

NC State Leadership Programs: Preparing Leaders for the State, the Nation, and the World

Context: The Provost charged a team with preparing a brief overview of NC State leadership programs, to include integrating previous campus-wide plans with the strategic planning task force reports, with the intent of creating greater cohesion, creating action steps for growing endowed funds to support leadership programs and creating greater organizational efficiencies. This report recognizes that systemic and integrated approaches are necessary to achieve our university priority of “preparing leaders for the state, the nation, and the world.”

Introduction:

This report integrates concepts and recommendations of the NC State response to UNC Tomorrow, the 2011 Strategic Plan Task Forces reports and incorporates feedback from individuals representing campus programs.

NC State has a history of success in the preparation of graduates for leadership in the workplace and community, including the integration of inquiry based course work and service-learning into courses across disciplines; leadership development seminars, workshops, conferences, and institutes; non-credit leadership certificate programs; leadership forums for students, faculty, staff, and corporate leaders; community volunteerism; domestic and international service-learning trips; community-engaged study abroad and internships; meaningful workplace co-op experiences; student and faculty-designed capstone projects with communities across the state and around the world; community-engaged undergraduate research; and professional development for faculty on community-engaged teaching and research (as recognized by the Carnegie classification for Community Engagement).

NC State’s colleges are involved in preparing students for leadership in their professional careers through course work and support for pre-professional student organizations. Additionally, there are units with a university-wide scope dedicated to providing opportunities for leadership development including the General H. Hugh Shelton Leadership Center; Center for Student Leadership, Ethics and Public Service (CSLEPS); University Honors/Scholars Programs; Office of Undergraduate Research; multiple university academic merit and needs-based scholarship programs; ROTC; Athletics Department; Institute for Nonprofits; Graduate School; Study Abroad; Office of the Provost; and numerous campus organizations and living/learning communities.

A consistent message from stakeholders in preparation of this report was that integrating leadership development across all faculty, staff and student groups was essential to student success and university excellence. We know that the requisite knowledge, skills, and attitudes for ethical local and global leadership must be developed in an intentional and integrated manner, and in collaboration with the communities to be served.

There is acknowledgment that there is a body of knowledge associated with leadership as a discipline, and that the campus environment supports programs that focus very intentionally on providing a strong leadership discipline content understanding, and other programs that embed the application and practice of leadership in curricular and co-curricular experiences. The challenge is to incorporate these elements into the student experience comprehensively and in a cost-efficient manner. The recognition that enhancing student success is a function of both the academic experience and the overall co-curricular student experience establishes the need to expand services in critical areas. Numerous strategic plan task forces stated the need to enhance university leadership programs as fundamental to student success. This report is targeted to provide support for high impact educational experiences for our students, faculty and staff.

NC State prepares our graduates for lives of civic responsibility. By enhancing existing programs and partnerships, NC State can integrate efforts across units that provide preparation for leadership by encouraging the application of critical inquiry skills, interdisciplinary problem solving approaches, and sound leadership strategies. These efforts will foster the growth of students as citizens and leaders through

relevant curricular offerings as well as through intentionally-designed campus and community leadership experiences across the state, the nation, and the world. Obviously, increasing the number of students involved in leadership activities will require an increased and more diverse portfolio of resources and heightened collaboration among related units.

Vision:

The vision of university leadership programs is that student success will be enhanced by theoretically grounded, effective leadership development curricular and co-curricular experiences. These experiences will engage a large portion of the campus community in a manner that is inclusive, well supported and interdisciplinary.

Recommendations:

- **Establish a Standing Committee on University Leadership Programs** to foster collaborations and to provide a forum for discussion of best practices and sharing of ideas and to determine if there are more efficient ways to deliver leadership related experiences. The committee will perform the following additional functions: maintain an inventory of leadership programs to enhance communications, cohesiveness, and leadership program marketing and training; provide a strong assessment plan; maximize outcomes, efficiencies and avoid redundancy; assist University Advancement in prioritizing leadership fund development needs and crafting case statements to attract endowments; and, make recommendations to appropriate policy entities to align resource allocations with strategic plan leadership initiatives and program support needs. Strong collaborative partnerships among our diverse high impact programs of excellence, for example, are essential to reduce redundancies among programs, to share resources, and to build stronger leaders and leadership initiatives.
- **Strengthen the depth and quality of campus curricular and co-curricular programs, increasing the scholarly leadership development content base** in leadership philosophy, leadership strategies, human interaction, and social action processes. Specifically, in the area of curricular offerings, it is important that the university assess and protect its offerings in the areas of moral and ethical reasoning as a foundation for leadership practice in professional and civic life.
- **Provide and promote leadership development opportunities—including courses, programs, and experiences—specifically designed for graduate students**, recognizing their developmental stages as learners through content design as well as delivery methods. As current and future professionals, their advanced disciplinary knowledge positions them to leverage their leadership development opportunities at NC State to make immediate contributions to the workforce upon graduation. In doing so, a professional community of emerging leaders can be sewn into the fabric of our alumni and donor base.
- **Provide a wider range and number of students the opportunity to participate in foundational and gateway leadership opportunities** offered through CSLEPS. (Leadership Development Series, Leadership In Action, LeaderShape, etc).
- In order to encourage a broader base of undergraduate and graduate students engaging in high impact leadership experiences, we should **enhance and promote the student leadership development portfolio** for personal and career development purposes that reinforces a leadership development trajectory for students.
- **Support the current development of the Engaged Public Service Scholars program** for students who engage in leadership and public service at truly exemplary levels. Experiences will be collected, verified and recorded in the Student Information System, with a record of this certification achievement posted to the transcript.
- **Expand opportunities for undergraduate students' involvement in rigorous high impact interdisciplinary approaches to learning** and problem solving through study abroad, service-learning/community-based learning, internships, co-operative education, capstone courses/projects, living/learning villages, and undergraduate research.
- **Expand and develop programs as models reaching beyond the campus community** (NC State to local communities and globally by increasing outreach and partnerships with other universities and agencies through unique university assets (Extension Centers, distance education, scholarly

- research and dissemination mechanisms, and action projects). Such activities will also serve to diversify our funding base.
- Engage the Associate Deans of Academic Affairs, the Council on Undergraduate Education and the Standing Committee on Courses and Curricula to analyze the pros and cons of an **Interdisciplinary Leadership Development minor/concentration** that would integrate the curriculum with relevant co-curricular leadership experiences for students.
 - **Diversify the resource base for leadership programs. High profile leadership events** featuring distinguished presenters are important opportunities for students, faculty, and staff to be intellectually stimulated and inspired. Such events also enhance the University brand as a leader in “Preparing Leaders for the State, the Nation, and the World,” increasing our attractiveness as a partner and target of investment. Specific action steps include greatly increasing the number of students, faculty and staff who can benefit from experiences such as the Shelton Leadership Forum and other distinguished lecture series.
 - **The Office of University Advancement will collaborate with the Standing Committee on University Leadership Programs to establish strategies to grow endowed funds** for leadership program expansion; faculty development; student-designed capstone projects; increased support for more students to engage in learning in a global context through service-learning, study abroad, alternative semester break trips, and leadership conferences, etc. The Office of University Advancement will utilize the annual National Shelton Leadership Forum for fund development activities that support university-wide leadership programs. Program directors and development officers will be afforded the opportunity to cultivate donors for endowed scholarships, positions, and programs while exposing prospects to national and international leadership exemplars.
 - **The Office of Faculty Development should provide centralized support for the faculty development strategies recommended in various task force reports**, including curricular community engaged scholarship; professional development and support for administrative leaders to perform their essential faculty and graduate student mentoring roles including emphasis on research ethics; facilitating mentoring in the realm of global scholarship; and faculty involvement with communities of interest. In the process of enhancing student community engaged scholarship, the Office of Faculty Development should continue to network with relevant student leadership organizations for resource and referral of community partners and existing student experiences. The task force recognizes the void in university support for the coordination and growth of service-learning curricular and co-curricular opportunities, providing leadership, mentoring, and connectivity of service-learning best practices. **Providing service-learning support through the Office of Faculty development or another university-wide unit is recommended.**

Appendix:

Larger “intentional” Leadership Programs: These programs can provide training services to the inventory of programs across academic affairs, research, experiential learning and public service for which leadership development is likely a more secondary objective.

Center for Student Leadership, Ethics & Public Service

General Hugh Shelton Leadership Center

Graduate School—Preparing Future Leaders

Scholarships and Programs of Excellence (some have a leadership focus)

Human Resources—Office of Training and Development

Office of the Provost—Office of Faculty Development

ROTC (Air Force, Army, Naval)

Impact Living/Learning Village

Greek Life

Input:

This report was distributed to over 40 individuals representing campus leadership programs, selected faculty who teach leadership courses, and the Associate Deans for Academic Affairs

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