

# CONCEPTS & CONNECTIONS:

## — Leadership & Commuter Students —

*A Newsletter for Leadership Educators*

Volume 3 Issue 2

National Clearinghouse for Leadership Programs

1995

## Broadening Leadership Opportunities for Commuter Students

*Barbara Jacoby*

One of the most frequent comments I hear from student affairs colleagues when they learn that I am the director of the National Clearinghouse for Commuter Programs (NCCP) is that no matter how hard they try, they "cannot get commuter students involved." "Commuters are apathetic," I am told, and "they are not interested in the great leadership opportunities we have."

This over-used statement about commuter students' apathy is simply not true; however, it has served for years as a ready excuse for student affairs professionals to dismiss commuter students and to concentrate

efforts on the traditional residential and fraternity/sorority students who respond to our efforts. We say that "everyone is welcome" at our programs, but we publicize and inform in traditional ways — ways that work for traditional populations but not necessarily for commuters. I believe that the reason commuter students have not traditionally participated in our leadership programs has to do with *us* and not *them*. It has been easier for us to keep doing what we know how to do and hope against hope that some commuter students may find their way into our programs. However, since the vast majority of U.S. college students are now commuters, it is incumbent upon us to take a hard look at who they are and to think in new ways about how we can develop leadership programs to meet their needs, rather than expecting them to adapt to our programs. Let's start with a few facts.

In Fall, 1993, over 85% of college students nationwide were commuters, which the NCCP defines as all students who do not live in institution-owned housing. Therefore, fewer than 15% are 18-22 years old, live on campus, and attend college full time. Almost half of all college students are over 25 and attend part time. And 40% of all bachelors degrees are awarded each year to part-time students. Over two-thirds of all students work during college, with significantly more commuter students working

than residential students. Increasing numbers of students work more than 30 hours per week and/or at more than one job. A high percentage of part-time students work full time in career positions.

In addition, commuter students attend virtually every institution of higher education. They may represent the entire population of a community college or urban institution or a small minority of students at a private, residential liberal arts college. Many institutions which started out by serving a traditional-age, full-time residential student body now actively recruit full- and part-time commuter students to sustain or build enrollments.

Commuter students' relationship to higher education is, by definition, dramatically different from that of residential

students. Most residential students pack up and move lock, stock, and barrel to college with the intention of making the earning of a degree their full-time, primary endeavor for four years. In essence, they leave their former lives behind and begin a new life as a full-time college student. On the other hand, for most commuter students, enrolling in college is an *add-on* to their present lives as partners, parents, children, employees, community members, and so on. Their commitment to higher education is not less serious, it just may not be their sole focus.

*"I believe that the reason commuter students have not traditionally participated in our leadership programs has to do with us and not them."*

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# From The Editors

## *NCLP & NCCP Collaborate On Newsletter*

For the past decade leadership education has held a prominent place in higher education and educators have been increasingly challenged in their efforts to develop leadership programs, activities, and services which are inclusive of multiple student populations. One group frequently overlooked is commuter students. To address this gap, we are pleased to bring together the National Clearinghouse for Leadership Programs (NCLP) and the National Clearinghouse for Commuter Students (NCCP) in a collaborative issue of our newsletters.

The articles in this issue focus on the need for redefining traditional concepts of student leadership, the complexity of providing leadership opportunities for commuter students, and strategies for successful, commuter-friendly programs and services. The authors of these articles are professionals in both leadership education and commuter affairs and reflect the talents and resources of our members.

### **NCLP STAFF:**

**Alison Breeze**  
Director

**Susan R. Jones**  
Coordinator &  
Newsletter Editor

**Dr. Susan Komives**  
Scholarship &  
Research Editor



*This newsletter is  
printed on recycled paper.*

For those of you who are members in both our clearinghouses, you will notice that as a truly collaborative effort, the two newsletters closely resemble each other! Please consider passing one along to a colleague.

We hope you find this issue to be informative, helpful, and inspiring. We also hope that during your reading of these articles you will reflect upon your own commitment to providing leadership programs and activities for commuter students at your institution.

Adrienne J. Hamcke, NCCP

Susan R. Jones, NCLP

## **NCLP Initiates Mentoring Program**

*The National Clearinghouse for Leadership Programs has recently received several requests for mentors from new professionals in leadership development. Specifically, interest is high among those new to the field for contact with "seasoned" professionals with whom they may ask questions, seek advice, and solicit feedback. If you are interested in either serving as a mentor or if you are in need of mentoring, please contact Susan R. Jones at the clearinghouse (301) 314-7168 or [nclp@umdacc.umd.edu](mailto:nclp@umdacc.umd.edu).*

## **Teaching Leadership:**

### ***Curricular Approaches to Leadership Education***

*The next issue of **Concepts & Connections** will focus on curricular approaches to leadership education. We are very much interested in your materials which focus on teaching leadership. This could include information and/or resources on leadership majors/minors, leadership transcripts, competency based programs, course syllabi etc. We would like to highlight successful programs in this issue, as well as include your materials in the Clearinghouse resource files.*

*In addition, if you would like to consider submitting a manuscript length paper on the pedagogy of teaching leadership or a related topic, please call Dr. Susan Komives, Scholarship and Research Editor of NCLP (301) 405-2870.*

*We are eager to expand our resources in this important content area of leadership education!*

# Connections From The Director

It is my great pleasure to make this first connection with the members of the National Clearinghouse for Leadership Programs. I look forward to serving you as director of your leadership education resources in the time ahead.

This issue's theme focuses on the student population with which I spent the past six years. The "traditional" student at my former institution is the "non-traditional" student: Average age of 27; many raising children; most working at least 20 hours a week; many working in a full-time career while enrolled; many taking partial course loads; many taking more than four years to earn a bachelors degree; and, every one of them commuting to campus. The profile of the 12,000 students at Kennesaw State College follows current demographic trends in American higher education as described by our guest columnist Dr. Barbara Jacoby, director of the National Clearinghouse for Commuter Programs.

Dr. Jacoby's point is well taken on the inaccurate but common practice of labelling commuter students as apathetic. An adult who chooses to add the role of student into an already busy life can hardly be labelled as indifferent to the benefits of higher education. That student strongly desires an education and is willing to squeeze time for the classroom into family and career time. Yet, often that same student is absent from the out-of-classroom life of the college. How can we label that absence as apathy when the student makes such effort to be in the classroom?

Dr. Jacoby encourages us to think differently about commuter students. I have known student government and program board officers who are content to believe that, when others don't show for their great ideas, the fault lies with those others—*after all, if I've been elected or selected into this student leadership role, isn't it because my values speak for everyone? Therefore, I don't need to pay attention to those apathetic students.*

We need to challenge ourselves and our student leaders to expand our lenses on involvement. When students don't attend our programs, have we failed to show them the educational benefit of out-of-classroom opportunities? Have we made assumptions about their motivations as well as their availability and failed to include programs, training and topics that meet their interests and needs? Have we failed to be inviting?

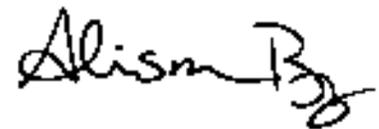
KSC president Betty L. Siegel frequently speaks of the need to employ "invitational leadership." It is not enough to schedule classes, hire faculty and open the doors, she says. "What if we gave a college and nobody came?!" Dr. Siegel urges her colleagues to be "intentionally inviting;" to purposely create strong educational programs in and out of the classroom, to foster a welcoming environment, and then to actively invite all students to participate.

KSC's approach to inviting involvement outside the classroom included two lunch hours each week during which no classes are scheduled. Programs and meetings

are encouraged for these times. Crucial student services are expanding into evening hours. Some clubs schedule two times for meetings, one for day and one for evening. Representative groups, such as student government, the student fee allocation committee and college senate have specific seats for student populations that have frequently been underrepresented, such as non-traditional age students, students with disabilities, American minority and international students. Faculty organization advisors encourage their classes to attend events and to join a group. The Lifelong Learning Center provides a home base for non-traditional age students. Recent high school graduates as well as grandmothers can be found in the non-credit leadership course. More family oriented programs, such as the annual trek to Zoo Atlanta, are developing.

There's still a large body of "PCP" students: "Parking Lot/Classroom/Parking Lot"; but the percentage of involved students is greater each year, in large measure because the student affairs staff and the faculty refuse to believe that commuter students are apathetic students.

This collaborative issue of the newsletter represents the work of educator well-versed in both leadership education and in issues of commuter students. I invite you to carry the dialogue begun in this issue to your campuses and with your colleagues to create leadership programs in which commuter students feel welcomed and invited!



Alison Breeze, Director  
National Clearinghouse for  
Leadership Programs

*"KSC president Betty L. Siegel frequently speaks of the need to employ 'invitational leadership.' It is not enough to schedule classes, hire faculty and open the doors, she says. 'What if we gave a college and nobody came?!'"*

## Broadening Leadership Opportunities

*Continued from page 1*

I am often asked, if the overwhelming majority of students are commuters, why do colleges and universities, including 100% commuter institutions, not respond better to their needs? Even a brief glimpse into the history of higher education in the U.S. reveals the residential tradition as fundamental in the colonial colleges and continuing in a strong fashion today. Even though today's students, institutions, and society are extremely different, the dominance of the residential tradition of higher education continues to shape the development of policies and practices, even at predominantly commuter institutions. For example, most administrators and faculty members earned their degrees at traditional residential institutions and tend to impose, sometimes unknowingly, the values, goals and norms of their own experiences on other educational environments. Administrators often inadvertently believe that commuter students can be served by the substitution of parking lots for residence halls, while maintaining essentially the same curricular and programmatic formats.

### **Rethinking Leadership Education**

Assuming that we want to serve commuter students more effectively through our leadership programs, how do we begin? I suggest that we examine both the information and skills we teach and the formats in which we deliver programs from the perspective of various types of commuter students.

Most leadership programs are designed to provide skill development and other support to traditional-age students who have assumed, or are interested in assuming, leadership positions in campus organizations. Surely students who have little or no experience in leading meetings, recruiting and retaining members, setting goals, and publicizing events need assistance in these and related areas. Such information and skills could also be useful for students whose involvements are off campus. Often the commuter students whom we call uninformed or apathetic are heavily involved as volunteers, leaders of religious or civic groups, officers in the PTAs at their children's schools, and coaches of children's or adults' sports teams.

Using our knowledge of the fact that most commuter students work, many full time or nearly full time, we need to broaden our thinking and conceive of work settings as places where students learn about leadership. As a shift supervisor in a fast food operation, an assistant manager in a bank, or an administrative assistant to a company vice president, a student has myriad opportunities to observe and practice leadership. However, the information and skills we teach in traditional leadership programs aimed at positional leaders of campus organizations may not be particularly appropriate for such students. Information about management approaches such as Total Quality Management, process reengineering, value-based management, and mass customization, for example, could enable students to turn their work settings into wonderful learning laboratories where they can observe and practice cutting-edge leadership techniques.

I also suggest that we go one step further and take advantage of the demographic reality that an increasing proportion of commuter students are older and employed full time in career positions. This fact and an accompanying assumption that many are already leaders or aspiring to be leaders challenges us to go beyond the basics of leadership training. In addition to programs on recruiting group members and fundraising techniques, we should offer students ways to learn about the newest approaches to leadership, including: empowering, transformational, and connective leadership; trend analysis to identify change-drivers reshaping U.S. and global societies; and how chaos theory, quantum mechanics, and self-organizing systems can be used to solve problems and define organizations.

### **Delivery of Leadership Programs**

Reconceptualizing the kinds of information and opportunities that help students develop leadership skills is only part of the process of transforming leadership programs and services. We must also revamp our

traditional delivery mechanisms. We know that for most commuter students, being a student is only one of several important and demanding roles and that as a result, commuters frequently concentrate their classes into blocks and have little free time to spend on campus. To accommodate their busy schedules, we need to consider a variety of formats for the delivery of information as well as for gaining experience and building skills. For example, rather than offering seminars at the same time each week (e.g., Tuesdays at 7:00 p.m.), we need to offer them at multiple times, perhaps including early mornings, lunchtime, late afternoons, evenings, and weekends. For students with children, a

Saturday morning leadership seminar series could be accompanied by a series of art classes for children in a nearby room. Other delivery methods including video and interactive computer programming can enable students to learn at home or at work. And since busy commuter students often cannot add something else to their full schedules, enabling them to earn credit for learning about and practicing leadership through internships and independent studies can provide access to learning opportunities that some students could

not take advantage of on a cocurricular basis.

I hope that we can use the opportunity we have as student affairs professionals to better serve our commuter students through leadership programs to reenergize ourselves and to stimulate us to use our creativity in new ways. The benefits of such energy and creativity would be tremendous — for our students, our institutions, our society, and ourselves. ■

*"...we need to broaden our thinking and conceive of work settings as places where students learn about leadership."*

*Dr. Barbara Jacoby is Director of the National Clearinghouse for Commuter Programs and the Office of Commuter Affairs at the University of Maryland at College Park.*



# Program Spotlight

## The PEAK Program: A Model Leadership Program for Commuters and Non-Traditional Students

By J. Davidson Porter

Metropolitan State College of Denver (MSCD) is home to the PEAK (Potential through Experience, Awareness, and Knowledge) Student Leadership Program. This award-winning program is explicitly designed for the 18,000 diverse MSCD students of whom almost 20% are ethnic minorities, 80% work 20 or more hours per week, just over 50% are enrolled full time, and the average age is 27. Focusing directly on the needs, concerns, and interests of commuter and non-traditional students, the PEAK program can serve as a model for other urban institutions, universities with a highly diverse population, or any institutions seeking to redesign their already existing leadership programs to incorporate more commuter and non-traditional students.

Through trial (and error!), the staff of the PEAK Program have been able to determine that leadership programming and training are most successful for non-traditional and commuter students when they are targeted to specific student groups reflective of cultural identification and academic interests. For example, a "Communication Skills" seminar will have very few students attend (if any), but a "Communication Skills for Engineers Entering Into the Workforce" may have a full room of participants eager to learn. A

traditional day-long seminar of skills training may have few students register, but an "African American Leadership Summit" might result in 100 students signing up and a waiting list of other students hoping to attend the event.

In addition to identifying outcomes and targetting campus groups, the organizers of the PEAK Leadership Program have had to "shift their paradigm" in other ways to be successful. The timing of events is essential. Students are less likely to commit to a weekly leadership series but are more interested in attending a one-day format on the weekend. Programs that meet weekly can be scheduled at a more appropriate time and ideally over a free meal. In addition, leadership programs that directly support the academic mission of the college through providing guest lecturers in the classroom are more positively perceived as beneficial by both students and faculty members.

The MSCD PEAK Program offers ten to fifteen different components each year in its comprehensive program. These include:

### **Campus Involvement Week:**

Four days of highlighting "connecting points" for students, including Student Organizations, Student Services, and Community Service Agencies.

### **Student Organization Seminars:**

One hour workshops specifically for leaders of MSCD's 100 student organizations, including "How to Plan an Event at Metro State" and "Motivating Volunteers."

### **All Campus Leadership Training:**

A half-day training event (during Friday afternoon when many students are out of class) featuring both skill building workshops and a chance for students to develop their own mission statements.

### **Into the Streets:**

The national service program, with a special effort made to connect service opportunities with students' cultural identifications, career interests, and academic majors.

### **Leadership Class:**

One-credit course held over the noon hour on Wednesdays, so that students lunch and learn.

### **Power Breakfast Series:**

A 10 week program in which students learn leadership skills and theories while eating a free breakfast on Thursday mornings from 8:00 to 9:00 a.m. After completing the program, participants receive a free coffee mug with the program's logo.

### **Student Leadership Summits:**

One day conferences for selected campus communities (Women, Chicanos, Gays, Lesbians and Bisexuals, African Americans) planned by students, faculty, and staff members representative of their community.

*"Through trial (and error!), the staff of the PEAK Program have been able to determine that leadership programming and training are most successful for non-traditional and commuter students when they are targeted to specific student groups reflective of cultural identification and academic interests."*

### **Leader in Residence:**

A three day intensive visit by a selected individual who has something to share on leadership issues. Past speakers have included Dr. Clarissa Pinkola Estés (author of **Women Who Run With the Wolves**) and Dr. Bernie Mayer of the Center for Dispute Resolution.

### **Giraffe Awards:**

Inspired by The Giraffe Project and designed to help celebrate those leaders in our midst who are taking risks for their beliefs and "sticking their necks out!".

### **Revisoning Leaders, Redefining Followers:**

A half day conference on leadership training for emerging leaders, including first year students.

### **Careers and Leadership Series:**

Workshops on leadership skills that are reflective of academic major and/or career interest. Topics are identified based on faculty input, and have included "Negotiation for Nurses" and "Conflict Resolution for Teachers."

To elaborate on this brief review of the PEAK Program, the following are answers to questions most often heard at presentations of our work with leadership development at MSCD.

### **? We want to start a leadership program...what do we do first?**

A good start is to identify what needs exist around leadership issues on campus. As programming ideas develop, staffing issues will undoubtedly be one of the first hurdles to jump. In this time of budget cutting, the creation of a new position solely for leadership development may be unrealistic. Other strategies might include identifying a variety of student life professionals willing to chair one leadership development program each during the year, hiring a student or graduate student for 10-20 hours a week to help coordinate the program, or simply providing a comprehensive list of what leadership events are already happening on campus through different departments. Remember, the most

important component in planning events to reach commuter and non-traditional students is to have them on your advisory and programmatic committees!

### **? How can we more effectively collaborate with faculty on our campus?**

Leadership programs often "fly or die" based on the support of faculty members. There are many different ways to lobby for faculty support of leadership events. First, work with faculty on their ideas for leadership events (such as the "Careers and Leadership Series" explained above). Second, be sure to nurture those faculty who are supportive of your programs by keeping them informed of your events and utilizing them on planning committees. Third, explore how various leadership speakers might add a valued perspective by speaking in current courses being offered on campus (such as the "Leader in Residence" program). Remember, many faculty members plan their course syllabi months in advance, so prior planning is essential!

### **? What strategies can we use to promote leadership events to commuter students?**

Commuter students may not always be reached through such traditional promotional strategies as flyers on campus and an ad in the school newspaper. One advertising technique that has been extremely successful at MSCD has been to ask faculty, administrators, and classified staff members to nominate students they feel would benefit from a certain leadership program. Students are then contacted with a letter informing them of their nomination and a registration form encouraging them to attend. In addition, classroom announcements are essential on a commuter campus in helping to get

the word out. In a recent informal MSCD survey which asked students how they learned about a leadership event, "faculty announcement in a class" was the answer given most. For events that are targeted to certain student populations, direct mailings to students at home are also very successful (for example, targeting Human Service Majors for a leadership class or Hispanic students for a Chicano Student Leadership Summit).

### **? How can we help keep students attending "series" programs?**

Retaining commuter students in cocurricular programs that meet weekly is not an easy task! Good intentions may fall by the wayside as students are challenged with class, work, and family responsibilities. The programs at MSCD in a "series" format have used several concepts to help keep students attending. First, the perceived process of being "accepted" into a program as opposed to just going through the "registration" procedure makes a difference. Second, having students in the weekly format meet occasionally in small groups with a faculty/staff member involved in the program helps the leadership program staff touch base with students and lets them know you care about their success. Finally, being clear about attendance expectations at the beginning of the series is also essential to later attendance by the participants.

### **? Why do you feel the PEAK Program has been successful?**

We believe we have been especially successful in four different ways. Our COLLABORATION with many different campus entities, including departments such as Admissions, Women's Studies,

*In closing, leadership development educators may need to change their expectations as they begin or continue to program on leadership issues for commuter and/or non-traditional students.*

Student Development Center, Campus Recreation, Political Science, Human Service, Alumni/Development and Cooperative Education has helped us to develop "ambassadors" for our programs. The program's ability to reach DIVERSE groups of students through workshops, seminars, and special events is something of which we are proud. The program's commitment to the ACADEMIC MISSION through sponsoring speakers in specific classes and offering leadership workshops reflective of academic majors is evident. Through careful attention to identifying workshop objectives and providing evaluation processes (written and verbal focus groups) which incorporate these outcomes we have been able to DOCUMENT OUR SUCCESS. This documentation has been especially helpful when asking for increased funding.

In closing, leadership development educators may need to change their expectations as they begin or continue to program on leadership issues for commuter and/or non-traditional students. Remember that programming for these students may not mean increased visibility of non-traditional student leaders, as they may be using their new skills in their job, community work, or the classroom. Indeed, the intrinsic rewards student affairs professionals receive by watching traditional students grow through training may not be given by non-traditional students, especially due to the high amount of transition in this student population (taking a semester off, coming back to school for a short period of time, transferring to an institution closer to home, etc.). However, as campus demographics continue to change, leadership educators will be challenged, encouraged, and obligated to meet the needs of this student population. ■

*J. Davidson Porter is the Associate Director of Student Activities at Metropolitan State College of Denver.*



## National Clearinghouse for Commuter Programs

*NCCP is the only national organization that exists solely to provide information, consultation, and assistance to professionals who are initiating or enhancing services and programs for students who live off campus. NCCP members reflect the diversity of the students we serve. Among their members are new professionals and department heads, chief student affairs officers, graduate students, faculty members, and student leaders. Their work settings include large 100% commuter universities, two-year institutions, primarily residential colleges, libraries, and professional associations.*

### **Benefits of Membership**

*(Included in Annual Membership Fee)*

**The Commuter**, published quarterly, features articles of interest to, and often written by members. Recent issues have focused on first generation college students, adult learners, and town-gown relations.

**Serving Commuter Students: Examples of Good Practice** is a regularly updated compendium of successful and innovative programs and services from campuses across the nation.

**Commuter Students: References and Resources** provides a comprehensive cross-referenced listing of literature on commuter



# Leadership Training Concepts & Techniques

## *Are Your Leadership Programs Commuter Friendly?*

### *Ten Tips To Success*

*Prepared by Adrienne J. Hamcke, Coordinator, NCCP and  
Susan R. Jones, Coordinator, NCLP, University of Maryland, College Park, MD.*

The following questions are designed to help you reflect on your leadership programs and evaluate how effectively they meet the needs of commuter students. The accompanying suggestions offer practical advice for more comprehensively integrating commuter students into your leadership practice.

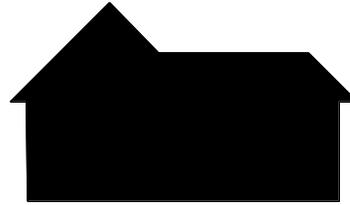
1. What are the leadership needs and interests of the commuter students on your campus? Taking the time to do a simple interest inventory can help you create leadership programs that more directly meet the needs and concerns of commuter students.
2. Are your leadership events scheduled with regard to commuters' busy schedules? If many of your programs take place in the evening, you may be inadvertently missing commuters who leave campus in the afternoon and do not come back a few hours later for a short program.
3. Have you clearly defined the leadership skills that students can develop by being part of your leadership efforts? Commuter students with multiple responsibilities will carefully select how to spend additional time on campus; therefore, it is important that programs be tailored to meet specific needs, such as academic success and career planning.
4. Are your leadership programs applicable to the world of work? Many commuter students work full- or part-time while attending school. Leadership programs that directly enhance job skills and performance will be more meaningful to students who work.
5. Have you considered funding students' registration for conferences related to their fields of interest? Annual conventions are a valuable source for leadership development, however, many students cannot afford to attend them because of high registration, lodging, or transportation costs. Providing the means for students to attend these events can significantly enhance their leadership skills.
6. Do you make a practice of recognizing off-campus leadership activities? Many commuter students are involved in leadership positions in the communities in which they live and work. Recognizing and rewarding this involvement tells commuter students that their off-campus life is important.
7. Are consistent efforts made to ensure that commuter students are involved in and represented on leadership organizations? Making sure that your student organizations are representative of the residential diversity of your campus is essential.
8. Do your organizations incorporate a leadership ladder where students can increase their level of involvement and leadership? Programs which offer both participatory and leadership roles are an excellent way to foster a sense of belonging for commuter students and give them opportunities to enhance their leadership skills.
9. Is your definition of leadership broad enough to incorporate an expanded range of leadership opportunities? Commuter students are often involved in activities off-campus which are frequently not included in traditional conceptions of college student leadership.
10. Do you make special efforts to reach the commuter on your campus? Effectively marketing to commuter students requires multiple methods and consistently proactive strategies such as personal invitation, information booths in parking lots, direct mail, and announcements in class. 📧

## **UPDATE: NCLP Membership Directory**

*We will be updating the NCLP membership directory this summer. If you would like your email address listed in the directory please let us know either by email ([nclp@umdacc.umd.edu](mailto:nclp@umdacc.umd.edu)) or the old-fashioned way (1135 Stamp Student Union, University of Maryland, College Park, MD 20742).  
**THANKS!***



NCLP now has course and program descriptions from all previous editions of the Leadership Source Book (1986-1992) compiled by the Center for Creative Leadership. Copies are available to NCLP members upon request. While some of the courses and programs listed may no longer be active, the course syllabi and program descriptions constitute a wonderful resource for those planning and developing leadership courses and programs.



## *National Clearinghouse for Leadership Programs (NCLP) Membership Application*

Date \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_

- New Membership
- Renewal  
(previous membership expired: \_\_\_\_\_)

Name of previous member (if applicable):  
\_\_\_\_\_

***This form must accompany payment of \$35.00  
(federal tax ID#526002033).***

*Please make check payable to the  
University of Maryland and send to:*

***National Clearinghouse for  
Leadership Programs  
1135 Stamp Student Union  
University of Maryland at College Park  
College Park, MD 20742-4631  
(301) 314-7174  
nclp@umdacc.umd.edu***



# National Clearinghouse for Leadership Programs LEADERSHIP SCHOLAR SERIES

## Order Form

Please indicate on the form below which leadership scholarship series papers you wish to purchase and in what quantity. The cost of each leadership paper is \$5.00 for NCLP members and \$8.00 for non-members. Please send the completed form and a check payable to the University of Maryland, 1135 Stamp Student Union, The University of Maryland at College Park, College Park, MD 20742.

Qty	Item	Amount
	Leadership Paper #1: <b>"Diverse Voices of Leadership:                      Different Rhythms                      and Emerging Harmonies"</b> <i>by Dr. Kathleen E. Allen</i>	\$ _____
	Leadership Paper #2: <b>"African American Men at Risk"</b> <i>by Bernard Franklin</i>	\$ _____
	Leadership Paper #3: <b>"Teaching, Educating, and                      Developing Men: The Missing Piece                      in Student Development Education                      in Colleges and Universities"</b> <i>by Bernard Franklin</i>	\$ _____
	Leadership Paper #4: <b>"Leadership Assessments:                      A Critique of Common Instruments"</b> <i>by Nancy Snyder-Nepo                      with foreward by Dr. Susan Komives</i>	\$ _____
	<b>TOTAL:</b>	\$ _____

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

INSTITUTION: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_  
 \_\_\_\_\_

PHONE: (    ) \_\_\_\_\_ - \_\_\_\_\_



**W**e invite you to submit leadership program materials (brochures, pamphlets, course syllabi, etc.) to the NCLP. Your materials will be categorized in the Clearinghouse according to program type (retreats, emerging leaders, academic courses, community service, etc.) and shared with NCLP members who request information about specific programs.

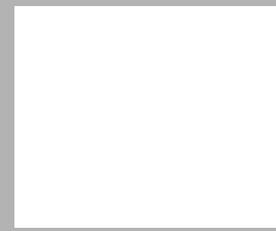
**Please send us your materials on leadership and commuter students. We are interested in expanding our resource files in this area which would serve to benefit all members!**

Our goal is to include as much information as possible in the Clearinghouse so we can effectively provide quality services and a wealth of information to our colleagues. Ideally, we would like to have information on every higher education leadership program! The materials you send will serve as the foundation for a network among leadership educators nationally and internationally.

Please send your leadership materials to:

**National Clearinghouse for Leadership Programs**

University of Maryland  
 at College Park  
 1135 Stamp Student Union  
 College Park, MD 20742-4631  
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# The Leadership Bookshelf

Reviewed by Jan Arminio

## *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*

Estela Mara Bensimon & Anna Neumann. (1993). Baltimore, MD: The Johns Hopkins University Press.

Though the notion of teamwork is often highly valued in organizations, Bensimon and Neumann have claimed in this recent work that little attention is paid to what is meant by teams and teamwork. This book is a refreshing, thorough investigation in which teams and teamwork, specifically in the higher education setting, are examined from a complex perspective which suggests that leadership and teamwork are not linear and static processes, but complex, interactive and collective ones in which several dimensions of teams are highly interdependent.

For their research, Bensimon and Neumann interviewed presidents and their leadership teams from 15 institutions of higher education. The purpose of their study was "to explore models of teamwork in higher education, taking into account the leadership orientations of presidents and their executive officers...[and] to examine how presidents and their designated team members work together" (p. xi). The authors claim that the institutions selected were a diverse group (i.e., private, public, urban, suburban, rural, four year, community colleges, independent, and research) and presidents included men and women, newcomers to the position, and those in their positions for over seven years. A glaring omission from their sample, however, is historically black institutions. Moreover, there is no indication that any of the presidents were persons of color (though several members of the presidents' leadership teams were).

*"...leadership and teamwork are not linear and static processes, but complex, interactive and collective ones in which several dimensions of teams are highly interdependent."*

The first dimension of the authors' analysis was a determination of whether or not the leadership group was actually a team. They discovered that leadership groups could be "real" teams or "illusory" teams. Cognitive complexity was a major factor in determining whether a leadership group was a real team. Cognitively complex groups were more than the sum of their parts. They sought to not only "bring out more than what the group members have in common...[but also] to bring out the differences among people" (p. 5). Real teams were those in which the combination of minds was more complex than one person working alone. Real teams were supportive of each member and were collectively accountable. In essence, the authors argued that real teams created a culture by shaping meaning together. Real teams became "socially and psychologically" alive.

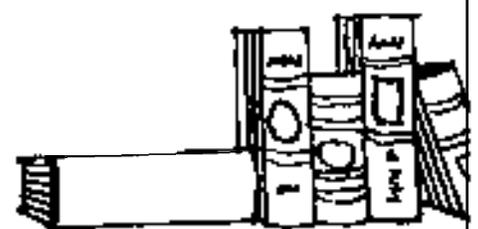
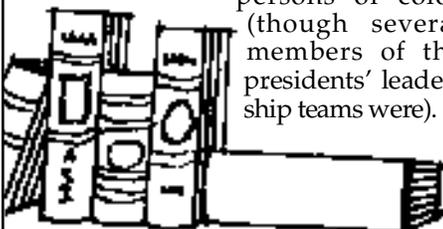
The second dimension of their analysis was that of team member roles. In real teams, the authors found eight thinking roles: definer, analyst, interpreter, critic, synthesizer, disparity monitor, task monitor, and emotional monitor. The first five enabled the group to think in a cognitively complex manner. The last three roles supported the work generated from team thinking. In real teams, these roles were both present and shared, and one team member could shift from one role to another.

The third dimension of analysis described how real teams were built. The authors found that real teams were built through relationships and interpretive work. Inclusiveness, removal of privilege, and the ability to walk in others' shoes were necessary to building teams.

One weakness of this work is the authors' narrow understanding and expressions of privilege. For the most part, privilege is discussed in reference to gender without an awareness of various other types of privilege including race, ability, and sexual orientation. An example given of exclusion of an African American woman by a predominantly White male group was discussed solely as gender exclusion. The authors failed to acknowledge that race was also most probably a factor in her exclusion. I hope that in the future the authors will be more inclusive of historically black institutions specifically, and racial issues in general, in their research.

Even with this shortcoming, this is a worthwhile resource. The authors gave ample attention to practical, explicit examples of teamwork and team building which bring the concepts of their study to life. For example, in order to be a team, the authors suggested that members must meet regularly, share in shaping the team's agenda, and meetings must be more than opportunities for information delivery. I believe this book to be an excellent resource for gaining insight into teams and teamwork and useful in a variety of settings. Its specificity to higher education and the authors' attention, although limited, to the role student affairs administrators play on presidents' teams make this book especially useful for those in the student affairs profession. **Redesigning Collegiate Leadership** can and should be used as a staff development tool for division, department, and office teams. 🏠

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# Scholarship & Research Updates

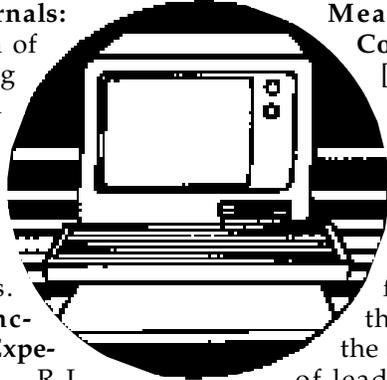
By Susan R. Kmoives

The scholarship and research on leadership continues to grow, seemingly exponentially these days. To help you sift through the many materials on leadership, I offer a brief update on some publications and projects of interest to your work with students in leadership education.

## Books and Journals:

The first generation of textbooks reflecting the new thinking on leadership is now appearing. These are primarily designed for use in undergraduate leadership courses.

**Leadership: Enhancing the Lessons of Experience** [Hughes, R.L., Ginnett, R.C., & Curphy, G.J. (1993). Homewood, IL: Richard D. Irwin, Inc.] is a scholarly approach to the study of leadership written for the classroom and supports experiential learning activities. It makes an intentional effort to address men's and women's interests and approaches to leadership. The Jepson School of Leadership Studies in Richmond Virginia, which uses this text in introductory courses, has developed a companion anthology of articles which they are currently planning to publish. **Training for Student Leaders** [Murray, J.L. (1994). Kendall/Hunt] is an approachable presentation of material complete with designed learning activities that both positional and non-positional leaders will find helpful. Watch for **Introduction to Leadership Theory and Practice: A Textbook for Community College Students** by Debra Sullivan. Debra, Director of Student Affairs at Seattle Central Community College, wrote this book to address the needs of community college students with attention to contexts of leadership such as family and community organizations. This book intentionally addresses the



commuter experience. Jossey-Bass will be publishing a leadership text [working title: Leading] designed for undergraduates and written by myself, Nance Lucas, and Tim McMahon. Watch for this publication in 1996.

## I recommend **Making Common Sense: Leadership as Meaning-making in a Community of Practice**

[Drath, W.H., & Palus, C.J. (1994), Greensboro: Center for Creative Leadership, \$12]. This small monograph captures the shifting frames in leadership thinking and presents the emergent philosophy of leadership as meaning-making in action communities.

Many people are talking about a new 1994 book by Ronald A. Heifetz, **Leadership Without Easy Answers**, from Harvard University Press. This book includes fine emphases on followers and empowering group members toward effective involvement. Alexander Astin recommends Alfie Kohn's 1992 book: **No Contest: The Case Against Competition** from Houghton Mifflin for those interested in why collaboration is a better practice than competition both for our country and in our leadership practices. Gilbert W. Fairholm's newest book (1994) **Leadership and the Culture of Trust** (Praeger) is an excellent integration of emergent paradigm leadership thinking with concepts of culture and creating

cultures of trust.

If you have not yet reviewed two fairly new leadership journals, I recommend you do so. The **Journal of Leadership Studies** is beginning its second year edited by Stephen Williams at Baker College. I read it cover to cover and find immediate application to learning and teaching leadership. To submit articles or to subscribe write Dr. Williams at Baker College of Michigan/Flint Campus, 1050 W. Bristol Road, Flint, MI 48507 (313-766-4105). **The Leadership Quarterly** is also excellent. This five year old journal primarily contains research articles. To submit articles or to subscribe write Senior Editor, Dr. Francis J. Yammarino, Center for Leadership Studies, State University of New York at Binghamton, P.O. Box

6000, Binghamton, NY 13902-6000. The most recent issue is on the theme of "Leadership for Environmental and Social Change".

**Eisenhower Leadership Program Grant Progress:** Several of the 1993-1994 Eisenhower leadership grant recipients are now doing research with their program interventions. Tom Jackson Jr. and his colleagues at the *University of Texas-El Paso* are designing a large study of Hispanic students using the student version of the Leadership Practices Inventory. Contact Tom at 915-747-5670 for more information. *Gettysburg College* has developed a dozen experiential leader-

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ship modules (topics like intercultural communication, teamwork, and followership) which will soon be field tested and evaluated in a type of action-research model. Part of their grant is to develop an evaluation model for this kind of education pedagogy so we are eagerly watching for those evaluation materials which may help many programs. For more information, contact Dean of the College, Julie Ramsey at (717) 337-6921. Helen Astin and Alexander Astin (UCLA) and their ensemble recently held a small invitational conference with representatives from several student affairs organizations, service learning organizations, and students to do a trial run of their leadership development model. The principles of this model include congruency, consciousness of self, collaboration, change, creative confrontation, common purpose, citizenship, and commitment.

*"The principles of this model include congruency, consciousness of self, collaboration, change, creative confrontation, common purpose, citizenship, and commitment."*

Several community colleges are working with Eisenhower grants. *Miami-Dade Community College* (Christine Evans, 305-237-3389) has offered three credits to about 40 students each term to participate in a three part experience (workshops, 4 day retreat, and a community service project which extends to a 6 month commitment). Dr. Evans reports they were very pleased that half of the original participants completed the experience. Programming of this nature with community college students needs benchmarks and this 50% rate may be one. Other community college Eisen-

hower grant programs of interest that you may wish to *contact directly are: Florida Community College at Jacksonville* (Bete Hane Hausman, 904-381-3674) and *Santa Fe Community College* (Ron Zee, 505-438-1618). We will keep in touch with these Eisenhower program outcomes and report them to you.

**Film, Literature, and Other Media:** You may know about the Hartwick Classic Leadership cases (see Jerrold Brown's article on "Leadership Education Through Humanistic Texts and Traditions: The Hartwick Classic Leadership Cases" in Vol. 1, No.3 of the *Journal of Leadership Studies* (1994) or review J.K. Clemens and D.F. Mayer's *The Classic Touch: Lessons in Leadership from Homer to Hemingway*, a 1987 Dow Jones-Irwin book. Using literature to teach leadership ranges from biographies to poetry. Linda Gehrs' article, "The Relationship between Literature and Leadership: A Humanities-based approach for studying leadership" (Vol. 1, No.4 of the *Journal of Leadership Studies* 1994) is helpful.

Randy Mitchell, Director of Student Activities at James Madison University, is interested in hearing from you about any form of literature, drama, film, and other media that you have found useful in teaching leadership principles. He is preparing a manuscript that will be of use to all of us on these important resources. He is particularly interested in resources which illustrate empowerment among group members, coalition building to accomplish change, and sources that reflect

diversity and multicultural approaches. Contact Randy at (703) 568-3787 or on email at <osa-rmitchell@vax1.acs.jmu.edu>.

**NCLP Publication Series:** The NCLP Publications Board which includes Denny Roberts, now at Miami University; Nancy Walborn, NACA; Judy Rogers, Miami University; Tony Chambers, Michigan State University; and NCLP staff) invite your submissions of papers suitable for the Leadership Education Series. APA style scholarly manuscripts (15-30 pages in length) should address topics of interest to leadership development for college students and should be applicable to a broad readership. Contact me to inquire about your possible submission or send two copies for review. Topics from previous newsletter themes (e.g. cultural influences, women, ethics, etc.) and topics of high interest like program evaluation, assessment, pluralistic leadership, civic leadership, or the like are appropriate.

The role of both the NCLP and the NCCP is to network and share with our "community of practice" the latest and best resources we can identify. We encourage you as a reader and member to be in touch with us about programs, scholarship, and research others would find helpful. I am easily reachable at <sk22@umail.umd.edu> or via the clearinghouse at nclp@umdacc.umd.edu. You may easily communicate with NCCP via email at nccp@umdacc.umd.edu. Please be in touch with us. 🏠

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# LEADERSHIP SYMPOSIUM

## The 1995 National Leadership Symposium University of Rhode Island

June 21-25, 1995

*Sponsored by the National Association for Campus Activities Educational Foundation  
and the National Clearinghouse for Leadership Programs*

The Leadership Symposium is a scholarly program designed to promote a greater understanding of critical issues and evolving models centered on college student leadership programs. The primary mission of the Symposium is to bring together diverse scholars, practitioners, and educators for the purpose of studying, analyzing, and understanding leadership concepts and theories. The Symposium seeks to set a national agenda for the study, teaching, and program development of college student leadership education.

The Symposium utilizes a highly interactive program including case studies and in depth discussion on application, issues, research opportunities, and ways to improve upon existing models for college student leadership development.

For more information about the Leadership Symposium contact members of the Core Planning Team:

- Ms. Gail DiSabatino, Director of Student Life, Cal Poly Pomona, (909) 869-3641
- Ms. Maureen McDermott, Assistant Director of Student Activities, University of Rhode Island, (401) 792-2726
- Dr. Craig Ullom, Vice President for Student Affairs, Hendrix College, (501) 450-1372
- Ms. K.C. White, Director of Student Activities, Mercer University, (912) 752-2868
- Dr. Dawn Williams, Dean of Students, Marymount College, (914) 631-3200

### What's Happening

June 8-10, 1995

#### **National Conference for College Women Student Leaders**

Sponsored by the National Association for Women in Education

Registration materials available February 15, 1995

Held at Georgetown University

For more information call (202) 659-9330

May 10-13, 1995

#### **Leadership as Legacy: Transformation at the Turn of the Millennium**

The 25th Anniversary of The A.K. Rice Institute

Washington, D.C.

For more information call (202) 973-0155, x473

October 7-9, 1995

#### **National Association for Community Leadership 16th Annual Leadership Conference**

Hyatt Regency Washington on Capitol Hill

For more information call (317) 637-7408

# 1995 International Directory of Women's Political Leadership Available

The 1995 edition of the International Directory of Women's Political Leadership is now available through the Center for Political Leadership and Participation, University of Maryland, College Park. The Center's Director, Dr. Georgia J. Sorenson, emphasized that, "The accessibility to an international network of women's leaders is a crucial ingredient in the development of female leadership".

The directory includes:

- Women Leaders from Argentina to Zambia
- Women's Political and Grassroots Organizations
- Addresses, Phone and FAX Numbers
- Demographics and country maps
- Global trends and statistics
- And more!

The directory is available for \$25.00 per copy + \$3.00 for postage. For information about how to order your copy contact:

**The Center for Political Leadership  
and Participation**

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College Park, MD 20742  
(301) 405-5751 🏠

# N.A.C.A.

## NACA Educational Foundation *Announces* Newly Endowed Student Leadership Scholarships

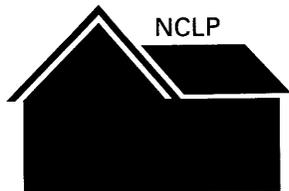
*The NACA Educational Foundation has received an initial endowment of \$32,000 to fund four \$500 scholarships for undergraduate student leaders annually, beginning in 1995.*

*The awards will be given to students in colleges in NACA's Southeast region which includes schools in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee and Virginia. Scholarship awards are to be used for educational expenses such as tuition, books, fees or related expenses.*

*Applicants for the awards will be solicited this spring, with the first selections made in the summer of 1995. Criteria include:*

- 🍏 *Applicants must be full-time, matriculated undergraduate students in good standing.*
- 🍏 *Applicants must demonstrate significant leadership skills and ability.*
- 🍏 *Applicants must hold a significant leadership position on their campuses.*
- 🍏 *Applicants must have made significant contributions via volunteer involvement either on or off campus.*

*For more information or to request an application, contact the NACA Educational Foundation, 13 Harbison Way, Columbia, SC 29212-3401 or call (803) 732-6222.*



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