

Leadership Taskforce Report 2018

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Summary Report:

The Leadership Taskforce has been meeting over the past year with the following charges assigned to them.

1. Establish Student Learning Outcomes for Leadership Development
 - A. Review the list of outcomes in the Task Force Report and make any necessary changes based on that review.
 - B. Develop a developmental progression for the outcomes, including what outcomes/levels might be appropriate for all students.
 - C. Solicit input from the broader campus community on the learning outcomes and modify based on feedback.
 - D. Seek approval from CAP to establish the outcomes as the institution's outcomes.
2. Document existing leadership experiences and activities across campus.
3. Set goals for student participation and types of programs.
4. Identify mechanisms to document student participation in leadership experiences.

We have reviewed and identified all of the charges listed above and this report will showcase our findings and work over the past year. The committee reviewed the past reports to inform their practice and have had many meaningful discussion on the topic.

Charge 1 - Learning outcomes :

The previous taskforce report in 2014, stated the following learning outcomes and the committee continued their work with those outcomes as a framework:

1. Personal and professional leadership values,
 - A. Identify the ethical responsibilities inherent in leadership roles.
 - B. Appreciate the effects of diversity on differences in leaders' knowledge, skills, and values and the contexts in which they exercise their leadership.
 - C. Conduct ongoing self-assessment of leadership values and ethics.
2. Knowledge of the role of leadership in workplaces, professions, and communities in which students live and work.
 - A. Understand the conceptual foundations of leadership.
 - B. Understand the function of leadership in sustaining and advancing the substantive context of the leader's living and working environment.
 - C. Assess the fit between leaders and the environment in which they live and work and the resulting effectiveness of the leaders.
 - D. Conduct ongoing self-assessment of leadership knowledge.
3. Personal and professional leadership skills and competencies.
 - A. Analyze the group and individual dynamics in an organization.
 - B. Work productively in small teams to plan, implement, and evaluate specific tasks.
 - C. Write and speak effectively in a way that is persuasive to the audience.
 - D. Conduct ongoing self-assessment of leadership skills and competencies.
4. Actions to advance the communities in which the students live and work.
 - A. Engage in civil discourse.
 - B. Engage members of the community to produce ethical, purposeful, positive, and effective change.
 - C. Determine the concrete outcomes of that change.
 - D. Plan the strategies and actions that will achieve the desired outcomes.
 - E. Conduct ongoing assessment of the strategies, actions, and outcomes.

In utilizing the existing learning outcomes, we created the following rubric to further expand upon the levels of engagement that students and programs may utilize.

The themes for the outcomes were taken from the previous taskforce reports and then using Bloom's taxonomy separated into the three levels of development. The levels are meant to be used as a guide to assist with the assessment of programs and also give a framework for students to examine what elements of leadership they have developed.

We created this scaffolded leadership rubric to examine both leadership programs and to examine student outcomes. We have not yet sent this to CAP but plan to do so for review next semester. Over the summer, we plan on sharing these outcomes with campus for feedback and following that will forward to CAP for approval.

	Foundational	Intermediate	Advanced
Personal & Professional Leadership Values			
Self-Development	Recognizes individual values	Identifies individual values and articulates how values impact self	Demonstrates individual values and is able to explain, and challenge values that may not be consistent with own
Other's Values	Recognize other's values	Examine other's values and their interaction with your own	Evaluates and articulates the value of working with others whose values differ from own
Professional Values	Recognize values of an organization	Applies the values of the organization in contrast to their own values	Effectively evaluates their own values and the organization's values to live in congruence
Learning and Reasoning	Demonstrates understanding of the value of making decisions appropriate to each situation	Practices how to solve problems effectively	Illustrates the value of reflection on experiences to apply learning in the future
Ethical Decision Making	Recognize ethical choices in decision making process	Understands personal values and how these values inform decision making	Negotiates decisions based on ethics and personal and professional values
Diversity & Inclusion	Ability to articulate a foundational understanding of diversity and inclusion	Understands the role diversity and inclusion play personally, professionally, and socially	Dialogues critically about issues of social justice, inclusion, power, privilege, and oppression
Knowledge of leadership in workplaces, profession and communities			
Leadership Theory & Models	Recognizes and Differentiates leadership theories and models	Applies leadership theories and models to student groups or work	Understands how to effectively work with multiple leadership styles and models, both different and similar to self

Leadership in Workforce	Differentiate leadership practices	Applies the leadership practices and translates them into future career goals	Articulates their leadership practices in interviews and understands application to the real world
Personal and Professional Leadership Skills			
Group Dynamics	Identifies the basics of team building and community building	Recognizes how members within the teams can work collaboratively	Utilize roles and assess the strengths and weakness of the team Establishes systems and teams to promote effective teamwork
Reflection of Teamwork (Power Dynamics)	Knowledge of team dynamic Analyzes the team dynamic	Demonstrates an understanding of the team experience and facilitates changes accordingly	Reflects on the team dynamics Assess power dynamics effectively and responds accordingly
Conflict Resolution	Ability to identify and recognize conflict	Understands and recognizes conflict in a particular context	Negotiates how to lead a group in widening their scope of a conflict to recognize multiple solutions from more than one perspective
Intrapersonal Communication	Ability to effectively communicate using verbal and nonverbal (written) strategies-active listening	Effectively determines if verbal/nonverbal and written means of communication are congruent with desired outcomes	Analyzes and articulates relationships among group dynamics using effective communication skills
Actions to Advance the communities			
Civil Discourse	Articulates the meaning of civil discourse and describes its role in addressing community issues	Consults independently with others who have different backgrounds and perspectives to identify disparate viewpoints and construct integrated solutions to important community issues	Facilitates meaningful discussion with diverse groups to identify shared solutions to important community issues

Creating Change	Recognizes the importance of new perspectives in identifying solutions to community issues	Analyzes important community issues to develop potential new solutions for those issues and identify potential barriers to successfully implementing those solutions	Identifies need for change to solve community issues, articulates a vision that motivates community members to participate in change efforts, and plans and implements the change process to achieve a solution
Initiative	Responds to calls for action when issued by community leaders	Participates actively in change processes to achieve solutions to community issues that have been identified by others in the community	Appraises the importance of the environment in identifying community issues, appraises their importance, and plans and implements the change process to achieve a solution
Civic Responsibility	Recognizes ability to engage in civic life	Practices civic engagement	Evaluates the impact of own and others' civic engagement and proposes effective methods of social responsibility
Resiliency	Recognizes that with failure comes growth	Applies critical feedback and articulates self-assessment	Prepares for potential obstacles and reconstructs plan when they are encountered Assesses obstacles as points of growth
Strategic Planning	Identifies the importance of planning in order to reach an objective	Applies strategic planning to achieve an objective	Develops and implements a mission-led plan Collaborates in building and reframing plan when in a team

Charge 2 Leadership Inventory

In the fall of the 2017, we sent out a survey on behalf of the taskforce to examine where leadership is being conducted at the college. The survey was sent to all faculty and staff and they self identified their programs to have a leadership component. The entire survey results can be found at <https://goo.gl/forms/dYdGuFFqghfH3OWp1> which includes copies of the syllabus and program guides for the programs

Attached you will find some of the results of the survey to share the highlights as we look at the leadership at the college level.

66% Senior
63.8% Junior
50.1% Sophomores
36.2% First year students

As shown from the results, most of the Leadership programs are focused on upperclassman. A lot of the programs are intended to cultivate leadership skills once someone is in a position such as community advisor or conduct board. In addition, a number of courses are in the 300-400 level which are intended for upperclassmen and often are capstone courses. Peer

facilitation is also strongly upperclassmen as they are sharing their experiences and mentoring others. The Office of Leadership offers a couple of different emerging leader programs such as Lions Leading Lions for athletes, Lions Leadership Institute, and Operation Lead, a pre welcome week program. Students may also participate in trainings if they are Bonner student, or take part in leadership content FSP such as the one the Director of Leadership teaches or through the WILL program.

The academic and course related courses are focused on honor societies, and a number of courses in nursing, management, education and communication. They also identified peer mentorship and tutoring as part of the focus on leadership. Within Division of Student Affairs, you can see an number of different organizations/programming that are also related to peer

mentorship, Griffin Orientation, Community advisors, and also student organization leadership

Most programs do not have a theoretical framework

8 Programs use the Social Change Model

4 use servant leadership

7 use relational leadership

The social change model of leadership, servant leadership and relational leadership models are all ones that are widely used within the broader leadership education community. They all attest the idea that leadership is not positional and is a process. The Social Change Model and the relational leadership model were also recognized in the last taskforce report as ones that best fit the definition of leadership at TCNJ.

The next questions looked at the learning outcomes of the programs surveyed. As a reminder these are the outcomes that we asked the survey participants to identify and these are based off the Taskforce Report in 2014. They are listed below.

1. Personal and professional leadership values,
 - A. Identify the ethical responsibilities inherent in leadership roles.

- B. Appreciate the effects of diversity on differences in leaders' knowledge, skills, and values and the contexts in which they exercise their leadership.
 - C. Conduct ongoing self-assessment of leadership values and ethics.
2. Knowledge of the role of leadership in workplaces, professions, and communities in which students live and work.
- A. Understand the conceptual foundations of leadership.
 - B. Understand the function of leadership in sustaining and advancing the substantive context of the leader's living and working environment.
 - C. Assess the fit between leaders and the environment in which they live and work and the resulting effectiveness of the leaders.
 - D. Conduct ongoing self-assessment of leadership knowledge.
3. Personal and professional leadership skills and competencies.
- A. Analyze the group and individual dynamics in an organization.
 - B. Work productively in small teams to plan, implement, and evaluate specific tasks.
 - C. Write and speak effectively in a way that is persuasive to the audience.
 - D. Conduct ongoing self-assessment of leadership skills and competencies.
4. Actions to advance the communities in which the students live and work.
- A. Engage in civil discourse.
 - B. Engage members of the community to produce ethical, purposeful, positive, and effective change.
 - C. Determine the concrete outcomes of that change.
 - D. Plan the strategies and actions that will achieve the desired outcomes.
 - E. Conduct ongoing assessment of the strategies, actions, and outcomes.

These learning outcomes were the most prevalent through the programs surveyed

- 1. Personal and professional leadership values,
 - Identify the ethical responsibilities inherent in leadership roles
 - Appreciate the effects of diversity on differences in leaders' knowledge, skills, and values and the contexts in which they exercise their leadership.
- 4. Actions to advance the communities in which the students live and work.
 - Plan the strategies and actions that will achieve the desired outcomes
- 3. Personal and professional leadership skills and competencies.
 - Work productively in small teams to plan, implement, and evaluate specific tasks
 - Write and speak effectively in a way that is persuasive to the audience.

The programs did not have a focus on the following outcomes:

- 2. Knowledge of the role of leadership in workplaces, professions, and communities in which students live and work.
 - Understand the conceptual foundations of leadership.
 - Conduct ongoing self-assessment of leadership knowledge.
- 4. Actions to advance the communities in which the students live and work.
 - Determine the concrete outcomes of that change
 - Engage in civil discourse

Looking more carefully at the outcomes addressed, we see the common thread that there is lack of focus on the theoretical frameworks and the idea of create change. Some of the courses have leadership skills and practice versus the theoretical frameworks related to leadership. At the time of the survey we did not have the rubric, so we also wonder if that would help assist in the defining of the

Charge 3 Set goals for student participation and types of programs.

The committee discussed this idea in length and couldn't come to a consensus. They were curious as to how the Signature Experiences council was reviewing all the different signature experience requirements. They agreed that most students should have foundational but due to the diversity of paths of leadership that students may take, they may skip certain elements. We would like to further discuss this in conjunction with the signature experiences council to make sure we allowing for the variety and depth of leadership development across different pathways.

Charge 4 Identify mechanisms to document student participation in leadership experiences.

Involvio, is an online system that Student Affairs is looking to purchase to continue with co-curricular tracking. The program utilizes a list of competencies that we can use and track student progress their system. The other option could be an e-portfolio for students to use and work with advisors to showcase what leadership skills they have obtained and use the rubric as a guiding principle. We can also pre select the learning outcomes for each program so if student x participated in LeaderShape we would automatically assign them these outcomes. In Involvio, there is also an element for self reflection which can assist in students in assessing what competencies they have gained and to showcase their differing paths to leadership development.

Further exploration

As the taskforce closes out the year, the following items are areas that the committee would like to explore.

- 1.) Continue receiving feedback and refining the learning outcomes and rubrics from Charge 2
- 2.) Continue to look at Charge 3 (i.e., requirements for Signature Experiences)
- 3.) Exploring the collaboration for Interdisciplinary Leadership Minor and Certificate program

We hope that we can continue the work we started and also allow us the opportunity to collaborate on future projects