



University Faculty Senate

Best Practices in Student Leadership Programs

**University Faculty Senate
Student Life Committee
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The State University
of New York

Best Practices in Student Leadership Programs

“When we cast our bread upon the waters, we can presume that someone downstream whose face we will never know will benefit from our action, as we who are downstream from another will profit from that grantor’s gift.”

- Maya Angelou from Wouldn’t Take Nothing for My Journey Now, Part 3 - The Sweetness of Charity

Introduction

The importance of leadership programs is recognized by SUNY, future employers of SUNY graduates, and by students themselves. Recognizing this, the University Faculty Senate Committee on Student Life provides this document with some baseline information and several examples of leadership programs in existence on various SUNY campuses.

- SUNY recognizes the importance of leadership development by measuring it regularly as part of the Student Opinion Survey (Section IV – College Outcomes, Item 11).
- Students are arriving at college already thinking of themselves as leaders and programs providing leadership development are an expectation.
- Questions such as “Give me an example of a problem you’ve faced and how you solved it?” are becoming standard fare in job interviews.

Throughout SUNY, leadership programs are offered in many forms. Some are leadership series, some are leadership weekends (or institutes), and some are online programs. Many are a combination of all of the above. All are valuable experiences. An additional facet of this document is a review of how leadership skills are documented.

Surveys

As part of this study, we conducted two surveys of campus professionals.

The first survey was sent to career development officers within SUNY and asked them their thoughts on the following:

- Usefulness of co-curricular involvement documents to students
- Usefulness of co-curricular documents to employers
- Pros and Cons between verified transcripts and self-reported documents

The second survey asked for information on existing leadership programs within SUNY and for programs that could serve as models. Question topics included:

- Type of program
- Standards used to develop programs
- Documentation methods

Resume Building

As expected, the results of the career development survey strongly suggest that anything that we can do to help students collect information about leadership activities will benefit them. The respondents were split on the benefit of an official document (i.e. co-curricular transcript) vs. a portfolio. The quote that most summed up the attitude of the career development professionals is *“In our world, co-curricular transcripts are called resumes. The majority of employers don't request formal transcripts and would not be interested in co-curricular transcripts.”*

CAS Standards

CAS, the Council for the Advancement of Standards (www.cas.edu), publishes standards that can be of benefit in benchmarking campus programs such as leadership programs. These standards are written by representatives from relevant professional associations with input sought from the general membership. Standards are co-owned by CAS and the member associations and, as such, are widely available.

The standards and guidelines for leadership programs state that they “must incorporate student learning and student development in its mission.” It goes on to say that “the mission of SLP must be to prepare students for leadership roles and responsibilities. To accomplish this mission, the program must: 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.”

These standards are a resource that can be used to benchmark campus programs or to serve as model for developing your own.

Student Learning Outcomes

Any effective leadership program must have identified and assessable learning outcomes associated with it. Although every program is different, a comprehensive program will have most, if not all, of the outcomes suggested by CAS in some form. CAS suggests sixteen outcomes. “Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.” The CAS document provides much more detail on these outcomes.

Model Programs

The following programs have been submitted as model programs. As such, the submitter has agreed that you may contact him/her for more information.

Emerging Leaders at SUNY New Paltz

Contact Name: Mike Patterson Email: pattersm@newpaltz.edu

Description: The Emerging Leaders program at New Paltz is specifically for first-year students. There are workshops, conferences, and community service activities required for completion of the program. The

program is focused around five core components known as the Five Dimensions of Leadership Development :

1. Global/Community Perspectives is developed through multicultural activities as well as programs on social justice, cultural immersion, group power dynamics, cultural communication, and LGBT and women's issues.
2. The Ethics and Values -Decision Making component helps students understand their own personal values and teaches them about ethics in the work place.
3. Personal Empowerment is achieved through resume building, enhancing interview and public speaking skills, confidence building, motivation, and managing stress and time.
4. The Interpersonal Skills Component focuses on team dynamics, conflict resolution/mediation, group organization, cooperative learning, communication, listening, delegating, goal setting, leadership styles, and transition.
5. Students are also expected to give back to their community via opportunities on campus.

2-3 workshops are provided for students every other week and a conference/on-campus retreat is held at the beginning of each semester focusing on large group activities and training. Socials are also held throughout the year. Starting in 2009-2010, an Emerging Leaders Mentor program was initiated where a select few graduates of the program assisted in the management and support of participants.

How participation is verified: Attendance is kept at workshops and trainings and students are required to turn into community service forms for completed time.

Leadership Programs at SUNY Cortland

Contact Name: Mary Kate Boland Email: marykate.boland@cortland.edu

Description: Cortland's program has three main components:

1. A Fall Leadership Retreat - SUNY Cortland offers an opportunity for students to spend a weekend at Raquette Lake, SUNY Cortland's outdoor facility in the Adirondack Mountains. Students participate in skill development and team-building activities with peers, established student leaders and professional facilitators.
2. Spring Leadership Workshops - This is an opportunity for any student who would like to learn more about personal and leadership development to engage in various leadership workshops.
3. Leadership Recognition Banquet: This is a semi-formal event where students who have been nominated and selected receive awards and recognition for their contributions to the campus community.

Leadership Opportunity and Outreach Program (The LOOP) at Finger Lakes Community College

Contact Name: Thomas Christopher Priester Email: priesttc@ficc.edu

Description: The Leadership Opportunity and Outreach Program (The LOOP) at Finger Lakes Community College serves the campus community as the driving force in preparing students for leadership roles and responsibilities.

In accordance with the Council for the Advancement of Standards in Higher Education (CAS) Standards and Guidelines for Leadership Programs, The LOOP's mission is to:

- A. Provide students with opportunities to develop and enhance a personal philosophy of leadership that includes the understanding of self, others, and community, and acceptance of responsibilities inherent in community membership
- B. Assist students in gaining varied leadership experiences
- C. Use multiple leadership techniques, theories, and models
- D. Recognize and reward exemplary leadership behavior
- E. Be inclusive and accessible

A Sampling of Intended Leadership Opportunities:

- Student Internship Positions
- Leadership Workshop Certificate Series
- Leadership Resource Library
- Emerging Leaders Program
- The President's Program
- Image In Action Program Series

A Sampling of Intended Outreach Programs:

- Students Of Service Missions
- Volunteer Center Day of Sharing
- United Way's Campus Connection
- American Red Cross Blood Drives
- Community Service Fair

LEAD@Oneonta

Contact Name: Robin Nussbaum

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Description: LEAD@Oneonta is a comprehensive leadership program based on current research and the Council for Advancement of Standards (CAS). It is designed to provide individual students an opportunity to explore leadership in a manner that gives them great breadth while allowing them to focus on areas important to them personally.

The Programs Main Goals are to:

- Recognize student leaders
- Better prepare students for life after college
- Provide students with a leadership record that can be submitted to potential employers
- Help students identify and meet specific leadership outcomes
- Provide a comprehensive picture of leadership and the skills needed to be a good leader
- Provide support to those who advise and support student leaders

Some highlights and assumptions:

- All students can participate if they choose
- A record of leadership activities will be compiled online for each student
- Once a student has begun the program, they will receive periodic reminders of their progress and what is required to take the next step(s)
- As students complete a leadership level (silver/gold/platinum), they will receive certificates and other forms of recognition

- Completion of a leadership level will be recognized on campus as a kind of credential that can be used when running for office, applying for conference funding, writing a resume, etc
- Each level of certification requires a mix of programmatic and experiential leadership opportunities that expand the students' theoretical and practical knowledge of leadership

The program has three levels and is built on a general education model with a requirement for all subject areas to be completed for the ultimate level but an opportunity for students to focus on a topic of leadership that they find most relevant.

1. Silver Level Requirements
 - a. Foundations of Leadership
 - b. 6 Leadership Outcomes
 - c. 1 Diversity Program
 - d. 2 Participations
2. Gold Level Requirements
 - a. Personal Development Core Competency
 - b. Organization Development Core Competency
 - c. 6 Additional Leadership Outcomes
 - d. 3 In-Depth Leadership Outcomes
 - e. 2 Additional Diversity Programs
 - f. 2 New Participations
 - g. 2 Experiential Leaderships
3. Platinum Level Requirements
 - a. 2 Additional Leadership Outcomes
 - b. 4 Additional In-Depth Leadership Outcomes
 - c. 2 Additional Diversity Programs
 - d. 2 New Participations
 - e. 4 More Experiential Leaderships
 - f. Capstone Experience

The capstone program may be self-designed but is generally the Harvey Delaney Leadership Institute which has been providing students leadership training at Oneonta for 23 years. As a capstone to the leadership training experience, it's focus is on translating those skills honed at Oneonta into those necessary for success after graduation.

More information is available at <http://lead.oneonta.edu> or by email lead@oneonta.edu

How participation is verified: Participation in clubs, organizations, committees, teams, etc. is verified through the signature of either an e-board member or another student leader of the group. Leadership roles need to be verified by the advisor, coach, etc. Attendance at events is verified through a sign-in sheet or card swipe.

Gary Horowitz Leadership Development Program at Alfred University

Contact Name: Patricia Debertolis Email: debertpa@alfred.edu

Description: Leadership Certificate Program

Four Components of the Leadership Certificate

1. Skill building – Students attend at least one workshop in each of the following five areas.

- i. Do I have what it takes to be a leader? *Myers-Briggs Type Indicator, Values, Goals, Leadership Styles*
 - ii. How do I create a fun and focused team? *Teambuilding, motivation techniques, how to inspire others*
 - iii. What is leadership theory and how does it apply to me? *A review of leadership theories*
 - iv. I am a leader, now what? *Running a meeting, managing volunteers, fundraising, working with a board*
 - v. Who are leaders? *Attend one of several designated presentations by invited speakers in a variety of disciplines*
2. Involvement - Participants must get involved in at least one leadership experience on campus. A full list of qualifying experiences is provided to all who enroll. Examples include being an R.A., president of a club or organization, FYE peer leader, Orientation Guide, captain of a team, being involved in a Performing Arts production, enrolling in one of several designated leadership classes, attending Habitat's alternative spring break trip, being part of the Women's Leadership Academy or the Alfred's Newest Talent program, attending a leadership conference, doing an internship and more. Reflection is an important part of this component.
 3. Commitment - Each student will propose and complete a capstone project focused on at least 20 hours of service to the Alfred University community.
 4. Documentation and completion - After the previous three requirements have been completed, participants meet with a career advisor to find out how to market their leadership skills on resumes and in interviews. They receive a certificate and recognition at an annual student leadership dinner, and will receive a distinctive pin for graduation.

How participation is verified: a reflection paper is required after each event or activity completed

Women's Leadership Center and Women's Leadership Academy at Alfred University

Contact Name: Julia Overton-Healy Email: overton@alfred.edu

Description: The Women's Leadership Center at Alfred University began in 2006 with a mission to provide leadership education and development opportunities to AU's women. It's mission is advanced through workshops, seminars, internships, a Women of Influence speaker series, field trips, conferences, mentoring, and scholarly research.

The Women's Leadership Academy, operated through the Women's Leadership Center, is a co-academic leadership experience which is cohort based. Members of the Academy enroll in shared coursework, and participate in a variety of experiential opportunities. Academy members are matched with professional mentors. Acceptance to the Academy is competitive.

Stony Brook University Leadership Development

Contact: Dr. Sue DiMonda, Associate Dean for Student Life or Dr. Laura Valente, Dean for Residential Education

Description: Stony Brook has a comprehensive, multi-pronged approach to student leadership development. The following programs are indicative of the breadth of the overall effort.

LEARNING OUTCOMES

- An understanding of the students own strengths as they relate to leadership.
- A working knowledge of several leadership and group dynamic theories.
- Development of critical thinking and decision-making skills.
- Contextual leadership issues including cultural and diversity considerations.
- Role of ethics and values in leadership positions.
- Skills and competencies of effective leaders including communications, technology, mentoring, goal-setting and strategic planning.
- Ability to assess the effectiveness of others leadership actions.
- Practical application of theory and concepts through experiential learning.

LEAD: Leadership Exploration and Development is a non-credit certificate program for emerging leaders. Participants who attend 6 of the 8 weekly leadership seminars receive a certificate of completion. Completion with honors is awarded for candidates who also attend the Etiquette Dinner. All participants are assigned a faculty or staff mentor. Mentors are given training, as well as a meal card for use on campus to encourage mentor/mentees meeting for meals or simply coffee and a chat. Student Learning Outcomes for the program were developed, assessment is done annually and participants do 5 minute reflection papers at the close of each seminar. The reflection papers are used for continual improvement to the program.

Eligibility: Students who are nominated by faculty and staff are invited to apply. A committee selects 25-30 students per year for this program.

GOLD: Growth Opportunities for Leadership Development is a non-credit certificate program for students with some significant leadership experience and/or graduates of the LEAD program. Participants who attend 6 of the 8 weekly leadership seminars receive a certificate of completion. The seminars differ from those offered in the LEAD program and target students who have a solid of foundation in leadership issues. Completion with honors is awarded for candidates who also attend the Leadership Summit, a full day Saturday program at which leadership development issues are explored in-depth "retreat style". All participants are assigned a faculty or staff mentor. Mentors are given training, as well as a meal card for use on campus to encourage mentor/mentees meeting for meals or simply coffee and a chat. Student Learning Outcomes for the program were developed, assessment is done annually and participants do 5 minute reflection papers at the close of each seminar. The reflection papers are used for continual improvement to the program.

Eligibility: Students who are nominated by faculty and staff are invited to apply. A committee selects 25-30 students per year for this program. Students must have demonstrated leadership experience or successfully completed the LEAD program.

LEADStrong: This is a one day conference, held on a weekend date, each spring, attended by over 250 students, representing nearly all walks of campus student leadership. Attendees choose from several selections in each time slot, with presentations offered by experts in a wide range of areas (ethical decision making, diversity, articulating transferable skills, running successful meetings, etc.). Breakfast, lunch and a dynamic keynote are always provided.

These presentations have been specifically designed to promote student leadership and development by utilizing Kouzes and Posner's Five Practices of Exemplary Leadership. In addition, the conference helps bring student leaders together in order to foster creativity and innovation through the sharing of ideas, and learning new information.

Leadershops:

LEADERSHOPS is a student leadership development program aimed at giving all undergraduate students the opportunity to enhance their leadership knowledge and skills. It embraces the idea that all students have the potential to be leaders and is an ideal opportunity for students to learn about leadership while allowing for flexibility to accommodate their busy lives and schedules.

LEADERSHOPS is comprised of about 15 - 20 workshops offered each semester. These workshops are facilitated by faculty, staff, and local professionals and focus on various topics such as public speaking, personality types, diversity, group dynamics, and time management.

Students can choose to register for and attend any number of workshops. However, any student who participates in six or more workshops in a semester has the opportunity to complete a final reflection project and earn a certificate of completion.

Leadership Development Living Learning Center and Interdisciplinary Minor in Leadership Development. The Leadership Development Living Learning Center is located in Langmuir College and is affiliated with the Leadership and Service Undergraduate College.

The goal of the minor is to allow Stony Brook students with an interest in leadership to better prepare for their chosen professions by incorporating multidisciplinary theory and competencies into their lives.

Completion of the minor requires 21 credits.

1. LDR courses: nine credits from these three courses
 - a. LDR 210 Principles of Leadership
 - b. LDR 310 Case Studies in Leadership
 - c. LDR 410 Senior Seminar in Leadership
2. Practicum (Done in conjunction with LDR 410)
 - a. With the approval of the faculty Director, students will participate in experiential learning in one of two ways: a) leadership of a project or comprehensive task or b) being mentored by an established leader. Both models require active participation in true leadership activities such as development of vision and strategy.
3. Electives (12 credits)

There is a list of courses, from various disciplines throughout the University, appropriate to the minor. The faculty director may choose to modify this list.

Leadership Development Program at The College at Brockport, SUNY

Contact Name: Sara Dierks E-Mail: sdierks@brockport.edu

Description:

The Leadership Development Program maintains the following guiding principles:

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

The Leadership Task Force consists of faculty and staff who provide insight and forward thinking to student leadership development and provides feedback to each of the sub-committees on services and programs. The task force provides strategic direction and ensures appropriate planning and assessment for the overall program, as well as its programs and activities. An integral part of the student leadership program is the Leadership Mentor Program. Over 50 faculty and staff volunteered to serve as Leadership Mentors last year. Students reported the mentoring program to be one of the most valuable components of the program. Thus, the Leadership Development Program is completely a collaborative initiative.

The Social Change Model of Leadership Development, outlined in Leadership for a Better World by Susan Komives, et al, provides a model to frame the four leadership certificates. Additional leadership development theories that influence the student experience include StrengthsQuest, Servant Leadership, the Student Leadership Challenge, etc, with a strong consideration of the Learning Reconsidered 2 learning outcome framework.

Certificate Program	Leadership Development Area
Green (currently offered)	Individual
Gold (offered in Fall 2010)	Group
Presidential	Society
Capstone	Culminating experience: Individual, Group & Society

You can visit www.brockport.edu/leadership for additional information, requirements, workshops, and resources.

How is participation verified?

An online course management system gradebook where leadership mentors and committee members input completion of requirements. Sign in sheets at workshops and mentors are asked to verify that students complete journals, etc. The Leadership Education Subcommittee communicates with mentors and reviews the gradebook to determine completion.

Other Resources

New York Leadership Educators Consortium (NYLEC) - <http://sites.google.com/site/nylecgroup/>

The National Clearinghouse for Leadership Programs - <http://www.nclp.umd.edu/>

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2009-2010

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