leadership start before CMU and proceed through initial university experiences and on to deeper learning • Students study, test, and practice leadership through a variety of organizations, living groups, and service experiences • Leadership Institute offers the LEAD model, a progression of experiences from which students may choose • Leadership Institute intentionally relates its planning to CAS Standards and has begun measuring outcomes	No unifying framework to bring coherence to students' learning and experiences. • Messages about what is important to leadership learning are not obvious and often repeated • Limits on operating budget prohibit expanding to broader number of students • Limited number of staff with dedicated or partial role in leadership programs • Inconsistent attention to learning outcomes • Lack of expertise and infrastructure to set and measure progress in achieving learning outcomes and track institutional and community impact
Organizationally	Leadership from President, Vice President for Enrollment and Student Services, Executive Vice President and Provost, and most Deans	Cooperation is encouraged but the reality of intense work responsibilities stands in the way of real collaboration
Culturally	Faculty and staff who take pride in their role in transforming students and who identify with their journey	Limited access to people and societal conditions that are unfamiliar to students, faculty, and staff

Proposed Revisions and Enhancements

The consultant's observations confirm what is consistently espoused by President Ross and communicated in numerous reports and publications – at Central Michigan University "Leadership is Central." Because leadership is a serious commitment at Central Michigan University, multiple groups and consultants have proposed various models. This consultant was given a broader charge than others, the result of which is an attempt to integrate what others have proposed while adding the broader meta layer that will bring cohesion across curricular, cocurricular, and extracurricular programs. It is in this spirit of recognizing deep commitment, while acknowledging the desire to do more, that the consultant offers a number of revisions and enhancements in this section.

One of the documents that the consultant reviewed was the "Leadership is Central" statement in 2013. This statement committed to ongoing work in the following areas in 2013-14:
1. **Creating the CMU Gold Standard for Leadership Education**, Chair - Dr. Betty Kirby (w/Dr. Holly Hoffman, Dr. Amy McGinnis, Dr. Eron Drake) - Group created goals, mission, and vision statements for Leadership Education at CMU.
2. **"Sharing the CMU Leadership Story,"** Chair - Dan Gaken (w/UCOMM members) - Group will create strategies to share/promote our "unique" leadership story both internally and externally.
3. **Leadership Research**, Chair - Dr. Eric Buschlen (w/Dr. Diane Krider, Dr. Matt Prewett, Dr. Sean Goffnett) - Group will work to create a "clearinghouse" of CMU-based Leadership Education research/publications, awards, and partnerships.
4. **Curricular Education**, Chairs - Jamie Brown & Al Zainea - Group will create lists of learning outcomes from all "academic-based" leadership programs at CMU (to be shared with the Co-Curricular group in the future).
5. **Co-Curricular Education**, Chairs - Dani Hiar & Damon Brown - Group will create lists of learning outcomes from all "co-curricular-based" leadership programs at CMU (to be shared with the Curricular group in the future).

The Leadership Caucus of December 13, 2013, additionally proposed the mission of: At Central Michigan University, we invest in advancing the leadership capacity of students, faculty, and staff. Our collaborative and comprehensive, premier (Gold Standard) approach inspires (empowers) leaders to meet current and future societal opportunities." The mission was to be fulfilled by offering multiple experiences in and out of class and would include students, staff and faculty as mutual learners. The values and beliefs that were proposed as the core for these programs were:
- We believe leadership can be learned/developed
- Leadership is a process
- Occurs in a group context
- Model – Northouse
- Influence
- Little things make a big difference

The consultant's findings are consonant with the direction and conclusions of the Leadership Caucus and seeks to take them further, beginning with the Vision and Mission.

Vision and mission proposed revisions – Central Michigan University should undertake a process of drafting overarching and comprehensive vision and mission statements related to curricular, cocurricular and extracurricular programs that are grounded in institutional values and responsive to the unique attributes of Central Michigan University students, faculty, staff, and program offerings. As discussion starters, the following DRAFT Vision and Mission may be used as a catalyst for campus consideration.

> **DRAFT Vision** – Central Michigan University nurtures among its students and graduates a commitment to hard work, ingenuity, service and leadership. Not just any type of leadership but the kind that transforms workplaces and communities to be more just, vital, and innovative, creating prosperity that is shared with others at the local, national, and international levels.

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DRAFT Mission – Central Michigan University cultivates students' awareness of purpose and its transforming impact in others' and their lives. All students are encouraged to acquire dispositions that will distinguish them as innovative scholars, engaged participants and leaders, humble servants, and global citizens.

The critical language of leadership – The consultant has been engaged in numerous meetings and conversations where the definitions of leading and leadership have been the focus. These conversations can become tedious and annoying when they do not conclude within a reasonable time and with an outcome that is accepted as 'good enough.' Rest assured, no academic community can devise a statement on leading and leadership that will satisfy everyone. The goal of any conversation about leadership should therefore be to agree to the essentials, a process that was begun with the Leadership Caucus.

Given the imperfection of language, it is important that the faculty and staff involved in Central Michigan University's leadership programs should differentiate between leading that is related to position and authority and *leadership that is a process of engaging with others in the pursuit of goals, sometimes individual and other times mutual, while recognizing that both participation and leadership are valued and critical*. The reason why this distinction is so important is that at Central Michigan University and elsewhere many students perceive that there are those who have the privilege of leading and that this privileging of others marginalizes their own contribution and involvement. Whether this is real or only perceived doesn't matter. Faculty, staff, and students who are currently involved must make a very intentional effort to be inclusive in language and action – leadership isn't about title, position, and privilege but about the way we engage with others to address challenging questions that we must face together.

Specifically, the models and texts used in the Central Michigan University programs must reference the importance of differentiated language and purposeful definition of what it takes to engage in leadership. In the LDR200 introductory course, Northouse provides a survey of theoretical models but does not offer an integrated perspective about how they relate to one another nor how one might choose a theory to use in understanding specific leadership environments. The consultant recommends that faculty and staff work together to determine a model of how the leadership theories they teach relate across programs. The following are important leadership models or theories that are already included in Central Michigan University's current offerings or that the consultant recommends be studied more deeply for possible inclusion:

- Burns, Transforming Leadership – useful as a lens in determining if a group/organization exercises leadership as a transactional or transforming process
- Kouzes and Posner, Five Practices of Exemplary Leadership – useful for more structured organizations that have a focused mandate with systems available to direct and/or inspire members to act.
- Astin et al, Social Change Leadership – useful for service-related organizations, those with more fluid hierarchy, and ultimately focused on the improvement of the larger community
- Greenleaf, Servant Leadership – useful in non-hierarchical organizations that espouse the ultimate purpose of leadership being to serve others
- Kellerman/Lipman-Blumen, Why We Tolerate Bad Leaders – useful in activating responsible participation as an antidote to bad leaders
- Lipman-Blumen, Connective Leadership – useful in illuminating the importance of networks and seeking common purpose
- Cutmall, Creativity, Inc. – useful in exploring how creativity and innovation are supported in organizations
- Deardorf or Molinsky, Cross-cultural awareness and Global Dexterity – useful in exploring how culture differs based on one's background and experience

The first four above are listed in the bibliography for the LDR200 master course syllabus but it was unclear to the consultant how consistently these and other theoretical models are integrated into students' experience in LDR200.

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Multiple purposes, processes, and populations – The Leadership Institute offers the LEAD model as a way of conveying the options for leadership learning and the sequence of experiences that would most benefit students. This model, or one derived and expanded from it, should be devised to provide a map of how leadership learning can be most effectively pursued by all students and this should be sequenced according to, and consistent with, students' developmental journeys and readiness. The result of agreeing to a framework of programs offered for multiple purposes, through multiple processes, and targeting multiple population is that more programs and different formats will ultimately be required as student attendance expands.

Specifically related to Central Michigan University's global programs, the courses on leadership should be revised to be consistent with the Central Michigan University broader model (see Leadership Minor Review, April 1, 2015, Sandra J. Peart for reinforcing and greater detail). Seeking consonance in the global courses will likely require some experimentation with other kinds of offerings that could include face-to-face contact or at least would include interaction among global course participants and those students enrolled at Central Michigan University in Mt. Pleasant.

The consultant recommends serving the diverse sub-populations Central Michigan University enrolls through both segmented group-level programs as well as in programs where full diversity is present. This recommendation specifically relates to the cocooning that is evident in some places on campus. Students who are unique in their demographic background have needs that should be addressed in separate groups and they should be engaged in mutual learning that comes from cross-cultural interaction. In addition to the multicultural students who already have targeted programs and services, the consultant recommends more focus on international students and on the unique experiences and challenges that first-generation students face.

Ultimately, if Central Michigan University is to be a state, regional, national and international model, it will need to distinguish itself from others by tackling the issues that will be prevalent in the 21st century. The section of this report, "Preparing Central Michigan University graduates for work and life in the 21st century," proposes that fostering creativity, innovation, and international understanding are three critical opportunities that all universities should address. As a result of Central Michigan University enrolling 90-95% of its students from Michigan and 80% of them remaining in the state after graduation, it is the primary source for university graduates in the state of Michigan, placing a heavy responsibility on Central Michigan University to provide superb cultivation of future leadership able to stimulate creativity and innovation in an economy that is increasingly impacted by international dynamics.

Surveys completed by 14 faculty/staff and 42 students during campus visits (see Appendix D) indicated that two of the strengths upon which Central Michigan University can build is the commitment of the Leadership Institute staff and the general belief that Central Michigan University is serious about leadership. The two other most important findings were the negative impact that the "leader" bias has among prospective participants and the importance of focusing on purpose in leadership. The above recommendations are offered as a way to begin to address this essential input.

A proposed conceptual model unique to Central Michigan University

While the variety of theoretical and pedagogical approaches to leadership learning at Central Michigan University is a strength in many ways, the lack of coherent and repeated exposure to a core of ideas dilutes and distracts students and is also inconsistent with what is known about high-impact practices. As the consultant reviewed records and documents, surveyed students, faculty and staff, and met with numerous groups and individuals, five continua emerged separately and sometimes in combination with each other:

Continua of attitudes and attributes			
Perception of self in relation to:	Entry - Low self-understanding	Middle - Exploring self	Advanced - Self connected with others

Scholarship	Passive	Active	Innovative
Leadership efficacy	Awareness	Leader identified	Leadership integrated
Service	Charity	Philanthropy	Humble service
Global citizen	Local	National	Global
Career (discovered through other areas)	Unclear or defined by others	Tests one's hunch and/or fit	Initial commitment
Each proceeds on a progression in identity development			

These continua reflect the potential progressive experience of students as they develop during their undergraduate years. Progression in each of the five areas requires the gradual development of purpose, honing dispositions and skills for maximum effectiveness, and pursuing conviction while acquiring other life skills that increase resilience in life and work (Roberts, 2007). Each is supported by research and theoretical models:

- Scholarship – Perry – Forms of Intellectual and Ethical Development
- Leadership – Komives et al - Leadership Identity Development
- Service – Emory continuum of engaged learning, scholarship and service (http://oucp.emory.edu/about_oucp/strategies.html), CSR Continuum, Collaboration Challenge, James E. Austin, and others
- Global citizen – IDEAS for Global Citizenship (http://www.ideas-forum.org.uk/about-us/global-citizenship)
- Career – Career Development Process (https://careerservices.princeton.edu/graduate-students/career-development-process)

Understanding that the five continua map the variety of perspectives that students might have, a comprehensive leadership program would provide opportunities for students that would relate to where students are, automatically connecting better with students and helping to draw them toward the ultimate goal of graduating as innovative intellectuals, involved and collaborative leaders, humble servants committed to mutually beneficial improvement, global in perspective, and with a realistic initial commitment to their careers. Every cell of the matrix must be legitimized and addressed in the overall comprehensive leadership model.

The model proposed here is intended as a catalyst. The consultant sought to conceive a framework that is unique to the characteristics of Central Michigan University, its values, the character of its students, faculty, and staff. When used to align current curricular/cocurricular programs and add additional opportunities over time, this model will truly demonstrate that at Central Michigan University, "Leadership is Central." It is a model that can also be modified as Central Michigan University learns from ongoing assessment what works and what needs to be refined.

The goal should now be to engage in serious conversation among faculty, staff, student and other stakeholders to determine if this model, one derived from it, or something else is to be adopted. There needs to be a framework if Central Michigan University is to achieve its aspiration as a preeminent institution that fosters leadership among its students. Considering this model will bring coherence to Central Michigan University's leadership commitment and will then drive the continuing discussions to enhance Central Michigan University's programs through:

- Determining learning outcomes that relate to the proposed model
- Aligning all of the existing programs to address the entry, middle, and advanced levels of the model
- Creating new programs to fill gaps once current programs are aligned
- Determining assessment strategies to measure progress in achieving the agreed leadership outcomes

Updating current offerings

Determining the learning outcomes within the proposed model of curricular, cocurricular, and extracurricular leadership learning for Central Michigan University will need to be an ongoing consideration as steps are taken to align the existing programs with the model and new programs are added to fill gaps. Ideas about how learning outcomes would align with assessment strategies are addressed in the "Outcomes and Impacts" section (page 30). The consultant offers in the following paragraphs recommendations for alignment of some, but not all, of the current leadership programs.

The Leadership Institute, which has the most in-depth and explicit framework and learning outcomes, should consider revisions that would more directly communicate the interaction of curricular, cocurricular, and extracurricular experiences for students. The point here is to serve as a model for all other programs by identifying bridging opportunities between how students study about, how they think, and how they practice leadership. The potential to offer an approach that fosters critical and higher-order thinking that integrates across disciplines and experiences is very significant and the students drawn to the Leadership Institute would be challenged by such an approach. Because the discovery of purpose is so important to leadership and life success, the consultant recommends that the Leadership Institute partner with career and advising staff to devise programs that will help students throughout the progression of initial discovery through to commitment related to purpose and career.

Leader Advancement Scholars are the core participants in many of the Leadership Institute's programs and therefore serve as important catalysts within all the programs where they are present. It would be easy to appeal to the Leader Advancement Scholars due to their pride in their role (70% say they wouldn't have come to Central Michigan University without this recognition/award) and they are good role models as a result of their higher grades, retention and degree completion rates. The appeal to Leader Advancement Scholars should be to dig deeper in their own critical intellectual inquiry and to take themselves very seriously when engaging in leadership. As they complete the LAS protocol, enjoying cohort residency, designated course sections, being involved in Registered Student Organizations, and serving on University committees, they should be encouraged to recognize their privilege with humility by always welcoming and encouraging other students to participate. The consultant found many examples where this kind of humility and invitation is already in place; as all Leader Advancement Scholars take on this view, they will become a transforming force for others to pursue deeper leadership learning. By virtue of proximity and more awareness of other leadership programs, Leader Advancement Scholars gain early access to seats in other programs. This results in other students not being able to participate and gives the inadvertent message that Leader Advancement Scholars have special access that regular students do not. The consultant recommends that promotion for programs be reviewed to make sure that all students have the same access to these opportunities.

The consultant is also aware that there is some sentiment that the award level for Leader Advancement Scholars should be increased, with comparison to the Honors Program scholarships being noted most often. The counter-evidence is that the applications for Leader Advancement Scholar have remained strong and those selected are accepting the offer in reasonable proportions. Since the LAS Protocol has increased the specificity of expectations and requires additional work in order for students to receive recognition at graduation, another approach to enhancing the perceived value of the Leader Advancement Scholarship would be to reward those who complete the protocol with additional monetary, programmatic, or scholarship assistance. For instance, a stipend could be provided to those who are on track to complete the LAS Protocol in advance of their senior year to assist them in financing study abroad, an internship, or another enrichment experience. Having such an award would recognize those who have gone the full distance with LAS by providing the opportunity to pursue deeper experiences. In addition to providing an incentive award to enhance the experience of Leader Advancement Scholars, the perception of exclusivity could be addressed by providing funding that would allow for awards to be granted to more first-year students or for students who would be allowed to apply to be Leader Advancement Scholars after they are enrolled at Central Michigan University.

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The Leadership Minor should remain in the College of Education & Human Services as other reports have recommended. The consultant further recommends that Education & Human Services serve in a coordinating role that cultivates a broader commitment throughout other colleges and disciplines by establishing a new Cross-Disciplinary Leadership Studies Department with designated tenure lines, a research center, and mechanisms to enhance cross-disciplinary analyses of leadership. The cross-disciplinary work would launch a unique research-informed emphasis that would enhance the "L" focus of courses and would provide faculty development related to infusing leadership content and pedagogical innovation in their courses. Additionally, the Leadership Studies Department would serve the entire University by consulting with the broader comprehensive leadership programs on assessment related to student learning outcomes and impacts throughout the campus and beyond. In addition to the faculty assigned to the Cross-Disciplinary Leadership Studies Department, incentives could be offered to other faculty to pursue faculty development, research, and other scholarship collaboration.

The courses and sequence in the Leadership Minor should be enhanced in line with the Leadership Minor self-study, external review and Action Plan. While course evaluations are generally positive, there is potential for LDR200 to be more rigorous and to include deeper examination of leadership practice questions in the 21st century. The consultant recommends that explicit attention be given to grade inflation in all Leadership Minor courses and that consideration be given to expanding beyond the Northouse text in LDR200. Northouse's *Leadership, Seventh Edition* (2016) can continue to provide an overview of theory but it should be complemented by other texts that have direct alignment with the vision, mission, and learning outcomes of the Central Michigan University leadership programs. One text, *Leadership for a Better World*, provides a similar theoretical overview to that of Northouse as well as introduces the Social Change Model and a focus on the cultivation of purpose in leadership. (See Appendix G for chapter outline). The number of elective courses in the minor should be reduced and any course listed should have an intentional focus on leadership consistent with the minor. A new LDR300-level course should be created and the redesign of LDR402 should connect back to students' disciplines with a cross-disciplinary perspective (i.e. Leadership in the arts, Leadership in health professions). LDR 402 should also include a diversity element, either domestic or international. These recommendations are echoed in much greater detail in Sandra J. Peart's "Leadership Minor Review" of April 1, 2015.

The Leadership Minor and the types of students attracted to it are diverse. It is unlikely that a one-size-fits-all academic strategy will work if the Leadership Minor is to remain viable for a significant cross-section of students. In order to broaden interest in the Leadership Minor, two approaches to the minor are suggested - one with a more traditional approach, like that which is already available, and the other an 'honors' approach that provides exceptional students more latitude to determine their own courses, research, and enrichment experiences; this approach would offer a segmented 'independent study' sequence that candidates would propose to a review committee, much like a master's or doctoral student would propose courses and research to a supervising committee. The "honors" oriented students would focus on developing targeted leadership dispositions related to their desire to be global change agents who are committed to social justice and action. This approach could also help highly prepared and achieving students such as Honors Program and Leader Advancement Scholar recipients (although it should not be limited to them) move ahead with graduate and medical school applications and competition for national scholarship programs.

A final point about the Leadership Minor is that is it critical that the curricular, cocurricular, and extracurricular leadership programs are aligned. In order to seriously pursue this, there should be more discussion with the colleges about academic goals and outcomes that will allow each college to have a stake in the success of the enhanced academic focus on cross-disciplinary leadership studies that is buttressed by the cocurricular and extracurricular experiences of students.

Leadership Safari reaches new students at the very critical transition into the Central Michigan University experience and it includes a very large proportion of them. The explicit focus on leadership could be more clear and purposeful, which could be easily accomplished by slightly modifying the "Core Values Activity" to bring academics and leadership more sharply into focus. The rapport and openness that was evident among participants of Leadership Safari allows for the honest exploration of important value questions that are central to students' success. There were some reports that faculty believe Leadership

Safari does not send a focused and supportive academic message. Whether or not this is a fair belief, the staff and student leadership of Leadership Safari would be well served to look at what faculty would like communicated and then make sure these issues are addressed. The question of who is capable of, and should be encouraged, in leadership should be raised in multiple ways and at multiple times during Leadership Safari to stimulate students to explore leadership identity questions throughout their years at Central Michigan University.

Mary Ellen Brandell Volunteer Center has broad exposure to many pockets of students at Central Michigan University and supports many of the other leadership programs such as the Leader Advancement Scholars and the Leadership Minor. One of the factors that contributes to the center's success is the use of undergraduate and graduate paraprofessionals as well as hiring recent graduates; this creates an immediacy and familiarity that helps to establish credibility. The Mary Ellen Brandell Volunteer Center has already expressed a commitment to broadening students' service engagement across the continuum defined in the proposed leadership framework of charity to philanthropy to humble service; the consultant strongly encourages this approach. The consultant also supports a stronger focus on the question of citizenship that is informed by service. Humble service has proven to be one of the most powerful ways for students to learn about the broader conditions of our world and the inequities and disparaties that put all at risk. The programs supported by the Mary Ellen Brandell Volunteer Center have high potential to stimulate learning and development related to service and for global citizenship.

LeaderShape Institute is reported to be one of most impactful experiences among a broad cross-section of students. Explicit attention should be given to the implications of 'Day 7' and providing support to participants that increases retention of what they learned and encourages putting learning into action through pursuing their visions. For students who struggle to make a commitment to the LeaderShape Institute's 6-day residential model, "Catalyst" (another program offered by LeaderShape, Inc.) will be offered at Central Michigan University in 2016. The consultant supports this move and believes it will serve as a bridge to students who currently do not get involved in the LeaderShape Institute or the four weeks required to participate in Spark.

Overall, all Central Michigan leadership curricular, cocurricular, and extracurricular programs should align with the framework defined in the comprehensive mission, goals, and learning outcomes. A process of refinement should be undertaken as soon as possible.

Adding new offerings

After the alignment and enhancement of the current Central Michigan University leadership programs are underway, there will be new programs and offerings that will be required to fill in the comprehensive framework. The consultant recommends that a proposal process be implemented that will be required before new programs are launched. These proposals should be respectively drafted within the hierarchy of Enrollment and Student Services, the Office of the Executive Vice President and Provost, and other administrative units. In addition, as will be proposed in the last section of this report, "Cultivating partners, establishing mutual benefit, and building momentum going forward" (page 34), proposals for new programs and offerings should be reviewed by groups that are deeply knowledgeable and committed to advancing leadership learning at Central Michigan University. Assuming that Central Michigan University has a new program proposal process in place, that format should be used and should include at minimum a mission, purpose, target audience, staffing required, operating budget (start-up and maintenance projection), learning outcomes and measurement strategy(ies), impacts to Central Michigan University and the broader community, potential for competition or cooperation with other programs, and projected timeline for implementation for each initiative.

The high-impact practices for leadership programs identified through the Multi-Institute Study of Leadership (MSL) noted on page 8-9 should receive priority attention as planning for new initiatives proceeds:
- Socio-cultural conversations with peers
- Mentoring relationships

- Community service
- Membership in off-campus organizations

Community service is already a strength for Central Michigan University and the report of strong relationships among faculty, staff, and students indicates that mentoring relationships may be available for at least a segment of the student population. The consultant recommends the following new areas for early consideration in the process of enhancing Central Michigan University's leadership programs:

> Multicultural and international students – With a focus on supporting students during important transitions into and through the university experience while fostering inclusion as co-learners in order that all students can learn about diverse cultures in the 21st century.

> Innovation and creativity – Curricular and cocurricular experiences in the visual, performing and cultural arts provide unique opportunities to take risks, learn cooperation skills under high pressure, and cultivate a commitment to excellence. Whether social or business entrepreneurship, students can challenge themselves to create initiatives to bring about positive innovation.

> Leadership Research Center – Headed by faculty/staff whose research focus is the study of leadership and/or how leadership is cultivated among college students, the center will serve as the integration point for theory as well as the ongoing place where progress through Central Michigan University's leadership programs are documented and quality improvement initiated.

The consultant met with students who are affiliated with Greek-letter social organizations at several of the student panels. Most of the feedback at these sessions conveyed a positive role for these organizations at Central Michigan University. Many of these groups assert in their promotion strategies that they foster leadership capability and thus perhaps they should have a purposeful role as part of Central Michigan University's leadership programs. However, it is unclear if these organizations will want to align with the overall Central Michigan University model and by doing so surrender some of their independence. This could be a point of discussion with them but it should be undertaken with great seriousness, commitment from their national offices, and ongoing accountability if they join others who will be involved with enhancing leadership learning at Central Michigan University.

In addition to the proposed new programs above, one of the most energizing meetings during the consultant's first visit to Central Michigan University was a meeting among diverse stakeholders from a variety of departments. One of the questions posed at this meeting was, "What other resources are available to support/enhance Central Michigan University's leadership focus?" The responses were enthusiastic and reflect a broad desire to contribute to leadership learning at CMU:

- HR office professional development programs:
    - Analysis of the 'CMU Way' and what that culture communicates
    - "Human Synergistics" process (campus culture assessment through staff)
    - "The Leader in Me" – based on Covey's 7-Habits – certificate program to prepare future K-12 teachers (includes 20-30 students/semester)
- University Communications – student intern program
- Office of Student Success – a referral/bridge to other opportunities based on the idea of success coaching
- Curricular -> Cocurricular -> Employability
- Student employment – a portion of these jobs could be (some are) intentionally educational and related to leadership learning
- Residential colleges (particularly Health Professions) could be contributors related to the process of discerning one's purpose

- Student Activities – Student organization advisors
- English Language Institute partnership with Volunteer Services and International programs

Resources to move forward

In order to increase student participation and broaden the leadership learning opportunities at Central Michigan University, more commitment of staff time and operating budget will be required. The university has already committed substantial resource to leadership learning, the result of which is positive momentum and great anticipation among its students. With relatively modest enhancement of staff and operating budgets, exceptional improvements in the breadth and depth of its leadership learning opportunities can be achieved.

Operating budgets that have been reduced during recent institutional budget reductions should be restored and enhanced as soon as possible. The staff and budgets that are presently dedicated are modest in comparison to the institutions that claim preeminence in leadership learning. Central Michigan University does not have to achieve the levels of funding that have been provided at such institutions as the University of Richmond's Jepson School of Leadership Studies which received its $20 million endowment in 1992 or the new Rice University $50 million endowed center in order to accomplish great things. In many ways, large endowments serve to isolate programs, create campus envy that is unproductive, and stimulate competition for these prized resources. The consultant recommends a strategy of encouraging cooperation and buy-in through sharing resources while it also seeks additional resources from donors, foundations, and the state of Michigan. Central Michigan University has many strong merits that would justify granting new resources through regular budget processes or through designated gifts, especially if it is offering something unique in the state and nation.

The consultant proposed that the following resources are needed to enhance leadership learning at Central Michigan University:

With leadership from the Dean of the College of Education & Human Services:
1. Establish a Department of Cross-Disciplinary Leadership Studies.
2. Provide start-up research funding for the Leadership Research Center.
3. Add a minimum of two to three tenure-track undergraduate faculty to begin the Department, redesign the leadership minor curriculum, relate the new design to the Global Campus, and cultivate relationships with other colleges to establish cross-disciplinary work.
4. Designate or renovate space to house the Department, perhaps in a contiguous or shared space with Enrollment and Student Services.
5. Offer incentive research stipends to support faculty/staff research.
6. Expand faculty/professional development programs (on and off-campus) to train faculty/staff in leadership studies content and pedagogical practice.

Student Affairs:
7. Add two staff to the Leadership Institute at the master's level with commensurate experience to allow them to consult with academic and Enrollment and Student Services partners to enhance leadership learning.
8. Create graduate assistantships (starting with 6 half-time appointments with tuition waiver), with candidates primarily coming from the Educational Leadership Department, to be placed throughout the Enrollment and Student Services units that offer leadership programs.
9. Create Leadership Adjuncts (2 could be staff or faculty) who take 1 to 2 year appointments with designated responsibilities to enhance existing or design new leadership programs.
10. Create a 5th-Year Scholar Award (fashioned after Carnegie Mellon University) that is granted to outstanding students who apply to remain at Central Michigan University for a 5th year after completing their degree requirements to complete research and/or a project that enhances leadership learning (6 funded for

equivalent to half-time employment with stipend for lodging and waiver of fees for courses they would take while serving as 5th-year Scholars).

11. Expand operating budget over time as numbers of student participants increases.
12. Review space needs to accommodate above as well as enhance the presence of student leadership programs within Central Michigan University's residence halls and foster collaboration with academic units.

The goal regarding both faculty and staff should not be to establish a highly specialized staff who are responsible for the leadership programs but for there to be a small coordinating/catalyst team and many faculty/staff who contribute through a portion of their work. The above is a modest investment during start-up and is likely to increase over time. The consultant believes that there is significant fund-raising potential to help fund the above and/or to further expand in subsequent years.

Additional resources identified after October 26/27, 2015, campus dialogues

Following two days of open meetings with a cross-section of faculty, staff, and students, the consultant asked that the five staff who coordinate the Mary Ellen Brandell Volunteer Center, Leadership Camp, Leadership Institute/Leader Advancement Scholars, Leadership Safari, and Student Activities and Involvement submit projections for increases in staff and operating budget to respond to the proposed changes that were enumerated in this report. Coordinators projected immediate, two and five year needs based on either an increase in scale of their current programs or enhancing the impact of what these programs offered. The Leadership Camp indicated that it could continue without additional resources. The proposals for the other four areas are included in Appendix H (p. 71).

Because the projects for immediate, two and five years were requested and submitted without the benefit of discussion, it is likely that synergies could be achieved across programs that would reduce cost as well as improve the alignment and cooperation that this proposal for a comprehensive program advocates.

Fund-raising prospects

Leadership learning elsewhere is often supported outside the regular operating budgets of colleges and universities. Those universities that have been successful in fund-raising have conceived and proposed small, medium, and comprehensive pieces to appeal to different kinds of donors. Development officers can utilize a variety of options as they propose sponsorship based on a stretch in giving but with fallback funding potential. Specific target entities for gifts include:

- Corporate sponsors for targeted programs – Prospective employers of Central Michigan graduates (LeaderShape is often funded by gifts from those employers who rely on these graduates for their workforce)
- Corporate or private naming opportunities for major initiatives (The Cross-Disciplinary Research Center or 5th-year Scholar initiative would be good prospects)
- Foundations for short or limited-term initiatives – Could focus on specific enhancements about which foundations are concerned such as work-force preparation, cultural awareness and dexterity, and internationalization

The types of gifts that will be most useful in the immediate future as leadership learning expands as a focus at Central Michigan University:

- Endow faculty/staff positions
- Cross-Disciplinary Leadership Studies - expand student scholarships (especially for graduate students)
- 5th year scholar program (stipends, research funding, program development resources)
- Program funding to support residentially-based programs and conferences

Outcomes and impacts

In order for an enhanced emphasis on Central Michigan University's leadership programs to be most effective and to document its impact, all current programs should revisit their outcomes with a specific focus on measurement. For new programs, identification of measurable outcomes and impacts should be incorporated into the proposal and approval process.

A comprehensive model of outcomes and impacts for leadership learning should include a variety of measures such as; tracking of participation, reactions/satisfaction, knowledge and learning, leadership self-awareness, corollary impact, and behavior. Rather than think of assessment as only program-specific and relying on the efforts of program coordinators to assess their own outcomes, the consultant recommends a comprehensive model that utilizes some methods that are already in use and then selectively improves or initiates others. As previously noted in "How Central Michigan University Compares – Outcomes," (page 16), Central Michigan University already has data from its administration of the National Survey of Student Engagement (NSSE), Multi-Institution Study of Leadership (MSL), and EBI Benchmarking that can be included in a comprehensive outcomes and impacts model. With these existing measures as a base, and constructing outcomes and impacts that correspond to the framework that has been proposed, a variety of data can be compiled that would resemble the following:

Central Michigan University – Leadership Learning Outcomes and Impacts		
Area:	Measure:	Specific items/scales:
Scholarship	Retention and GPAs	Correlate student involvement and leadership with retention and GPA performance
	National Survey of Student Engagement (NSSE)	Relevant Scales: Academic Challenge (items related to increased synthesis, making judgment and applying ideas) Active & Collaborative Learning (items related to community-based projects and discussing ideas outside of class) Deep Approaches to Learning
	e-portfolio	Evidence of increased responsibility for learning and critical reflection on learning
Leadership	Tracking of program participation by identified sub-groups	Correlate student participation by positional/select groups versus all students
	Multi-Institution Study of Leadership (MSL)	Overall assessment of variables related to the Social Change Model of Leadership Overlap/correlation with other research/theories (http://leadershipstudy.net/design/)
	Leadership Efficacy Scale of MSL	Measures students' view along the continuum of "Awareness" to "Leader Identified" to "Leadership Integrated"
	Freshman Survey and College Student Survey (UCLA)	Relevant items – satisfaction with leadership opportunities and rating of self (pre/post)
	LDR402 (redesigned) e-portfolio	Quality and complexity of understanding reflected in projects and reports
Service	OrgSync - Tracking types of service involvement	Evidence of shift in types of service engagement from charity to humble service
	National Survey of Student	Relevant Scale:

	Engagement (NSSE)	Enriching Educational Experiences Relevant item: Community service or volunteer work
	Multi-Institution Study of Leadership (MSL)	Relevant scales/items – Citizenship and Societal/Community Values
	Reflective learning	Reports from Service Ambassadors on reflective conversations after service experiences
	Freshman Survey and College Student Survey (UCLA) Evaluation	Relevant items – satisfaction with service and commitment to serving others (pre/post)
	Reports from service partners	Evidence of mutual benefit to service partners and increased continuity and sustainability
Global citizen	National Survey of Student Engagement (NSSE)	Relevant items: Serious conversations with students of different backgrounds Campus environment encouraging contact among students from different backgrounds
	Multi-Institution Student of Leadership (MSL)	Relevant items regarding socio-cultural relations
	Intercultural Competence - Deardorf	Evidence of shift in cultural competence among students who participate in leadership and service experiences and over multiple encounters
	Global Dexterity – Molinsky	Evidence of understanding one's own culture and how adaptation improves the quality of work and life Increased fluidity of student interaction across cultural/international groups
	Observation/tracking	Improved perception among cultural and international groups that they are welcome and included in all aspects of CMU life
Career	Study of how CMU students pursue discovery of purpose	This unique aspect of CMU's culture deserves a qualitative study of its own
	Recent graduate surveys	Increased number of students satisfied with employment Increased reports of alumni who reflect positively on CMU education
	CMU Employer survey	Increased numbers of prospective employers and levels of satisfaction with CMU graduates

As programs refine or create their learning outcomes, the cells in the proposed framework on page 22-23 would be used to set goals at the entry, middle or advanced levels. Measurement of outcomes could then include sources of data that the program collected (demonstrated in these two examples related to Leadership Safari):

- (Scholarship – entry level) As a result of participating in Leadership Safari [condition], participants [audience] will comprehend the basic qualities of critical thinking [behavior] by writing 1 example [degree] of their using critical thinking during the week on their program evaluation form.
- (Leadership – entry level) As a result of participating in the Leadership Safari challenge course [condition], first-year students [audience] will be able to identify why full participation in problem-solving is important to group

effectiveness [behavior] by providing two examples [degree] they observed during the reflection discussion after their experience.

The measurement of outcomes could also include data made available through the comprehensive assessment strategy (demonstrated in these examples related to Leader Advancement Scholars):

- (Leadership – advanced level) By the end of their senior year and completion of the Leader Advancement Scholarship protocol [condition], LAS students' [audience] leadership self-efficacy score on the MSL [behavior – self awareness] will be higher than both the national sample mean and other students at CMU [degree].
- (Global citizen – advanced level) By the end of their senior year and completion of the Leader Advancement Scholarship protocol [condition], LAS students [audience] will report higher levels of socio-cultural awareness as measured by the MSL [behavior] than both the national sample mean and other students at CMU [degree}.

In another example using the UCLA Higher Education Research Institute Freshmen Survey as pre-assessment and the College Student Survey as the post-assessment for graduating seniors, the Mary Ellen Brandell Volunteer Center could measure outcomes such as the following:

- (Service – middle level) As a result of involvement in service to the community [condition], students who performed more hours [audience] will endorse helping others in difficulty [behavior] as a higher priority than those students who performed fewer or no hours of service [degree].
- (Service – advanced level) As a result of being involved in a broader variety of service programs [condition], students who reported hours of service in at least 3 of their undergraduate years [audience] will endorse influencing social values as more important and will reject that individuals can do little to change society [behaviors] as compared to students who reported less service involvement [degree].

A final example takes us back to the mission proposed for Central Michigan University's leadership programs - "to cultivate students' awareness of purpose and its transforming impact in others' and their lives." This example also demonstrates the power of program integration as well as coordination of assessment strategies across multiple methods. If preparing graduates for work and life in the 21st century is one of the purposes that Central Michigan University seeks then the following learning outcomes could be important to measure:
- (Career – entry level) As a result of participating in Leadership Safari [condition], participants [audience] will report more comfort [degree] in the choice of their academic major as well as the possibility that this choice might change [behavior] in their post-program assessment.
- (Career – middle level) As a result of participating in LeaderShape [condition], participants [audience] will seek advice from their academic and cocurricular advisors [behavior] regarding the prospect of aligning their 'vision' with career opportunities available to graduates in their major [degree].
- (Career – advanced level) As a result of completing the progressive stages of the e-portfolio [condition], Leader Advancement Scholars [audience] will report more value placed on having a personal philosophy of life [behavior – College Student Survey item] and report having acquired the commensurate leadership skills to be successful [behavior – e-portfolio review] in their chosen career [degree – graduate survey after 6 months].
- (Career – advanced level) As a result of submitting a cumulative final portfolio outlining his/her experience [condition], students completing the Student Affairs Leadership Minor [audience] will evaluate the level of confidence [degree] they have in pursuing a career as a student affairs educator [behavior].

It is important to be realistic when drafting learning outcomes. For programs that are short and one-time in nature, the learning outcomes should be modest and may need to be conceived as a small step toward a greater cumulative gain linked to other programs. For others that have an intense impact (i.e. LeaderShape), there may be a very strong response at first but then a decline in long-term impact. What is important is that a coordinated program framework allows each program

to identify targeted outcomes, relate these to specific assessment strategies, and then work together for the combined impact with individual students and groups.

Assessing outcomes and impacts can appear overwhelming but the work is more manageable when done with colleagues and completed with the assistance of those who are expert in these methods. The consultant proposes that comprehensive design and implementation of the outcomes and impacts framework should be part of the Cross-Disciplinary Leadership Research Center and Student Affairs leadership programs partnership (pages 28-29). Forming such a partnership would:

- form a partial platform for the Research Center,
- encourage collaboration,
- push the research and theorizing about leadership learning forward,
- result in refining practice and documenting outcomes, and
- result in publication of results, thus contributing to the field of leadership learning and bringing attention to Central Michigan University's initiatives.

Other useful resources that could be utilized in creating and implementing a comprehensive outcomes and impacts strategy include working with the institutional research staff regarding administration of the National Survey of Student Engagement (NSSE), Multi-Institution Study of Leadership (MSL), and the Higher Education Research Institute's Freshmen Survey and College Student Survey. OrgSync can be utilized to capture tracking information as well as providing other methods to measure satisfaction and self-reported outcomes. It seems most logical to stay with OrgSync because there is an existing relationship with them and since Corey Seemiller (author of the student leadership competencies) is on their staff. However, Campus Labs/Student Voice (https://www.campuslabs.com) provides technology capability to support a program framework, design of learning outcomes, and measurement that could be attractive as well (Kate Griffin - contact for Campus Labs consultants). Campus Labs has established a partnership with CAS to be the sole provider of tools and updates for their campus partners. Because the Campus Labs and CAS partnership is relatively new, Central Michigan University could set a standard for comprehensive conceptualization and assessment by utilizing the leadership framework and processes available through them.

Cultivating partners, establishing mutual benefit, and building momentum going forward

The last example in the outcomes and impacts section related to career clarification was deliberately chosen because it demonstrated how some of the most important impacts of leadership learning may be those that can only be achieved through partnership and collaboration. Seamlessness, mutual benefit and pride in mutual accomplishment is required in order to impact students' lives at this level.

During the consultant's visits, faculty and staff were asked to rate the degree to which cooperation/collaboration would be desirable in Central Michigan University's leadership programs as well as the degree to which cooperation/collaboration is presently practiced:

FACULTY AND STAFF										
On a scale of 1 to 10 (with 1=low and 10=high) rate the degree of present cooperation and collaboration in fostering leadership at CMU.										
1	2	3	4	5	6	7	8	9	10	Mean
	I		II	IIIII	IIII	I	I			5.357
On a scale of 1 to 10 (with 1=low and 10=high) rate the degree of desired cooperation and collaboration in fostering leadership at CMU.										
1	2	3	4	5	6	7	8	9	10	
		I		I			IIII	II	IIIIII	8.428
On a scale of 1 to 10 (with 1=low and 10=high) rate the agreement among students, faculty and staff that leadership learning is critical to CMU.										
1	2	3	4	5	6	7	8	9	10	
	I	II			IIIIII	I	II		II	5.571
On a scale of 1 to 10 (with 1=low and 10=high) rate the openness to change in order to enhance leadership learning at CMU.										
1	2	3	4	5	6	7	8	9	10	
		I			IIIIII	III	I	I	II	6.928

In addition, students were asked to rate the priority that is placed on leadership and the likelihood of institutional change related to leadership learning:

STUDENTS										
On a scale of 1 to 10 (with 1=low and 10=high) rate the agreement among students, faculty and staff that leadership learning is critical to CMU.										
1	2	3	4	5	6	7	8	9	10	Mean
	I	II	I	IIII	IIIIIIIII	IIIIIII	IIIIIII	IIIII	IIIIII	7.047
On a scale of 1 to 10 (with 1=low and 10=high) rate the openness to change in order to enhance leadership learning at CMU.										
1	2	3	4	5	6	7	8	9	10	
	II	II	II	IIIII	IIIIIII	IIIIIIIIII	IIIII	III	IIIII	6.439

These two sources of information convey perceptions of an institution that desires to work together but has not yet achieved the level of cooperation/collaboration it seeks. Faculty and staff report a modest level of agreement that leadership learning is critical to Central Michigan University and a higher openness to change moving forward. Students

gave higher ratings on the critical importance of leadership learning and roughly equivalent perceptions on openness to change as faculty and staff.

Many participants in student meetings noted that career preparation and personal development are the primary reasons that students are interested in leadership learning opportunities at Central Michigan University. But they also expressed the following perceived barriers to the prospect of enhancing Central Michigan University's leadership focus (below are quotations from student meetings):

- Lots of friction between leaders and others – these leaders support their own type but not others who are not like them. These kinds of leaders are power hungry and elitist.
- Leader Advancement Scholars participants are perceived to be leaders and are entitled in the way they conduct themselves.
- Not enough focus on multicultural students and possibilities.
- Disconnect between Leadership Institute and the Leadership minor – Leadership minor courses don't utilize Leadership Institute.
- General lack of connection among all leadership programs (perhaps due to lack of funding).
- Separation of service and civic leadership.
- Marketing and recruitment – results in repetition of some participants and others are neglected.

As Central Michigan University prepares to expand the reach of its leadership programs as well as deepen the impact it has in all students' experiences, it will then need to address the benign silos that presently keep Central Michigan University from benefitting from the synergy of many fine programs and a general willingness to collaborate. Unifying programs under a coherent and comprehensive framework will then allow for what students generally perceive to be high quality opportunities to be expanded to attract and impact the learning of more and a broader cross-section of students.

In order to create seamless and pervasive student leadership learning potential, both Enrollment and Student Services and the academic area need recognized catalysts who can use both collegial persuasion and organization accountability to move forward. After surveying the resources presently available and listening to the input of many faculty, staff and students, the consultant recommends that the immediate strategy in Enrollment and Student Services should be to recognize Shaun Holtgreive's status as Executive Director and his commitment to enhancing collaboration by including leadership programs for the division as an explicit part of his responsibilities. In addition to Shaun's direct reports, the following should be added when planning for and assessing the impact of cocurricular/extracurricular leadership learning:

    Julia Sherlock – Director of Career Services
    Dr. Traci Guinn – Executive Director, Diversity and Inclusion
    Bill Holmes – Director of International programs
    Lori Hella – Assistant Vice President for Human Resources (or designee)
    Jeff Calhoun – University Recreation

As the model evolves, there may be need for another senior level organizer and catalyst but action in this regard is not required now, primarily due to the fact that Holtgreive's work and relationships are already bearing fruit in more cooperation and collaboration.

In regard to the leadership minor and the recommendation to create a Department of Cross-Disciplinary Leadership Studies, oversight should be clearly defined within the College of Education & Human Services. It is also critical that Education & Human Services oversight serve as a catalyst and welcoming host for all faculty and staff who are committed to the study and practice of leadership. The Current Leadership Council should continue to serve as a bridge between academic and cocurricular/extracurricular leadership initiatives, as it has indicated it wishes to do in its recent "Action Plan" responding to the Leadership Minor review.

New dimensions in education
Dennis C. Roberts, Ph.D.

In offering a comprehensive curricular, cocurricular and extracurricular leadership model, the consultant recognizes that organizational authority to proceed with various pieces of the proposal is split among different entities. The changes advocated in this report are sometimes interdependent but, in other cases, action can be taken independently and on a timeframe that individual faculty/staff and offices can accommodate. Coordination within Enrollment and Student Services and across academic and Enrollment and Student Services will be essential as the process of enhancement unfolds.

Finally, and perhaps most importantly, Central Michigan University is growing to be the embodiment of what it espouses in leadership. The culture of the campus, how it portrays, practices, and personifies its ideas of leadership is one of the most powerful dimensions of its comprehensive leadership program. Central Michigan University's administration, faculty, and students should continue to strive to be as inclusive, empowering, and innovative as possible which means that many risks will be taken in the future. This kind of commitment will distinguish Central Michigan University as a truly unique and influential institution in Michigan and increasingly around the United States and broader world.

Appendix A

Campus Visit Itinerary for Dr. Denny Roberts of New Dimensions in Education

Sunday, May 31, 2015

Arrival at Mt. Pleasant Comfort Inn & Suites
[2424 S. Mission St., Mt. Pleasant, MI]

Monday, June 1, 2015

9:00   Dan Gaken, Director of Leadership Institute
         [CMU Leadership Institute, Powers Hall 100]

10:00   Leadership Core Team
         [Ronan Hall 271]
- Dani Hiar, Assistant Director Residence Life/Leadership Safari
- Shaun Holtgreive, Executive Director for Campus Life
- Shawna Ross, Director, Mary Ellen Brandell Volunteer Center
- Damon Brown, Director, Student Activities and Involvement
- Dan Gaken, Director, Leadership Institute
- Matt Johnson, Assistant Professor, Educational Leadership

1:00   Student Panel: Leadership Safari Guides
         [Leadership Institute Conference Room – Powers Hall 136]

2:15   Student Panel: Leader Advancement Scholars
         [Leadership Institute Conference Room – Powers Hall 136]

3:30   Student Panel: Student Leadership Programs Staff
         [Leadership Institute Conference Room – Powers Hall 136]

6:00   Dinner with Matt and Erica Johnson
         [Johnson Residence]

New dimensions in education
Dennis C. Roberts, Ph.D.

Tuesday, June 2, 2015

9:00   Steve Johnson, Vice President of Enrollment and Student Services
[Vice President's Suite – Ronan Hall]

10:30   Jamie Brown, Recreation Fixed-term Faculty / Leadership Minor Coordinator
[Leadership Minor Offices, Finch 115]

1:30   Student Panel: Members of Greek Letter Organizations
[Leadership Institute Conference Room – Powers Hall 136]

2:30   Student Panel: Volunteer Center
[Mary Ellen Brandell Volunteer Center – Bovee Univesity Center]

6:00   Dinner with Steven Johnson, Shaun Holtgreive, Dan Gaken
[Camille's on the River – 506 W. Broadway, Mt. Pleasant, MI]

Wednesday, June 3, 2015

9:00   Campus Partners and Stakeholder Breakfast
[Bovee University Center – Lake Superior Room]

11:30   Leadership Institute Staff Lunch
[Brass Café – 129 S. Main St., Mount Pleasant, MI]

1:00   Dr. Dale-Elizabeth Pehrsson, Dean of the College of Education & Human Services
[Education & Human Services Building, Dean's Suite]

2:15   Dr. Eric Buschlen, Associate Professor of Educational Leadership
[Education & Human Services Building Room 331]

3:30   Moving forward and Next Steps
[Ronan Hall 271]

4:30   Depart Mt. Pleasant

Appendix B

Campus Visit Itinerary for Dr. Denny Roberts

Sunday, August 23, 2015

Arrival at Mt. Pleasant Comfort Inn & Suites
[2424 S. Mission St., Mt. Pleasant, MI 48858]
Confirmation No.: 3595448

6:00   Leadership Safari Kick Off
            [Finch Fieldhouse]

Monday, August 24, 2015

9:30   Leadership Safari Tour
            [Student Activity Center / Indoor Athletic Complex]

11:00   Leadership Minor Student Forum
            [Leadership Institute Conference Room – Powers Hall 136]

12:00   Lunch with Kathleen Garnder, Director of Residence Life
            [On-Campus Residential Restaurant]

3:00   Dr. Dale- Elizabeth Pehrsson, Dean of the College of Education & Human Services
            [Education & Human Services Building, Dean's Suite]

4:00   Dr. Michael Gealt, Executive Vice President and Provost
            [Office of the Provost, Warriner Hall 112]

6:30   Dinner with Leadership Institute Staff: Dan Gaken & Jesi Ekonen
            [Soaring Eagle Casino]

New dimensions in education
Dennis C. Roberts, Ph.D.

9:00   Dr. Traci Guinn, Executive Director, Center for Inclusion and Diversity
            [Center for Inclusion and Diversity - Bovee University Center 108]

10:00   Dr. Sapphire Cureg, Director, Office of Diversity Education
            [Center for Inclusion and Diversity - Bovee University Center 110]

11:00   Student Forum: Representative Student Sample
            [Leadership Institute Conference Room – Powers Hall 136]

2:00   Leadership Core Team
            [Ronan Hall 271]
                 • Damon Brown, Director, Student Activities and Involvement
                 • Dan Gaken, Director, Leadership Institute
                 • Kathleen Gardner, Director, Residence Life
                 • Dani Hiar, Assistant Director Residence Life/Leadership Safari
                 • Shaun Holtgreive, Executive Director for Campus Life
                 • Matt Johnson, Assistant Professor, Educational Leadership
                 • Shawna Ross, Director, Mary Ellen Brandell Volunteer Center

4:30   Depart Campus

Appendix C
Documents and Reports Reviewed

Name	Purpose/Focus	Findings/Approach	Follow-up
Leadership is Central	Establishes context for enhancement of CMU Leadership program	Agree to a set of pervasive leadership proficiencies, establish learning outcomes, and provide institutional structures that support collaboration	Include reference to document and its central importance in establishing the foundation for the consultation
A Guide to Student Leadership Development in the MAC (2004)	Conducted by CMU Benchmarking Consulting Group (graduate students) to compare CMU with MAC competitors	Nine MAC universities returned the survey to identify competencies, areas of collaboration, and areas of leadership development each addressed.	The MAC study was most useful in identifying what competitors use to determine outcomes, compare program support and target participants.
Leader Advancement Scholarship Program Assessment (2004)	LAS Program Assessment conducted by Dr. Stephen Wagner and others	90 LAS students completed (64% return) a survey about their views of the LAS program with heavy emphasis on the curriculum and the courses they took in the Leadership Minor. The results reflected a relatively high level of satisfaction and commitment to the LAS program.	Ranking of course impact varied with the content. Application of theory to practice was primarily posed in relation to positional or authority-based leadership. The last questions related to reasons for attending CMU and the weight of the LAS program in attracting them to attend.
Program Review – Leader Advancement Scholarship – Sandra J. Peart, Jepson School, 2011	Reviews the LAS program and provides recommendations for enhancement	Recommended reviewing structure and reporting lines, adding staff, establishing learning outcomes, improving course content and pedagogy, create alumni network.	Reference report findings in relation to Leadership Minor, "L" courses, and the need for more staff and better articulation.
LEADERSHIP Executive Summary, 2011	Summarizes the accomplishments of the Leadership Institute and LAS offerings	Substantiates that LAS students persist to graduation at higher rates and achieve higher grades.	Lists elements of the LAS program – Mentoring retreat, Alpha, Impact, Connections, Recognition, Volunteer Service, and other meetings.
Leadership Institute Annual Report 2013-14	Provides history and trends for LAS and LI	Serves over 5,000/year even though staff and program budget have declined. Reported beginning of e-portfolio and adoption of MSL to assess leadership program progress.	Recognition from NASPA, high student evals, and uniqueness in offering acad protocol, resid exper, co-curr, and scholarships to support leadership. Reports declining perceived value of the LAS award, lack of programming funds, and low connectivity to faculty.
Leadership Institute	Provides update for LAS	Change in administrative	ACPA recognized CMU for

Annual Report 2013-14 and 2014-15	and LI	alignment with Shaun Holtgreive overseeing the leadership area. Set goal of reaching wider audience of CMU students.	exceptional practices based on the LEAD conceptual framework and alignment with CAS. Launched consultant study to enhance LI and overall leadership programs.
SAFARI 1-pager and full notebook	Provides overview of the Leadership Safari program, to "learn more about leadership skills and leadership opportunities at CMU." SAFARI web site – "opportunity for students to learn how to be academically successful at CMU and demonstrates how involvement in campus activities assists in the development of leadership abilities both inside and outside of the classroom."	Based on Josephson "Character Counts 6 Pillars" of trustworthiness, respect, responsibility, fairness, caring and citizenship. Primary focus is on communication, group development, and ethics. Includes the training schedule, various student parapro roles and functions, all directed toward leaving a legacy. Highly detailed and professionally prepared.	Core focus area alignment with leadership should be as explicit as possible and oft repeated. Potential concern among faculty that messages related to academic priorities are not communicated – infusing a "critical thinking and contextual understanding" element could help. As is typical of many parapro-driven programs, the parapros may benefit most from SAFARI.
Leadership Minor Council, Faculty Senate Committee Report, 2013-14	Summarizes accomplishments in 2013-14	Recommended increasing LAS award amount, reviewed 2 course approvals, and other updates about faculty/staff scholarship and activities	Committee is defined by the Faculty Senate and oversees curr revision and policy related to leadership minor. Question of the most effective governance related to a cross-disciplinary center that would have a research and pedagogy enhancement focus.
Program Review – Leadership Minor – Sandra J. Peart, Jepson School, 2015	Analyzed the governance, offerings, and potential modifications to the Leadership minor. Minor declining in popularity: 2011-12 = 537, 2013-14 = 438. Peart's analysis was based on the Leadership Minor self-study and an on-campus schedule that included key stakeholders.	Recs: curriculum changes could be implemented relatively easily, governing structure should be clarified, and add tenure track/tenured faculty. Proposed leaving LD minor in Recreation. Offered specific recs on the core courses (LDR200, COM461, PHL 118…, and LDR402). LD self-study recommended reducing and refining elective courses in the minor and Peart summarizes offerings and recs that I endorse. While Peart reinforces the interdisciplinary nature of	Cross-disciplinary analysis, fusion of theory and practice, and greater rigor are essential if the LDR minor is to gain in credibility. One way to gain credibility and depth is to redesign the current application course, LDR402, to make it a true capstone and add a new 300-level course to provide advanced-level theory and application experience (Peart rec as well). While Peart recs LD minor stay with recreation with a new governance approach, my analysis is that it demands its own departmental status, as well as a serious research institute to stimulate faculty scholarship on

		leadership studies, there was no recommendation for a process of cross-discipline discourse nor a proposed model to improve the cross-discipline coherence.	leadership.
Leadership Council Plan of Action 5-1-15	Responded to Leadership Minor review	Recommended: review, streamlining, and sequencing of Minor elect courses; add new 300 advanced course (similar to former 402); turn 402 into true capstone; and add focus on mission and learning outcomes. Also recommended move to Recreation with refocus of Council to broader issues and addition of fixed-term faculty to tenure. Reference to Global Campus, assessment, and marketing.	Recommendations largely support other analyses from document review and interviews – incorporate into final report with my additional recs of establishing a department in E&HS with tenured faculty, a research center, and creating mechanisms for comparative study across disciplines.
CMU Peer/Benchmark institutions	Identifies peer and aspirational institutions for performance comparisons	CMU is primarily a Michigan-serving and regional institution that is seeking to adopt strategies to enhance its position among peers	NCLP list of benchmark institutions for exemplary leadership programs does not overlap, except in the case of Bowling Green State Univ.
EBI Benchmarking Assessments – 21% response rate with sample tilted to Jr/Sr year students, 75% female and 50% with GPAs of 3.5 or higher.	Provides comparison to select and same-classification institutions on student involvement in activities and organizations. Questions related to leading are largely positional rather than relational and/or assume shared responsibility.	CMU is comparable (79.7%) in its overall program effectiveness with higher performance on the self-knowledge (81.8%) and lower performance on organization advisor (57%) factors. Leadership (60.8%) training is lower than select peers. Compared to its select group (Exec, p.4), CMU meets all "indicator factors" and is lower on the organization advisor factor.	Recommendations (Exec, p. 6) recognize positive impacts related to self-knowledge, intrapersonal, collaboration among leaders and members. Improvement factors include organization advisor, principled dissent, practical management, effective leadership, and contracts and budgets. Items related to CAS Standards also benchmarked. Leadership training factor is low.
NSSE – 25% response rate for a combination of 1st year and senior students.	Standardized measure of student engagement, with a heavy focus on "effective educational practices" that largely occur in the classroom but are buttressed by extra and cocurricular	CMU is close to national average but slightly lower on: Academic challenge, Active & collaborative learning, Student-faculty interaction (Srs are higher), and Supportive campus environment. Enriching	CMU benchmark scores have increased over the last decade and are now comparable to peer institutions, slightly lower than Carnegie class, and close to the national average on all factors. Student satisfaction has progressively improved. There

	supports. The factors are the most stable and useful measures of progress but some specific questions are aligned with pedagogy and rigor issues that are important in establishing baseline and charting progress.	educational experiences is lower for 1st year and higher (especially in volunteer work) for Srs.	appears to be significant opportunity to increase engagement since students report being less challenged and having more free time than students elsewhere.
Volunteer Center Report	2014-14 Annual Report	Met 4 Goals, reflecting increased staff and productivity, resulting in involvement of 10,528 students registered and contributing 15,855 hours of service. Involve students in planning and implementation of service.	Ranked in top 10 for Alternative Spring Breaks. Will strive to increase numbers compiled through OrgSync registrations, which may not reflect the full level of participation (Greek students initiate indep. projects). Broad array of service but not much on curriculum-based service/inquiry learning.
Senior HR Consultant Competencies	Framework identifying ideal attributes of CMU staff	Framework of 8 core skills and "others": communication, decision making, political savvy, team player, negotiating situations, customer service, follow-through, knowledge	Core skills shape the institutional culture and therefore the ultimate student experience. While they should not be identical to student learning outcomes, they should complement each other.
CMU web site – general and specific to leadership	What is publicly communicated about CMU in general and related to leadership	Home page - "Want to be a CMU Chippewa? At CMU, you'll gain crazy amounts of knowledge, discover your future and make friends who'll have your back forever." Conclusion on About – "CMU is a university where students, faculty, staff and alumni learn to pursue excellence. To live with compassion. To be leaders."	Leadership page - No matter your major, CMU prepares you to be a leader. It starts before your first year, with Leadership Safari. It's conveyed through the CMU Leadership Institute, the Leader Advancement Scholarships and even our leadership minor — the first and only among Michigan's four-year universities.
Employee Well-being and Satisfaction Survey 2013	Compares longitudinal date for non-faculty employees from 2004 to 2013	Increasing satisfaction over time. New leadership items indicate support of those with diverse backgrounds and leading with integrity showing highest ratings. Reward for exceptional work lower than other items.	No measure of faculty climate so will require qualitative assessment. The non-faculty climate is mostly positive but no items are aligned with the vision of fostering leadership learning among faculty, staff, and students.
Individual feedback	Provided way to keep	14 staff/faculty and 42	Indicated strengths of

forms during 2 visits to CMU	track of broader numbers of people involved and to make sure I solicited their input	students completed the forms	commitment of LI staff, and general belief that CMU is serious about leadership. Many new suggestions for enhancement. Biggest finding was the negative impact of "leader" bias among participants and the importance of focusing on purpose in leadership. Staff/faculty don't see strong cooperation and want more. Students see high priority for leadership but lower openness to change while faculty see lower priority and higher openness to change.
Academic Orientation (Freshmen Guidebook 2015-16)	Schedule of meetings and experiences for new students	Heavily scheduled with a focus on getting acquainted with academics and establishing a sense of community. Academic Timeline and Career Services (pp. 22-23) was clear and precise.	While opportunity was made available to meet representatives of leadership and service programs, no overall introduction to "Leadership is Central" was offered in Academic Orientation or August Campus and Community Life Orientation
CMU Mission & Vision, LI Mission and Vision folders	Sets context for leadership program.	Vision does not reference leadership other than indicating that CMU is a national leader in HE. Mission references "citizenship" and values could serve as foundation for leadership.	CMU goals provide more on student success, specifically related to fostering leadership, character development, and in/out of class success. Diversity and global goal also references student involvement to increase cultural understanding. LEAD model provides for a succession of student experience and identifies LI competencies related to CAS framework.
LI Alpha Leadership Experience (renamed Spark)	Caters to emerging leaders who are involved in organizations and want to engage in leadership. Mission to nurture the Spark of leadership in every student.	Offers 5 interactive sessions based on topics of; 1ˢᵗ impressions, awareness and education, facing challenges, putting leadership into practice, and moving forward.	Leadership framework – direct, spirited, considerate, and systematic. Spark introduces other LI programs to continue to develop insights. Used the "Socially Responsible Leadership Scale" to assess outcome.
LI Connections Leadership Conference	Provides opportunity to exchange ideas to advance their organizations, improve leadership ability, and	Offers 5 Institute sessions of ResLife, Learning Communities, General – Maroon, General – Gold, and LAS.	Two meetings of Institute sessions and 4 educational sessions – networking dinner and time with a wrap-up of mapping community resources and writing an action

	foster new networks.		plan.
LI High School Leadership programs	Targeting high school students, encourages exploration of what leadership is and how they can work to improve their leadership ability.	Uses LPI (Kouzes & Posner) and Earthquake.	Leadership Challenge is exclusive framework – brings consistency but may neglect other ideas that would have merit as well.
LI Leader Advancement Scholarship	Recruitment device to attract higher ability students with modest scholarship and invitation to be part of a cohort program of leadership learning. Over 2,000 applicants whose credentials exceed those of other CMU students. Approx 40 stdts/cohort. LAS award has declined as a proportion of cost of attending CMU by 50%.	LAS recipients have own learning community in residence halls. LAS protocol includes completing leadership courses in a cohort, being involved in RSOs, being a leader on a CMU committee, serve on an academic committee, and volunteer in the community. In-depth study of LAS was completed in 2011, including comparative analysis of required course sequence.	70% of LAS recipients say they wouldn't have come to CMU without award. Higher grades, retention and degree completion rates (particularly within 4 yrs) among LAS students. Those who complete the LAS protocol receive a medallion to wear at graduation. Distinctiveness of LAS is declining due to other regional institutions now offering comparable progrs.
LI Leadership Advancement Scholarship e-portfolio	Utilizes OrgSync to record involvement and activities to meet LAS protocol requirements – eportfolio documents the rest	CAS Leadership standards serve as bridge between LI competencies and portfolio tags. Students are required to post reflections on specific experiences and they determine which tags apply and to what reflections. Aligns each experience with LEAD framework.	Eportfolio is introduced in LDR100, utilizing blogging and digital evidence to confirm the leadership learning outcomes students document. Students set up a Wordpress.com account and follow an initial structure but are encouraged to personalize as they wish. I reviewed several e-portfolio pages and found them well written and relatively well aligned with LEAD, including reflections and documentation.
LeaderShape	International curriculum refined over 25+ years and across different settings. Is a franchised program for which CMU pays a fee for materials and trained facilitation.	Many references from CMU students to LeaderShape having been their best leadership development experience. This is typical of many campuses.	Pieces of the LeaderShape curriculum are used in other LI programs, presenting the possibility for redundancy.
Summary of Career Services 1st Destination Survey, Dec 2013 and May 2014 Grads.	To determine patterns of post-bachelors employment.	73% are full or part-time employed and 14% pursuing further education 6 months after graduation. 66% of those employed are somewhat or	Grads are positive overall (88% somewhat and extremely positive) and would choose to attend CMU if to start over again (84% probably or definitely yes).

		extremely satisfied with their status and 85% believe they were well prepared.	Although leadership was not listed as a possible involvement or something that helped them obtain employment, most of the variables noted as essential in their jobs and CMU helped them acquire were related to leadership – include specifics in report.

Appendix D
Central Michigan University – Comprehensive Leadership Assessment
Survey Responses from Campus Visits

Select/trending responses on the following

Two greatest strengths:
        FACULTY/STAFF
        Practical experience – multiple
        Leadership is portrayed as open to all
        LI staff are dedicated and available – multiple
        Quality and variety of LI programs - multiple

        STUDENTS
        Quality programs run by passionate staff
        Many programs and open to everyone - multiple
        Faculty/staff very eager to mentor and guide students - multiple
        LAS and LeaderShape
        Student-led programs
        Support in finding a passion and pursuing it

If resources were unlimited, add:
        FACULTY/STAFF
        Cohesive promotion of student affairs programs and learning outcomes
        Inclusivity and variety of options
        Student organizations need stronger advisors
        Leadership development for faculty/staff
        Enhance social justice and civic awareness
        Expand LI programs and staff – should have no participant limits
            Some staff are already stretched beyond their limits
        Need multicultural leadership programs and cultural competency focus
        LI training for all student employees
        Student development models/theories should be incorporated – too far behind in basic SD to catch up in leadership development
        Involving international students
        Seek more faculty support and involvement, get out of silos
        Expand SAFARI and relate it to purposeful definition of leadership (connect across curricular, cocurricular and industry needs)
        Possessive ownership of programs with decentralized oversight limits cooperation

        STUDENTS
        More scholarships for LAS
        Everyone should have a service experience at CMU
        Need more marketing, promotion and visibility
        Greek leadership conference
        RSO leadership workshops
        Enhance the "L" focus in leadership designated courses
        Need more staff in LI and it should be at the same level as Honors program – multiple references

Expand boundaries beyond recognized student leaders, bridge gaps connecting different student groups

Don't be afraid to change – move beyond traditions and the way things are presently done

Pay attention to followership as leading and fostering humility in all

Outreach to student athletes and other students who are more introverted

More opportunities for advanced leaders

More focus on service and social justice

Integrating leadership minor more into the LI

Need more focus on the anticipated outcomes of leadership learning

Cross-section of students see themselves as capable of leadership:

FACULTY/STAFF

"Leadership" is a sticking point for some – don't see themselves in this way

Continually encouraging students that "they can do it"

Small percentage is involved in leader positions and give impression that others can't or are not interested in being involved

Positional leadership is popular but service/followership is not

Students who are not connected never get involved with leadership

Harder for 1st-generation students to get involved

STUDENTS

Small fraction see themselves as leaders – must look into self first and then discover leadership possibilities

Extroverts see themselves as leaders (extroversion is glorified as the ideal)

Tendency to label certain students as leaders – marginalizes others

Black and white perception that some are and others are not leaders

Honors, LAS, SGA, MAC, Greeks, and RSOs see themselves as the "inside" leaders

Need more focus on critical thinking and leadership

Address leadership/followership identity

Many students don't know why leadership is important

Current recognized leaders stifle others who want to grow in their leadership

Students who hold positions of power/influence naturally see themselves as leaders and alienate others – multiple references

Does one's purpose in leadership matter?:

FACULTY/STAFF

Seeing ourselves in context of community

Purpose is critical element – many endorsements

Strengths awareness

OK to ask for help

Service is very important

STUDENTS

Absolutely – almost universal endorsement

Need to learn to have difficult conversations

Quantitative items

FACULTY and STAFF	
On a scale of 1 to 10 (with 1=low and 10=high) rate the degree of present cooperation and	

collaboration in fostering leadership at CMU.										
1	2	3	4	5	6	7	8	9	10	Mean
	I		II	IIIII	IIII	I	I			5.357
On a scale of 1 to 10 (with 1=low and 10=high) rate the degree of desired cooperation and collaboration in fostering leadership at CMU										
1	2	3	4	5	6	7	8	9	10	
		I		I			IIII	II	IIIIII	8.428
On a scale of 1 to 10 (with 1=low and 10=high) rate the agreement among students, faculty and staff that leadership learning is critical to CMU.										
1	2	3	4	5	6	7	8	9	10	
		I	II		IIIIII	I	II		II	5.571
On a scale of 1 to 10 (with 1=low and 10=high) rate the openness to change in order to enhance leadership learning at CMU.										
1	2	3	4	5	6	7	8	9	10	
		I			IIIIII	III	I	I	II	6.928
STUDENTS										
On a scale of 1 to 10 (with 1=low and 10=high) rate the agreement among students, faculty and staff that leadership learning is critical to CMU.										
1	2	3	4	5	6	7	8	9	10	
	I	II	I	IIII	IIIIIIIII	IIIIIII	IIIIIII	IIIII	IIIIII	7.047
On a scale of 1 to 10 (with 1=low and 10=high) rate the openness to change in order to enhance leadership learning at CMU.										
1	2	3	4	5	6	7	8	9	10	
	II	II	II	IIIII	IIIIIII	IIIIIIIIII	IIIII	III	IIIII	6.439

Appendix E
CMU Leadership Program Summaries

Leadership Institute (submitted by Dan Gaken)

The Mission, Vision, and Purpose of the Leadership Institute were adopted formally by the CMU Leadership Advisory Board in 1998. This group was created by (then) university president Leonard Plachta and consisted of faculty, students, administrators, and community members. The development of these statements was part of a strategic planning process that also yielded the LEAD framework, which contained a set of learning outcomes and competencies.

VISION: The Leadership Institute will prepare the next generation of individuals who will act responsively to improve the quality of life, state of the economy, and communities in which they live and work

MISSION: The Leadership Institute mission is to:
- Present leadership models based on ethics and personal responsibility.
- Develop participants to be leaders on their campuses, in their professions, and in their communities.

PURPOSE: Central Michigan University is committed to preparing Michigan's students and citizens for leadership roles in an increasingly complex and challenging society. The Leadership Institute serves as the coordinating body for the university's leadership-related activities and programs. The Leadership Institute provides information and leadership development opportunities through workshops, seminars, academic courses, and experiential challenges. In these programs and outreaches, the Institute promotes the individual and group exploration of leadership theories and styles.

PARTICIPANTS:
Leader Advancement Scholarship: 150—160 students annually
Spark Leadership Series (formerly the Alpha Leadership Experience): 225—250 students annually
Connections Leadership Conference: 250 students annually
Ignite Advanced Leader Cohort: 20 students annually
Leadership Institute Student Employees: 25
LeaderShape Institute: 60 annually
Student Organization Workshops & Trainings: 2,000+ annually

STAFF: Full-time 12 month: 3 (Director, Assistant Director, Administrative Secretary). Adjunct/cooperative staff during peak periods: 2 (part-time coordinators hired at 25 hours/week)

LEARNING OUTCOMES: For students participating in the Leader Advancement Scholarship:
> **Learning Outcome 1**
> By the end of their senior year and completion of the Leader Advancement Scholarship protocol, LAS students will have experienced unique personal growth as individuals and in their college experience as demonstrated in their thinking, values, intellectual growth, and membership and involvement in student and community organizations.
> **Learning Outcome 2**
> Leader Advancement Scholars will receive academic and co-curricular advising that will result in students being able to resolve for themselves their immediate academic concerns as well as enable them to explore involvement beyond the classroom.
> **Learning Outcome 3**
> By the end of their senior year and completion of the Leader Advancement Scholarship protocol, LAS students will be able to identify and articulate a personal philosophy of leadership that includes understanding of self, others,

and community. Leader Advancement Scholars will also be able to assess their own leadership skills and potential through self-evaluation instruments, exercises, and discussions.

Learning Outcome 4

By the end of their senior year and completion of the Leader Advancement Scholarship protocol, LAS students will be able to identify and analyze the importance and complexity of leading across multicultural environments.

Learning Outcome 5

By the completion of their Leader Advancement Protocol, all LAS students will have been exposed to the concept of volunteerism and civic engagement and will have participated in some form of community service.

Competencies for all Leadership Institute Programs:
- Historical perspectives and evaluation of theory
- Cultural and Gender influence on leadership
- Ethical Practices in leadership
- Leadership and Followership
- The intersections of human development theories, sexual orientation, national origin, and environment
- Personal management issues such as time management, stress reduction, development of relationships, problem solving, goal setting, and ethical decision making
- Oral and written communication
- Critical thinking skills
- Risk taking
- Creativity
- Wellness lifestyle development
- Motivation
- Team Building
- Problem Solving
- Community Development

A matrix of how competencies and knowledge acquisition are addressed through each level and program provides a coherent and progressive map of the ideal student experience. The LAS protocol designates how learning outcomes are addressed in academic courses and involvement/leadership experiences across the undergraduate years of LAS recipients.

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS: None noted.

ANTICIPATED CHANGES: None noted.

Leadership Minor (Leadership Minor self-study and related reports submitted by Jamie Brown)

VISION: None noted.

MISSION: The mission of the leadership program is to educate students for and about leadership and to prepare them to acquire leadership positions in their communities and professions.
- Leadership Minor Review, Sandra J. Peart, Dean, Jepson School of Leadership Studies, commented that faculty involved in her review were unaware of the mission of the Leadership Minor.
- The Self-Study Reviewer, Matthew Sowcik, Assistant Professor of Leadership, Wilkes University, recommended that the mission be reviewed with consideration of the CAS Standards as a model.

New dimensions in education
Dennis C. Roberts, Ph.D.

PURPOSE: The purpose of providing academic opportunity to study leadership across disciplines was drawn from the various documents and reports related to the minor. The program requires three core courses (Com 461: Communication in Leadership, LDR 200: Introduction to Leadership and LDR 402: Applications of leadership), one Ethics course (PHL 118: Moral Problems, PHL 218: Ethical Theories or PHL 318: Business Ethics), and one course from three tracks: (1) Understanding Human Behavior and Development; (2) Interpersonal and Group Interaction; and (3) Leadership in a Social, Political or Historical Context. Additionally, students must select an additional course from one of the three tracks or complete LDR 402: Applications of leadership for 6 credits. Approximately 56 class options are available for Leadership Studies students to select when fulfilling a course in each of the three tracks.

PARTICIPANTS: The LDR minor is one of the most popular minors at the university. At the end of the 2013-2014 academic year, 438 students were enrolled as a leadership minor. Enrollment in the LDR minor has decreased from its peak in 2011-2012, in which 537 students were enrolled. The percentages of leadership minor students for each academic college are:
- College of Education and Human Services (program home college): 24%
- College of Humanities and Social and Behavioral Sciences: 22%
- College of Communication and Fine Arts: 16%
- College of Business Administration: 12%
- College of Health Professionals: 10%
- College of Science and Technology: 7%
- Interdisciplinary Programs: 9%

STAFF: A variety of faculty and staff teach in the Leadership minor. All have a minimum of a Master's Degree. Of the 16 faculty members who responded to a survey about their teaching role in the Leadership minor, 9 were fixed term faculty and 7 were tenure track faculty. Administrators who have taught the LDR 200 course have included staff in Residence Life, Athletics, Student Life, Greek Life, and the Leadership Institute. The RPL department only has control over who teaches LDR 200 and LDR 402, two of the required core courses on the minor. The Leadership Council works with departments to select faculty to teach the "L" designated courses for the program, but it does not have full input on the selection of faculty.

LEARNING OUTCOMES: The goals of the program are to develop student competencies in six domains: 1) Articulating a philosophy and personal style of leadership, 2) Applying theories, frameworks, and research used to predict human behavior related to leadership, 3) Identifying and adapting to complex patterns of individual and group contexts, 4) Comprehension of cultural, political, or historical contexts that impact leadership, 5) Integrating and applying a conceptual understanding of leadership through practical application, and 6) Modeling courage, integrity, and high ethical standards. These learning objectives each involve knowledge and application of a core leadership principle, and thus reflect the mission of the leadership program.

The goals of the leadership program are incorporated into the assessment materials used for the LDR 402 practicum course. These goals have evolved over the past few years. In 2012-2013, there were four goals: 1) Leadership Knowledge, 2) Communication Skills, 3) Cultural and Historical Perspectives, and 4) Critical Leadership Tenets. In the 2013-2014 academic year, these objectives were elaborated so as to provide more concrete learning goals. This process yielded the six learning objectives used now.

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS: The Leadership Council's Self-Study reflects a broad impact across CMU's academic departments as a result of the number of required and elective courses in the curriculum as well as the breadth of faculty and staff who teach courses in the Leadership minor. The report relates its mission and learning outcomes to research on what employers seek when hiring recent graduates which indicates:

 77% of employers want to see leadership skills
 95% of employers believe leadership development should begin by age 21

90% of employers believe leadership development opportunities should be part of every student's education experience

CHANGES UNDER CONSIDERATION: Based on the Leadership Council Plan of Action, 5-1-15, review, streamlining and refined sequencing of the Leadership Minor elective courses will be undertaken. In addition, a new 300-level advanced course (similar to the former LDR402 and with enhanced theoretical focus and an application project) will be added, the current LDR402 will become a true capstone, and there will be added focus on the mission of the Leadership Minor and learning outcomes to fulfill its purpose.

Leadership Safari (submitted by Dani Hiar)

VISION: Vision and Mission are the same.

MISSION: The Leadership Safari program is an opportunity for new students to learn to be academically successful, demonstrate how involvement in campus activities assists in the development of leadership abilities both inside and outside of the classroom, and serves as an interactive introduction to everything CMU, from traditions to faculty and staff.

PURPOSE: The fundamental premise of Leadership Safari is to provide our new students an exceptional opportunity to get connected with each other and be connected to our university community.

PARTICIPANTS: 2000 new students (99% freshman, 1% transfer students).

STAFF: 1 full-time 12 month. 1 adjunct/cooperative staff during peak periods.

LEARNING OUTCOMES: 1.) An introduction to everything CMU, 2.) An understanding of how to get involved on campus, 3.) New ideas to help you with your leadership development, 4.) A base of new people to use as a resource during the academic year, 5.) A new perspective on yourself and your purpose, 6.) great times, fun memories and new friends!

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS: Safari impacts the university in increased student persistence and retention rates, it affects other departments in that the students want to be engaged and involved in the university after they experience Safari. Academically, students feel more comfortable engaging with faculty. In general, students that participate in Safari are more likely to be engaged in the institution on many levels.

ANTICIPATED CHANGES: Other than looking at physical locations of certain activities, the only things considered have to do with staff selection, remuneration, and how we develop learning outcomes for the staff members leading the program.

Leadership Camp (submitted by Kim Voisin)

VISION: None noted.

MISSION: The Mission of Leadership Camp is to help participants explore the Social Change Model of Leadership Development in a fun and interactive way, engaging them in a collaborative change process that benefits CMU and the broader community. Camp will enhance participants' understanding of themselves as individuals and how they contribute to a more effective group that works on behalf of society. (The mission statement was written in 2004 as a collaborative process by the facilitator staff and was approved by Shaun Holtgreive. Discussing our mission continues to be a critical part of our preparation each year with new and returning facilitator staff, making sure that everyone clearly understands why we are here and the potential we have for impacting our participants.)

New dimensions in education
Dennis C. Roberts, Ph.D.

PURPOSE: In 1996-1997, Leadership Camp was the brainchild of a collective group of individuals from Admissions, Residence Life, Minority Student Services, and the Honors Program during a time when CMU was developing a more formal student leadership education and development program. The program was originally based on a program being done at that time by St. Norbert College. The first Camp was held in May 1998.

PARTICIPANTS: Leadership camp serves between 160 and 225 students between the two camp dates each year. Due to timing, we have significant competition for students in their ability to attend – i.e. prom, AP exams, regionals for many sports, finals week, graduation, etc. Our target audience has always been students who are admitted to CMU for the upcoming academic year.   The program happens in May and/or June, and these students will be new CMU students that August. In 2013, we expanded our target to include high school juniors who are considering CMU as their college of choice. In 2014, we created a Leadership Camp 2.0 for this group of students so that they could return to Camp as admitted students the next summer as graduating seniors and experience a more advanced program. And, while not a target audience, in 2015, we began marketing to incoming transfer students who had graduated from high school within the prior year.

STAFF: Full-time 12 month: 1 (amidst my other job responsibilities)
Adjunct/cooperative staff during peak periods: There are 2 paid Leadership Camp Coordinators who work during the academic year with facilitator recruitment and selection, facilitator training, and assist with marketing. Our Success Center office staff also field questions and provide clerical support for the program within the scope of their job duties. We also have 23 student facilitators, which are volunteer positions.

LEARNING OUTCOMES: As a primary outcome, participants will learn the 7 C's of the Social Change Model of Leadership Development - Consciousness of Self and Others, Congruence, Commitment, Collaboration, Common Purpose, Controversy with Civility, and Citizenship and Social/Civic Responsibility. As secondary outcomes, and inherent within the 7 C's, they will also learn about community development, creativity, critical thinking skills, decision making/risk taking, diversity, ethical practices, leadership and followership, moral leadership, motivation, problem solving, reflection, and team building.

Our facilitators/staff are a different level of participant. As a primary outcome, they will come to an even greater understanding of the 7 C's of the Social Change Model of Leadership Development, in addition to learning outcomes in: assessing and evaluating, community development, creativity, critical thinking skills, decision making/risk taking, diversity within organizations, empowerment and delegation, ethical practices, group facilitation skills, leadership and followership, learning styles, managing change, moral leadership, motivation, planning and organization, problem solving, recognition, reflection, team building, and training and presentation skills.

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS:
The program sparks an interest in students to become involved on campus and in the community. These students have higher confidence levels once on campus and are ready to step up and begin leading other students quickly. Participants become interested in finding ways to continue living the model. Many participants become future leaders in student organizations, Residence Life staff members, community service volunteers, as well as facilitators for the camp program. This program also helps with retention by providing a sense of belonging to everyone involved. The program is here to provide a basis of leadership skills, teach a new development model and to give these incoming freshmen a head start on campus life. For our high school juniors, our hope is that Camp will be a recruitment tool and that the experience will increase their commitment to CMU. Anecdotal feedback from some of these students is that attending Camp at the end of their junior year of high school propelled them into better leaders as high school seniors. From Daniel in June 2015, *I was given an award at our football banquet this past fall that recognized me as a leader. I can honestly say that I received that award because of what L Camp taught me."* (Camp attendee in 2014 and LCamp 2.0 in 2015)

ANTICIPATED CHANGES: None noted.

New dimensions in education
Dennis C. Roberts, Ph.D.

Student Activities and Involvement (submitted by Damon Brown)

VISION: We will provide meaningful experiences and opportunities that will transform the lives of all CMU students (June 2015-Direct Supervisor)

MISSION: The Office of Student Activities and Involvement is dedicated to enhancing the student experience by promoting student development, co-curricular engagement and diverse opportunities through partnering with students and our campus partners to create a sense of belonging to the CMU community. (June 2015 – Direct Supervisor)

PURPOSE: None noted.

PARTICIPANTS: 9,974 CMU students participated in at least one of our programs during the 14/15 academic year. Of course we target the entire on campus student population.

STAFF: Full-time 12 month: 3 full time P&A staff & 1 full time administrative assistant. Adjunct/cooperative staff during peak periods: 4 part time graduate student program coordinators.

LEARNING OUTCOMES: Next step in our process

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS: None noted.

ANTICIPATED CHANGES: None noted.

Mary Ellen Brandell Volunteer Center (submitted by Shawna Ross and staff/coordinators)

VISION: None noted.

MISSION: The Mary Ellen Brandell Volunteer Center's mission is to provide students the opportunity to serve their community, enhance their educational experience and develop into caring citizens. (Dean of Students, 2002.)

PARTICIPANTS: The Volunteer Center had **18,267** registered students, alumni, faculty and staff users within our OrgSync umbrella with **32,762** service hours logged in the 2014-2015 school year. This database offers volunteer opportunities through hundreds of non-profits and student-led programs (a total of **3,431** volunteer opportunities) for students to choose from during the academic year. In addition, the Volunteer Center also operates other student-led programs to engage and develop students through co-curricular service.

STAFF: 3 full-time administrative and 5 program managers. 14 part-time student coordinators.

The eight focus areas within the Volunteer Center are:

1.   NAME OF PROGRAM: Adopt a Grandparent

PURPOSE: Adopt-A-Grandparent (AAG) is a co-mentoring program that seeks to foster positive, meaningful relationships between CMU students and residents at the four assisted living centers with which we partner. The program matches students with a senior based on similar interests and each pair spends at least one hour per week together visiting, playing games, and learning from each other. Adopt-A-Grandparent was started in 2006 with grant funding from a Michigan Campus Compact Venture Grant beginning in 2006 with a CMU university fund match.

LEARNING OUTCOMES: -The relationship between the grandparent and the volunteer will increase emotional closeness to foster healthier relationships for his or her student volunteers and vise versa.
-The grandparent and the student viewing his or her co-mentor as a source of social support, increased communication, reducing the feeling of isolation
-Educational outcomes tied to justice issues facing the elderly
-Deepen capacity within the mid-Michigan community to foster awareness and respect for our most experienced citizens

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS: Increased community outreach and relationships, increased student retention among participants due to sense of belonging and mentorship

2.   NAME OF PROGRAM: Alternative Breaks

PURPOSE: Through CMU Alternative Breaks, students have the opportunity to develop into life-long active citizens in local, national and global communities through diverse, direct-service experiences dedicated to social justice.

LEARNING OUTCOMES: Adopted from Florida International University, outcomes for 2014-15 include the broad areas of; diversity, civic engagement, peer mentoring, risk management, community collaboration, organization & site development, conflict resolution, simple living, and reflection. Specific learning objectives are identified in each area.

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS: For students/University: higher retention rates for involved students, improved/increased community relations, positive publicity nationwide, contribute to the public greater good

Community: Participants involved in their local community upon graduation. The 30,000+ service hours amount to an estimated value of the time of over $692,100 (per Independent Sector's valuation of volunteer time).

3.   NAME OF PROGRAM: America Counts and Reads

PURPOSE: The purpose of America Counts and Reads is to outreach to elementary students who are falling behind their grade level in reading and/or mathematics. The America Reads segment of our program was instituted in 2000 and the America Counts function was "with grant funding from a Michigan Campus Compact Venture Grant beginning in YEAR with a CMU university fund match."

LEARNING OUTCOMES:
1. Effectively advocate for education, specifically regarding literacy and numeracy.
2. Measurable impact the performance of their assigned children in the school through methods discussed in monthly trainings.
3. Network within the educational community both at Central Michigan University and their assigned school.
4. Improved communication skills.

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS:
1. Improved community relationship between University and local elementary schools
2. Experiential learning opportunity for students in majors related to children, education, social work, etc.
3. Better prepared elementary school children with improved educational outcomes, including increased likelihood of college attendance

4.   NAME OF PROGRAM: David Garcia Project

PURPOSE: Advocate for persons with disabilities by educating CMU students through activities and reflection. The activities done try to demonstrate what difficulties a person could encounter if they had a disability. Established through Mary Ellen Brandell Volunteer Center, 2002.

LEARNING OUTCOMES:
1.   How to advocate and promote for persons with disabilities
2.   How to educate others about different points of view
3.   Understanding the challenges people with disabilities face
4.   Learn what facilitating and teaching are and the difference between the two
5.   How to speak in a public setting and how to debrief with a group of students after that have done activities that have put them outside of their comfort zones

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS:
The David Garcia Project anticipates that through the sessions and simulations that we host for the campus community of CMU we will help educate students further on how to advocate and promote disabilities awareness. By creating a more educated campus community we hope that our students will become more thoughtful and intentional with their actions when interacting with persons with disabilities, and be capable of providing more meaningful and personal connections.

For the campus and community, we believe this program will create a more welcoming, socially aware and just campus community.

5.   NAME OF PROGRAM: Lunch Buddies

PURPOSE: The program was developed to help elementary students form positive attitudes about school, encourage healthy nutrition and physical activity, and provide children with positive role models. Lunch Buddies was started in 2006 with grant funding from a Michigan Campus Compact Venture Grant beginning in 2006 with a CMU university fund match.

LEARNING OUTCOMES: CMU students will learn how to mentor and care for others in their community, understand injustices within society and how they impact the next generation, understand the role individuals can play in addressing societal inequities, develop clear and direct communication skills, develop teamwork skills. Child participants: CMU students serving as mentors help their Lunch Buddies become more healthy, confident, and hopeful about the future.

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS:
1.   Valuable experiential learning for majors with a focus on children, education, social work, etc.
2.   Improved community relations between University and K-6 education system
3.   Ability to influence students in the local K-6 education system preparedness and interest in for college
4.   Increased understanding of extra curricular learning and student development as an intertwined experience, inseparable educational elements of the student experience.
5.   Increased practice in the intersections between the academics and extra curricular experience and the co-curricular experience at CMU.

6.   NAME OF PROGRAM: Safer Sex Patrol

PURPOSE: Safer Sex Patrol is dedicated to educating the community about the importance of safer sex and abstinence as means to decrease the risk of spreading sexually transmitted infections (STIs). Established through the Mary Ellen Brandell Volunteer Center, 2000.

LEARNING OUTCOMES:
1. Learning how to speak to students about sometimes uncomfortable topics like safe sex
2. Learning how to collaborate with campus and community partners
3. What facilitating and teaching is and the difference between the two tasks are
4. Learning how to manage groups of students who may be placed outside of their comfort zones (talking about sexual health)
5. Learning how to debrief with students after they have been placed outside their comfort zones

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS:
Through educational and interactive programs, the Safer Sex Patrol creates a more educated and safer campus community in regard to sexual health. Through SSP educational opportunities, students and community members will make healthy, proactive decisions related to their sexual health.

7.	NAME OF PROGRAM: Service Ambassadors

PURPOSE: Service Ambassadors is a program that offers a variety of service opportunities throughout the academic year through which students can become engaged and connect with the mid-Michigan community in a meaningful way. Established through the Mary Ellen Brandell Volunteer Center with grant funding from a Michigan Campus Compact Venture Grant beginning in 2013 with a CMU university fund match.

LEARNING OUTCOMES:
1. Facilitation skills in terms of group activities and education
2. Leadership skills
3. Public speaking, communication, organizational and coordinating skills
4. Understanding of students with different backgrounds (and making an inclusive environment for the diverse students that participate in the program)
5. Community partner relationships
6. Sense of belonging and stability within the program
7. Advocates for social justice issues

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS:
Service Ambassadors hopes that through participation within the program students who may not be feeling a connection to the University will find a sense of belonging by being given the opportunity to connect with each other and to the campus community through meaningful service, leading to increased retention. We also hope that student participants are able to connect with each other and make new friends and further a sense of belonging to the University. In addition, we hope that students are able to enjoy their time giving back to the surrounding community and are able to learn about various social justice issues.

8.	NAME OF PROGRAM: Volunteer Center Events and On Campus Service Projects

PURPOSE: Volunteer Center events established in 2000. On campus service projects established in 2014. In addition to the hundreds of volunteer opportunities available through our community partners and other programs run through the Volunteer Center, the Volunteer Center hosts events and on campus service projects to help build awareness and connect students to different issues facing society. These events include:
>	9/11 Ribbons for Remembrance
>	Adopt-A-Family
>	Issue Day

Hunger & Homelessness Awareness Week and Cardboard City
MLK Day of Service
Valentines for Veterans
Be My Neighbor Day
Foster Care Fleece Blanket Project
Healthy Snack Pack Kit Stuffing

LEARNING OUTCOMES:
1. Gain a stronger understanding of social issues in the Mount Pleasant community, as well as around the world
2. Engage in service, education, and reflection related to a number of different social justice issues
3. Improve networking skills by interacting with professionals from local non-profits, organizations, and more
4. Learn how to get involved during their college years as well as post-graduation
5. Value making a long-term impact within a community and track that by learning how to log service hours through OrgSync and utilizing the Volunteer Center as a way to explore service opportunities

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS:
1. Engage students from a number of different programs, majors, and student groups in service, education, and reflection
2. Provide students with opportunities to learn and ask questions about social issues while accumulating service hours
3. Create caring and knowledgeable citizens that will take their passions about service to their communities
4. Establish meaningful partnerships with academic departments, offices, and community partners

ANTICIPATED CHANGES:

Adopt a Grandparent: Focusing on establishing more relationships between students and grandparents in the 4 facilities we are currently working with, and potentially growing the program to expand into other assisted living facilities.

Alternative Breaks: Currently working with Matthew Johnson, Ph.D. in Educational Leadership to re-write the learning outcomes for the AB program.

America Counts and Reads: Increase in the number of hours the students are tutoring this year.

David Garcia Project: Currently we are anticipating more collaboration opportunities as we are planning to reach out to more community partners. Along with the increase in collaboration opportunities, we anticipate an increase in the amount of programs (sessions) that will be offered to students now that the program has more student facilitators.

Lunch Buddies: Improved programmatic outcomes for CMU students
(1) Increased connections between students and the services made available to students throughout campus and the volunteer center. (i.e. counseling, Alternative breaks, student support services, career services etc.)
(2) increased participation with other students outside of the classroom (i.e. study groups, student clubs, student activities. etc.)
(3) decreased feeling of isolation/despair in reaching educational and developmental goals (creating networks with peer mentors, other mentees, students in classes, students in programs utilized by students)
(4) increased reflection on educational and career goals.

Safer Sex Patrol: Currently we are anticipating more collaboration opportunities as we are planning to reach out to more community partners. Along with the increase in collaboration opportunities, we anticipate an increase in the amount of opportunities (bar patrols, kit stuffings) that will be offered to students now that the program has more student facilitators.

Service Ambassadors: We are hoping to volunteer with new community partners and offer even more service trips to students this year now that we have an additional student coordinator working with the program this year.

Volunteer Center Events:
* Grow the Advocacy & Outreach Board, a new group of individuals who are striving to make Volunteer Center event management and outreach more cohesive and effective
* Create more on campus service opportunities and projects for students to engage in, both ongoing and one-time events
* Increase and maintain diversity
* Increase participation
* Develop new community partners and maintain the relationships that are already established

University Recreation (submitted by Jen Nottingham)

VISION: We are the premier destination at Central Michigan University for healthy lifestyle options and event -2012 Unit Staff Retreat.

MISSION: University Recreation, Events, and Conferences provides diverse programs, services and facilities, and builds partnerships to foster the development and enhance the quality of life and experiences of students, faculty, staff, and guests. (Unit Staff Retreat 2011)

PURPOSE: None noted.

PARTICIPANTS: While leadership involvement is an aspect of the experience for many other students beyond the student workers, only the employed numbers are included for the purposes of this report. The number of student employees was 375 during 2014-15. The ancillary impact of learning to engage in acts of leadership is infused throughout many other experiences that take place in the University Recreation, Events and Conferences area.

STAFF: Full-time 12 month:
> AVP- 1
> Directors -3
> Assistant Directors/Coordinators – 8
> Support staff (Clerical/Maintenance) – 5
> Adjunct/cooperative staff during peak periods:
> Injury Care Coordinator – 1
> Graduate Assistants - 7
> Graduate Assistant, Injury Care Center -1

LEARNING OUTCOMES:
AQUATICS
Learn-to-Swim Program
University Recreation's Learn-to-Swim program strives to provide all participants with positive learning experiences through teaching them how to be safe in, on and around the water.
Safety Education Program

University Recreation's Safety Education program is committed to improving the health and safety of the CMU community by being a quality resource for safety skills training.

CLUB SPORTS

Overall outcomes for participating in Central Michigan University's Club Sports Program
- Demonstrate positive sportsmanship behavior and program expectations
- Gain a memorable collegiate experience from their involvement

Students Leaders who hold a leadership role within the organization will be able to:
- Develop their leadership skills off the field/court by participating in scheduled leadership workshops and monthly meetings
- Apply their learned leadership skills/styles to their respective clubs
- Identify safety and risk management situations and develop solutions
- Create a positive experience for club members

Students serving as Club Sports Supervisor will be able to:
- Articulate the Club Sports program and facilities policies and procedures
- Identify safety and risk management situations and develop solutions
- Conduct field/court evaluation of club sports teams sportsmanship
- Interact and learn from competitive sports members
- Administer game day and field operation duties

FITNESS/WELLNESS

Students participating in the fitness/wellness program will be able to:
- Meet their fitness goals and improve their overall wellness
- Introduced to the benefits achieved with participation in physical/mental/ and social programming to enhance academic performance
- Measurement of health domains: body composition, blood pressure, flexibility, cardiovascular endurance and strength
- Manage stress, develop relationships and enhance self-efficacy
- Gain a memorable collegiate experience from their involvement

Group Fitness Leaders will be able to:
- Develop their leadership skills with participation in nationally recognized certification workshops and continuing education opportunities
- Apply their leadership skills with group fitness mentoring sessions
- Offer motivational tools and develop incentive programs for class participants
- Identify safety and risk management situations and develop solutions
- Facilitate a positive experience for class participants and overall health promotion
- Be effective with time management, class formatting and program development

INTRAMURALS

Students participating in any of the intramural sports will be able to:
- Demonstrate positive sportsmanship behavior in a competitive environment
- Gain a memorable collegiate experience from their involvement

Students who are employed with intramural sports will be able to:
- Gain opportunities to develop their leadership skills by handling conflict situations, working as a team, working in a supervisory role with other students, programming events.
- Implement new policies and procedures and make suggestions to how to improve the program.
- Identify safety and risk management situations and develop solutions

- Create a positive experience for intramural participants.

Students who are employed as an Intramural Sports Supervisor will be able to:

- Evaluate and coach intramural officials.
- Resolve disputes between participants on-site.
- Assist in giving sportsmanship ratings to teams.
- Monitor facilities during all intramural activities.

STUDENT EMPLOYMENT

Students who are employed with University Recreation will be able to:

- Gain opportunities to develop their skills by handling difficult situation, working as a part of a team and providing positive customer service.
- Identify safety and risk management situations
- Create a positive experience members/participants and/or guests.

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS: We value partnerships with campus and academic partners. We consider our department positive platform for co-curricular experiences.

ANTICIPATED CHANGES: Our department is moving from Financial and Administrative Services division to Student Affairs (ESS).

Leadership in Student Affairs - Minor (submitted by Matt Johnson)

VISION: None noted.

MISSION: The Leadership in Student Affairs minor fosters self-awareness, acceptance, ethical decision making, student development/engagement, and community building by integrating theoretical frameworks and practical applications for students. The program will focus on the *Professional Competencies Areas for Student Affairs* from ACPA/NASPA; however the skills learned in this program are applicable to multiple educational settings and careers.

PURPOSE (drawn from Program Description): The Department of Educational Leadership at Central Michigan University proposed and gained approval for a new undergraduate minor in Leadership in Student Affairs. This new program will prepare individuals for a career in diverse educational settings, specifically student affairs. This program will be connected to the existing Master in Higher Education degree and allow the students to earn a master's degree in an accelerated format. In the new minor, undergraduate students will complete four 500-level courses which will transfer into the existing Masters of Higher Education degree. The intended audience for this program will be students interested in serving in student affairs roles at an institution of higher learning, although the courses will match many educational careers and settings.

STAFF: Current EDL faculty members and doctoral students will be used to launch the program with no additional fulltime faculty needed to coordinate the program. Educational Leadership doctoral-level students may also be used as faculty in this new minor.

PARTICIPANTS: Individuals seeking careers (and potentially a Master's in Higher Education) in a higher education setting as part of a functional area of student affairs. Since the leadership capacities taught and learned in this program will be transferable to many diverse educational settings, the minor may appeal to other education-related students as well. The optimal size for this academic minor is 50 students. This number allows for a variance in the course offerings per semester with adequate enrollment and provides a manageable capstone course size for faculty.

LEARNING OUTCOMES (Goals listed in proposal):
1. Prepare students to assist, advise, and help students in a variety of educational settings.
2. Prepare students to understand assessment through active evaluation of programs and personnel.
3. Prepare students to serve and respect diverse populations in unique settings.
4. Prepare students to integrate ethical decision making into their personal and professional practice.
5. Prepare students to be inclusive leaders who work toward social justice in educational settings by understanding self, the larger community, and the profession.
6. Prepare students to examine internal and external strengths/weaknesses of self, others, and educational settings by having a clear sense of the variance that exists in attitudes, values, beliefs, and thoughts.

IMPACTS FOR ACADEMIC DEPARTMENTS, STUDENT AFFAIRS, INSTITUTION, COMMUNITY AND OTHERS:
The development of a Leadership in Student Affairs minor would positively impact numerous degree-based programs at CMU by potentially reaching a new student audience. The inclusion of *LDR 200: Introduction to Leadership* in this minor would positively impact that interdisciplinary Leadership minor program as well as several other leadership initiatives at the institution. This proposed minor has a leadership theme, but is very specific to a career in an educational setting. Therefore the impact to the current leadership minor (interdisciplinary format) will be minimal. It is meant to complement, not compete with the existing leadership minor. Adding the curricular elements of leadership to a curriculum grounded in the student affairs professional standards will continue to propel Central Michigan University forward in the aspects of leadership education. Currently, CMU is part of only 6% of universities nationally with a structured undergraduate leadership educational program (Owen, 2012).

The program will also positively impact the student affairs mission of the campus. Programs such as Leadership Safari, student activities, Greek and residence life use advanced undergraduate students as mentors to support their mission and having some of these students already trained in the competencies of the professions will be an advantage. The program's unique structure will allow a student to graduate with a master's degree in five years. This timeline will attract a new population of students to CMU: those who seek to work in the student affairs or other diverse educational settings.

ANTICIPATED CHANGES: New program.

Appendix F
International Leadership Association
Guiding Questions

i. Section 1 – Context: *How does the context of the leadership education program affect the program?*
    1. *What specific contextual categories impact the leadership education program?*
    2. *What cultural contexts impact the leadership education program?*
    3. *How does the specific institutional context impact the leadership education program?*

ii. Section 2 – Conceptual framework: *What is the conceptual framework of the leadership program?*
    1. *What are the theoretical foundations and historical perspectives underpinning the leadership program?*
    2. *What theories and beliefs about teaching and learning underlie choices made about pedagogy, assessment, ordering of content, and activities?*

iii. Section 3 – Content: *What is the content of the leadership education program and how was it derived?*
    1. Specific Questions on Foundations of Leadership (Wren, 1995; Wren, Riggio, & Genovese, 2009):
    What are the theories and definitions of leadership being taught in the program? What are the philosophical approaches taught in the program? What are the historical perspectives presented in the program? What are the disciplines that inform the study of leadership in your program? What is the theoretical and empirical basis of the content taught?
    2. Specific Questions on Strategic Leadership (Komives, Lucas, & McMahon, 2007; Northouse, 2009):
    How does the program help students understand leadership concepts and terms? How does the program help students master key concepts in strategic leadership such as (vision, purpose/mission, needs assessment, planning, change management, problem solving, conflict, decision making, motivation, building a culture, cultural analysis)?
    3. Specific Questions on Personal Development (Hughes, Ginnett, & Curphy, 1999):
    How does the program promote personal development in way that leads to increased capacities for individual and collective leadership? How does the program help students explore the following areas of individual and collective leadership: self-awareness (inside-out), personal growth/change, renewal, spirituality, self in relation to others?
    4. Specific Questions on Organizational Leadership (Hickman, 1998; Morgan, 2006):
    How does the program advance a student's understanding of organizational context and structures of leadership? How does the program include aspects of interpersonal skill development necessary in a leadership context? How does the program help students comprehend the following organizational context and structure for action and results: organizational design and structure, interpersonal skills, communication, resource allocation and management, technology, group dynamics, and law and policy?
    5. Specific Questions on Ethical Leadership (Ciulla, 2003; Price, 2008):
    How does the program define "ethical leadership"? What concepts underlie the notion of ethical leadership in this program (e.g., virtue, justice, efficiency, moral reasoning, and constitutional rights)?

iv. Section 4 – Teaching and Learning: What are students' developmental levels and what teaching and learning methods are most appropriate to ensure maximum student learning?
    1. Vertical axis: Leadership Identity Development Model
        a. Stage One: Awareness
        b. Stage Two: Exploration
        c. Stage Three: Leader Identified
        d. Stage Four: Leader Differentiated
        e. Stage Five: Generativity
        f. Stage Six: Integration
    2. Horizontal Axis: Guiding Questions:
        a. What are the concerns and issues of teaching and learning at each LID stage?

    b.   What is the role of the instructor, the teaching methodology, and approach to teaching at each LID stage?

    c.   What are the expected learning outcomes at each LID stage?

    d.   What are the roles and responsibilities of the learners at each LID stage?

    e.   What are possible learning activities, projects, and/or experiences appropriate for each LID stage? *What are the key philosophical and/or theoretical concepts and/or beliefs that provide support in each LID stage? (reference also Guiding Questions Section 1) Which philosophical or theoretical focus would be most appropriate for the leader- learners in this teaching environment, age group, and experience level? Should teaching be based on traditional pedagogy or on nontraditional andragogy or pedagogy? Which philosophers or theorists should provide grounding to the needed approach? How does the choice of student audience impact the choice of teaching pedagogy? Does the program target undergraduates in a degree program, a minor program, or a certificate program? Does the program target working or nonworking individuals: in leadership positions, seeking certification, seeking graduate degrees, seeking continuing education or career advancement development, or career changes?*

    f.   Specific questions regarding individual students? *What are the social and cultural contexts/issues/concerns (SCC) in which teaching and learning take place across the guiding questions? (reference also Guiding Questions Section 2) How might the SCC impact students' and instructors' understanding of the processes of teaching and learning and their possible roles in these processes? What methods might be employed to increase their abilities to utilize a wider array of teaching/learning processes? How might the SCC impact students' and instructors' understanding of leadership (as a process)? What methods will increase their knowledge, various dispositions, and/or skills of leadership?*

v.   Section 5: Outcomes and Assessment: What are the intended outcomes of the leadership education program and how are they assessed and used to ensure continuous quality improvement?

    1.   General Question 1: *What are the desired outcomes of the program at the institutional, program, and student levels? Does your institution identify outcomes to be achieved by its students? What are they (conceptual and operational descriptions)?   Does your program have program related outcomes that graduates will have achieved upon graduation from the program? What are they (conceptual and operational descriptions)? Do the program outcomes support and/or complement your institutional outcomes? Does your program specify learning outcomes for its students? What are they (conceptual and operational descriptions)?   Do student learning outcomes support and/or complement your program outcomes? How do student learning and program outcomes connect to and support each other? How do they contribute to growth and competency in leadership (conceptual and operational descriptions)?*

    2.   General Question 2: *What are the identified leadership competencies and proficiencies and how do they relate to the program's philosophical and theoretical perspectives? What competencies and proficiencies of leaders and followers are identified in your program and student learning outcomes? Are the underlying theoretical and philosophical frameworks explicitly named? What are they? How are they linked to the outcomes?*

    3.   General Question 3: *How do the desired outcomes relate to conceptual, contextual, content and delivery related elements (see previous sections) How are your institutional, program, and student learning outcomes linked to the respective contextual environment? (reference Guiding Questions Section 1) How are your institutional, program, and student learning*

outcomes linked to the respective conceptual frameworks? (reference Guiding Questions Section 2) How does the course design process ensure the selection of course content that is supportive of intended learning outcomes and their assessment? (reference Guiding Questions Section 3) How does the program's approach to teaching and learning ensure that the selected course delivery methods support the student learning and program outcomes? (reference Guiding Questions Section 4)

4. General Question 4: *How will you know when you have achieved those outcomes? What are your essential indicators? What is the assessment system?*
Do your outcome descriptions include assessable criteria and indicators of success? How are these criteria and indicators measured and/or assessed? How is this assessment meaningfully fed back to students, to the program, and to the institution? How does the program support the application of the feedback on an institutional, program, and student level?

5. General Question 5: *How are the criteria for excellence incorporated into assessment?*
What are the areas and characteristics of excellence for your program? What is the benchmarking process for the chosen areas and characteristics? What are quantitative and qualitative indicators and measures? How are these benchmarking and measuring processes integrated in your assessment system?

6. Specific Questions on the Institutional Level:
How do institutional governance processes use your assessment of learning outcomes and program evaluation to inform decisions about your program? What are the feedback and program development processes for your program? What is the strategy development process for your program? How is your program embedded in these processes? What are the interfaces? What information flows through these interfaces? How are the results of learning outcome assessment and program evaluation fed back into these processes? What indicators of learning (and learners') successes and needs are these processes based on? What sources external to your institution inform your assessment and evaluation? What are the relevant fields of practice for your program? What are the relevant communities outside of the program and institution that your program caters to? What are the requirements coming from these fields and communities? How are these taken into account when describing the intended learning and program outcomes? How are these taken into account when designing the respective assessment and evaluation system? What are the criteria and indicators of successful application of newly acquired knowledge and skills into practice? What are the appropriate mechanisms and indicators of assessment? How are they built into program assessment and evaluation?

7. Specific questions on the Program Level:
What conceptual frameworks (see Sections 2 and 4) inform your assessment of learning outcomes and program evaluation? How do you incorporate formative assessment and evaluation as a process into your ongoing assessment of outcomes? What are the fields of practice your program serves (see Guiding Questions Section 1)? How do they influence the design and assessment of your program (outcomes)? How do you use summative and formative assessment of student learning outcomes to inform your evaluation of your program outcomes (organizational learning)? What is the evidence of organizational learning at the program level? How do the chosen outcomes inform the implementation of your program?

8. Specific questions on the Student Level:
How do you assess competency and growth in your students (in other words, what value- added to the student results from participation in your program)?

Appendix G
Leadership for a Better World
2nd Edition
Wagner and Komives

	Key Topics
Foreword, *Helen and Alexander Astin*	Lena and Sandy Astin to use their personal story in connection to the story of the SCM.
Preface, *Susan and Wendy*	Revisions, why we did the book as we did.
C1: Transitions in Leadership, *Denny Roberts*	• Transition of leadership paradigms (including at time and as last 20 years emerged) • Situate the SCM/collaborative leadership in that story • Ensemble story (including the music metaphor) • Importance of collaborative leadership for positive change • Wide usage of the SCM (*Kezar*), and its continued relevance today.

C2: SCM Overview, *Kristan Cilente Skendall*	• Leadership as relational and process-oriented rather than positional and about individual behavior. • The model's approach and assumptions • Individual, Group, Community Values • Concept of Individual Development, Group Development, and Community Development • Change • Knowing, Being, Doing • Using the model as both a diagnostic tool for understanding your organization and as a tool for self-directed leadership development.
C3: Consciousness of Self, *Sherry Early (and Justin Fincher)*	• Aspects of individual identity (e.g. personal values, culture, family, generational peers, style, talents, aspirations, faith/spiritual work as personal meaning-making). Understanding your own world view and positionality, social identity and intersectionality *(Astins 2010 spirituality work and possibly Stewart, Kocet, and Lobdell, 2011)* • Others' perceptions of us, keeping Johari Window. Intro social perspective taking *(possibly Dugan, Bohle, Woelker, & Cooney, 2014 Social Perspective Taking & Leadership)* • Consciousness of self and one's online presence, critical examination of the concept of "branding" • Self-efficacy and leadership efficacy *(Bandura, social learning theory),* feedback • Mindfulness (as concept but not header) • Developmental readiness and identity as not static. Introduce concepts of human development (intra, inter personal, cognitive), these will be follow-up on in Congruence and Commitment. (Kegan's car metaphor; *Avolio*)
C4: Congruence, *Tricia Shalka*	• Social identity development/self-authorship building from C3 and going deeper. • Ethics as congruence in both goals and processes *(Craig Johnson, Rushworth Kidder)* • Courage: a) espoused and enacted values; b) the courage to realize one's potential *(Marianne Williamson)*

	• Authenticity in leadership • Congruence-building – action steps to increasing one's congruence
C5: Commitment, *Ashlee Kerkhoff and Daniel Ostick*	• Why Commitment is important for both groups and for leadership development (LID); present on leader identity development • Credibility as foundation of leader effectiveness (see *Kouzes & Posner*) • The Origins of Commitment: Finding one's passions. • Sustaining commitment: resilience and burnout • Call to action: become a change agent. Do leaders make the movements or do the movements make leaders?
C6: Collaboration, *Jordan England*	• Building trust • Cooperation, compromise, competition and collaboration • Making collaboration work • The importance of process and inclusivity and diverse perspectives • Addressing challenges to collaboration (mistrust, etc.) (possibly Heifetz' concept of 'doing the work' rather than 'work avoidance')
C7: Common Purpose, *Marybeth Drechsler Sharp (and Alex Teh)*	• Common Purpose as shared Vision, Aims and Values: how to arrive at a truly mutual vision (personalized and socialized vision) • Common Purpose as shared values related to group processes (*Tuckman*) • Working Together Toward a Common Purpose: communication; decision-making; facilitating inclusive group processes • Sustaining Common Purpose: Communicating mission and process values as membership shifts and contexts change; how symbols and story-telling communicate common purpose

C8: Controversy w Civility, *Cecilio Alvarez*	• Distinguish controversy from conflict. (Resolution of conflict is not always the outcome, nor is how to resolve conflicts the point of this chapter.)
	• The risks of groupthink and false harmony (Janis)
	• The risks of incivility
	• Why this C is important for both leadership development and social change. (*MSL on socio-cultural discussions*)
	• Practicing Controversy with Civility:
	   o awareness of one's own world view (attitude formation & framing, critical self-reflection);
	   o awareness of other world views (social perspective taking and critical thinking/examination of assumptions).
	   o Fostering civil dialogue (Bohm; Kazepides; *Dialogue across difference : practice, theory and research on intergroup dialogue* (Gurin, Nagda, Zúñiga, 2013)
	   o Creating organizational norms that support healthy dialogue
	   o Creating organization norms that counter groupthink and false harmony. (Janis)
	• Examining context and spaces (civility online and in other public forums)

C9: Citizenship, *Jennifer Bonnet*	
C10: Change, *Sunshine Oey and Rajelin Escondo*	

C11: Social Change, *Wendy Wagner*	Some content will be moved from "Becoming a Change Agent" chapter: • Forms of power, claiming power • The meaning of being a catalyst (chemistry metaphor)
C12: Applying the Model, *Marguerite Bonous-Hammarth*	

Appendix H
Proposals to Increase Scale or Enhance Impact of Current Programs

Subsequent to the consultant's October 26/27, 2015, campus dialogues, the Mary Ellen Brandell Volunteer Center, Leadership Camp, Leadership Institute/Leader Advancement Scholars, Leadership Safari, and Student Activities and Involvement were asked to complete projections for increased operating and staff needs to respond to the proposals included in this report. The specific direction was to respond with the best estimates that they could project related to existing programs. Planning for new programs will be undertaken after a comprehensive model is approved.

Leadership Camp indicated that no resources were required. The proposals for the other areas are included below.

Person completing projections: Shawna Ross

Department: MEB Volunteer Center

Initiative #1			
What specific program or initiative? Developing credit-bearing service experiences or inquiry learning.			
Response to assessment and recommendations in Comprehensive Leadership Program Report: In reference to your recommendation that the Volunteer Center does not have "much on curriculum-based service/inquiry learning" my interpretation of the overall report is that as a team, we will continue to develop cohesive learning outcomes and once that has been accomplished and we've identified VC programs that align with curriculum-based service, we'd work with the EDL faculty team (or the assigned faculty in our work group) from the proposed Leadership Research Center. Once we've accomplished this, I feel that we could better understand if we are able to move forward with existing staff and resources, or if we have a need for additional assistance. Perhaps from CETL (Center for Excellence in Teaching and Learning) to approach academic apartments to further develop credit-bearing service experiences/inquiry learning.			
Is the initiative to be scaled for larger participant numbers or deeper impact? Both			
Description of enhancement: By meeting the recommendation of expanding to include credit-bearing service, we anticipate not only a deeper impact on student learning but larger participant numbers when we can offer both Service-Learning and Co-Curricular experiences.			
What is the intended impact of this initiative? Identify credit-bearing service experiences to enhance/stimulate learning and development related to service, including charity to philanthropy to humble service and in this process, increase our capacity to reach more students and enrich the development of their identity as global citizens.			
If you have impact/outcome measures in mind, please note them (optional):			
Projection of resource needs			
	Immediate	2-years from now	5-years from now
Operating budget			
Full-time staff			

Part-time staff			
Student employees			
Other – Faculty Leadership Research	Assigned Faculty Member from FLR Team	Assigned Faculty Member from FLR Team	
Assistance needed from other departments (if any)			Assigned Faculty Member and bridge with CETL Service-Learning Faculty

Person completing projections: Gaken, Daniel

Department: Leadership Institute

Initiative #1
What specific program or initiative? Enhanced student leadership program sequence. Capacities for current Leadership Institute program initiatives are limited by both staffing and financial resources to support program enrollment. Additional funds and staff requested (see below) will afford greater numbers of students to participate in Central Michigan University's student leadership programs, including: the Spark Leadership Series, Ignite Leadership Cohort, Connections Leadership Conference, the LeaderShape Institute, and Catalyst.   Once a new conceptual framework has been agreed upon by the CMU community, new programs will be necessary to complete omissions in delivering content in each continuum.   This proposal seeks additional staff within the Leadership Institute to both create new leadership programming and assist other units in doing so. Many units (both in the academic colleges as well as student service units within ESS) have exceptional student leadership development opportunities. Additional Leadership Institute staff can provide coaching to units as they seek to align their programs with a new leadership framework and can assist in coordinating assessment of learning outcomes with faculty researchers in the Educational Leadership department.   Additional staff would (ideally) work closely with faculty in a new cross-disciplinary leadership studies department to ensure that leadership opportunities exist in the Leadership Institute that support classroom learning on the leadership studies minor. This might include programming that can be incorporated into class assignments and student employee opportunities to deliver programs that can also be practicum experiences for students enrolled in the Applications of Leadership Course (LDR 402).   Of the staff request outlined below, additional positions would include: • One Assistant Director/Leadership Institute (PA-3) to support enhanced capacity in existing student leadership programs. • One Assistant Director/Leadership Institute (PA-3) to work in a collaborative effort with other units to develop new student leadership programs and help other units align their student leadership learning with the new leadership model and framework. This staff member would both work to create new initiatives while also cataloging existing opportunities so as to be able to provide students with a personalized "road map" that guides them to opportunities across campus that allow them to advance on each continuum outlined in the framework (a "Leadership Emory" style resource). • Two additional graduate assistants (GA) to support the above positions.

Response to assessment and recommendations in Comprehensive Leadership Program Report: Yes, this request is a direct response to Dr. Roberts' recommendation that program capacities be increased and that Central Michigan University employ a collaborative approach, in particular between the academic areas teaching leadership studies with formal student leadership development programs.

Is the initiative to be scaled for larger participant numbers or deeper impact? Yes. This request is explicitly designed to expand the number of students able to participate in student leadership programs. Deeper impact will be achieved by pairing students' academic programs (i.e., leadership minor students completing the Applications of Leadership Course (currently, LDR 402) with learning beyond the classroom by providing these students additional roles in an increased array of leadership programs, both within the Leadership Institute and with key campus partners.

Description of enhancement: This additional staffing and programming funding would afford both:
1. Increased capacity at existing student leadership programs (Spark, Catalyst, Connections Leadership Conference, LeaderShape Institute, and Ignite Leadership Cohort)
2. Resources in the form of staff to develop new leadership programs to address omissions in the programming sequence after a framework and model have been agreed upon through a collaborative process. The development of new student leadership programs will also include partnerships with other units (both within ESS and across the academic colleges) that allow for units beyond the Leadership Institute to offer leadership opportunities.

What is the intended impact of this initiative? This initiative's immediate impact would be the increased access to student leadership programs at Central Michigan University. After the development of a comprehensive leadership framework and model this would ensure that our program offerings adequately deliver opportunities for students to advance on each continuum with the model.

If you have impact/outcome measures in mind, please note them (optional):
These impacts would be measured in a variety of capacities, including:
- Enhanced student leader self-efficacy (as evidenced by data collected by the Multi-Institutional Study of Leadership (MSL) and custom assessment tools created in collaboration with faculty researchers within Educational Leadership
- Continued use of the Socially-Responsible Leadership Scale to measure a student's sense of responsibility to community
- Long-term implementation should dramatically increase enrollment in student leadership programs. This enhanced student engagement would be evidenced by Central Michigan University's student engagement measures on the National Survey of Student Engagement (NSSE) moving closer to peer institutions, and in some areas beginning to surpass our peer and aspiration institutions
- Increased opportunities for student leadership development should result from increased cooperation with academic units

Projection of resource needs			
	Immediate	2-years from now	5-years from now
Operating budget	$100,000 in programming funds (this would afford the	Additional $50,000 for new student leadership initiatives (as	As needed to allow program capacity to meet demand.

	Leadership Institute to offer one additional session of both the LeaderShape Institute and Catalyst, allow for extra students to attend the Connections Leadership Conference, both a spring and fall cohort for the Ignite Leadership program, and additional sections of the Spark Leadership Series.	determined by omissions in the programming sequence).	
Full-time staff	Two additional Assistant Director/Leadership Institute positions (per Puffenberger email of 11/3/15, each would cost an estimated $46,962, totaling $93,924)		If program demand requires, one additional PA-3 Assistant Director
Part-time staff	Two graduate assistants to support increased program efforts ($21,929/each totaling $43,858)		If program demand requires, one additional GA
Student employees	10 additional Program Coordinators to work in facilitator trainings and enhanced marketing initiatives	5 additional student program coordinators to support newly created programs	As needed
Other	Office space for additional staff; access to campus space for larger program enrollments		
Assistance needed from other departments (if any)	Identification of key partners from the Academic Colleges, Office of Residence Life, Career Services, Student Activities and Involvement, the Volunteer Center, and others to ensure that program offerings align with the new leadership framework and that students are connected with opportunities that best meet their needs		

Person completing projections: Gaken, Daniel

Department: Leadership Institute

Initiative #2
What specific program or initiative? To expand the Leader Advancement Scholar (LAS) cohort. Documented leadership learning, student engagement, and student success indicate that the LAS cohort is one of the university's best investments in student leadership programs. However, the program has a number of (fair) criticisms, notably that it can appear elitist and serves to create an "in group" and "other group" for students participating in student leadership programs at CMU.
Response to assessment and recommendations in Comprehensive Leadership Program Report: Yes. This request speaks directly to Dr. Roberts' assertion that scholarships and admittance to the Leader Advancement Scholarship cohort should be made available to current Central Michigan University students.
Is the initiative to be scaled for larger participant numbers or deeper impact? Yes. This proposal seeks to increase the capacity of the Leader Advancement Scholarship cohort. In theory, revenue generated by student enrollment in LDR coursework more than offsets the programmatic costs of delivering cohort experiences, thus the program is infinitely scalable so long as CMU is willing to commit staff to support the program.   The leadership development protocol required of Leader Advancement Scholars is amongst the most comprehensive in the nation, affording more students this opportunity for deeper impact (that can be measured via their electronic portfolios).
Description of enhancement: Essentially, this program request would double the size of the Leader Advancement Scholarship program and provide a secondary admission process by which current CMU students could join the program and complete the Protocol.
What is the intended impact of this initiative? The impact of the Leader Advancement Scholarship program is well documented on campus – increased student engagement, dramatic improvement in graduation and retention rates, and increased leadership self efficacy. This proposal seeks to more than double the number of students engaged with the LAS program while at the same time combatting the perceived elitism caused by the scholarship's admission process. This would create more than 300 champions for student leadership, each well versed in the new framework and able to articulate both what they have learned about leadership and how they have changed as a result of being part of leadership programs at CMU, and the importance of student leadership development.
If you have impact/outcomes measure in mind, please note them (optional): • Enhanced student leader self-efficacy (as evidenced by data collected by the Multi-Institutional Study of Leadership (MSL) – the LAS cohorts are currently assessed as a separate group) and custom assessment tools created in collaboration with faculty researchers within Educational Leadership • Continued use of the Socially-Responsible Leadership Scale to measure a student's sense of responsibility to community • Ability to use the students' ePortfolios, and their use of the learning outcomes as meta tags, to measure attainment/advancement on the continuums outlined in the new leadership framework

Projection of resource needs			
	Immediate	2-years from now	5-years from now
Operating budget	Program costs associated with doubling the LAS cohort comprise two large costs: additional scholarship dollars and program dollars. The first does not		

represent an actual cost to the university (scholarships, below the cost of tuition, are truly a discount rate, and in the case of LAS actually attract students to the institution and therefor represent an opportunity to increase revenues).

This request totals $440,820 annually, including:
$320,00 in additional scholarships
$30,000 in support for programs
$90,820 for additional staff

The cost of growing the Leader Advancement Scholarship cohort from 40 to 80 students annually would be staggered over four years until the program had reached capacity. Currently, Central Michigan University contributes approximately $320,000 annually towards Leader Advancement Scholarships.

In the initial year, an additional $80,000 in scholarship funding would be needed ($2,000 per student at the rate of 40 students) bringing the cost of the awards to $400,000.

The second year would represent an increase in scholarship dollars of $160,000, for a total cost of $480,000.

Year three would again see the same pace of growth, valued at $240,000 above the current cost and a total cost of $560,000.
The fourth and final year of expansion would cost $320,000.

While some of the experiential initiatives for the Leader Advancement Scholarship cohort is funded by the tuition revenues from the LDR 100 course, the majority of funding comes from base allocations to the Leadership Institute account (24646) and from LAS participation in events which are open to the entire campus community and funded through the Leadership Institute's Campus Programming Fund account (25556). A few small expenditures (such as class fleeces and technology upgrades) are covered through the Leadership Institute development account that consists of contributions from Dyke Heinze, Dan Gaken, and several other LAS alumni.

While some program revenues would increase proportionally through added enrollment in LDR 100, the following programs would need additional funding to support a larger cohort.

LAS Mentor Retreat ($10,000 program fees, $2,500 transportation) The mentor retreat, held each fall at an off-campus adventure-based learning center is widely cited by LAS and LAS alumni as one of the most integral components of the Leader Advancement Scholarship experience. This program facilitates the strong relationships students develop with their upper-class mentors, a key factor in achieving the connectivity that allows

	these students to thrive. The annual retreat costs approximately $12,500 for lodging, meals, challenge facility rental, and transportation. This budget item would need to be doubled in the first year of expansion to accommodate the additional 40 freshmen and their mentors. **Leader Advancement Scholarship Competition Day ($5,000)** The Leader Advancement Scholarship competition day is both an opportunity to showcase the Leadership Institute and Central Michigan University to prospective students and to evaluate LAS candidates. In past years 80 students were brought to campus to compete for 40 scholarships. While the number of invited students need not necessarily double to successfully identify 80 scholarship recipients, it would need to significantly increase. The necessary program materials, hors devours, charges for Facilities Management employees and University Events staff, and volunteer trainings would represent an approximate $5,000 increase. **Leader Advancement Scholarship Graduation Banquet ($1,250 in first year to $5,000 in the fourth year)** Held annually, the Leader Advancement Scholarship Graduation Banquet recognizes the graduating LAS seniors, Leadership Institute student staff, and outstanding achievements from the past academic year. In the first year of expansion, an additional $1,250 would be necessary to cover program materials, invitations, and meals for the additional LAS recipients, this amount increase by $1,250 annually until the program has reached its full size of 320 students. **General Operating Costs ($5,000—$7,500)** In addition to program specific costs, general operating costs associated with the program such as additional hours for student assistants, postage, copies, classroom supplies, etc. would need to be increased. Additional personnel would also increase the necessary S&E expenditures for technology, added phone lines, etc.		
Full-time staff	The proposed expansion of the Leader Advancement Scholarship (LAS) cohort from 40 annual recipients to 80 would necessitate additional Leadership Institute staff. With over 300 active students, the Leadership Institute's clientele would look more like the University Honors Program's than the current LAS cohort. Their staffing model currently calls for a staff of five (a director, associate director, academic advisor, and two support staff) with two additional part-time staff brought in during advising periods. This proposal asks for one additional Assistant Director/Leadership Institute (per Puffenberger email of 11/3/15, this position would cost an estimated $46,962)		
Part-time staff	Two graduate assistants to support increased program efforts ($21,929/each totaling $43,858)	NA	
Student employees	NA	NA	NA
Other			
Assistance needed from other departments (if	Additional scholarship students would require coordination with the Office of Residence Life to reserve additional leadership-themed housing.		

any)	Additional coordination with departments offering "L" courses would also be required

Person completing projections: Dani Hiar

Department: Leadership Safari/Residence Life

Initiative #1
What specific program or initiative? Leadership Safari Staffing
Response to assessment and recommendations in Comprehensive Leadership Program Report: We do a fairly good job of assessing the impact of Leadership Safari in terms of retention, persistence and success. We fall short in expanding upon understanding the learning that is taking place by the students who are both participating in the program or serving on staff.
Is the initiative to be scaled for larger participant numbers or deeper impact? Both. But mainly will look at deeper impact.
Description of enhancement: Leadership Safari is woefully understaffed. One full-time staff member with the support of a part-time (10 hours per week) professional, coupled with a graduate assistant and three student staff assistants is not a sustainable model. Gaps in effective assessment, enhanced curricular development, and learning outcomes continue to be there without the proper support of an adequate staffing model. There needs to be an additional full-time staff member brought into the mix in order to alleviate the time commitment that this conference entails. I would also like to see an additional graduate assistant brought online to help to focus on the student staff development and conference logistics management.
What is the intended impact of this initiative? The intended impact will be to free up time for me to be able to enhance assessment, focus on staff development and curricular/learning outcomes, and to examine if program growth is truly a possibility given the parameters and limitations of current facilities.
If you have impact/outcome measures in mind, please note them (optional):

Projection of resource needs			
	Immediate	2-years from now	5-years from now
Operating budget			
Full-time staff	2 (1 new)	2	2
Part-time staff	1	1 (new administrative)	1
Student employees	5 (1 new-GA)	5	5
Other			
Assistance needed from other departments (if any)			

Further note: My immediate projections include bringing on a full time staff member in this year, which would replace the need for the part time flex staff member. It also includes the inclusion of another graduate assistant, but this can wait through the cycle of this academic year, with a hopeful addition coming in the late summer, prior to the next conference. Having 2 grads on an alternate year cycle would be helpful so as to not have to do completely new training every year for the graduate level students. It is expected to have a high turnover with student staff, but it would be a better sustainable model to minimize the turnover rates with grads.

With regard to 2-year projection, it would be ideal to bring on an administrative assistant to help with some of the tediousness of paperwork from billing, to credit card reconcile, to reservations.

While I'm putting this in for 2 years, this model is not sustainable long-term.

Person completing projections: Damon Brown

Department: Student Activities & Involvement

Initiative #1
What specific program or initiative? Student Activities
Response to assessment and recommendations in Comprehensive Leadership Program Report: Yes
Is the initiative to be scaled for larger participant numbers or deeper impact? Deeper Impact
Description of enhancement: To provide professional leadership and support to students responsible for coordinating major campus events.
What is the intended impact of this initiative? To ensure alignment of student activities area to division goals and to assist and support student leaders grow as leaders.
If you have impact/outcome measures in mind, please note them (optional):

Projection of resource needs			
	Immediate	2-years from now	5-years from now
Operating budget			
Full-time staff	(1) $60,000		
Part-time staff			
Student employees			
Other			
Assistance needed from other departments (if any)			