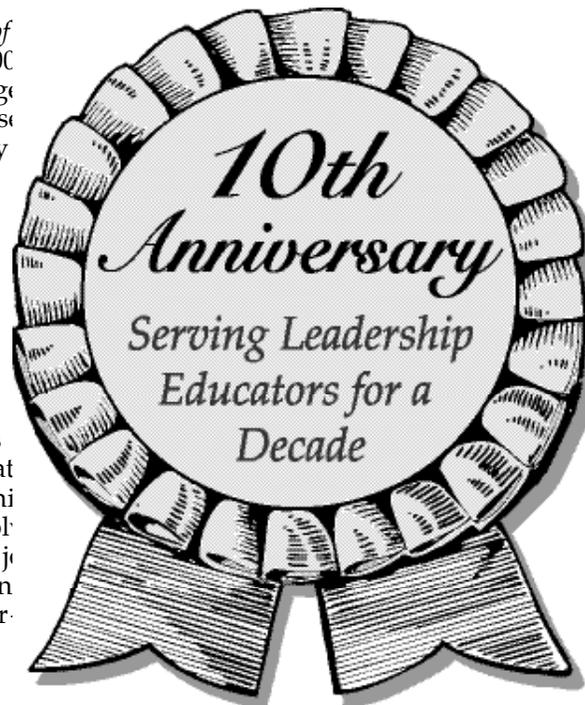# Credentialing Leadership Programs

By William Mandicott and Thomas L. Bowling

According to *The Chronicle of Education*, by 1998 over 700 lege programs were engage in leadership education, and thos numbers have increased steadily throughout the nation's colleges and universities (Reisberg, 1998). Traditionally, many campus-based leadership programs were first developed as student development programs and designed by student affairs professionals. Burns (1995), reporting on an institution's efforts to formalize and further develop its leadership education, states that "at some institutions, leadershi education programs have evol from rather haphazard 'on the j training programs for studen selected for certain campus leader ship positions into comprehen-sive leadership courses often taught by student affairs profes-sionals for academic credit. Academic depart-ments hosting leadership studies courses are not consis-tent from campus to campus" (p. 244).

Ernest Boyer, during his tenure as President of the Carnegie Foundation, consistently advocated for improving the quality of the student's educational experience through collaboration between academic and student affairs. However, he found that many faculty and academic administrators ced themselves from student life grams and appeared confused out their obligations regarding student development (Burns, 1995, p. 244). As far back as 1987, Boyer wrote, "All parts of cam-pus life - recruitment, orienta-tion, curriculum, teaching, res-idence hall living, and the rest - must relate to one another and contribute to a sense of wholeness" (Boyer, 1987, p. 8).

The proliferation of leader-ship programs has given rise to the importance of validating the ontent and outcomes of programs t often integrate the concepts of periential learning and the co-cur-cular experience into the class-room. Expanding co-curricular programs to become credit bear-ing or degree-granting courses and fully engaging the academic community establishes credibility for leadership education. Validation of programs can also be accom-plished through the adoption of accepted standards, the certification/credentialing of professionals, effective program evaluation, and assessment of outcomes.

The development of standards, i.e., the Council for the Advancement of Standards in Higher Education (CAS), has provided us with guidelines for the design and implementation of student leadership programs. The CAS Standards for Student Leadership Programs (Miller, 1987, p. 117), based in part on the framework for program design described in Dennis Roberts' (1981) ground-breaking book *Student leadership programs in higher education*, state that a comprehensive program should include three basic elements:

- *Leadership Training*: activities designed to improve the performance of the individual

- *Leadership Education*: designed to enhance participants' knowledge and understanding of specific leadership theories, concepts, and models

INSIDE THIS ISSUE:

Connections From The Director

Welcome to our winter edition of *Concepts & Connections* entitled "Leadership Credentialing Programs on College and University Campuses." Before introducing authors for this piece, I would like to share NCLP highlights. The NCLP leadership team comprised of Dr. Susan Komives, Helen Janc, and Dawn Simounet, sat down a few weeks ago to set the stage for next year's themes of *Concepts & Connections.* We have identified three themes:

- Latino Student Leadership
- Experiential Learning - creating active life within the leadership learning process
- Leadership Research conducting longitudinal studies

Concepts & Connections offers a median where you may express your wealth of knowledge, research, and thoughts on any of the up coming topics for next year. Please consider writing for *Concepts & Connections.* We look to share your work with leadership educators across the country and internationally. Over the past year we have invested significant time in developing our training and developments series, *Insights & Applications*. The series has been such a hit that we are having problems keeping copies in stock.

This winter, NCLP has published four new pieces, all a part of the *Insights & Applications* series. They include "Queer leadership" by William Simpkins, "Women & leadership" by Brooke L. Supple, "Followers and followership in the leadership process" by Renee B. Snyder, and "An examination of leadership assessment" by Julie Owen. Please look to the NCLP web site (*www.inform.umd.edu/OCP/NCLP/*) to access order forms and general information about the series.

I am very excited to tell you about the up coming National Leadership Symposium. There were many fantastic and thoughtful ideas shared by our members as to what this year's theme should encompass. After much deliberation by the planning team we settled on "Defining Moments: Teaching Leadership to the Millennial Generation." I hope you will be moved to register for the summer symposium after reviewing the program overview found at the close of the "Connections from the Director" piece.

As I return to my task of introducing this edition of *Concepts & Connection*, I feel the need to add texture to the concept of leadership credentials as a form of verification and recognition of both academic and co-curricular work. One very clear area of interest for me as a leadership educator centers on the emerging academic discipline of leadership studies. Over the past decade I have observed small pockets of academic courses and field experience being offered through academic partnerships on a growing number of campuses. I can see a mosaic approach surfacing as a new multi-discipline style of leadership education. The arts, humanities, and social sciences in concert with community service/service learning, student activities, and student involvement areas serving as homes for the beginning efforts to blend academic and co-curricular leadership offerings. A fledgling movement has begun in an effort to create comprehensive citations, certificates, and/or major/minor credentials as a way of legitimizing the academic work with in the academy.

Little raw data exists with regard to the number and type of leadership credential programs at accredited four-year U.S. colleges and universities. The W.K. Kellogg Foundation has supported many projects over the years intended to create and sustain leadership development programs on college and university campus through collaborative partnership between academic units and student affairs areas. The Center for Creative Leadership has attempted to inventory the number and types of leadership programs at accredited four-year U.S. colleges and universities. The National Clearinghouse for Leadership Programs has tracked information on different types of leadership programs being offered in higher education and has worked to facilitate networking and consulting among the membership. As we collect stories from leadership educators through e-mails and phone calls, we can make very broad, sweeping assumptions about the terrain of the leadership verification movement.

We can see on the landscape that credentialing programs range from undergraduate certificates to doctoral degrees. Undergraduate certificate and minors appear to be the most common format. The frequency of masters programs emerging is a trend to be noted. As we scanned the networking data the clearinghouse collected a year and half ago, we could see a few key discussions points surface. It seems that many of the credential programs that were sited targeted distinct populations, traditional residential undergraduates and mid-career professions.

The question raised was, "Who are the missing populations?" The academic content of these programs seemed to emphasize leadership skill-building capacities rather than advanced leadership studies research. A conscience effort may need to be made to draw on the literature and research in publications like *The Journal of Leadership Studies, The Leadership Quarterly,* and others to gain a deeper breath and depth to the kinds of research being conducted and how this work might be applied to our teaching in and out of the classroom.

It is very clear to me that credential programs need to be attached to an academic home above and beyond the department level and ideally, under the auspices of both Academic Affairs and Student Affairs. A clear observation can be made that credential programs need an intellectual framework that guides a coordinated educational strategy including active learning and leadership skills development with a strong relationship to leadership research and theory. To bring to life a discussion about credential programs, we have asked Bill Mandicott, Assistant Vice President of Student and Community Involvement at Frostburg State University, and his colleague Thomas Bowling, Associate

Vice President of Student and Educational Services, to address "Credentialing Leadership Programs" in the broadest sense of the concept. We are also very excited to feature the work of Ann Wolnick, Senior Coordinator of the Center for Involvement and Leadership at the University of Arizona. Ann and her colleagues have been blazing the trail for a very dynamic credential program called the "Blue Chip program." We are very fortunate to offer you thoughts of Cara Meixner, Assistant Director of Student Involvement and Leadership at Rollins College, as she took on the challenge of reviewing *Leadership reconsidered: Engaging higher education in social change*, a piece designed by the W.K. Kellogg Foundation. You will find her critic thoughtful and beneficial. I hope this edition of *Concepts & Connections* serves as a valuable resource that you will use time and time again. Our goal was to produce a piece that would aid you in your work to design, develop, and bring life to a leadership credential program on your campus. I believe we have achieved this, and I look forward to your reflections. Please e-mail me directly at cslack@union.umd.edu or the NCLP list serve for further conversation.

Craig Slack

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*This newsletter
is printed on
recycled paper.*

**Credentialing
Leadership Programs**

- *Leadership Development:* requires an environment which empowers students to mature and develop towards greater levels of leadership complexity, integration, and proficiency for a period of time

The processes of both credentialing and certification can contribute to the credibility of a leadership education program. In this context, credentialing focuses on the program and provides a vehicle for leadership educators to validate the effectiveness of their work, earn credibility as a profession, and allow student affairs practitioners to gain acceptance in the academic community. Certification usually applies to an individual and connotes a process that determines that he or she has fulfilled requirements set forth in a particular line of work and may practice in that field of work. According to Brooks and Gerstein (cited in Engels, Durodoye, & Kern, 1996), certification can be considered a "credentialing mechanism" of the profession; certificates are credentials awarded by associations or organizations that verify that the professional has met certain requirements defined by the professional organization or association. In leadership development, students participating in a prescribed series of courses or activities, resulting in the realization of expected outcomes, ultimately are able to demonstrate the competencies required of effective leaders.

Establishing credibility remains a priority for leadership educators determined to meet Boyer's call for the "integrated core curriculum" (Boyer, 1987, p. 91). According to the

> *"...credentialing focuses on the program and provides a vehicle for leadership educators to validate the effectiveness of their work, earn credibility as a profession, and allow student affairs practitioners to gain acceptance in the academic community."*

recent W. K. Kellogg Foundation (2000) publication *Leadership reconsidered: Engaging higher education in social change*, "One problem is that student affairs professionals, like many others in academe, have tended to accept the notion that institutional 'leaders' are primarily those who hold formal leadership positions, especially those in the academic hierarchy. Similarly, they have tended to limit their conception of 'leadership development' efforts to intentional programming for students, staff, administrators, and faculty" (p. 50). The W. K. Kellogg report calls for student affairs professionals to play a vital role in transforming the educational and organizational culture of their institutions (Astin et al., 2000, p. 50).

A Model for Collaboration

At Frostburg State University, student affairs educators have partnered with faculty in a deliberate attempt to weave traditional leadership initiatives throughout the academic curricula. A model for campus and community collaboration, FSU was recognized in 2000 by the Corporation for National Service for its outstanding service and leadership programs. By participating in various program components, students have an opportunity to earn academic credit and co-curricular certification. Program elements include:

- A comprehensive co-curricular leadership development program sponsored by the Department of Student and Community Involvement is an annual series providing students the opportunity to earn Emerging or Master Leader certification.

Credentialing Leadership Programs

- Community service initiatives launched by the FSU Center for Volunteerism and National Service Programs include: ASTAR! in Western Maryland, a 42 member, full-time AmeriCorps program serving three counties and sixty non-profit agencies; AmeriCorps *VISTA, an America READS literacy program; *VISTA Volunteer Clearinghouse; and the FSU Alternative Break program.

- Institute for Service Learning, sponsored by the Corporation for National and Community Service, is dedicated to creating and supporting quality service-learning experiences for FSU academic departments and the surrounding community.

- Allen HallSTARS! is a residential learning community where eighty students perform community service and participate in common academic coursework. The program has been recognized as a national model for integrating service and leadership with academic curricula.

- Student Affairs/Academic Affairs collaboration in developing Leadership Studies minor is a 19-credit hour program housed in the Department of Communication Studies. Designed with a foundation in servant leader pedagogy, its required core courses include CMST 102: Introduction to Human Communication; LEAD 150: The Citizen Leader; LEAD 201: Leadership Studies: Theory and Practice; LEAD 494: Practicum in Leadership Studies; and six electives selected from pre-existing courses in Business Administration, Philosophy, Psychology, Social Work, Sociology, History, Political Science, and Recreation.

Program Challenges and Opportunities

Individuals considering the development of leadership education programs should be prepared to be met with skepticism by some faculty members. While the academic program approval process varies greatly from campus to campus, it is not uncommon for faculty members to raise concerns about the academic credibility of programs that are viewed as being supported by student affairs staff. Having the involvement and support of key faculty members as the proposal navigates the faculty governance process is crucial to program approval. Such support can be naturally garnered by involving faculty in co-curricular leadership programs, such as a leadership retreat. When questions are raised whether activities previously relegated to the co-curriculum should be awarded academic credit, these faculty members can be effective advocates for the value of experiential educational opportunities for our students. There is increasing evidence that there is a conflict between students' preferred learning styles (i.e., active learning) and the predominant teaching style of many faculties who emphasize the theoretical understanding of a discipline. Faculty members who have witnessed the growth that students have experienced as a result of their activities outside the classroom are often anxious to share their observations with their colleagues. The value that these faculty members place on having actively involved and engaged learning process is enhanced by their own participation in traditional student affairs programs. At the same

> *"A model for campus and community collaboration, FSU was recognized in 2000 by the Corporation for National Service for its outstanding service and leadership programs."*

time, students can gain additional insight into their leadership experiences by having educators provide a conceptual framework for these activities. The strengths of both faculty members and student affairs professionals will be reflected in a program design that integrates elements of experiential education and a theoretical understanding of leadership into the curriculum.

As many institutions are facing fiscal constraints, the competition for resources may also create challenges for new academic programs seeking approval. Often, there are existing courses in a variety of disciplines that can contribute insights into a student's understanding of leadership. Consulting with the leadership of the academic departments offering such courses is a crucial step in the approval process. At the same time, it is essential that new courses be developed that provide the focus necessary for such programs. These courses provide an opportunity for student affairs professionals to join their faculty colleagues in the classroom. By constructing a curriculum that combines new courses with existing ones, leadership development educators can create a program that will be viewed as cost effective even in an era of limited resources.

The assessment of learning outcomes is often a challenge for both student affairs professionals and faculty members. In an era when legislators, boards of trustees, and accrediting agencies are giving increased attention to assessment, leadership programs should be constructed with a clear focus on the knowledge and skills that students will be expected to demonstrate as a result of their participation in the program. Such assessment activities should use multiple measures, relying on both qualitative and quantitative data. Both leadership courses and co-curricular leadership programs will benefit from thoughtful assessment of student learning outcomes. The student affairs professionals and faculty must take the steps necessary to become comfortable in the assessment arena. Careful attention to the assessment process will enhance both the validity and credibility of leadership programs.

2002 National Leadership Symposium

University of Richmond, Virginia • July 18-21, 2002

Supported by the James MacGregor Burns Academy of Leadership

Program Theme and Description

"The kids who grew up with peace and prosperity are facing their defining moment," declared *Newsweek* magazine on November 12, 2001. The millennial generation is coming to campus and beginning to assert their ideas about the nation and the world. More than any recent generation, they are focused on their communities and have the capacity to make a difference. How are we to respond as leadership educators? The National Leadership Symposium for summer 2002 has been designed to look at defining moments for the millennial generation as they intersect with emerging theories of leadership and ideas about the teaching/learning process. We will explore together the work that we must do to prepare ourselves to become more effective leadership educators in a world in which the very nature of leadership is changing.

Specific outcomes of the Symposium will include:

- An understanding of the millennial generation, their defining moments, and how they respond to change in a post-September 11 world

- Explorations of emerging trends of the millennial generation, how they view leadership, and implications for teaching and learning

- Applications of active learning pedagogy in leadership education

- Development of strategies for teaching leadership as a process for creating and negotiating change and managing crises

- Network of practitioners and scholars developed through book reviews, skill sessions and small group work

In order to fully participate in the Symposium experience, delegates are expected to read and generate a working knowledge of three assigned books on leadership constructs prior to the program. The particular books that will be discussed are:

- *Teamwork & teamplay* by Cain and Jolliff

- *Leadership: Theory and practice* by Northouse

- *Leading from within: Developing personal direction* by Huber

Who Should Attend

The 2002 National Leadership Symposium is a professional development experience designed for faculty, student affairs administrators, and staff practitioners involved with college student leadership development. Participants should have significant professional experience in leadership education.

Scholars-in-Residence

- Paul Arntson, Professor, Northwestern University, Evanston, Illinois

- Jim Cain, Executive Director of the Association for Challenge Course Technology (ACCT), and manager of the Cornell University Corporate Teambuilding Program, Brockport, New York

- Nancy Huber, Associate Professor, University of Arizona, Tucson, Arizona

- Peter Northouse, Professor, Western Michigan University, Kalamazoo, Michigan

The Site

The University of Richmond, home of the renowned Jepson School of Leadership Studies - the nation's first undergraduate school of leader-

2002 National Leadership Symposium

ship studies with the mission to educate people for and about leadership - will serve as the site of the 12th annual National Leadership Symposium. We encourage you to take advantage of this great resource.

Accommodations and Meals

The Symposium delegates will stay in University apartments. Each apartment will have two bedrooms, with a maximum of two people to an apartment. All bedroom accommodations will be single occupancy. Efforts will be made to honor apartment-mate requests that are submitted on the Delegate Information Form that will be sent in the registration confirmation packet. If you do not have an apartment-mate preference, an apartment-mate will be assigned to you. All meals will be provided through your registration. Please indicate any special dietary needs on the Delegate Information Form.

Travel

The University is easily accessible via Richmond International Airport. General flight questions may be directed to (804) 226-3000. The major airlines and affiliated commuter airlines that serve Richmond International Airport are: US Airways (Piedmont & PSA), Delta (Comair), United (Atlantic Coast), American, Continental (Continental Express), Northwest, TWA (Trans States), and Air Ontario. Driving directions and further directions to campus will be included in the registration confirmation packet.

Delegates should not make travel arrangements until their registration is confirmed. NACA and NCLP are not responsible for travel arrangements that have been made prior to confirmation materials being sent.

Symposium Registration

The registration fee for the 2002 National Leadership Symposium is $495 and includes a single occupan-cy bedroom accommodation for NACA and NCLP members if received by June 26, 2002. After June 26, registration fees will be $525.

The registration fee includes university apartment accommodations, all meals, education handouts, and special activities. The purchase of required texts is an additional cost that is the responsibility of the delegate. Delegates will be able to purchase required texts at a discounted rate. Information about discounts will be included in your registration confirmation packet.

Registration must be made in writing. You may not register over the telephone. Registration will not be processed without a check, credit card or a copy of a purchase order. Purchase requisitions will not be accepted.

Cancellations and Refunds

Refunds for cancellations will be made only for requests received in writing at the NACA Office before June 26, 2002. No refunds will be given after this date, however delegate substitutions may be allowed. A $100 administrative fee will be charged for any cancellation. Please DO NOT contact the University of Richmond regarding registration questions. Direct your questions to NACA at 803-732-6222.

Symposium Planning Team

The representatives who have organized this Symposium experience in collaboration with the NACA and NCLP are: Mr. Thomas Matthews, Director of Leadership Education, Development, and Training, SUNY-Geneseo, New York; Dr. Emily Perl, Acting Associate Dean of Students, Goucher College, Baltimore, Maryland; Mr. Max Vest, Director of Student Activities, University of Richmond, Virginia; Mr. Craig Slack, Director of the National Clearinghouse for Leadership Programs, University of Maryland, College Park; and Ms. Dawn Thomas, Director of Educational and Event Services, National Association for Campus Activities, Columbia, South Carolina.

### Defining Moments: Teaching Leadership to the Millennial Generation

Developed through a collaborative effort between the National Association for Campus Activities and the National Clearinghouse for Leadership Programs, the National Leadership Symposium is a scholarly program designed to promote greater understanding of critical issues and evolving models centered around college leadership programs.

The primary mission of the Symposium is to bring together diverse scholars, practitioners and educators for the purpose of understanding leadership concepts and theories. The Symposium seeks to set a national agenda for study, teaching and program development of college student leadership. Please join us this year as we address "Defining Moments: Teaching Leadership to the Millennial Generation." ◆

National Leadership Symposium:

July 18th - 21st
University of Richmond, VA.
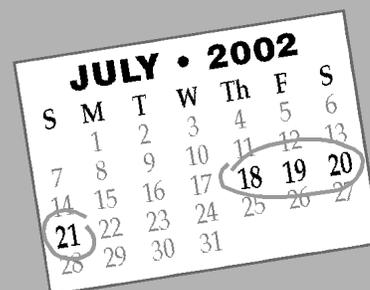
*The theme is **Defining Moments for the Millennial Generation: Responding to Change & Crisis Through Active Learning**.*

For more information visit our website:
www.inform.umd.edu/OCP/NCLP/

Program Perspective

Leadership Enrichment

By Ann Wolnick

The Arizona Blue Chip Program was launched in 1998 at the University of Arizona as part of a larger effort to engage undergraduates in opportunities to increase their leadership effectiveness. The program was founded on the concepts of leadership education, mentoring, and experience. Each year, two hundred of the six thousand incoming freshmen are selected to participate in the four-year program. An additional thirty currently enrolled students are selected to participate in the spring. After three years the program is not only affecting those involved but also is positively impacting the entire university community.

The success of the Arizona Blue Chip Program can be attributed to four factors: top-down support, student involvement in key decisions, collaboration with on and off campus constituency, and a conscious effort to outreach in order to benefit every student on campus. The Arizona Blue Chip Program reports to the Dean of Students office through the Arizona Student Unions and the Center for Student Involvement and Leadership. All undergraduates may take advantage of the weekly workshops presented by Tucson leaders and university faculty such as a web-based Leadership Involvement Transcript, a leadership conference, a seminar for credit, and the guidance on creating a leadership plan. Students in the program are given additional support through a more structured program.

> *"The program was founded on the concepts of leadership education, mentoring, and experience."*

Collaboration was a guiding principal from the outset. In the spring of 1998, the founding coordinators listed everyone on campus who was involved with leadership education, both formally or informally. They included leaders who had created or were responsible for programs in mentoring, retention, career guidance or orientation. In each instance an effort was made to determine why the Arizona Blue Chip program was different, what benefit might be derived from partnering. The two founding staff members met with each identified leader, explained the program, and asked for non-financial support. These visits led to multiple meetings with the staff in Career Services, Residence Life, Admissions, and Advising. In most instances, the departments promised support articulated by the founders should the program become a reality. They also met with high-level administrators who held oversight for the potential collaborators. This background work resulted in a network of

> *"The success of the Arizona Blue Chip Program can be attributed to four factors: top-down support, student involvement in key decisions, collaboration with on and off campus constituency, and a conscious effort to outreach in order to benefit every student on campus."*

support and recognition of the Arizona Blue Chip Program by administrators, faculty, and campus programmers.

The program is designed to be completed in four years. Students who are at the University more than four years are given additional experiences to increase their effectiveness. Students selected to join the program after their first year must have a minimum of five semesters remaining in order to be selected to complete the program. Following is a brief overview of each year's tasks and objectives.

During the first, year students work in teams of ten students led by a third year Blue Chip Team Leader. The primary focus is to become acclimated to campus life. In addition, each team is assigned a faculty or student affairs professional to serve as a Team Advisor. The teams are required to complete a service project each semester, attend weekly structured team meetings, as well as a study skills session. The second year also uses a team approach but with selected peer facilitators. These teams meet every other week for a structured team meeting. Service is emphasized by requiring sixteen hours per semester in team-selected project. In addition, a two-hour course for credit is required as well as attendance at seven

Program Perspective

leadership workshops. The third year Blue Chip experience is characterized by: increasing skill levels, practicing leadership through appointed or elected positions, learning social and business etiquette, training in global/diversity leadership, and meeting community leaders in "fireside chat" settings. During the third year students also revisit the Leadership Practices Inventory including feedback from others and the self-instrument. Currently, the final year is still in development. Preliminary ideas include presentations by fourth year students on their leadership experience and growth in a formal setting and articulation on their growth in the Five Practices of Exemplary Leaders (Kouzes & Posner, 1987). In the fourth year, students will complete a portfolio and the Leadership Inventory Transcript, each of which must be complete and validated prior to graduation.

Since its inception mentoring, leadership education, theory, and experience have continued to guide the Program. Characteristics of Servant Leadership, as envisioned by Greenleaf (1977), enjoys wide support at the University of Arizona and is promoted to Blue Chip students. Additionally, students are expected to select, implement, and evaluate each chosen community service project. The Relational Leadership Model provides students of all racial/ethnic, sexual orientation, and religious backgrounds a model

> *"Each segment of the Arizona Blue Chip Program is designed to relate program's core values of excellence, diversity, integrity, and service."*

> *"Arizona Blue Chip students are employing their leadership skills on campus, in the community, and across the state of Arizona."*

that they can learn and apply with ease (Komives, Lucas, & McMahon, 1998). Each segment of the Arizona Blue Chip Program is designed to relate program's core values of excellence, diversity, integrity, and service.

Staffing for the program has been a challenge to all members of the Center for Student Involvement & Leadership, where the program is housed. There were originally two founding members. This year five additional staff members are giving 10% to 75% of their time to help the program succeed. In addition, the unpaid staff includes twenty professionals/faculty as advisors and a minimum of fifty students who are trained in leadership positions for the program. An additional staff member will be hired in the summer of 2002. Everyone on the staff has a Masters Degree in student personnel or a related field and four to twenty-five years of teaching and developing leadership programs.

Funding for the Arizona Blue Chip Program is provided by the Arizona Student Unions and by private corporations who provide internships and programming dollars. When the program is fully operational with four classes of students, in 2003, it is projected to cost $100,000 each year in addition to staffing. The Arizona Blue Chip Program is well received by business leaders in our community. When the program was presented to local bank presidents, they applauded the concept and stated that given two students with equal academic transcripts, the Arizona Blue Chip Program experience

would be the deciding factor in hiring. Furthermore, non-profits and educators in Tucson have sought out support from Blue Chip students to lead programs. Arizona Blue Chip students are placed on boards for non-profits and are becoming elected leaders of student organizations on campus as well. Greater Tucson Leadership, a civic organization, has committed to hosting a national conference in 2004, and Arizona Blue Chip students will be an integral part of the planning and hosting. Arizona Blue Chip students are employing their leadership skills on campus, in the community, and across the state of Arizona. ⌂

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Kouzes, J.M. & Posner, B.Z. (1987). *The leadership challenge: How to keep getting extraordinary things done in organizations.* San Francisco, CA: Jossey-Bass.

Ann Wolnick is senior coordinator of the Center for Involvement and Leadership, University of Arizona in Tucson, Arizona. She leads the Arizona Blue Chip Program, Student Organization Recognition Services and Commuter Student Affairs. For more information contact 520-621-8046 or email awolnick@u.arizona.edu

The Leadership Bookshelf

Leadership Reconsidered: Engaging Higher Education in Social Change

Astin, A. W., Astin, H. S., Allen, K. E., Burkhardt, J. C., Cress, C. M., Flores, R. A., Jones, P., Lucas, N.J., Pribush, B. L., Reckmeyer, W. C., Smith, B. P., & Zimmerman-Oster, K. A.

Reviewed by Cara Meixner

Published by the W.K. Kellogg Foundation, *Leadership reconsidered: Engaging higher education in social change* addresses the role of four major constituent groups - students, faculty, student affairs practitioners, and college presidents - in transforming the quality of leadership in a chaotic, global, and interdependent society. The document, written by a dynamic cross section of educators and practitioners, contends that colleges and universities can produce socially responsible leaders by modeling effective leadership; encouraging leadership development across faculty, staff, students, and administrators; and fostering connections to the community.

> *"Starting from within, readers can empower themselves and others to lead the shift to a new paradigm of leading, learning, and working."*

Leadership reconsidered is organized into six chapters. Chapters 1 and 2 describe a framework for collaborative, transformational leadership. Chapters 3-6 respectively address the roles and expectations of the aforementioned stakeholders in building a better academy, community, and world. The final chapter offers insight on how college and university constituents can enlist personal and institutional resources to engage in transformational leadership.

Chapter 1 underscores the importance of institutional-individual synergy in addressing, teaching, and modeling principles of effective leadership. Colleges and universities provide ample ground for developing future leaders; as such, an educational goal of leadership development is paramount. The authors make a critical point, "If the next generation of citizen leaders is to be engaged and committed to leading for the common good, then the institutions which nurture them must be engaged in the work of the society and the community... demonstrating how to accomplish change for the common good" (p. 2). As such, institutions and their agents must exert a commitment - via curricula, pedagogy, reward systems, programs, and governance processes - to reforming, renewing, and revitalizing the quality of leadership.

In Chapter 2, the authors conceive a set of ten leadership principles and values that guide institutional agents in transforming communities of learning. Drawing upon the tenets described by *The social change model,* the document describes leadership as an intentional, value-based group process through which individuals work collaboratively to foster change. Specifically, effective leadership requires five group qualities (i.e., collaboration, shared purpose, disagreement with respect, division of labor, and a learning environment) and five individual qualities (i.e., self-knowledge, authenticity/integrity, commitment, empathy/understanding of others, and competence). Such qualities are presented as interdependent, mutually reinforcing, and interactive. Throughout the ensuing chapters, these qualities serve as "guideposts" for the reader as he/she (1) analyzes his/her beliefs and values; (2) synthesizes his/her role with those of other constituent groups; and (3) achieves greater understanding of the change process.

Chapter 3 is an extraordinary testament to the fundamental roles students play in shaping the academic experience, co-curriculum, and institutional mission. The authors contend, "any sustained activity that regularly brings the student into contact with other people represents a potential opportunity to apply the leadership principles and to develop leadership skills" (p. 18-19). Within the classroom, learners are prompted to challenge pedagogy and practices that view students as passive recipients of knowledge. Enlisting the leadership principles enumerated in Chapter 2, students are empowered to accept responsibility for their learning, foster constructive learning environments for others, and engage professors and cohorts in experiences where "discovery, the creation of meaning from new knowledge, and cooperative learning are valued" (p. 19). An important tenet of this chapter is the notion that all students - regardless of position or title - can enlist leadership principles to transform themselves, their communities, and their world.

The hallmark of chapter 3 is the discussion of leadership in the context of Ken Wilber's (1998) fourfold scheme, an interface of internal/external actions and beliefs with individual/group actions and beliefs. The document applies a decipherable visual aid; subsequent discussion presents implications of the scheme on individual and group leadership development. For instance, Table 1: Constraining Beliefs (p. 25) lists several beliefs that might preclude students' participation in campus change efforts. The *individual internal belief* that "I can't lead because I
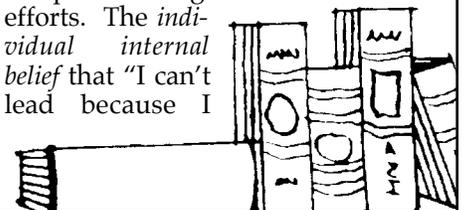
don't hold a formal leadership title" might prompt an *individual external action* whereby one opts out of leadership opportunities. Furthermore, a *group internal belief* that "students do not have enough experience to lead major campus-change efforts" could incite group fragmentation. The challenge for students is to suspend these limiting beliefs and support one another in the practice of empowering beliefs. As such, an *individual internal belief* that "I can manage multiple roles and tasks so that I can make a difference on campus" might promote student engagement in campus/community programs, services, and advocacy efforts.

Chapter 4, *The Leadership Role of Faculty*, begins with a powerful testament to the kind of leadership that forges institutional transformation. A contributor notes, "Universities, it seems to me, should model something for students besides individual excellence... If institutions that purport to educate young people don't embody society's cherished ideals - community, cooperation, harmony, love - then what young people will learn will be the standards institutions do embody: competition, hierarchy, busyness, and isolation" (p. 32). As such, the authors call upon faculty - stewards of the institutions and agents of transformation - to model, practice, and engage in the individual and group practices of leadership. In doing so, limiting beliefs are replaced by "a set of empowering beliefs that can lead to actions that not only strengthen the institution and model leadership for students, but that also improve and enrich the individual faculty member's working life" (p. 45).

Chapter 5 highlights the role of student affairs professionals in preparing students for responsible citizenship in a networked community. The authors suggest that most staff have not yet realized their potential as institutional leaders, especially since leadership development is often conceived as "intentional programming." To model and promote individual and group principles of leadership, student affairs staff are encouraged to capitalize upon emerging trends such as service learning, institution-wide leadership programs, community service activities, living/learning communities, campus retention initiatives, assessment, and civic responsibility. These prospects create means through which student affairs professionals initiate and sustain collaborations with faculty, students and other administrators. Notably, the authors present the concept of *functional coordination*, whereby individuals from different departments, divisions, and ranks collaborate on agendas of shared purpose.

Chapter 6 discusses the implications of leadership principles for chief executive officers (i.e., president, provost) of colleges and universities. Within the context of two complementary roles - *symbolic* and *functional* - the president is challenged to share responsibility with his/her constituents in modeling the principles of effective leadership. The chapter is particularly helpful in orienting the reader to three distinct scenarios in which change occurs: changes initiated by the president, changes in response to internal pressures, and changes in response to external levels. Each scenario presents opportunities for presidents to empower constituents in educational reform. Moreover, presidents are encouraged to create standing leadership groups (e.g., committees, cabinets) that guide and plan for change initiatives. For the president, the "challenge" lies in his/her ability to identify, examine, and challenge dysfunctional institutional beliefs. Once the president embraces principles of transformative leadership, he/she could "create a ripple effect that can transform the culture of an entire institution" (p. 86).

The final chapter serves as an enriching stimulus for further discussion and practical application. Of particular help is the section on "personal" and "institutional" resources - tools that the authors contend will facilitate the implementation of leadership principles. These resources include autonomy (e.g., freedom to reflect and speak openly), willingness to challenge the process, new starts (e.g., advent of new academic terms), and statements of institutional mission. The document concludes with several tips on how one might begin conversations in communities of learning and apply the principles in academic units, campus departments, and professional associations.

On the whole, *Leadership reconsidered* is an invaluable resource and guidepost for students, faculty, student affairs practitioners, and presidents. Unlike many books that offer prescriptions or suggest "quick fixes," this document places the role of change in the hands, heart, and mind of the reader. Regardless of position, tenure, or class year, all stakeholders of the academy are implored to reflect upon their beliefs/values as a first step in the process of transformative change. Starting from within, readers can empower themselves and others to lead the shift to a new paradigm of leading, learning, and working.

> *"Leadership reconsidered is an invaluable resource and guidepost for students, faculty, student affairs practitioners, and presidents. Unlike many books that offer prescriptions or suggest 'quick fixes,' this document places the role of change in the hands, heart, and mind of the reader."*

Another asset of *Leadership reconsidered* is its skill at relaying the obstacles, impediments, and challenges that constituent groups face. Often, one group views the other as more empowered - the "grass is greener" cliché. Through this document, for example, faculty might find themselves relating to challenges students face. Similarly, staff might gain greater insight into the multidimensional role of the college president. And the reader will gain greater understanding of his/her role in the context of others' responsibilities, challenges, and hopes.

Leadership reconsidered works well for individuals who exhibit readiness to embrace change. Transforming higher education requires considerable synergy among college and university stakeholders; as a result, individuals must be willing to dismiss individualism and work collaboratively with diverse others in efforts of shared purpose. If one is unwilling to commit to self-reflection and personal change, he/she may grow frustrated by the visionary, transformational, and challenging nature of the document.

Higher education is a vehicle through which the quality of leadership in American society is shaped. The need for change is certain, and the time for change is now. *Leadership reconsidered* is a testament to the profound difference each individual - regardless of title, class year, or status - can make in his or her community and beyond. ⌂

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Scholarship and Research Updates

Credentialing People and Programs: A Focus on Portfolios

By Susan R. Komives

The verification of standards in any field is multifaceted. Degrees are comprised of course credits distributed across general and specific requirements (such as in a major); majors or minors are comprised of courses and other experiences (e.g. comps, hours of service); and courses are comprised of some combination of knowledge acquisition as well as skill and attitude development. To assure standards, programs are typically accredited and people are credentialed. To my knowledge, leadership programs, whether in an academic department or in a student affairs division, have no external accreditation options unless they are part of a program designed for a more specific purpose (e.g. educational leadership). Each of us as individuals do have several credentials we have a high school diploma, a baccalaureate or other degrees, a drivers license, and maybe a Water Safety Instructor or CPR certificate.

It is a bit hard to determine how many colleges offer a formal major or minor in leadership studies. It is also unknown how many colleges offer a leadership certificate of some kind whether through the curriculum, co-curriculum or some combination of both. Over four years ago, the Center for Creative Leadership reported some 900 various programs. The most comprehensive published list of leadership programs can be found in the 1998 CCL's *Leadership Education*. This 7th edition is a superb compilation and description of model programs in both curricular, co-curricular, high school, and business settings. Certificate and citation programs are comprised of a range of activities from formal courses, hours of community service, hours of membership/involvement, participation in key experiences (e.g. retreats, special lectures), and are often credentialed by an individual portfolio leading to a certificate of some kind. Although some credentials (like minors or some citations) may require official approval of university Senate, there is great flexibility in (a unit like a student activities office) creating a certificate and designating what range of experience must be completed satisfactorily to receive credential.

There is promise in working with individual students, even in the most decentralized of programs, to create a leadership portfolio as a step in credentialing student accomplishment. Much of the work on portfolio development is in the teacher education arena, but portfolios are being increasingly used in formal majors (even doctoral programs) to help students fully show their knowledge and accomplishments not

"Understanding how leadership is learned leads to understanding how educational interventions can be designed to facilitate that learning. The field of leadership education is still dismally weak in understanding how leadership is learned."

Scholarship and Research Updates

shown adequately through a transcript alone. They are also useful for assessment of individual progress. MacIsaac and Jackson (1994) present a portfolio as a "documented history of learning," a "structured and selective record of accomplishments," a collaborative process, and a "catalyst to reflective practice" (pp. 64-66). Yancey and Wiser (1997) give a good overview of the potential use of portfolios. The American Association for Higher Education (AAHE) has done some sophisticated work with portfolios including their new publication on *Electronic portfolios* (2001). In addition to a useful section on student learning in portfolios, the monograph presents challenging ideas on institutional/program portfolios as a reflection of what a program really does for participants. AAHE is also supporting an interactive companion website (*www.aahe.org/electronicportfolios*) based on the work in this monograph.

Building on the classic Hutchins piece from 1990, AAHE has recently published an article (Seldin & Higgerson, 2002) on Seldin and Higgerson's *The administrative portfolio* with useful advice for practitioners (check the publishers website at www.ankerpub.com). Previous *Concepts & Connections* author Gypsy Denzine (2001) has advice in the NASPA journal about professional portfolios in student affairs work distinguishing between a learning portfolio and a professional portfolio. Research on student reactions to portfolios show the need for guidance, reflection, and mentoring and have resulted in favorable student reactions to the skill development and career applications of these experiences (Dutt-Doner & Gilman, 1998). Several web sites that have models of interest to readers are: *www.uvm.edu/~jmorris/ portresources.html*, *www.nea.org/cet/ BRIEFS/brief4.html*, and *www.ls.sesp.northwestern.edu/sible*.

Whatever kind of program a campus offers, consider the final certificate or citation to be based on a student portfolio of his/her learning. Build on the model of leadership you may use, students should be able to demonstrate their experience in such leadership dimensions as collaboration, inclusion, process skills, and ethical practices. ⬆

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Credentialing Leadership Programs

Closing Remarks

Credentialing is a process by which leadership educators, student affairs practitioners, and faculty can collaborate to formalize leadership education in the curriculum. Credentialing or certification can also be the conduit by which co-curricular leadership development initiatives can establish credibility and strengthen validity with the academic community. When beginning the conversation within the academy about the development of a leadership program, issues to explore include:

1. Is the proposed program consistent with the institution's mission statement?

2. What are the program's characteristics/objectives? How will the course relate to major or minor requirements or the institution's general education program?

3. How will the implementation of this program affect the staffing and sequencing of course offerings?

4. How will the proposed program affect the curricular requirements of other departments or programs?

5. Identify the source of institutional resources for faculty salaries and program administration. What demands will be made on university resources, including equipment, space, library holdings, and new or renovated space?

> *"Credentialing is a process by which leadership educators, student affairs practitioners, and faculty can collaborate to formalize leadership education in the curriculum."*

Although addressing these issues integral to the credentialing process can represent significant challenges, doing so can position colleges and universities to respond to the challenge issued by Boyer (1997) when he stated that colleges and universities should be "places for students to search for identity and meaning ... to go beyond their private interests, learn more about the world around them, develop a sense of civic and social responsibility, and discover how they can contribute to the common good" (p. 58). ◆

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William Mandicott, Assistant Vice President of Student and Community Involvement, and Dr. Thomas L. Bowling, Associate Vice President of Student and Educational Services, are founders of the Western Maryland AmeriCorps program and are integrally involved in building the leadership program at Frostburg State University.
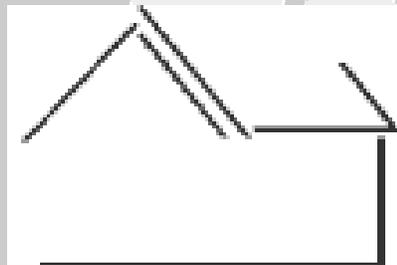
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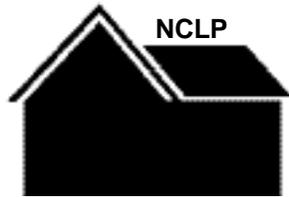
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