

CONCEPTS & CONNECTIONS:

— Developing a Leadership Program —

A Newsletter for Leadership Educators

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1997

The Changing Look of Leadership Programs

by Dennis C. Roberts

This issue of Concepts & Connections marks an important historical passage. Although discussion and design of programs to develop student leadership potential has been underway for many years, we have never had a statement of standards to bring cohesion to our many different approaches. Programs designed to develop leadership potential have implicitly been part of the mission of student personnel work from its founding. However, explicit programs focused on leadership development

have expanded most in the last twenty years. The movement started in 1976 by the American College Personnel Association's (ACPA) Commission IV Leadership Task Force has come to maturity; we now have shared standards approved by the Council for the Advancement of Standards (CAS) that unify and focus programs designed to develop the leadership potential of students.

This particular article will provide the foundation and background to understand the new CAS Student Leadership Programs Standards. Other articles in this same issue will describe the actual content of the standards and provide examples of how the standards can be translated to practice. The perspectives I share here are gleaned from our shared leadership literature and from literally untold numbers of conversations about student leadership programs over the last twenty years. As such, it is important for the reader to understand that the ideas contained within are truly an amalgamation of ideas, conversations, and inspirations that many leadership educators have espoused. Our present circumstances reflect what we are coming to know about leadership — that leadership is an emergent, shared relationship among people who have a commitment and passion to make a difference. In this case, the passion we share is in developing leadership potential in students.

Several areas will be covered in this article:

- higher education's historical commitment to developing leadership potential among students;
- contemporary conditions in higher education and the broader society that potentially impact leadership;

- how changing conditions could or should influence our thinking;
- what leadership educators say we need to do; and,
- reflection on who we are, how we conduct our business, and how this affects what we seek to achieve in developing student leadership potential.

Higher education's historical commitment

In all likelihood, your college or university mission statement provides an ideal foundation for your leadership programs. Seldom do historic documents and emergent institutional missions neglect to laud the important purpose of developing leadership among students and graduates. In fact, when institutions tally their graduates' successes, they typically identify the governmental, business, scientific, educational and other leaders who are known throughout the world for their contributions to their professions and communities. These role model "leaders" are the quintessential examples of the value that is added to students upon graduation.

While nurturing civic (citizenship) responsibility among students has been one of the major and most widely acknowledged purposes of higher education, it has most often only been implicitly addressed in students' development and learning. The assumption has been that an educated person will inevitably engage in professional and community leadership upon graduation despite the fact that the university may have offered few leadership opportunities to its students and even fewer courses on the subject. The belief has been that students, through some serendipitous series of circumstances,

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Connections From The Director

My first assignment to provide leadership training occurred in 1979 for the officers of the program council at Southeast Missouri State University. I was right out of college with a degree in recreation administration and lots of extracurricular experience.

I began the assignment with confidence. After all, I'd had leadership and program planning experience myself. Leadership training had to be a matter of simply identifying the skills needed by the board members and then providing instruction.

Ha.

After several baffling weeks, I had to conclude that I had no concrete idea of what leadership was. I had a long list of skills needed to complete tasks and the officers had learned to perform their duties. But I left that job for graduate school with the suspicion that whatever I had organized, it wasn't leadership training. I never doubted the importance of teaching students how to keep their committees and organizations running well, yet this focus never felt complete.

Looking back, I realize I did not have the means to understand why. The literature that was available to me focused on management. I could find plenty of material on how to get tasks completed, how to supervise, delegate, and motivate, and how to plan and organize within a business setting, yet little that related these management issues to college students

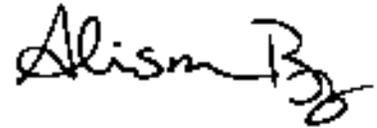
and their organizations. More to the point, I could find nothing on how to go about creating a student leadership development program or how to tell when I had finished whether it was truly aimed at developing leadership.

Staff and faculty who seek to initiate leadership programs and classes in the 90's no longer face a lack of information. The NCLP Bibliography, third edition, lists a total of 387 articles and books related to leadership. The fourth edition will list even more, as the phenomenon of leadership continues to be the subject of research and reflection in many fields. *The Student Leadership Program Model*, edited by Dennis Roberts and Craig Ullom in 1990 and distributed to NCLP members upon joining, has been welcomed by programmers and instructors for many years. Another publication available through NCLP is the *Guidebook Version III of the Social Change Model of Leadership Development* which was developed by an ensemble of leadership educators led by Drs. Helen and Alexander Astin. Conferences and symposia, including the Jepson Leadership Conference and the National Leadership Symposium, provide a place for faculty and staff to meet others interested in student leadership education and development. List serves and web sites connect leadership programmers and educators for discussions and information from a multitude of sources anywhere at any time.

The problem which leadership program initiators face today is not a lack of information or difficulty in identifying other institutions with leadership programs. The problem now is identifying the best fit for one's own campus from among the many terrific ideas, course syllabi, and programs to study. With the diversity that exists among institutional missions, degree offerings, and student populations today, it is doubtful that a program exists which would be perfect for every campus. Thus, leadership program initiators must shape a program unique to their institutions.

After much thought and several iterations, standards and guidelines for student leadership programs have been approved by the Council for the

Advancement of Standards in Higher Education (CAS). This issue of *Concepts and Connections* focuses on this work in the belief that current and future faculty and staff can use the CAS standards as a tool to develop student leadership programs that serve the unique mission and student body of each institution and at the same time meet standard criteria for high quality programs.



1997 Leadership Educators' Conference

Sharing and Celebrating Best Practices

July 24-27, 1997
College Park, Maryland

The Leadership Educators' Conference 1997 (LEC '97) will provide leadership educators the time and opportunity to reflect and share on best practices in their field. Scheduled speakers include Alexander Astin, Helen Astin, Dennis Roberts, Kathy Shellogg, and Susan Komives.

The conference, hosted in the past at the Jepson School of Leadership Studies, will be hosted this year by the Academy of Leadership of the University of Maryland, College Park. Sponsors of the 1997 Conference include the National Resource Center for Public Leadership of the Academy of Leadership, and the Jepson School of Leadership Studies of the University of Richmond.

For more information and registration materials call or write LEC '97, Conference and Visitor Services, University of Maryland, 0101 Annapolis Hall, College Park, MD 20742-9811, (301) 314-7884. 🏠

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The Changing Look of Leadership Programs

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will simply "know" how to engage in leadership. Certainly, this assumption is untested, if not naive.

The times cry out for leadership across a variety of domains — education, business, science, politics, and service. And, indeed, modern times have revealed that leadership may not have been working as well as we thought through the years. Knowledge about the positive accomplishments as well as questionable exploits of companies and governments are much more readily available to citizens today, even though it is likely that both accomplishment and exploitation were present throughout history. The exploits that we see today (insider trading, politicians who do favors for business "friends," exorbitantly paid CEOs of "volunteer" agencies) cause us to ask how well prepared citizens (**educated** citizens) have been and are for the leadership needed in our businesses, communities, and global environment.

If we accept that there is an unmet need for leadership in our world, then we have to ask what role higher education can or should play in developing broader leadership capability and honing leadership insights and abilities for the challenges of the 21st century:

- Where do we need leadership?
- Where is the concept of leadership going in the modern age?
- How can leadership be conceptualized in order to fulfill the potential in all of our diverse communities?
- What do we each gain or sacrifice by actively participating in our various communities?
- How can the "common good" be served?
- What are the barriers to leadership development in the higher education community?

Prominent educators like Robert Coles (1995), Alexander Astin (1995), Margaret Wheatley (1992), and Parker

Palmer (1994) raise concern about whether or not higher education is fulfilling its responsibility to develop the leadership potential among students. Specifically, Astin (1995) wrote that higher education institutions have failed to fulfill one of the most frequently espoused aspirations articulated in their mission statements — to promote an understanding and commitment to good citizenship among its graduates. It appears that, while higher education has long been an advocate for the

importance of developing leadership potential, even our kindest critics raise questions about how well we have delivered on these lofty goals.

Before criticizing too harshly, perhaps we should remind ourselves of what we know about emergent knowledge in the academy. Theory and knowledge are built one step at a time, one block placed on top of the other. The fact is, educators in higher education (both those in classroom and cocurricular settings) have used the models we had available at the time. And, these models (Roberts, 1981) have been refined over time to reflect the unique characteristics of the day and have improved in their accuracy in describing the environments and the leadership which one could observe.

Contemporary conditions that affect leadership programs

What's different about today that might affect the way we view leadership? As Jack (1996) warns:

"Americans are bombarded daily with reminders of our failing schools, dysfunctional families, violent crime, drug abuse, and a seemingly runaway federal deficit. Underlying these very real difficulties are obstacles that make problem-solving difficult: the inherent advantages the rich and educated enjoy, a growing dissatisfaction with our political parties, the increasing influence of money and the mass media, and bureaucratic inertia are but a few." (p. 56)

There are profound changes underway in our world and these changes influence how leadership emerges and how it is manifested. Five key variables are:

- more people with higher levels of education,
- growing skepticism regarding large-scale organizations and government,
- diversity in the U.S. and world population,
- increased complexity of knowledge and expertise, and
- the information age.

The United States now enjoys the highest level of education for the broadest number of people ever witnessed in history. The notion of knowledge providing an avenue to freedom has long been a part of our educational values and this notion essentially defines the relationship between knowledge and leadership. As educated and informed citizens, we are less likely to blindly accept the dictates and direction of others who presume to provide leadership. We believe in ourselves and in our own ability to contribute constructively to decision making that affects others' and our lives.

"...the passion we share is in developing leadership potential in students."

Update on Orpheus

Ordering information has changed for the *Orpheus Chamber Orchestra* film, mentioned on page 159 in Version III of the *Social Change Model of Leadership Development*.

Film: ORPHEUS IN THE REAL WORLD

Cost: \$69.95

Order from:

Four Oaks Foundation,
635 Madison Ave.
16th Floor
NY, NY 10022
Attention: Allan Miller
(212) 753-6677

NCLP Publications Board member Dr. Denny Roberts talked with Allan, the producer of the film, and he is anxious to hear any reactions from those of us who use it.

Evidence of increasing disenchantment with large-scale organizations and government is everywhere. Where businesses were previously assumed to be working for the benefit of employees and consumers, we now find disaffection. Public challenges to corporate decision making and lawsuits alleging abuse, violation of standards and ethics, and neglect of responsibility abound. In government, our recent election demonstrates that the public is increasingly ignoring campaign banter because it is so difficult to separate the real issues from those manufactured for political gain.

The United States is certainly an example of the growing diversity in the world around us. The early 21st century will mark the first time since European immigrants began settling the North American continent that non-white persons will be the majority. Although most citizens believe that much remains to be done to create a hospitable environment for all people, regardless of national origin or race, the fact is that our workplaces and communities are more diverse than ever before. This diversity is transforming the systems and structures of our society, as well it should. The strength of our national and global future will be in figuring out how to embrace and positively exploit the diversity among us.

The increasing complexity of knowledge in our world is the result of the diversity of voices creating it as well as the nature of knowledge itself. The multiple paradigm shifts of the present age are mind-boggling. Think of only our relatively recent reunderstanding of chaos. We used to see chaos as unordered bedlam. Now we understand that chaos is probably order expanded to such vast dimensions that we cannot see the pattern. Chaos was random disorder and now we see it as a web of vast, complex and purposeful relationships.

Finally, anyone who has surfed the world wide web lately recognizes the exponential increase in the avail-

ability of information. The resources for knowledge acquisition used to reside in our libraries but now much of this same information, and much more, can be accessed via a computer and network connection.

How changing conditions could or should influence our thinking

How might we seek to develop leadership potential in students considering these conditions? The first challenge we face is defining leadership in the modern age. Most of us have been in those long, protracted conversations about what leadership is. Because of this, we frequently avoid them at all cost. However, because contemporary conditions are changing and are so fundamental to our world, we have to look at how these conditions impact the very phenomenon we seek to understand and develop — leadership.

As we review the research and theory of leadership and as we look at our own experience, we frequently find that our previous ways of viewing leadership no longer work. The exceptions to the rule, or anomalies, have become so frequent that we have to question if our earlier definitions and models are still relevant. Many of the people who are supposed to be leaders do not really provide leadership. Other people who have no position or authority make a huge difference in their communities and through various types of organizations. The paradigm shift is underway.

For many students, and for the public at large, this paradigm shift is felt when one senses that “something doesn’t fit here.” Our media still continue to portray leadership in prescriptive ways (Omicron Delta Kappa, 1996). In an analysis of how leadership was portrayed in six prominent newspapers and three magazines in the Spring of 1996, it was found that the term “...leader was predominantly applied to white males and infrequently to others...” and that these references were predominantly restricted to those

in positions of political, military, or artistic leadership or related to roles such as chief executive officer, head of a religious organization, educator, or community organizer. While these references in the media may have conveyed examples of leadership, they may have simply applied “leader” as a generic descriptor of people with positions of authority or prominence.

If higher education is to develop the leadership potential in students, then the models that we espouse must be contemporized to embrace the reality of changing times. If “Leadership is an influence relationship among leaders and their collaborators who intend real changes that reflect their mutual purposes” (Rost 1993), then this new reality will profoundly change what we do in our leadership programs. Officer workshops, cultivation and nurturing programs that reach small student populations, and selective offerings for an elite few will not do. The new conceptualizations and definition of leadership will change how we approach developing leadership potential and to whom we offer these opportunities.

What leadership educators say we need to do

Numerous researchers and authors who study leadership and the leadership development process say that we are at a critical juncture in our understanding. It’s almost as if we only have enough knowledge to be dangerous to ourselves and to our students. Klenke says that leadership studies is “riddled with paradoxes, inconsistencies, and contradictions” and that “There are few areas of inquiry and practical importance which have produced more divergent, inconsistent, overlapping definitions, theories, and educational models than leadership” (1993, p. 112). Brungardt recommends that “As our society grows larger and more complex, the need for increasing numbers of leaders at all levels of our institutions will continue to grow. Thus, our task is to create far-reaching developmental and educational environments that truly foster leadership capabilities” (1996, p. 91).

One way of attempting to resolve the paradoxes and move toward greater consistency is clearly what this issue of *Concepts & Connections* describes — the promulgation of a set

“ The strength of our national and global future will be in figuring out how to embrace and positively exploit the diversity among us.”



Leadership Education in American Colleges and Universities: An Overview

by William Howe and Frank Freeman

Leadership education is a rapidly growing focus within American colleges and universities, as evidenced, for example, by the increasing number of university-based conferences, journals, and networks that treat leadership education. One might even suggest, as I have elsewhere (Howe, 1996), that leadership itself has become an institutionalized phenomenon in the academy. To date, however, there have been few efforts to examine leadership education systematically or to describe the broad universe of leadership education programs. The Center for Creative Leadership (CCL) conducted a survey in 1986 in order to map that territory, though the results of that survey were never widely disseminated.

In 1996, CCL and the Jepson School of Leadership Studies conducted a survey of 3,000 colleges and universities — virtually the entire population of organizations in American higher education. A much-expanded and changed version of the 1986 survey, this recent survey attempted to elicit information about programs, students, curricula, pedagogies, and evaluation. The following is an initial overview of the results of that survey, using preliminary counts and descriptive statistics. Subsequent studies will examine the data in greater detail — i.e., using correlation and regression analyses — and will be disseminated widely.

The Programs in General

Approximately 20% (n=590) of the 3,000 colleges and universities responded to the survey. Since that represents about a 20% increase from the responses received by CCL in 1986, one can safely infer that leadership education programs have grown significantly in number during the past decade. Leadership education, as some have already suggested less systematically (Huey, 1994), has become a thriving enterprise in American higher education.

General program data also suggest that there is a wide variety of program structures. For example, 28% of respon-

dents indicated that they offer single courses dedicated to leadership, while others indicated that they offer leadership education through student affairs programs (24%), a program of study (10%), a single course with some emphasis on leadership (8%), a special offering (7%), continuing education (4%), or an area of concentration (4%). Relatively few indicated that they offered a major (3%, n=14) or a minor (3%, n=14); similarly, few indicated that leadership education was part of a professional area (2%, n=13). Thus, while leadership education may be growing significantly, it seems to be growing primarily in terms of single course offerings or as an emphasis within student affairs programs. Even so, the number of majors and minors is more substantial than is generally acknowledged by leadership educators.

Almost two-thirds (61%) of the respondents indicated that the course or program they offer awards academic credit, while about a third (33%) indicated no credit and the rest (7%) partial credit. In short, despite the significant presence of student affairs-related courses or programs, academic credit seems to be attached to the majority of leadership education courses or programs in general. This finding suggests, we believe, that leadership education has attained considerable legitimacy in the academy.

The size of the group in courses or programs held in traditional classroom settings varies substantially across the programs: 23% have groups of over 25 students, 42% have groups of 16-25 students, 20% have groups of 6-15 students, and only 1% have groups of 5 or fewer students. This finding probably reflects variations in class/group size in most disciplines in higher education.

Students

The majority of courses or programs focus on undergraduates — 64% of the respondents indicated, for example, that 100% of the students in their courses or programs are undergraduates, while 9% indicated that 90% are undergraduates. On the other hand, 20% indicated that none of their students are undergraduates. For the most part, then, leadership education is currently conceived and/or implemented primarily as an undergraduate emphasis.

Most students are enrolled in courses or programs on a full-time basis — 42% of respondents indicated that all students are full-time, 21% indicated that at least 90% are full-time, and 16% indicated that between 50% and 90% are full-time. Only 9% indicated that no students are enrolled full-time. This finding would seem congruent with the finding that most students are under-

graduates, particularly since, as one would expect, most undergraduates are enrolled full-time.

In terms of the total student body at the college or university, 7% (n=38) of the respondents indicated that all students enroll in the course or program, while 31% (n=171) indicated that at least 10% of the overall student body enrolls. Such figures seem to beg comparison with figures from the traditional academic disciplines — e.g., English, history, sociology, biology, mathematics. While our survey and data do not allow for such comparisons, it seems clear that leadership education has become an important part of the lives of many students at over 500 colleges and universities.

“To date, there have been few efforts to examine leadership education systematically or to describe the broad universe of leadership education programs.”

Curriculum Focus

A majority of the respondents (54%) indicated that their courses or programs have a balance between theory and application, while 33% indicated "mostly application" and 8% indicated "mostly theoretical." In general, then, courses and programs tend to give greater emphasis to application than to theory, though most include some of each. Interestingly, only .3% (n=2) indicated "totally theoretical" and only 3% (n=7) indicated "totally application." In terms of course/program learning objectives, respondents indicated, on average, that they gave about equal emphasis to "attitudinal change" (31% of overall course emphasis), "behavioral change" (31% of overall course emphasis), and "cognitive learning" (39% of overall course emphasis). Though "cognitive learning" may receive slightly more emphasis than the other two objectives, the nearly equal emphasis across the three objectives is what is most notable here. Given the emphasis on application noted above, by the way, one might have expected more emphasis on "behavioral change" here.

When asked about the disciplinary focus of their course/program, 51% indicated "truly interdisciplinary," 19% "business management," 12% "other," 9% "communication," and 5% "psychology." Surprisingly, only 1.7% (n=9) indicated "sociology" and .6% (n=3) "political science." Three courses/programs, it should be noted, indicated that the primary focus is "literature," suggesting that there is at least some thought by a few instructors about incorporating the humanities into leadership education. Overall, the predominant "interdisciplinary" focus seems

coincident with what many scholars (e.g., Burns, 1978; Rost, 1991) have called for in the "field" of leadership studies. Moreover, it may reflect the recent call for interdisciplinary studies in higher education in general, with leadership education assuming a **leading** role in modeling that emphasis.

Pedagogy

When asked to indicate which of 13 different instructional strategies they use in their course/program, the total number of respondents for each of those strategies was as follows: lecture (491), seminars/discussions (454), simulations/games (440), guest speakers (438), videos/films (425), case studies (372), team teaching (253), field experiences (252), diagnostic questionnaires (232), self-directed teams (227), journals (217), mentorships/coaching (206), rotating instructors (143). Though these data suggest that a majority of the courses/programs make use of several instructional strategies, they also suggest, perhaps, that traditional, classroom-bound strategies — e.g., lecture, discussion — tend to predominate over less traditional, practice-based strategies — e.g., field experiences, mentorships/coaching. In some sense, that finding may be at odds with respondents' perception, noted above, that their courses/programs tend to emphasize application rather than theory, though perhaps respondents consider simulations/games, videos/films, guest speakers, and case studies as application.

Similarly, in terms of the three strategies used most frequently, 21% of respondents indicated seminars/discussions, 16% lecture, 12% simulations/games, 9% guest speakers, 7% case studies, 6% videos/films, 6% field experiences, 5% self-directed teams, 5% team teaching, 3% mentorships/coaching, 3% journals, 2% rotating instructors, and 2% diagnostic questionnaires. Again, the priority seems to be on traditional classroom instruction and cognitive learning rather than on application and practice through strategies like field experiences, mentorships, or self-directed teams. This finding may merit serious consideration by leadership educators, particularly if leadership is an applied "field."

Those courses/programs that make use of an experiential or service-learning component do so in the following settings: community agency (n=191), cam-

pus (n=191), business (n=115), government (n=85). Though these data indicate that less than half the courses/programs make use of any one of these settings, they also suggest that experiential learning occurs rather evenly across those settings.

In terms of technologies utilized by courses/programs, it appears that (1) less than half make use of any one of the technologies listed and that (2) traditional technologies are used far more widely than recently developed technologies such as computers or distance learning capabilities. The results are as follows: video recording/playback (n=246), multimedia presentations (n=183), e-mail (n=123), computer simulations (n=56), distance learning (n=51), computer-aided instruction (n=41). Leadership education, we suggest, should consider additional use of computers in particular if it hopes to remain in the vanguard of innovative emphases in higher education.

Evaluation

Respondents indicated that students are evaluated most frequently by individual projects/papers (n=366) and classroom participation (n=351), followed by group projects/papers (n=287), self-evaluations (261), quizzes and examinations (n=217), involvement in campus or community (n=195), journals (n=177), and pre- and post-tests (n=111). Clearly, projects/papers and classroom participation are the most frequently used means of evaluating students, though each of the other means is used by at least one-fifth of the courses/programs.

The courses/programs themselves are most frequently evaluated by end of course/program critiques (n=498), followed well behind by student work products (n=178) and pre- and post-tests of students (n=108). Those people who evaluate the courses/programs most frequently are students (n=549), followed by instructors (n=374), colleagues of the instructor (n=110), and external evaluators (n=81). Post-course or post-program methods of evaluating the course or program include student "perceptions of value" (n=472), student "application of learning" (n=202), and ratings of student leadership by others in students' current settings (n=97).

Obviously, leadership educators will be called upon increasingly to justify their courses/programs; the current

Web Page Links

The NCLP Web Page is up and ready to link with your page! One of our goals is to link all of you up on the web, so please e-mail to us (at <nclp@umdstu.umd.edu>) the web page address of your leadership program, office, or conference, along with the appropriate name for the link. Check us out at <www.inform.umd.edu/OCP/NCLP>. 🏠

predilection for cross-sectional use of student perceptions may not be adequate or rigorous enough to justify courses/programs in the coming years. There is room, we suggest, for considerable research into, and application of, improved methods of evaluating leadership education.

Conclusion

This overview of some of the results of the survey suggests in broad brush strokes, then, that leadership education has grown significantly in the past decade and gained considerable legitimacy in the academy, that the majority of courses/programs focus on undergraduates, that leadership education plays an important part in the overall life of many colleges and universities, that courses/programs indicate an emphasis on both theory and practice but seem to use instructional strategies which emphasize traditional classroom learning rather than practice in extra-classroom settings, that most courses/programs assume an interdisciplinary focus, that courses/programs make more use of traditional technologies than recent computer technologies, and that course/program evaluation tends to emphasize cross-sectional designs and student perceptions. To be sure, there is much food for thought even in this broad overview. At the same time, however, we would like to suggest that rich, fine-grained, qualitative studies of specific leadership programs should be undertaken to supplement the aggregated, quantitative data we presented here. ■

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- Dr. William Howe is a professor at the Jepson School of Leadership Studies, University of Richmond. Frank Freeman is the Librarian at the Center for Creative Leadership, and is co-editor of Leadership Education: A Source Book.*

Leadership Training Concepts & Techniques

Professional Standards for Student Leadership Programs

by Ted K. Miller

One of the most telling factors in the evolution of an emerging profession is the establishment of standards to guide the practice of its members. One of the premier standards' development and promulgation organizations concerned with the many functions associated with institutions of higher learning is the Council for the Advancement of Standards in Higher Education (CAS). This consortial body, whose membership is composed of some 29 professional associations, has been in existence for nearly two decades and to date has developed, adopted, and promulgated 23 functional area standards and guidelines designed to facilitate and enhance the professional practice of student support programs and services in colleges and universities in the United States and Canada.

In November 1996 CAS adopted a set of professional standards and guidelines for student leadership programs, the first of its kind designed specifically for use by college faculty and staff members responsible for the development and administration of such programs. The recently approved CAS standards, which were greatly influenced by the National Clearinghouse for Leadership Programs, represent a new era in the student leadership development arena because they articulate a set of minimal criteria essential to establishing and maintaining high quality programs. These standards and guidelines are included in the pages of this issue of *Concepts & Connections*, and readers are encouraged to review them carefully

and use them to guide program and staff development as well as day to day operations.

Perhaps the new standards' greatest value will result from the fact that each student leadership program in the country can use the standards to judge and compare itself against the same criteria, an option that until now has not existed. At the very least, the standards provide program leaders with a set of minimal criteria that can be used to assess the general level of quality currently existing within their programs. Deciding when and how to put the CAS *Student Leadership Program Standards and Guidelines* to work will be an important initial task for most program directors. The following discussion may help with that decision and facilitate subsequent implementation processes.

Prior to putting the standards to work, it is important that one understand how they are organized and how to distinguish between a standard and a guideline

when assessing programs and judging quality. In addition, there are several suggested processes and procedures that have utility for operationalizing the standards. In the near future CAS will develop and promulgate a self-assessment guide (SAG) for student leadership programs that can be used to facilitate program self-study processes. The SAG, which will be organized in a workbook format, will translate the leadership standards into individualized criterion measure statements that practitioners can use to judge the

"At the very least, the standards provide program leaders with a set of minimal criteria that can be used to assess the general level of quality currently existing within their programs."

extent to which their programs are in compliance with the standards. When available, the student leadership program SAG will simplify the program evaluation process by providing a user friendly tool for assessing program quality and effectiveness.

The CAS Student Leadership Program Standards and Guidelines, as are all CAS standards, are composed of 13 component parts, each of which is designed to focus upon an essential aspect of the functional area program and service under consideration. These include (1) Mission; (2) Program; (3) Leadership; (4) Organization and Management; (5) Human Resources; (6) Financial Resources; (7) Facilities, Technology, and Equipment; (8) Legal Responsibilities, (9) Equal Opportunity, Access, and Affirmative Action; (10) Campus and Community Relations; (11) Diversity; (12) Ethics; and (13) Assessment and Evaluation. When viewed collectively, these 13 components represent a comprehensive framework outlining the minimal essential characteristics of a quality student leadership program.

Each of the 23 CAS functional area standards currently available are designed to articulate the minimal essential characteristics of a quality student service program as well as important, though not essential, guidelines that amplify the standards and suggest ways of enhancing programs beyond the minimal standards. To accomplish this, each component is composed of a series of *standards statements* designed to reflect minimal essential criteria interspersed with *guideline statements* that provide amplification and suggestions. To distinguish between the two statement forms, *standards* use the auxiliary verbs **“must”** and **“shall”** in bold typeface while *guidelines* use the auxiliary verbs “should” and “may” in regular typeface. From

this perspective, statements using **“must”** and **“shall”** present the minimal essential criteria for judging program compliance with the standards while statements using “should” and “may” present guidelines suggesting appropriate and desirable actions to consider. In addition, the guidelines are often used to amplify or clarify the standards in some fashion.

“The CAS standards and guidelines were purposely designed to have utility for programs of various size, comprehensiveness, and available resources.”

When putting the CAS standards and guidelines into operation, it is suggested that program leaders spend time discussing the **“must”** (standards) statements to assure their collective agreement on the intent and purpose of each criterion used to judge program quality. Likewise, it is prudent to review “should” (guideline) statements in a similar fashion to determine whether and how the program staff will use them in the self-assessment process. In some instances it is desirable for program leaders to view selected guidelines as if they were standards for program assessment and development purposes. Ideally, although quality leadership programs will seek to assure that they meet all of the minimal essential standards, more advanced and higher quality programs will incorporate numerous guideline suggestions as well.

As critical users will quickly discern, the CAS standards and guidelines represent a continuum of student leadership program application that ranges from failure to meet minimal essential criteria through compliance with the standards to enhanced program operation. Although CAS is not an institutional or program accrediting agency, its standards have great utility for use with institutional self-studies connected with regional accrediting bodies such as the Southern Association of Colleges and Schools (SACS). It would be virtually assured that a student support program or service in compliance with the CAS stan-

dards would also be in compliance with regional accrediting associations’ criteria as well.

The CAS standards and guidelines were purposely designed to have utility for programs of various size, comprehensiveness, and available resources. Likewise, they are intended to be relevant for programs housed organizationally in different divisions of the institution and in institutions of varied size and scope. In other words, the CAS standards are neither limited to a particular type or size of institution nor to a particular administrative structure. Rather, they are designed to be used with functional area programs and services in any and all post-secondary educational institutions. Although available resources (i.e., human, fiscal, and physical) will influence the comprehensiveness of student leadership programs, the standards represent the minimal essential qualities and characteristics for a program of worth. If resources are extremely limited, it will be necessary to limit how comprehensive the program can be, but the program quality should be maintained at all cost to assure that students are provided with the very best developmental opportunities possible. Even if the number of students directly affected by the program is limited by resource availability, it is important that the quality of the involved students’ learning be safeguarded.

Where one begins when using the CAS standards will depend in large part upon the purpose for which the standards are to be used; what it is that program leaders desire to achieve. There are at least four interrelated purposes for which the CAS standards have utility, including (1) new program establishment, (2) staff development, (3) program assessment and evaluation, and (4) program development and enhancement. As will appear obvious to most, the standards provide an excellent point of entry for establishing a new student leadership program. In many ways the standards provide an effective organizational program outline that staff members can use as a structural guide that begins with establishing the leadership program’s mission and goals and ends with a well developed evaluation plan.

In like manner, the standards provide a comprehensive course of study for staff members who desire to gain an in depth understanding of the role and function of student leadership programs on college campuses. Even a staff that has been in place for some time will find the standards an excellent learning tool for staff development purposes. By reviewing, studying, critiquing, and discussing the standards in a systematic way, the leadership program staff will gain considerably by coming to consensus on what the program is designed to accomplish and the way its component parts are integrated to achieve the program staff's mutually agreed upon mission and purpose.

An essential purpose of the *CAS Student Leadership Program Standards and Guidelines* is to provide professional practitioners with a set of criteria against which their programs can be tested. By initiating a systematic assessment to determine the extent to which a program meets or exceeds the criteria in the standards, it is possible to ascertain which parts of the student leadership program are functioning

Users of the of the Social Change Model of Leadership Development Guidebook

Helen S. Astin, with the assistance of four graduate students, is hoping to put together a compendium of uses of the Model and Guidebook to help colleagues who ask "How can I use this?" If you have had the chance to use it for any educational or training purposes, please e-mail Dr. Astin at <hastin@gse.ucla.edu>. Send her your e-mail address or your telephone number and she will follow-up with a brief set of questions about your uses of the Guidebook.

Thank you!

effectively and which are not. Once this determination has been made, leaders can use the information gleaned from the assessment process to make plans to bring identified program limitations and weaknesses into compliance with the standards and to enhance program strengths that can benefit from additional attention. As noted earlier, the CAS standards can be used to good purpose as well when an accreditation self-study process is indicated.

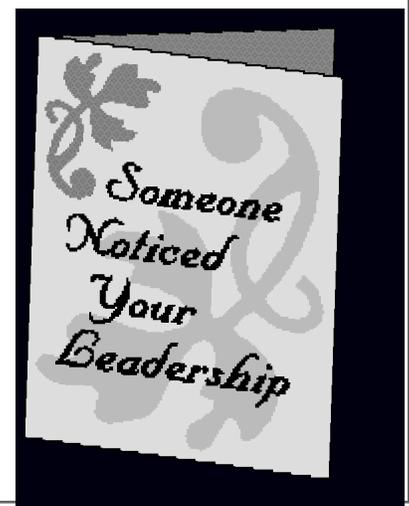
A final purpose for which the CAS standards have particular relevance is program development enhancement. Most student leadership programs of worth have certain areas that can benefit from increased resources or additional attention. The CAS standards can be used to identify aspects of the program that can be enhanced with minimal levels of increased staff attention and energy. Consequently, even those somewhat rare student leadership programs that clearly meet all the criteria of the standards can benefit from additional attention to details, processes, and procedures. Because the CAS standards are international in scope, they can be used to furnish program directors with documentable leverage when seeking to persuade the powers that be to provide additional resources and related support. This kind of data is especially valuable in the early stages of program development when additional resources are needed to increase the institution's capacity to provide students with quality programs and services that will increase their personal and professional development. Although the *CAS Student Leadership Program Standards and Guidelines* are no panacea for student leadership faculty, staff, or programs, they have great utility for enhancing the quality of student learning and development without undue expense or increased human or physical resources. ■

Dr. Ted K. Miller is a professor at The University of Georgia, is an ACPA Representative to the Board of Directors of the Council for the Advancement of Standards in Higher Education (CAS), and is a member of that body's Executive Committee as well as its first President.

Recognition Idea!

At the NACA/NCLP National Leadership Symposium held at NC State last June, Sara Boatman shared a quick idea that could work on your campus. She asks colleagues in student and academic affairs to tell her about students on campus who exhibit various forms of leadership, and then sends them a pre-printed card. On the front is typed,

"SOMEONE SEES YOUR LEADERSHIP," and on the inside, "Leadership is the ability to empower others to achieve shared goals that promote the common good — CONGRATULATIONS!" She then writes a quick note, something like, "Professor Greene told me you have done a fabulous job leading in the French language lab — Congratulations!" or "I noticed the article in the paper about you leading the club hiking trip — Congratulations!" and then signs her name. She says it is a quick way to acknowledge leadership in its many forms, and begins the process of helping students identify the various ways they lead on campus, even if they do not hold positions like "president" or "chair." Sara is the Vice President for Student Affairs and Associate Professor of Communications at Nebraska Wesleyan University.



The Leadership Bookshelf

Leadership Library Essentials

by Sharon A. La Voy, Newsletter Editor

Fitting with this issue's theme of "Developing a Leadership Program," this Leadership Bookshelf highlights books that should be in a leadership library. Not every program has the resources to fill a room with books, but at least a shelf of resources is essential for any leadership program. This list is in no way exhaustive; there are so many great books out there! This list is, however, composed of some "essentials" of a leadership library – books that became classics either immediately or over time. Unless otherwise noted, your campus or local bookstore should be able to order these texts for you.

Bass & Stogdill's Handbook of Leadership, Third Edition

by Bernard M. Bass

New York: The Free Press, 1990,
1182 pages

This handbook covers a broad range of leadership concepts, theories, and perspectives. Bass then addresses personal attributes and traits, as well as special topics such as power and legitimacy, leadership and management, and situational aspects of leadership. Intended for "students of leadership," this book is a great resource for those interested in reading for depth of understanding.

Leadership

by James MacGregor Burns

New York: Harper & Row, 1978,
530 pages

Often considered the first of its kind, Burns' book analyzes leadership from a scholarly perspective. He presents the concepts of transactional and transforming leadership, from the perspective of the political arena.

Leadership Education: A Source Book, Volumes I & II, Sixth Edition

Edited by Frank H. Freeman, Katherine B. Knott, and Mary K. Schwartz

Greensboro, NC: Center for Creative Leadership, 1996, Vol. I – 457 pages,
Vol. II – 352 pages

The editors have collected what seems like every leadership resource imaginable and compiled them into these two volumes, essential for staff and faculty especially. They offer examples of leadership degree programs, certificates, undergraduate and graduate courses, and programs, as well as a bibliography and examples of resources such as exercises, internet sites, organizations, and conferences. This collection is an excellent review of "what's out there." Call the Center at (910) 545-2805 for ordering information.

The Leader's Companion: Insights on Leadership Through the Ages

Edited by J. Thomas Wren

New York: The Free Press, 1995,
554 pages

This compilation became a classic as soon as it was published. Wren takes the reader through historical and modern views of leadership, and through various ways of thinking about leaders, followers, and the process of leadership. Dozens of excerpts and guest authors make this resource a must. Readers who are looking for depth on any of the included topics will want to find original sources to augment the shorter chapters in this volume. See C&C Volume 5 #1 for a review of this book as a leadership class text.

The Leadership Challenge

by James M. Kouzes and Barry Z. Posner

San Francisco: Jossey-Bass, 1987,
362 pages

Kouzes and Posner offer a book that "is about how leaders get extraordinary things done in organizations" (p. xv). The authors take a research-based approach in identifying five practices available to anyone who accepts

the leadership challenge. They are: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. This model is extremely applicable to campus leaders at any level, and the authors provide examples that make the text come to life.

The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change

by Stephen R. Covey

New York: Simon & Schuster, 1989,
358 pages

Covey's book focuses on the individual aspects of leadership. He suggests habits that will help individuals overcome challenges in both their personal and professional lives. The beauty of this book is that much of it seems like common sense – shouldn't we all be doing this? He puts his suggestions in context, though, and offers examples from everyday life that make his lessons come alive. Students see immediately how this text relates to them; it is extremely applicable to their own leadership experiences. See C&C Volume 5 #1 for a review of this book as a leadership class text.

For those of you interested in keeping up with current leadership thoughts, theory, and research on a regular basis, consider a subscription to one or more of the leadership journals. Write to the addresses below for subscription information.

A Leadership Journal: Women in Leadership – Sharing the Vision

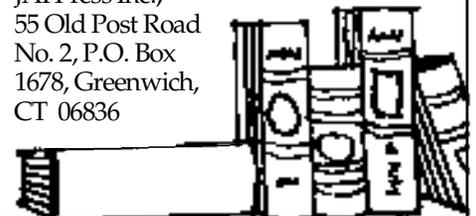
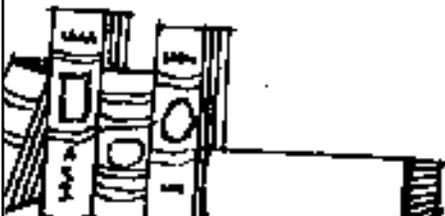
The Leadership Institute, Columbia College, P.O. Box 3815, Columbia, SC 29230-9963

The Journal of Leadership Studies

Baker College of Flint, 1050 W. Bristol Rd., Flint, MI 48507-9987

The Leadership Quarterly

JAI Press Inc.,
55 Old Post Road
No. 2, P.O. Box
1678, Greenwich,
CT 06836



The Changing Look of Leadership Programs

Continued from page 4

of standards for leadership programming. Those who were involved in drafting these standards were thoughtful, reflective and concerned educators. And, they had the wisdom to know that the complexities of contemporary leadership, the emergence of new understandings about leadership, and the uniqueness of our over 3,000 institutions of higher education defy prescription. Thus, in the CAS Student Leadership Programs standards, we have a broad model or framework rather than a "how to" of implementing a leadership program. This essentially allows those concerned about developing leadership potential greater unification in purpose while at the same time avoiding inflexibility.

Because the CAS Student Leadership Programs standards are not intended to be unnecessarily prescriptive, they do not address some of the concerns raised by Klenke, Brungardt and others. As we attempt to find a workable unity among our programs, resolve the paradoxes, and ultimately serve our students and society better, we must acknowledge and begin to deal with a deep and challenging area — the value, ethical and spiritual dimensions of leadership.

Johnson (1996) suggested that a fusion of academic and business concerns was underway in which corporations seek to influence the curriculum of colleges and universities. As corporations down-size and flatten their hierarchies, many new graduates, scarcely out of their undergraduate experience, are being asked to make decisions that require critical thinking, reflection and collaborative learning skills. In addition, corporations are beginning to recognize the great significance of preparing those engaged in leadership to understand the difficult balancing act involved in making decisions with full knowledge and concern for their ethical implications.

In the broader "public" community beyond the corporate board rooms, Mathews (1996) makes the case for a new kind of engagement throughout the systems and institutions of our nation. In communities where public life is sick and ineffectual, he says that:

"...leaders are preoccupied with protecting turf or status and maintaining strict control over who is permitted to act and which actions are allowed. Leaders of robust communities, in sharp contrast, are busy marshaling resources for change; they are architects of new civil structures, bridge builders who link people with institutions and one sector of the community with another." (p. 10)

He goes on to say that in "leaderful" communities, there is no elite class of leaders that are distinguishable from others. In fact, leadership is so plentiful and integrated into the community that the places where leadership takes place and the breadth of issues addressed is expanded far beyond the expectations that we have become accustomed to expect in many of our "typical" communities.

Palmer (1994, 1996) identified some of the most challenging obstacles to developing the leadership potential among a broad number of students. The core of his concern was the absence of true awareness of self and spiritual centeredness among those who would provide leadership. The most comprehensive curricular and cocurricular programs in leadership development seldom get to the level of depth that deals with issues such as:

- insecurity about one's own identity and self worth,
- perceiving the universe as essentially hostile to human interests,
- seeing life as fundamentally a battleground,
- believing that ultimate responsibility for everything rests with self rather than in relationship with others, and
- fearing the natural chaos of life.

Finding understanding and coming to a workable resolution for such questions as these probably takes a lifetime. But, Palmer's concerns have been with us for some time and are fundamental to developing the leadership potential in all students (Roberts, 1981).

Finally, the personal qualities of those engaging in leadership are found to translate to exactly the kinds of transformational organizations that are described in so many books and articles (Kielson, 1996). The intrapersonal qualities described above find startling and positive translation in organizations that are growing toward transformed assumptions about people and processes. Those

who provide leadership in contemporary reality will create climates that empower, encourage collaboration, build on relationships, and embrace the reality of change.

What we've found, then, is that leadership educators admonish us that: developing leadership potential in students has been a disparate and confusing area of inquiry; that the CAS Student Leadership Programs standards are designed to bring greater unity to our leadership development initiatives; and, that understanding leadership development as a complex, self-reflective, process is deserving of serious

attention. The combination of these factors underscores the importance of the CAS standards and reinforces their use as a flexible framework by which student leadership programs can be analyzed, revised, initiated and refined for the greatest benefit of our students, institutions, and society. But, before considering this the end of the discussion, one other thorny issue must be raised.

Who are we, how do we conduct our business, and how does this affect what we seek to achieve in developing student leadership potential?

While it may not be readily apparent that personal and/or organizational reflection are relevant in a discussion of student leadership programs, I would like to suggest that, not only are they relevant, but essential. There are two very powerful sentences in the CAS Student Leadership Programs standards in this regard:

"Thus, in the CAS Student Leadership Programs standards, we have a broad model or framework rather than a "how to" of implementing a leadership program."

"Program administrators must address individual, organizational, or environmental conditions that inhibit goal achievement. Administrators must improve programs and services continuously in response to changing needs of students and institutional priorities."

These sentences may go unnoticed by many and that is why they are deserving of our attention. The issue is that student leadership programs have concentrated most heavily on the student recipients and participants of these programs. Leadership educators have appropriately, and, in many cases, painstakingly assessed student needs, designed elegant programs, and pursued constant improvement of the myriad offerings in their comprehensive leadership programs. However, if we seek to be honest, most of us recognize that our campus and institutional environments are a dim and flawed reflection of the leadership and organizational models we espouse. The problem is the age old learning dilemma of families. When the advice of a parent is "Do as I say and not as I do," children don't learn what we want them to and, in fact, they usually adopt what they experience — the "as I do" of everyday life. Why should learning about leadership be any different?

One of the as yet minimally acknowledged challenges facing student leadership programs is the environment in which leadership development takes place. The environment can be defined as locally as the workshop or classroom environment or, on the grander scale, the environment can be defined as the student affairs organizational and broader college/university climate. If students are to live the kind of organizational and leadership experiences as are advocated in research, literature, and our student leadership programs, then consideration

will have to be given to such concrete questions as:

- How are community members engaged as active participants in the learning community? Are students partners in learning or passive recipients?
- Are students included in critical institutional decision making?
- Are all community members acknowledged as having leadership and other developmental potential? Are faculty, administration, and all staff (including, for example, clerical and physical plant staff) included?
- Do rituals, celebrations and customs reflect appreciation and respect for human dignity and diversity?
- Do community members engage each other on topics about which they disagree with civility?
- Are students, faculty, and staff of positional prominence treated differently than the broader community? What is the justification for such treatment?

These are difficult questions and there are many more that no doubt have entered your mind already. Let us call it quits at this point, may we return to Palmer's (1994) admonition that it is not so important that organizations and communities are flawless? What is more important is that all of us who are part of various communities should have the opportunity to work for improvement in every way possible. There are no perfect organizational climates that I have seen documented or even claimed. But, the lack of perfection in our communities cannot excuse the sloppy and inadvertent imperfections. If we are to help students develop their fullest leadership potential, we have to be willing and eager to learn how to be better ourselves — as individuals and in community.

"It is now our opportunity to engage with our campus colleagues to personalize and make the leadership program our own, anchored in our institution's history and values."

National Collegiate Leadership Conference

**Camp Miniwanca,
Shelby, Michigan
August 3 - 8, 1997**

NCLC is a conference designed to:

- help individual students increase their capacity for leadership in current or future roles;
- mobilize a team of students and faculty/staff to effect positive change on campus;
- build a foundation for a student's development through focuses on diversity, leadership, service-learning and spirituality; and,
- explore the Social Change Model of Leadership Development.

Each participating college or university will select a team of ten students and two faculty/staff advisors to attend. Initial registration is due soon.

Call Poppy Potter at (616) 861-2262, or e-mail her at <wancapop@oceana.net> to see if space is still available, and to receive registration materials and a conference description.

This kind of personal and organizational reflection is not simply an aspiration or an idealization. There are those who are attempting to create the kind of organizational settings that reflect the best of what we know about leadership and healthy organizations. My own institution, Miami University, is attempting to do just this through the use of its "Leadership Values Framework." This is a framework that raises exactly the kind of questions listed above. The solutions to the questions are not easy to determine, nor do the ultimate changes come easily. However, at Miami, students are becoming increasingly aware that there are values that guide the learning and exercise of leadership in the Miami and broader community. In addition to this campus example,

Astin's (1996) description of "leadership for social change" is predicated on a self-reflective emphasis in leadership. This self-reflective and inclusive approach to leadership was, in fact, employed, by the catalysts (Helen Astin and Alexander Astin) for this project. If this model is taken seriously on campuses throughout the nation, the issues of organizational and leadership climate will surely and naturally emerge.

Summary

We considered how higher education has exhibited a historic commitment to developing leadership potential among students — we concluded that, indeed, we have espoused its importance but have exerted relatively little direct effort to address it. We considered how contemporary conditions in higher education and the broader society influence what we do in our leadership programs — we concluded that the changing world around us calls for a new kind of leadership, a change in paradigms. We considered

what leadership educators say we need to do — we found that our views of leadership and how it might be developed is disparate and confusing. We considered how our ways of living in community, providing leadership opportunity, and conducting our business affects our outcomes in developing student leadership potential — we found that much is left to be done to conceptualize how to bring our idealized models of leadership and community to bear in transforming the communities in which we live, learn, and work.

The last realization above is probably the most difficult to accept and do anything about. Some would even say that it is completely unachievable. As the colleagues with whom I have worked at Miami and the colleagues involved in conceptualizing the "Social Change Model of Leadership Development" would probably say, "But what's more worth doing?"

The CAS Student Leadership Programs standards are not just a template

for program planning and implementation. Combined with the questions raised here, they can be a way of taking student learning and development seriously and a way to engage others to search for and define a shared understanding of leadership and how it is developed. If we use the standards carefully and conscientiously, we can renew and contemporize our historic commitment in student affairs to establish cultures that value students and their whole development. If we take the CAS Student Leadership Programs standards seriously, several principles will be evident:

- Our leadership programs will be purposefully designed to complement the college/university's institutional mission, values and culture.
- Our leadership programs will seek to define the nature of leadership in our environment.
- Our leadership programs will tap the immense potential of all the aspects of the institution in developing leadership potential (i.e.,

Networking for Leadership *Look Who Has Joined NCLP Since Our Last Issue...*

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conferences, programs, workshops, mentoring and the very culture, itself).

- Our campus environment and campus practices will reflect the espoused theories and principles on which our programs are based.
- Our leadership programs will begin to take advantage of all those persons and circumstances in the college/university that could influence students' views of leadership.

I've bitten off a big chunk in this introductory article and the CAS Student Leadership Programs standards have bitten off an even bigger chunk in conceptualizing a framework for leadership program planning. It is now our opportunity to engage with our campus colleagues to personalize and make the leadership program our own, anchored in our institution's history and values. Good luck, and let us know how you're doing. 🏠

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Concepts & Connections

Volumes I, II, and III now available

Have you recently joined the Clearinghouse? Are you wondering what you have been missing? We are now offering a bound set of *Concepts & Connections*, Volumes I, II, and III. Topics include Community Service and Leadership, Institutionalizing Leadership Programs, Rethinking Ethics and Leadership, and more, eight issues in all. This publication includes writers Kathy Shellogg, Denny Roberts, and Grieg Stewart, and interviews with James MacGregor Burns and Helen Astin, among others. See our Web page for the complete list of topics. Price is \$15 for NCLP members, \$20 for non-members. *See order form on page 16.*

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Dr. Dennis C. Roberts is the Assistant Vice President for Student Affairs at Miami University, Oxford, Ohio.

KEEP YOUR EYES PEELED

We are in the process of attempting to expand the number of scholarly papers available to members and non-members. If you come across a paper or presentation that might be of interest to leadership educators, either at a conference or on your campus, please pick up a copy of the paper or a business card so that we can contact the author and discuss options. Papers will go through our Publications Board to be distributed.

NEW PAPER AVAILABLE SOON!

We are in the final editing process of the next critique of assessments. "Student Organization Development: Application and Critique of Assessment Instruments" by Michelle Howell, Brad Crownover, and Mary Kay Schneider, picks up where our Paper #4 left off. The upcoming paper offers a theoretical background to organizational development and action research for the purpose of understanding group leadership development. The paper includes a critique of many common organizational development assessments complete with an evaluation of each instrument and its applicability to higher education. (Paper #4 offers critiques of individual leadership assessments, as opposed to group assessments.) The paper will be available soon; if you send in an order, it will be held until the paper is published. See order form on page 16.

Scholarship and Research Updates

Leadership Program Assessment

By Susan R. Komives

The four-year quest to develop and obtain approval for a standard of practice for campus-wide leadership programs was well worthwhile. The CAS process insures that standards are regularly evaluated and revised, and NCLP is eager to have your feedback about omissions or revisions needed as the set of standards enters this phase of the process.

A strength of the CAS process is that a standard set of Self Assessment Guides (SAG) is developed to help institutions determine if they are in compliance with each specific standard. Each guide has a quantitative ranking (1: non-compliance, to 5: compliance) for each element of the standard. In addition, open-ended sections of each section request the evaluator to identify documentation or rationale to support that evaluation, discrepancies if not in compliance, actions needed or required for compliance, and actions recommended for enhancement. These documents come in a loose-leaf binder so they can be duplicated as an evaluation instrument for various shareholders. Many campuses use these for their self-study process for institutional re-accreditation. An individual SAG might be 20-25 pages long and may be cumbersome for less than serious reviews. They are not intended for research but are useful for program evaluation. The SAG for the Leadership Programs standard should be available in late fall. Be in touch with Dr. Carmen Neuberger, CAS Treasurer, and Executive Director of the American College Personnel Association (202-835-2272), about this document. NCLP will alert you to its availability as well.

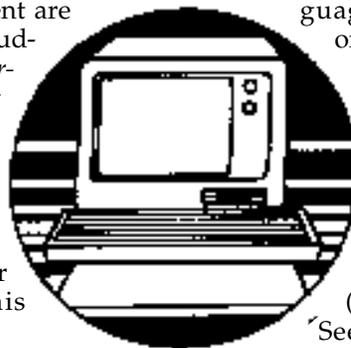
A recent search of dissertation abstracts reveals several assessments instruments of potential use. Kirk Hollowell (1991) has developed a useful instrument to measure outcomes of outdoor training. Tom Diamond (1996) studied paradigms of leadership and developed

the Leadership Paradigm Analysis. In addition, remember that Tony Chambers developed an assessment measure of leadership programs for his dissertation. Tony's Leadership Programs Evaluation Instrument was designed to assess program structures and outcomes in a comprehensive leadership program. Several articles on the development of this instrument are in the literature (including the July, 1992 *Journal of College Student Development*, Vol. 33). Contact Tony at the Fetzer Institute (9292 West KL Avenue, Kalamazoo, MI 49009-9398) for permission to use his instrument.

NCLP learned this spring that Jossey-Bass will be marketing the popular student version of the Leadership Practices Inventory. Developed by Barry Posner and Barbara Brodsky as a revision of the LPI (discussed in Kouzes and Posner's 1987 book *The Leadership Challenge* – see this issue's Leadership Bookshelf for a review), the Student LPI has proved to be a strong instrument for research and training in leadership programs. Readers may also be interested in a revised version of the Multifactor Leadership Questionnaire (MLQ) developed by Bernard Bass and Bruce Avolio from SUNY Binghamton as a measure of transformational, transactional, and laissez-faire leadership. Item wording in the current version seems very suitable for student use, whereas previous versions used terms such as "subordinate" and were not suitable for student groups. Information on this instrument can be obtained from Mind Garden, P.O. Box 60669, Palo Alto, CA 94306.

NCLP is happy to announce the long-awaited publication of Part Two of a review of leadership assessment instruments. *Student Organization Development: Applica-*

tion and Critique of Assessment Instruments was a project of Michelle Howell and Brad Crownover in 1994 and has been edited by Mary Kay Schneider. Michelle and Brad reviewed nearly two dozen organizational assessment instruments for their suitability for use with student organizations. They checked for fit with volunteer organizations, language reflective of student organizations, and usefulness for training and research. This is a good companion piece to Nancy Snyder-Nepo's assessment of individual leadership development instruments (Leadership Paper #4). See the order form in this issue for ordering information.



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References

- Diamond, T. (1996). *Developing a measure for machine and systems thinking: Efficiency and optimization*. Doctoral dissertation, California School of Professional Psychology.
- Hollowell, K. (1991). *The measurement of developmental outcomes related to outdoor experiential leadership training of high school and college students*. Doctoral dissertation, University of Iowa.

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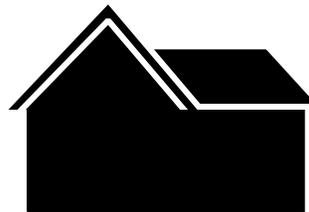
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Council for the Advancement of Standards in Higher Education

Student Leadership Programs

Standards and Guidelines

Approved by Board of Directors 11/15/96
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Part 1. MISSION

The student leadership program must develop, record, disseminate, implement and regularly review its mission and goals. The mission statement must be consistent with the mission and goals of the institution and with the standards in this document.

The mission of student leadership programs must be to prepare students for leadership roles and responsibilities. To accomplish this mission, the program must

- provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership;
- assist students in gaining varied leadership experience;
- use multiple leadership techniques, theories, and models;
- recognize and reward exemplary leadership behavior; and
- be inclusive and accessible.

Student leadership development should be an integral part of the institution's educational mission.

The student leadership program should include a commitment to student involvement in the institution's governance activities. Student leadership programs should seek an institution-wide commitment that transcends the boundaries of the units specifically charged with program delivery.

Part 2. PROGRAM

The formal education of students is purposeful, holistic, and consists of both curricular and co-curricular experiences.

The student leadership program must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to special needs of individuals.

The student leadership program must promote learning and development in students by encouraging outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, physical fitness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying

and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

The student leadership program must be comprehensive in nature and must include (1) opportunities to develop the competencies required for effective leadership; (2) training, education, and developmental activities; and (3) multiple delivery methods.

(1) Competencies.

A comprehensive leadership program must be based on a broad philosophy of leadership upon which subsequent competencies are built. The program must contain components that assist the student in gaining self awareness, the relationship of self to others (differences and commonalities), the uniqueness of the institutional environment within which leadership is practiced, and the relationship to local and global communities. It must advance competencies in the categories of foundations of leadership, individual development, and organizational development.

Competencies should accrue from both cognitive and experiential development in the following areas:

Foundations of Leadership

- Historical perspectives and evaluation of leadership theory
- Theoretical, philosophical, and conceptual foundations of leadership of several cultures
- Cultural and gender influences on leadership
- Ethical practices in leadership
- Moral leadership
- Leadership and followership

Personal Development

- Awareness and understanding of various leadership styles and approaches
- Exploration and designing of personal leadership approaches
- Human development theories
- The intersections of human development theories, sexual orientation, national origin, and environment
- Personal management issues such as time management, stress reduction, development of relationships, problem solving, goal setting, and ethical decision-making
- Oral and written communication skills
- Critical thinking skills
- Risk taking
- Creativity
- Wellness lifestyle development
- Supervision
- Motivation

Organizational Development

- Team building
- Shared leadership
- Group dynamics and development
- Organizational communication
- Group problem-solving and decision making models
- Planning
- Conflict management and resolution
- Methods of assessing and evaluating organizational effectiveness
- Organizational culture, values and principles
- Community development
- Power and empowerment
- Collaboration
- Developing trust
- Organizational politics
- Leadership in diverse organizations

(2) Leadership training, education, and development activities.

A comprehensive program must offer activities which represent each element.

• Leadership Training

Training involves those activities designed to improve performance of the individual in the role presently occupied or that are concretely focused on helping the individual being trained to translate some newly learned skill, or information, to a real and immediate situation. Examples of training include programs for the preparation of residence hall student staff, student government, student judicial board members, community service volunteers, and employment.

• Leadership Education

Education program elements are designed to enhance participants' knowledge and understanding of specific leadership theories, concepts, and models. Education occurs as students gain information in their present roles that serves ultimately to provide generalized theories, principles, and approaches to prepare them for future leadership responsibilities. The student leadership program should explore the processes by which decisions affecting students, faculty, and staff are made. Examples of education include a course on leadership and politics and a seminar on the evolution of leadership theories.

• Leadership Development

Development requires an environment which empowers students to mature and develop toward greater levels of leadership complexity, integration, and proficiency over a period of time. Developmental activities promote positive behavioral, cognitive, and affective outcomes. Examples of developmental activities include peer mentoring and peer leadership consultant programs.

(3) Multiple delivery methods and contexts.

A comprehensive leadership program must involve a diverse range of faculty, students, and staff members in the delivery of programs and must recognize the diverse contexts of leadership. Regular assessment of the developmental levels and needs of participants must be conducted to implement multiple delivery strategies and contexts.

Examples of delivery methods include internships, panel discussions, movies, lectures, mentor programs, adventure training, and participation in local, regional, and national associations. Examples of contexts for leadership include diverse academic and career fields, campus organizations and committees, employment setting, community involvement, family settings, international settings, and social and religious organizations in both formal and informal positions.

Part 3. LEADERSHIP

Effective and ethical leadership is essential for change and to the success of all organizations. Institutions must appoint, position, and empower leaders of student leadership programs within the administrative structure to accomplish stated missions. Administrators at various levels must be selected on the basis of formal education and training, relevant work experience, personal attributes and other professional credentials. Institutions must determine expectations of accountability for program administrators and fairly assess their performance.

Student leadership program administrators must exercise authority over resources for which they are responsible to achieve their respective missions. Administrators of the program must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and encourage collaborative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Program administrators must address individual, organizational, or environmental conditions that inhibit goal achievement. Administrators must improve programs and services continuously in response to changing needs of students and institutional priorities.

There should be a person or group of persons designated as responsible for the coordination of direction of the leadership program including allocation and maintenance of resources and developing student leadership opportunities.

Part 4. ORGANIZATION AND MANAGEMENT

The student leadership program must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional work flow graphics or organizational charts, and service deliv-

ery expectations. Evidence of effective management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems, and recognition and reward processes.

The student leadership program must provide channels within the organization for regular review of administrative policies and procedures.

Student leadership programs are typically organized in a variety of offices and departments both in student services and in academic and other administrative areas. An advisory group with representatives from the involved areas should be established for the purpose of communication.

Part 5. HUMAN RESOURCES

The student leadership program must be staffed adequately by individuals qualified to accomplish stated mission and goals. The program must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities.

Professional staff members must hold an earned graduate degree in a field relevant to the position description or must possess an appropriate combination of education and experience.

Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students or others in need of assistance to qualified professional staff.

The student leadership program must have secretarial and technical staff adequate to accomplish its mission. Such staff must be technologically proficient and qualified to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.

Appropriate salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The student leadership program must intentionally employ a diverse staff to reflect the diversity of the student population, to ensure the existence of readily identifiable role models for students and to enrich the campus community. Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles, and as required by institutional, local, state/provincial, or federal law.

The student leadership program should have adequate and qualified staff or faculty members to implement a comprehensive program.

Program staff should engage in continuous discovery and understanding of emerging leadership models, research, theories, and definitions through disciplined study and professional development activities.

Student organization advisors should be considered as resources to assist both formally and informally in student leadership programs. Advisors can provide information about issues that need to be addressed. The student leadership program staff should assist advisors in conducting leadership training, education, and development for their respective student groups.

Professional staff or faculty involved in leadership programs should possess:

- ability to work with diverse students;
- knowledge of the history and current trends in leadership theories, models, and philosophies;
- leadership experiences;
- followership experiences;
- knowledge of organizational development, group dynamics, strategies for change and principles of community;
- knowledge of diversity issues related to leadership;
- ability to evaluate leadership programs and assess outcomes;
- effective oral and written communication skills;
- ability to effectively organize learning opportunities that are consistent with students' stages of development; and
- ability to use reflection in helping students understand leadership concepts by processing critical incidents with students.

Part 6. FINANCIAL RESOURCES

Student leadership programs must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

Funding for the student leadership program may come from a variety of sources, including institutional funds, grant money, student government funds, fees for services, and government contracts. Where possible, institutional funding should be allocated regularly for the operation of leadership programs.

Part 7. FACILITIES, TECHNOLOGY, AND EQUIPMENT

Student leadership programs must have adequate, suitably located facilities, technology and equipment to support its mission and goals. Facilities and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health and safety.

Leadership program facilities should be conveniently located on campus. Staff, faculty, and student space should be designed to encourage a maximum level of interaction among students, faculty, and staff.

Part 8. LEGAL RESPONSIBILITIES

Student leadership program staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations are constitutional, federal, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial and local governments; and the institution through its policies.

Student leadership program staff must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

The institution must inform staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

Part 9. EQUAL OPPORTUNITY, ACCESS, AND AFFIRMATIVE ACTION

Staff members must ensure that student leadership programs are provided on a fair and equitable basis. Each program and service must be accessible. Hours of operation must be responsive to the needs of all students.

The student leadership program must adhere to the spirit and intent of equal opportunity laws.

The student leadership program must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

Consistent with their mission and goals, student leadership program must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

Part 10. CAMPUS AND COMMUNITY RELATIONS

The student leadership program must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

The student leadership program should maintain positive relations through effective communication and encourage participation with a variety of offices, departments, agencies, and constituencies both on and off campus for leadership involvement opportunities.

Part 11. DIVERSITY

Within the context of each institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, student leadership programs and services must nurture environments where similarities and differences among people are recognized and honored.

Student leadership programs must provide cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences and histories of cultures. The program must explore various cultural perspectives of leadership.

Student leadership programs must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 12. ETHICS

Student leadership program staff members involved in the delivery of programs and services for students must adhere to the highest principles of ethical behavior. The program must develop or adopt and implement statements of ethical practice addressing the issues unique to student leadership development. The program must publish these statements and insure their periodic review by all concerned.

Student leadership program staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law.

Information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student. However, all staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is subpoenaed by law. The program must apply a similar dedication to privacy and confidentiality to research data concerning individuals. All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.

Student leadership program staff members must recognize and avoid personal conflict of interest or the appearance thereof in their transactions with students and others. In the context of their work, staff members must strive to ensure the impartial treatment of all persons with whom they deal.

When handling institutional funds, student leadership program staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures.

Student leadership program staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

Student leadership program staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Student leadership program staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Student leadership program staff members must maintain the highest principles of ethical behavior in the use of technology.

Student leadership program staff members must ensure that facilitators have appropriate training experience and credentials. Expertise, training, and certification are essential in the administration and interpretation of personality, developmental, and leadership assessment instruments.

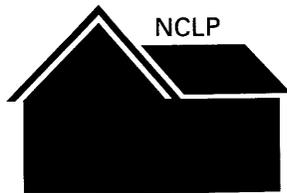
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Part 13. ASSESSMENT AND EVALUATION

The student leadership program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, the program must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Areas to be assessed should include learning outcomes, student satisfaction, goal achievement, and effectiveness of teaching techniques. Particular efforts should be made to conduct longitudinal studies on program evaluations.

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