

MEMORANDUM

TO: Committee on Academic Programs
FROM: Steering Committee
DATE: September 29, 2021
RE: Leadership Minor

Background

In April 2021, Assistant Dean Erica Kalinowski forwarded to Steering a proposal for a new minor in Leadership. This proposal was developed in accordance with the Minors Approval Process policy, and it was reviewed and approved by the curriculum committee of the School of the Arts and Communication. The next step is review by CAP.

Charge

Steering asks CAP to determine whether the [Minors Approval Process](#) policy was followed and whether all academic units affected by the creation of this minor have been consulted. If so, it can prepare a final recommendation, indicating concurrence or non-concurrence, without seeking further testimony.

Testimony Tier

Tier I: The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

Timeline

CAP should complete its work on this charge by November 15, 2021.

TCNJ Governance Processes

Step 1–Steering issues a charge

Step 2-Governance prepares a Preliminary Recommendation

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some

issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

Step 3—The Relevant Stakeholders provide Testimony

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see below) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

Step 4—Governance prepares a Final Recommendation

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must re-submit a preliminary recommendation to the campus community. When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Step 5—Steering considers the Final Recommendation

Step 6—The Provost and/or President and Board consider the Final Recommendation

Step 7—Steering notifies the Campus Community Testimony

For a complete description of all steps and of the testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21–24.

The College of New Jersey
New Minor Approval or Change in Minor

Name of Minor: Leadership Minor

Term Effective Date: Fall 2021

Home School: The School of Arts and Communication

Home Department: Communication

Type of Approval

New Minor within a Department

New Interdisciplinary Minor

Modification of Existing Minor

Deactivation of Existing Minor (no replacement)

Briefly describe the minor and its requirements. For interdisciplinary minors, list other departments and schools with courses included in the minor.

Please see the attached proposal

The departments involved in the interdisciplinary minor are: Communications, Management, Public Health

Initial Approval

In the case of new minors, the signatures indicate that all affected units within a school have reviewed the attached proposal, and that the attached proposal includes a detailed outline of the curriculum and needed resources such as: a. faculty and support of instruction for all units involved; b. library resources; c. equipment, laboratory support, and computer support; and d. facilities for all units involved. If the minor does not involve courses outside the home department, the proposal is submitted to the Steering Committee after this step.

Yifeng Hu

Department Chair (Communication)

Date

School Curriculum Committee Chair (Arts
& Communication)

Date

Dean

Date

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Department Chair (Communication)

N. McBride

Date

School Curriculum Committee Chair (Arts
& Communication)

Maurice Hall

Date

Maurice Hall (Mar 26, 2021 17:00 EDT)

Dean

Date

Additional Approvals for Interdisciplinary Minors

In the case of interdisciplinary minors, the new minor proposal must also include signatures from the department chairs of all affected units, indicating their review. On this form, include approvals from curriculum committees and deans of all involved schools. The role of the school curriculum committee(s) is to ensure that all procedures have been followed in the approval process, including review by all affected departments, and that the proposed minor is consistent with the mission of the College and can be reasonably supported with resources.

Department Chair (Management)

Date

Susan Hume

Curriculum Committee (Business)

Date

Dean (Business)

Date

Department Chair (Public Health)

Date

Curriculum Committee (Nursing & HES)

Date

Dean (Nursing & HES)

Date

If recommended by the school committee(s), the proposal is submitted to the Steering Committee to be forwarded to the Committee on Academic Programs (CAP) for its review and recommendation.

Steering (indicating review by CAP)

Date

Final Approval

Provost

Date

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Department Chair (Management)

Date

Curriculum Committee (Business)

Date

~~College Dean~~

Dean (Business)

Date

Department Chair (Public Health)

Date

Curriculum Committee (Nursing & HES)

Date

Dean (Nursing & HES)

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Department Chair (Management)

Date

Curriculum Committee (Business)

Date

Dean (Business)

Date

Department Chair (Public Health)

Date

Curriculum Committee (Nursing & HES)

Date

Carole Kenner

Dean (Nursing & HES)

Date

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MINOR IN LEADERSHIP

Submitted by: The **Department of Communication Studies** (Chair, Yifeng Hu; Dean, Maurice Hall), in partnership with the **Leadership Minor Committee**: Avani Rana (Director of Leadership); Maurice Hall (Dean, School of the Arts and Communication); David Prensky (Associate Professor, Management); Carolina Borges (Associate Professor, Public Health); & Keli Fazio (Associate Professor, Communication Studies)

Why a Minor in Leadership?

Effective and ethical leadership is essential for organizations, and institutions of higher education have a vital public responsibility to educate leaders for the future—leaders from all backgrounds who will serve in a wide variety of settings. TCNJ recognizes this responsibility in its mission statement when it notes:

. . . TCNJ’s personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders.

TCNJ wants to prepare students to lead for the benefit of society, not just for their personal success. Our students want to become leaders where they *live*—in local, state, national, or international politics; civic organizations; large NGOs—and where they *work*—in business, government, and nonprofit organizations.

There is clear evidence that leadership values, knowledge, and skills are a necessary complement to the disciplinary knowledge and skills that our graduates will need to be successful in their communities and workplaces. Whether it’s working with colleagues on a corporate or nonprofit team, fellow graduate students in a lab, neighbors on a political campaign, or any other setting, ethical behavior, interpersonal communication, teamwork, strategic thinking, flexibility, and resilience are just a few of the “soft skills” that employers, graduate schools, and the wider communities expect from our graduates.

This desire to prepare students for leadership roles is enshrined in TCNJ’s Signature Experiences. One of the Signature Experiences is Leadership Development:

Guided by faculty members, staff, and peers across campus, students learn to be dynamic and collaborative leaders in both curricular and co-curricular settings.

The Leadership Development Task Force worked to elaborate the leadership signature experience in its 2014 report and one of the report’s recommendations called for the creation of a leadership minor. The ad hoc Leadership Development Task Force has continued its work since then to

support the development of curricular and co-curricular leadership programming on campus. The Task Force has conducted both extensive research among internal stakeholders to produce an inventory of leadership activities and courses at TCNJ and external reviews of programs at other institutions of higher education to help identify gaps in our leadership development work.

This effort has resulted in a refined list of learning outcomes for TCNJ leadership programs, satisfaction about the progress in co-curricular programs, and a keen sense that we lack a coherent curricular program to educate our student leaders. The Office of Leadership offers extensive programming through co-curricular workshops and conferences in many areas of leadership. This includes an annual leadership conference which has over 100 students in attendance, the LeaderShape institute which has 60 students participate, and the Operation Lead, pre welcome week program which has 30 first year students participate each summer. This does not include the numerous leadership trainings conducted for different programs, the TedxTCNJ conference and workshops. Student can also practice their leadership skills as they learn “on the job” at TCNJ in clubs, sororities and fraternities, sports teams, community organizations, or national and international associations. They have similar opportunities in off-campus work, summer jobs, and internships.

However, an exemplary education for leadership requires a curricular program to help students develop a deep understanding of the conceptual foundations of leadership. They must master the leadership concepts that serve as the foundation for the critical thinking, analytic, and interpersonal skills that are vital for effective and ethical leadership. Currently, departments and schools across the campus offer courses that are relevant for an exemplary leadership education, but there is no curricular leadership program that offers a well-defined developmental path to guide interested undergraduates to the deep understanding of leadership concepts necessary to achieve their leadership potential. Our current students want curricular leadership programs and the high school students who we wish to recruit have opportunities for leadership curricula at the other institutions that they compare to us. Leadership is also one of the top skills that employers are looking for in students when they graduate¹.

What opportunities are available now to assist our students to develop their leadership potential? They can practice leadership skills as they learn “on the job” at TCNJ in clubs, sororities and fraternities, sports teams, community organizations, or national and international associations. They have similar opportunities in off-campus work, summer jobs, and internships. They can learn about specific leadership skills in co-curricular workshops. However, exemplary education for leadership requires that students deeply understand the conceptual foundations of leadership too. To develop

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<https://www.naceweb.org/talent-acquisition/candidate-selection/key-attributes-employers-want-to-see-on-students-resumes/>

the critical thinking, analytics, and interpersonal skills that are vital for effective and ethical leadership, students must master leadership concepts and their application as well as practice their own leadership skills. This is the first time that TCNJ students will have an opportunity to formally minor in Leadership while completing their undergraduate studies.

This proposal is aligned with the TCNJ Leadership signature experience and the outcomes that the leadership taskforce has created for the leadership signature experience. It allows flexibility for students to study leadership related to the discipline but also allows them to explore ways to apply leadership in the capstone course.

Need/Demand for Program:

The market has been seeking professionals that are capable to perform beyond their technical skills. High-performance leadership skills are in demand. Competences such as excellent communication, strategic thinking, authenticity, and needless to say positive emotional intelligence are on the top of the list for employers. Career centers are finding that the number one skill employers are looking for are leadership skills, so development of career readiness skills would be extremely beneficial. The interdisciplinary minor would be open to students of all majors. This would also allow students of all majors to study leadership ideas.. The minor would also expand the idea of leadership as a signature experience to include formal academic leadership experience. In addition, when meeting with student government and other students in leadership roles, they say that they would like to see a leadership minor.

Description:

The purpose of the **Minor in Leadership** is to further students' development as leaders through curricular work. The minor will provide a formal curricular structure that offers leadership development opportunities to students who wish to work in organizations—whether businesses, government agencies, or nonprofits. Its courses will provide the conceptual and analytical foundations about the nature and the practice of leadership to supplement students' practical experience and co-curricular skill development activities. The minor features a multidisciplinary approach—an introduction and a capstone course that will frame the insights that students will gain from a variety of relevant options that will suit their own interests. This structure will help them to connect and integrate the insights of a variety of disciplines in understanding the complex phenomenon of leadership.

Student Learning Goals and Outcomes:

The students who complete the Minor in **Leadership** will achieve the following learning goals and outcomes:

1. Goal: Students will understand the role of leadership—the workplaces, professions, and communities in which they live and work.

Students will be able to:

- A. Describe the significant theoretical approaches to the study of leadership from both academic and practitioner works.
- B. Understand the function of leadership in sustaining and advancing the organizations in which they live and work.
- C. Use the foundational concepts of leadership to analyze leadership phenomena in their communities and workplaces.
- D. Assess the fit between leaders and their organizational environments and the resulting effectiveness of those leaders.

2. Goal: Students will demonstrate personal and professional leadership skills.

Students will be able to:

- A. Conduct ongoing self-assessment of leadership skills, values, and ethics using self-assessment tools, reflection, and a personal plan for leadership.
- B. Identify the ethical responsibilities inherent in leadership roles.
- C. Analyze the group and individual dynamics in an organization.
- D. Work productively in small teams to plan, implement, and evaluate specific tasks.
- E. Collaborate effectively with people from diverse backgrounds to formulate and achieve objectives.
- F. Write and speak effectively in a way that is persuasive to the audience.

NEEDED RESOURCES:

Faculty and Support of Instruction

Over the last decade, faculty members have been committed to formalizing a minor in leadership studies. This commitment draws from student interest, corporate and organizational demand in hiring graduates who are skilled leaders, and various majors and schools prioritizing leadership in their curriculum. Faculty and administrative sponsors of this minor, mostly represented from the Schools of Arts and Communication, Business, and Nursing and Exercise Science, are regularly teaching courses related to leadership and providing students with opportunities to enhance and challenge them to be ethical, strategic, global, and collaborative leaders. Because of the current coursework available, there are limited curricular needs required to support this minor.

The faculty supervisor of this minor should receive some support to launch and sustain the coordination of this interdisciplinary endeavor. We suggest a one course release per year for the first three years based on the advising and coordination logistics and recommendations of similar interdisciplinary minors (public health and environmental studies).

Library Resources:

Since there is already a strong interest and existing courses in leadership studies, expansion of bibliographic resources have already been ongoing and there are no additional resources necessary.

Equipment, Laboratory Support, Computer Support:

The minor in leadership requires no new equipment and depends completely on preexisting computer and laboratory support.

Facilities:

No new facilities are needed for the leadership minor.

Courses:

A. Foundational/Theoretical (one required from this list)

COM 441 – Organization and Leadership (1 unit)

MGT 215 - Leadership

PBH310: Foundations of Leadership

B. Additional Courses: (4 additional courses from this list in addition to required courses from Section A. At least two courses must be at the 300 level or above and must come from two different prefixes)

BUS 375/MGT 375 - Innovation

BUS 385/MGT 385 - Business Ethics and Corporate Social Responsibility (1 unit)

COM 240 – Public Speaking in Business and Government (1 unit)

COM 377 -- Conflict and Collaborations (1 unit)

COM 441 – Organization and Leadership (1 unit)

MGT 301 – Organizational Behavior (1 unit)

MGT 310 – Cross Cultural Management (1 unit)

MGT 215 - Leadership (1unit)

MGT 317 – Negotiations (1 unit)

MGT 415 - Leadership in Business and Society (1 unit)

MSCI 101/102 Introduction to Military Leadership I and II (.25 each)*

MSCI 201/202 Small-Unit Leadership I and II (.25 each)*

MSCI 301/ Applied Military Leadership I (.25 each)*

MSCI 401/ Leadership Development at the Prof. of Arms (.25 units)*

*MSCI courses are for students enrolled in that program (ROTC) and should be taken in combination of four courses to total 1 unit as outlined by their curriculum.

MSC 101/102 and MSC 201/202 are open to all students to participate in

NUR 460 – Professional Role Development III:

PBH 405 Capstone Seminar/Caring within the Leadership Role (guided internship) (1 unit)

School	Department	Course
Arts & Communication (Dean: Maurice Hall)	Communication Studies (Chair: Yifeng Hu)	COM 240 - Public Speaking in Business and Government (1 unit) COM 377 - Conflict and Collaborations (1 unit) COM 441 - Organizations and Leadership (1 unit)
Business (Dean: Kathryn J. Jervis)	Management (Chair: Joao Neves) Marketing & Interdisciplinary Business (Chairs: John McCarty)	BUS/MGT 375 - Innovation (1 unit) BUS/MGT 385 - Business Ethics and Corporate Social Responsibility (1 unit) MGT 215 - Leadership (1 unit) MGT 301 – Organizational Behavior (1 unit) MGT 310 – Cross Cultural Management (1 unit) MGT 317 – Negotiations (1 unit) MGT 415 - Leadership in Business and Society (1 unit)
Nursing, Health, and Exercise Science (Dean: Carole Kenner)	Public Health (Chair: Brenda Seals)	PBH351: Foundations of Leadership PBH405: Capstone Internship in Public Health
	Nursing (Chair: Sharon Byrne)	NUR 460 – Professional Role Development III:
TCNJ Army ROTC	-	MSCI 101/Introduction to Military Leadership I and II (.25 each)* MSCI 201/Small-Unit Leadership I and II (.25 each)*

*None of the courses listed above have pre-requisites.