

STUDENT LEADERSHIP DEVELOPMENT

at Belmont University empowers students of diverse backgrounds to explore a path of self-discovery and skills development preparing them to step into life's leading moments with confidence.

VISION 2020

Powered by the Mission + Vision + Values of Belmont University

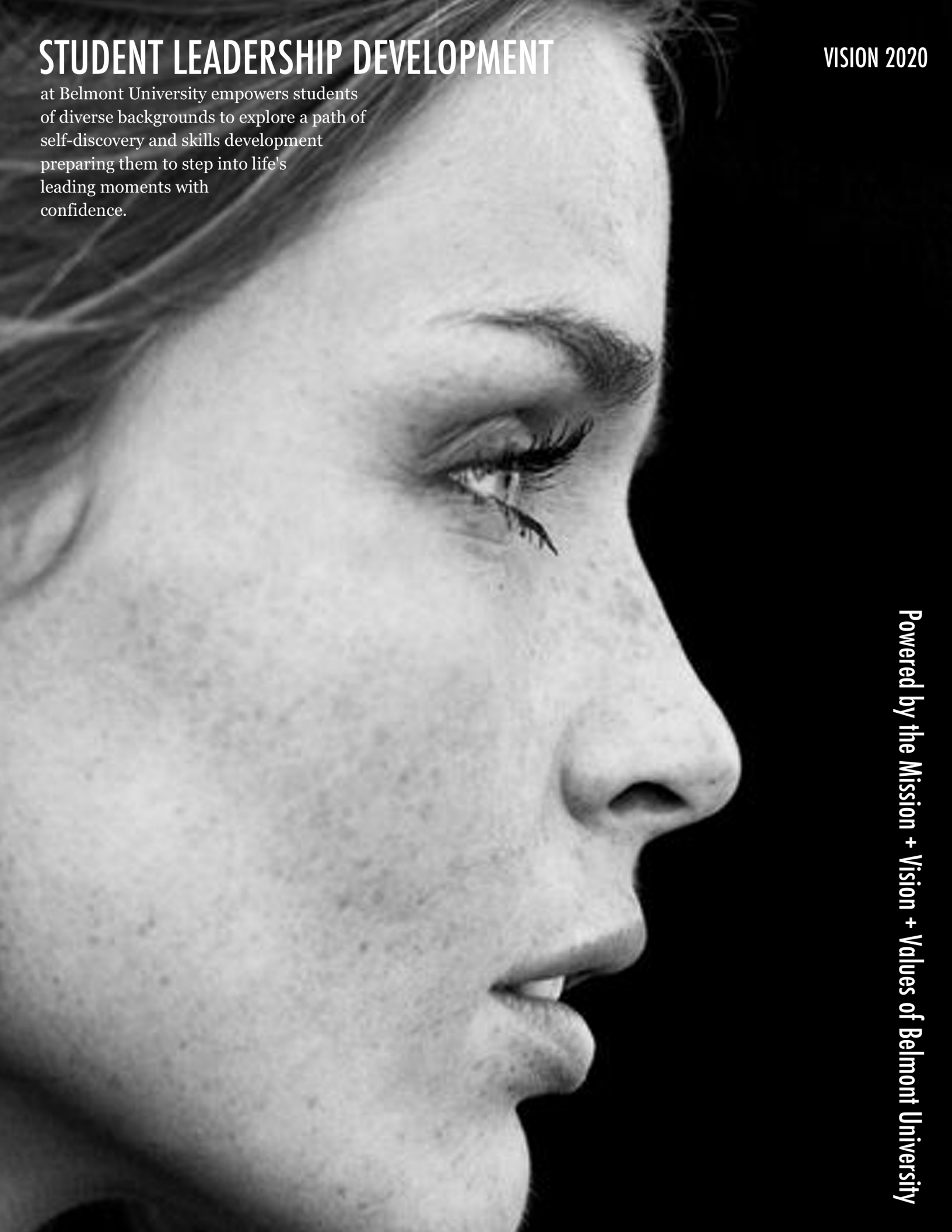


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CHARTER + OBJECTIVE

Leadership is among the most important skill sets that Belmont University can offer to its students to help them achieve the University mission. Regardless of academic program, all Belmont graduates will find themselves with leadership opportunities in their lives after Belmont. Having the ability to lead well and successfully can be the difference in helping students “engage and transform the world”. How is the University developing future leaders now? What can we do to more fully integrate leadership development into every student’s Belmont experience?

Project Objectives:

- Research, inventory, and assess current student leadership development offerings campus-wide.
- Define the distinctive characteristics of an effective leader that BU will emphasize in their Student Leadership Development initiative.
- Provide a recommendation to Senior Leadership that includes steps required over the next six months to develop and implement a Student Leadership Development program that allows an opportunity for participation of all Belmont students, with a goal of leadership skills being a defining characteristic of Belmont graduates.

THE TEAM

Facilitators: Linda Ferrell and Rachel Walden

The Team: Karen Bennett, Mary Anna Brown, Sarah Cates, Ryan Holt, Christy Ridings, Randall Reynolds, Jill Robinson, Cathy Taylor, Julie Thomas, Micah Weedman & Colin Haslett

Leadership Liasons: Dr. Jeffrey Burgin and Dr. Paula Gill

INTRODUCTION

Belmont has risen to be a nationally recognized leader in higher education characterized by decades of inspiring, values driven, and resilient leadership. Following this legacy of leadership, and regardless of vocational outcome, socioeconomic status, or identity of any type, Belmont proclaims that its students will be leaders in this world, at any and every level and sphere of influence, capable of the wide spectrum of engagements that leadership comprises. Out of this belief, we commit to empowering students on a path of self discovery which develops self-awareness and equips them with a toolbox of leadership skills. Uniquely tied to Belmont's mission, vision, and values, student leadership development at Belmont will foster and prepare students to step into leadership with confidence.

Belmont's mission offers this as its central claim: that Belmont offers "a rigorous academic education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith." **We expect that our students can and will change the world.**

Belmont's vision is to "bring together the best of professional studies and the liberal arts in a Christian community of learning and service." **We aspire to shape not just well-rounded students, but emerging adults that possess both breadth and depth of learning while also displaying practical and applicable skills.**

Belmont values "integrity, inquiry, collaboration, service and humility." **We desire for our graduates to be open, curious, and proactive about working with and serving others.**

Each of these—our desires, aspirations, and expectations—imply that **our students will graduate from Belmont as transformative leaders.**

The model that we are proposing is dynamic, energizing, and 'alive'. Our committee's recommendations are undergirded by the mission, vision, and values of Belmont and built around the framework of 4 distinct levels of leadership engagement [**Foundation, Participating, Practicing and Mastery** described below]. In addition, we defined 7 distinct characteristics of a Belmont leader as: **Collaborative - Ethical Decision Maker - Communicative - Critical Thinker - Service-Minded - Tolerant - Resilient.**

Leadership development opportunities happen at Belmont at a variety of levels of engagement. For pragmatic purposes, our committee adopted the following matrix for categorizing leadership development opportunities:

Foundation: These are leadership development experiences that **are embedded into the experience of each Belmont student**, and thus, reach an engagement level of nearly 100%.

Participating: These are leadership development experiences **that require some level of self-selected engagement on the part of students, but are primarily characterized by a "passive" engagement.** Our estimate is that 40% of Belmont undergraduate students engage in these activities.

Practicing: These are leadership development experiences **that require an intentional degree of commitment on the part of students, and are characterized by an expressed or implicit desire to hold positions of leadership or to develop specific leadership skills.** Our estimate is that 20% of undergraduate students engage at this level.

Mastering: These are the highest level of leadership development experiences in which students can engage, and **are characterized by a specialized commitment on the part of students to explore and study leadership skills, theories and practices beyond positional opportunities on campus, and/or commit to lead significant efforts that impact the University's life and work.** Our estimate is that 5% of Belmont students engage at this level.

EXECUTIVE SUMMARY

This proposal outlines a comprehensive plan addressing two fundamental issues. First, it addresses the need to make leadership development an explicit and intentional part of every Belmont student's learning experience. While recognizing that each student's depth of involvement may look different, we aspire to serve all students at all levels of interest. Second, it brings coherence and congruence to the various—and often disparate—leadership development programs happening on campus already. The end result is a seamless, integrated and high-impact leadership development presence in both curricular and co-curricular spaces, offering distinct levels of leadership engagement, and ensuring that every Belmont student has the opportunity to encounter and embody the distinctive leadership values and characteristics.

In order to make this possible, the proposal recommends three main actions:

A GENERAL EDUCATION LEADERSHIP FOUNDATION: Add explicit learning outcomes to the BELL Core that address reflective leadership capacities so that every student has the opportunity to engage in leadership development as part of her general education.

A LEADERSHIP DATABASE: Create or invest in online and technology systems that centralize the university's commitment to student leadership development by providing a one-stop shop for leadership information, opportunities and resources available to all Belmont students.

THE LEADERSHIP HUB AT BELMONT UNIVERSITY: Create a formalized central place on campus that brings together leadership development opportunities across curricular and co-curricular lines for the purpose of expanding those opportunities so that every Belmont student is empowered to achieve his or her full leadership potential.

In the pages that follow, these recommendations are presented with the necessary details. As will be clear, when this vision is fully realized, the university will have:

- Added complimentary leadership outcomes across the general education experience
- Provided a seamless online platform to connect all students to leadership development opportunities
- Staffed and resourced a unique and innovative collaborative space that will enhance and expand leadership opportunities at every level.

Your notes, thoughts, dreams and doodles



RECOMMENDATION # 1

We recommend creating a general education foundation for leadership development.

Our committee has recognized the value of leadership development that happens at the Foundation level—that is, that happens at a place where all students engage. Therefore, we propose to build on the existing learning goals of General Education and the BELL Core and bolster requirements in concert with the leadership education components of every Belmont student's experience.

Making leadership education explicit in these outcomes will provide every Belmont student with the opportunity to understand the importance that rhetorical skills, critical thinking, appreciation of the arts and humanities, and a global awareness play in the leadership process.

Serving all BU students, the General Education Leadership Foundation will:

- Introduce students to “leadership” as a Way of Knowing
- Introduce students to the relationship between liberal learning and leadership studies
- Provide students with the opportunity to explore leadership style and personal and professional identity
- Provide students with opportunities for skill development in the 7 defined BU leader characteristics
- Orient students to leadership processes and opportunities at Belmont

Implementation Timeline:

- 1) Provost Office will appoint a diverse Leadership Foundations Implementation Team (LFIT) co-chaired by the Director of General Education and a representative from the Student Leadership Development Vision 2020 team. This team would be comprised of team members from Gen Ed, GPS, Career Development, academic areas, etc. **(by March 1)**
- 2) LFIT will re-narrate with all constituents the relationship between Gen Ed and leadership development (i.e., *leadership studies* brings together the best of the liberal arts and the professional studies...) **(by May 1)** **This will likely involve:**
 - Faculty training (fall workshops and new faculty orientation)
 - Admissions and recruiting
 - Orientation and Welcome Week
 - All online and printed communication about Gen Ed
- 3) LFIT will implement actions and policies that make leadership education more explicit as a part of Belmont's General Education program. This might involve (but is not limited to):
 - Adding explicit learning outcomes to the BELL Core that address reflective leadership capacities so that every student engages in leadership development as part of their general education experience
 - Including a piece in the FYS Anthology that links liberal education and leadership development
 - Retooling learning outcomes for both Junior Cornerstone and Senior Capstone to include outcomes directly related to leadership development (as applicable per discipline)
 - Retooling Focus 2 assessment assignment in COMM 1100 to increase focus on leadership development
- 4) Explore and develop opportunities for graduate students **(by May 1)**
- 5) Create assessment measures **(by August 1)**
- 6) Pilot leadership implementation in Gen Ed **(starting Fall 2017)**

Your notes, thoughts, dreams and doodles here



RECOMMENDATION # 2

We recommend the creation of a Belmont Leadership Database.

Our committee has discovered the need to centralize and connect leadership development across campus, providing students with a more seamless approach for leadership engagement and opportunities at higher levels of engagement. Therefore, we propose Belmont creates online and technological support systems that centralize the university's commitment to leadership development. This Leadership Database would provide students with the opportunity to have a one-stop shop for leadership information and resources on Belmont's campus.

Serving all BU students, the Leadership Database will:

- Provide students with 'searchable' access, clarity and definition of leadership opportunities across campus
- Provide tracking resources to serve students and provide assessment measures
- Provide a clearinghouse to break down silos across campus
- Provide a platform to generate a BU leadership E-Portfolio which encapsulates, assesses and reflects on each student's leadership growth at Belmont

Implementation Timeline:

- 1) Appoint a Leadership Implementation Resource team co-lead by a representative of Student Engagement and Leadership Development, Belmont's CIO, and a member of the Vision 2020 Student Leadership Development team. This team should have representatives from GPS, academic areas, Athletics, University Ministries, etc. **(by March 1)**
- 2) Leadership Implementation Resource team will research BruinLink capacities and other possible technology resources on campus and depending on current tools and assessment of needs, create a plan for technology development and implementation **(by April 1)**
- 3) Implement a centralized online presence for leadership development opportunities at BU **(by December 1)**

Your notes, thoughts, dreams and doodles



RECOMMENDATION # 3

We recommend the creation of the Leadership Hub at Belmont University.

Our committee recognized that to serve our students at the highest level, we must provide opportunities for students to realize their full leadership potential -- providing them both a path and a road map to grow and stretch throughout their Belmont experience. **Therefore, we propose to launch The Leadership Hub**, a formal centralization of Student Leadership Development on campus that reaches both curricular and co-curricular experiences while being a champion for all leadership initiatives on campus.

Services available to all students, the Leadership Hub will:

- Serve as a focal point on campus for Belmont's emphasis on leadership development
- Direct, coordinate, implement and/or advise on programming at each of the four levels of engagement
- Implement the necessary technology solutions for connecting students to leadership development opportunities
- Create and direct an interdisciplinary Leadership Studies minor available to students of any major
- Implement the necessary technology solutions so that students can create a leadership portfolio or 'transcript'
- Work with faculty and staff to develop or enhance leadership training models for all relevant departments on campus, including each College or School
- Provide opportunities for students to participate in leadership-specific internships
- Partner with Alumni Relations, Office of Career & Professional Development, and Development and External Relations to identify and recruit alumni, parents, employers, and other significant community leaders to serve as mentors for current students
- Seek philanthropists to provide student scholarship and program funding
- Publish faculty and student leadership research
- Develop assessment measures to track the impact of programs on student development
- Provide opportunities for graduate students to participate in leadership development
- Provide continuing education for alumni
- Partner strategically with the Center for Executive Education and the Center for Faith Based Leadership

Implementation Timeline:

- 1) Determine budget for a fully functioning Leadership Hub. **(by March 1)**
- 2) Build a development strategy for fundraising efforts including plans for endowed faculty support. **(by April 1)**
- 3) Appoint a Leadership Hub advisory team with representation across campus. This Advisory Board (unlike the others listed in other recommendations) would be a permanent team. **(Once budget + funding model is approved—by April 15)**
- 4) Advisory Team drafts job description and works with HR to facilitate search for the Director of the Leadership Hub. **(by May 15)**
- 5) Hire Director of Leadership Hub. **(by August 1)**
- 6) Consideration and recommendation of additional staffing needs (graduate assistants, student leadership specialists, and part-time leadership advisors). **(by January 1)**

Your notes, thoughts, dreams and doodles



IMPLEMENTATION TIMELINE

March 2017

Appoint a diverse Leadership Foundations Implementation Team (LFIT) co-chaired by the Director of General Education and a representative from the Student Leadership Development Vision 2020 team. This team would be comprised of team members from Gen Ed, GPS, Career Development, academic areas, etc. **(by March 1)**

Appoint a Leadership Implementation Resource team co-lead by a representative of the Office of Student Engagement and Leadership Development, Belmont's CIO, and a member of the Vision 2020 Student Leadership Development team. This team should have representatives from GPS, academic areas, Athletics, University Ministries, etc. **(by March 1)**

Determine budget for a fully functioning Leadership Hub. **(by March 1)**

April 2017

Research BruinLink capacities and other possible technology resources on campus and depending on current tools and assessment of needs, create a plan for technology development and implementation. **(by April 1)**

Build a development strategy for funding efforts including plans for endowed faculty support. **(by April 1)**

Appoint a Leadership Hub advisory team with representation across campus. This Advisory Board (unlike the others listed in other recommendations) would be a permanent team. **(Once budget + funding model is approved—by April 15)**

May 2017

Re-narrate with all constituents the relationship between Gen Ed and leadership development (i.e., *leadership studies* brings together the best of the liberal arts and the professional studies...). **(by May 1)**

Explore and develop opportunities for graduate students. **(by May 1)**

Summer 2017

Implement actions and policies that make leadership education more explicit as a part of Belmont's General Education program. **(by August 1)**

Create assessment measures for the Gen Education Leadership Foundation. **(by August 1)**

Draft job description and work with HR to facilitate search for the Director of the Leadership Hub. **(by May 15)**

Hire Director of Leadership Hub. **(by August 1)**

August 2017

Pilot leadership implementation in Gen Ed. **(starting Fall 2017)**

December 2017

Implement a centralized online presence for leadership development opportunities at BU. **(by December 1)**

Consider and recommend additional staffing needs -- graduate assistants, student leadership specialists, and part-time leadership advisors. **(by January 1)**

Appendix A: Student Leadership Development Team Process

The process for the Student Leadership Development Team consisted of research (what are other institutions doing), assessment (what is Belmont currently doing) and initiative development (what should Belmont be doing)

We researched 37 institutions included in the NAC&U and Provost Group lists and compiled a list of best practices in student leadership development. In addition, we developed a comprehensive list of leadership assessments and applicable resources currently on the market.

We then assessed the current leadership culture at Belmont and what experiences are available to our students. This inventory reflected the diversity of offerings in addition to their disconnectedness. As our charter was to develop leadership opportunities for all students, our team determined common experiences (curricular and co-curricular) and evaluated their viability as a delivery system for reaching students.

As we developed our proposal, the central question we continued to ask was: What would make this model of leadership development uniquely Belmont? We determined Belmont's Core Values provided this articulation and that the leadership characteristics we identified should tie directly into these values to insure a 'uniquely Belmont' leadership experience. Our team divided into subcommittees to formulate outcome-based recommendations. We then solicited feedback from undergraduate student focus groups, College of Health Science and Nursing Dean's Student Advisory Council and the Young Alumni Council.

Appendix B: Student Focus Groups

On Monday, November 14th, two focus groups were conducted with campus leaders. A total of 12 students provided input to help assist the Vision 2020 Leadership Team in understanding their perspective, and as we learned, frustrations. Following is a summary of what we 'heard.'

Question: What leadership opportunities should be available on campus:

Programs:

- Freshman Leadership Program (introduction and doorway to other leadership opportunities)
- Annual workshop on leading and growing student organizations
- Mentoring program

Culture:

- Would like to have qualities or 'values' that Belmont student leadership should embody.

Note: There appears to be frustration with the following associated with student organizations (infrastructure concerns that the students wanted to share):

- Faculty and staff do not stay involved as advisors
- Lack of clarity of the benefits or being involved with student organizations
- Too much 'red tape' in starting an organization on campus
- Overall, feeling that student chapters do not have infrastructure support

Question: Our charge is to more fully integrate leadership development into every student's Belmont experience. From your perspective, how could we best accomplish this?

Programs:

- Mentorship program and opportunity to, as seniors, mentor incoming campus leaders
- Training program for incoming campus leaders (and throughout the experience)
- Leadership learning opportunities
- Having a way to know where leadership programs exist on campus

Curriculum:

- Greater integration in current curriculum (and exposure to community leaders in class)
- Having a way to know where leadership curriculum exists on campus

Question: What three leadership skills would you like to walk away with when you graduate from Belmont?

Responses: how to develop leaders, lead teams and building teams, coalition building, effective and tempered communication, servant leadership, inclusivity and respect

Question: After explanation of our current plan...What do you think about this plan? What would you change?

Responses in support:

- Leadership minor would be great and 'love the idea'
- Living, learning community
- Starts in the core
- Great to reach students who are not engaged or aware
- We need centralization as opposed to everything being 'siloed'...like the 'leadership hub'
- Being able to make appointments with a 'Leadership Specialist' would be amazing
- "Everything in the plan is exactly what Belmont needs."
- Faculty across campus can be trained and made aware to act as advocates
- Model could be similar to GPS
- Mentoring relationships would be valuable
- Start spreading the word with student leaders
- Longer term, FYS could become a leadership class (incorporate FYS into senior capstone courses)
- This could make leadership exciting again
- This will take buy-in at all levels and hope the leadership is 100% behind this

Appendix C: CHS Dean's Student Advisory Council Feedback
Monday, November 14, 2016
Response to Leadership Development Questions

1. What leadership development opportunities have you taken advantage of as a Belmont student?

Undergraduate Students	Graduate Students
Nurse's Christian Fellowship (President)	Teaching Opportunities as a Graduate Student
Vanderbilt Marching Band (Drill instructor/Senior Rep.)	Assistant Class Leader
Student Nurse's Association Officer (President)	APTA Core Ambassador Rep for Belmont
Student-Athlete Leadership Presentations/Workshops	TPTA Student Assembly (x2)
Social Work Club (President)	Dean's Student Advisory Council
Phi Alpha Honor Society (x2)	Tennessee Physical Therapy Association Rep
Mentor/Mentee Program (x2)	
PTE Honor Society	
BSOTA	
Leadership Course in curriculum	
Strengths Finder	
Social Work Club	
Leadership Training through SELD	
Room In the Inn	
Dean's Student Advisory Council	

2. What additional opportunities should be available for Belmont students?

Undergraduate Students	Graduate Students
University partnerships with companies for internships (more publicity?)	Leadership skills development as part of the interdisciplinary team (ex: when to lead and when to follow)
Interdisciplinary classes offered for students	Grad student leadership training
More opportunities to lead/mentor incoming students	Leadership training specific to field
Canvas/panels to learn what other professions do	Leadership conferences
Strengths-based training	Shadow/listen to influential individuals in the community (i.e., CNO, CEO of hospital, etc.)
Programs to get the professions talking	Have integrated classes if subject is similar; i.e., Anatomy. More opportunities to integrate and learn from one another.
Instruction or coaching from leaders in our field	Provide opportunities for tutoring within the disciplines
	Every month have a student rep from each department and each year meet to discuss how to better integrate professions
	Have a representative from each year of PT on the Dean's Advisory Council

Appendix D: Young Alumni Council Survey

As part of our research, the team conducted an on-line survey with members of Belmont's Young Alumni Council (YAC). The council consists of alumni representatives from the last decade, who represent an array of academic majors and undergraduate experiences. The survey consisted of five questions, similar to those used with the student focus groups, that were rephrased to garner the alumni perspective.

In general, the response from the YAC referenced a positive leadership experience while a student at Belmont. They repeatedly referenced their experience through a positional lens versus a broader understanding of the process of leadership. However, a number of the desirable skills they discussed; including public speaking, strong communication, garnering confidence, problem-solving; supported the holistic impact of Belmont's current educational experience.

The group was highly favorable of Belmont developing a centralized leadership development model providing resources for personal growth, including the creation of leadership coursework and more formalized frameworks for internships and current student leadership opportunities. The YAC also mentioned the value of tailoring leadership skill development to specific majors/career goals, with a particular focus on interacting (mentoring) with both internal and external professionals in their fields of study.

Appendix E: Student Leadership Development Levels of Engagement

Research Findings

Our research indicated some key findings, and the recommendations that follow are shaped and guided by those findings. Key among those findings are:

Leadership development opportunities happen at Belmont at a variety of levels of engagement. For pragmatic purposes, our committee adopted the following matrix for categorizing leadership development opportunities.

Foundation: These are leadership development experiences that **are embedded into the experience of each Belmont student**, and thus, reach an engagement level of nearly 100%. Among them are Orientation, COM 1100 (spec. the FOCUS self-assessment), and the Leadership category of convocation events.

Participating: These are leadership development experiences **that require some level of self-selected engagement on the part of students, but are primarily characterized by a “passive” engagement**. These include membership in student organizations (including Greek organizations), taking the Myers-Briggs Type Indicator, Strong Interest Inventory, or StrengthsFinder assessment through the Office of Career & Professional Development or the GPS Office, or participation in study abroad, missions or other travel programs. Our estimate is that 40% of Belmont undergraduate students engage in these activities.

Practicing: These are leadership development experiences **that require an intentional degree of commitment on the part of students, and are characterized by an expressed or implicit desire to hold positions of leadership or to develop specifically identified leadership skills**. These include leadership positions in student organizations and other offices and programs on campus (i.e. Bruin Recruiters, Orientation, Spiritual Life Assistants), as well as students who pursue leadership development through retreats, workshops and other co-curricular opportunities. Our estimate is that 20% of undergraduate students engage at this level.

Mastering: These are the highest level of leadership development experiences in which students can engage, and **are characterized by a specialized commitment on the part of students to explore and study leadership skills, theories and practices beyond positional opportunities on campus, or commit to lead significant efforts that impact the University’s life and work**. Most likely, these experiences are rooted in curricular opportunities, but might also include some co-curricular commitments. These include Honors Leadership students, Orientation Council, SGA, Resident Assistants as well as students in the Global Leadership Studies and Christian Leadership majors. Our estimate is that 5% of Belmont students engage at this level.

Appendix E1: Levels of Engagement - Assessment of Current Opportunities

FOUNDATION	PARTICIPATING	PRACTICING	MASTERING
100%	40%	20%	5%
Leadership Development experiences embedded into the experience of each Belmont student.	Leadership Development experience that requires some level of self-selected engagement on the part of the students. Primarily characterized by a passive engagement.	Leadership Development experiences that require an intentional degree of commitment on the part of the students. Characterized by an expressed or implicit desire to hold positions of leadership or to develop specifically identified leadership skills.	Leadership Development experiences in which students can engage, and are characterized by a specialized commitment the part of students to explore & study leadership skills, theories, and practices beyond positional opportunities on campus. Mostly rooted in a curricular component.
Orientation / TT Groups Residence Life Convocations Academic Advising First Year Seminar Junior Cornerstone Senior Capstone	GPS Office Appointments COM 1100 Focus 2 Assessment Personality/Career Assessment (Career Development) Joining a Student Organization	Study Abroad Internships Mission Trips Entry Level Leadership Positions: TT Leaders, Belmont Ambassadors, Spiritual Life Assistants, etc. Peer Mentors (Curb College) Student Athletes	Global Leadership Studies Major Christian Leadership Studies Minor Honors LEAD track Pipeline (Curb College) Student Organization Leadership High Level Leadership Positions: Orientation Council, Resident Life Assistant, Greek Life Councils, etc
REQUIRED EXPERIENCES	OPT-IN OPPORTUNITIES		

Current Leadership Map

Appendix E2: Levels of Engagement - New Opportunities to Offer within the Hub Model

FOUNDATION	PARTICIPATING	PRACTICING	MASTERING
100%	60%	40%	10%
Leadership Development experiences embedded into the experience of each Belmont student.	Leadership Development experience that requires some level of self-selected engagement on the part of the students. Primarily characterized by a passive engagement.	Leadership Development experiences that require an intentional degree of commitment on the part of the students. Characterized by an expressed or implicit desire to hold positions of leadership or to develop specifically identified leadership skills.	Leadership Development experiences in which students can engage, and are characterized by a specialized commitment the part of students to explore & study leadership skills, theories, and practices beyond positional opportunities on campus. Mostly rooted in a curricular component.
Leadership development embedded into BELL Core Convocation Leadership Track with Set Offerings	Leadership Assessment Tool Leadership Exploration Class Targeting First Year Students (Convocation or Seminar) Visit Leadership Hub Personal Development Planning Leadership 101 Residence Life Leaders "Lessons Learned" Speaking Series Shadow a Leader Service Leader Leadership Blog	Workshop Offerings Leadership 'Brown Bag' Series Leadership Summit / Conference Personal Leadership Plan Development Mentorship Program Leadership Focused Capstone College Level Ambassador Exposure Educational Leadership Trips Leadership Cohorts Alumni Leadership Talks	Leadership Specialist in The Hub Leader Scholar Designation Student Grants Personal Leadership Development Plan Completed Interdisciplinary Leadership Studies Minor Dean's Leadership Lecture Series Advanced Internships Center for Excellence in Ethical Leadership Fellows Program Center for Excellence in Ethical Leadership Leader-Residence Life

REQUIRED EXPERIENCES

OPT-IN OPPORTUNITIES

Aspirational Leadership Opportunities Map

Appendix E3: Levels of Engagement - Development Rubric

Vision 2020 Leadership Rubric DRAFT EXAMPLE

	Participating	Practicing	Mastering
Leadership Values			
Integrity <i>A reflective congruence between an individual's convictions, values and actions.</i>	Attends events with ethical leadership content	Engages in events that allow the opportunity to be exposed to ethical leadership and application	Exhibits traits that show confidence and competence in ethical leadership. Leads others. Initiates activities. Evidence of subject matter mastery
Inquiry <i>A commitment to discovery.</i>	Engages in on-campus events and conversation about leadership research and discovery	Participates in leadership pilot or research activities	Generates questions or engages in preliminary leadership research
Collaboration <i>An openness to explore differences in values, ideas and identities.</i>	Exposure to classes that discuss teamwork and collaboration	Participates in team-based activities or collaborative projects	Plans/coordinates team-based activities or collaborative projects
Service <i>An active engagement for the good of others.</i>	Engages in minimal service opportunities required by the University and the major	Engages in service activities that exceed (by at least 25%) those required by the University and the major	Initiates/coordinates service opportunities for self and others
Humility <i>An awareness of one's self in the larger world.</i>	<i>Needs development; research was conducted but measures for humility were not found.</i>	<i>Needs development; research was conducted but measures for humility were not found.</i>	<i>Needs development; research was conducted but measures for humility were not found.</i>

Appendix F: Leadership Assessments on the Market

1. LPI: Leadership Practices Inventory. <http://www.leadershipchallenge.com/>

The LPI is a 360-degree assessment that helps individuals develop their leadership potential.

Pricing: <http://www.leadershipchallenge.com/professionals-section-lpi-pricing.aspx>

2. StrengthsFinder 2.0. <http://strengthsquest.com/>

StrengthsFinder is a 30-minute online assessment that reveals an individual's top five strengths.

Pricing: <http://strengths.gallup.com/purchase.aspx>

3. DiSC Assessment. <https://www.discprofile.com/>

The DiSC Assessment allows an individual to learn about their personality and behavior.

Pricing: <https://www.discprofile.com/products/?c=7>

4. The Personality Style Report with Biblical Character Matches. <http://www.motivationalliving.com/>

This assessment identifies an individual's personality style using the DISC personality typing method and three-graph analysis, as well as matches each personality style with Biblical characters of similar styles.

Pricing: <https://peoplekeys.com/shop/>

5. EI (Emotional Intelligence) Assessments (Daniel Goleman's website). <http://www.danielgoleman.info/ei-assessments/>

Several measures of emotional intelligence are available on this website.

Pricing: <http://www.danielgoleman.info/ei-assessments/>

6. Which Archetype Are You? <http://www.howtofascinate.com/about-the-personality-test/personality-archetypes>

This assessment identifies each individual's primary and secondary "advantages" that makes them unique.

Pricing: <http://www.howtofascinate.com/get-my-profile>

7. Resonant Leadership. <http://www.danielgoleman.info/resonant-leaders/>

This book examines and lays out the attributes of resonant leaders.

Pricing: <https://hbr.org/product/primal-leadership-with-a-new-preface-by-the-authors-unleashing-the-power-of-emotional-intelligence/16558E-KND-ENG>

8. What Motivates Me: Put Your Passions to Work. <https://www.amazon.com/What-Motivates-Me-Your-Passions/dp/0996029702>

Motivators Assessment and accompanying book allows an individual to identify what motivates them.

Pricing: <https://www.amazon.com/What-Motivates-Me-Your-Passions/dp/0996029702>

9. Personality Poker. <http://stephenshapiro.com/personality-poker/>

This game allows individuals to identify strengths and weaknesses related to innovation while playing in a team setting.

Pricing: <http://stephenshapiro.com/books/personality-poker-deck/>

10. 5 Languages of Appreciation in the Workplace. <http://www.appreciationatwork.com/>

This book helps individuals learn how to communicate appreciation in the workplace.

Pricing: <https://shop.appreciationatwork.com/collections/books-accessories/products/the-5-languages-of-appreciation-in-the-workplace-book>

11. Fundamental Interpersonal Relations Orientation (FIRO). <https://www.cpp.com/products/firo-b/index.aspx>

This assessment helps individuals understand their interpersonal needs and how those needs influence their communication style and behavior.

Pricing: <https://www.cpp.com/contents/popularproducts.aspx#firo>

Appendix G: Student Engagement Tracking Software

Currently Belmont utilizes a system of tracking student engagement, programs and leadership resources via “Bruin Link”. This systems platform is through Collegiate Link. Collegiate Link is part of Campus Labs. In an effort to find the industry standard for software that tracks student engagement, two platforms were found as the model-Campus Labs and OrgSync. These two brands are embarking upon a merger and all software processes are to be complete by summer 2017.

In June of 2016, Campus Labs held a conference for all campus clients to discuss the merger with OrgSync and changes to the system. Belmont University participated and has found that both platforms are beneficial to users. Campus Labs in its current form works well as campus administrators. It does not interface well with EMS the university scheduling system. OrgSync is very user-friendly for students. As the merger is completed, services should be enhanced to benefit all users.

Upon review there is a cost associated with utilizing all portions of the system that would benefit Belmont University (Final cost proposal being discussed).

1. Campus Labs. <https://www.campuslabs.com/campus-labs-platform/student-engagement/>

This platform allows students to find information about events and activities on campus, as well as track involvement.

2. OrgSync. http://www.orgsync.com/what_is_orgsync

This platform creates an online community for campus that helps departments, programs, and all member-based organizations streamline processes and drive engagement and includes a reporting feature. It also provides a centralized data warehouse for reporting purposes.

Estimated initial cost:

Orgsync Implementation: \$18,000

Collegiate-Link Implementation: \$28,964

Estimated annual on-going cost:

Orgsync On-going ~~yearly~~: \$14,500

Collegiate-Link On-going ~~yearly~~: \$23,171

Appendix H: Centers and Hubs for Leadership Development and Education (Provost Group, NACU, and selected others)

Christopher Newport University: Leadership and American Studies/Leadership and Honors Programs

Website: <http://cnu.edu/leadershipstudies/>

College of Charleston: Higdon Center for Leadership Studies

Website: <http://hslc.cofc.edu/>

Annual Report: https://issuu.com/college_of_charleston/docs/ar_as_of_6.10.16/11?e=1274300/36836637

Elon University: Center for Leadership

Website: <http://www.elon.edu/e-web/students/leadership/default.xhtml>

Furman University: Shucker Center for Leadership Development

Website: <http://www.furman.edu/studentlife/leadership/pages/default.aspx>

Gonzaga University: Payne Center for Leadership Development

Website: <http://www.gonzaga.edu/Student-Development/Student-Involvement-and-Leadership/leadership-resource-center/default.asp>

University of Colorado, Boulder: Newton Chair of Leadership/Leadership Programs

Website: <http://www.colorado.edu/newtonleadershipchair/leadership-programs>

Virginia Commonwealth University: Grace E. Harris Leadership Center

Website: <https://www.gehli.vcu.edu/>

Valparaiso University: Center for Leadership and Service

Website: <http://www.valpo.edu/institute-for-leadership-and-service/>

Wagner College: Center for Leadership and Community Engagement

Website: <http://wagner.edu/engage/>

Widener University: Oskin Leadership Institute

Website: http://www.widener.edu/about/widener_values/leadership/oskin_leadership/

Appendix I: Small Sample of Leadership Studies Minors

Christopher Newport University: Minor in Leadership Studies (18 hours)

Website: <http://cnu.edu/leadershipstudies/academicprograms/index.asp>

East Carolina University: Leadership Studies Minor (16 Hours)

Website: <http://www.ecu.edu/cs-cas/leadershipstudies/?RenderForPrint=1&mod>

Elon University: Leadership Studies Minor (20 hours)

Website http://www.elon.edu/e-web/academics/elon_college/leadership/default.xhtml

Georgia Tech: Leadership Studies Minor (15 hours)

Website: <https://www.scheller.gatech.edu/centers-initiatives/ile/leadership-minor/index.html>

Gonzaga University: Comprehensive Leadership Program (18 hours)

Website: <http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Professional-Studies/Degrees-Programs/Comprehensive-Leadership-Program/default.asp>

Seattle Pacific University: Leadership Studies Minor (30 hours)

Website: <https://spu.edu/catalog/undergraduate/20156/interdisciplinary/leadership-studies>

University of Colorado, Boulder: Newton Chair of Leadership/Leadership Programs

Website: <http://www.colorado.edu/newtonleadershipchair/leadership-programs>

University of Illinois, Urbana-Champaign: Leadership Studies Minor (18 Hours)

Website: <http://www.leadership.illinois.edu/minor-leadership-studies/overview>

University of Richmond, Jepson School of Leadership Studies (8 Units)

Website: <http://jepson.richmond.edu/major-minor/requirements.html>

University of San Diego, Department of Leadership Studies: Minor in Leadership Studies (18 hours)

Website: <https://www.sandiego.edu/soles/academics/leadership-minor/>

University of Tennessee, Knoxville: Leadership Studies Minor (12 hours)

Website: <http://leadershipandservice.utk.edu/leadership-minor/>

Widener University: Leadership Studies Minor (18 Hours)

Website: http://www.widener.edu/about/widener_values/leadership/oskin_leadership/programs/minor_leadership.aspx

Appendix J: Sample Leadership Development Job Descriptions

Sample 1: Senior Program Associate-The Grace E. Harris Leadership Institute, Virginia Commonwealth

The Grace E. Harris Leadership Institute seeks a Senior Program Associate who will work closely with our Director to design and deliver high-impact programming to advance high potential and high performing employees in public, private and nonprofit sectors. The Senior Program Associate will have responsibility for the operational success of the Institute's leadership programs including: program planning and organizing, participant recruitment, staffing, curriculum development and administration, implementation, evaluation and dissemination, and alumni engagement. The Senior Program Associate will play a critical role in coaching, supporting and developing professionals in university and community settings in an effort to maximize performance and ensure that program participants are supported, inspired, and empowered to seek and pursue leadership opportunities at all levels. The responsibilities encompass a wide variety of content and administrative duties in the areas of curriculum development, program management and leadership; staff development; and programmatic expansion. The Senior Program Associate serves as a member of the Institute's leadership team, providing senior leadership for a comprehensive portfolio of leadership programs and reports directly to the Director. For more information: <https://www.vcujobs.com/postings/49848>

The Grace E. Harris Leadership Institute develops and implements programs based on the principles of collaboration and partnership. Other unique features of the Institute include its strong theoretical grounding in the concept of transformational leadership, its commitment to long-term relationships with clients and participants and its focus on leadership in academic and community settings. The Institute also conducts research and disseminates knowledge on the best practices in leadership.

Sample 2: Associate Director for Leadership Office and Service-Learning

The Associate Director for Leadership, who reports to the Director of Leadership and Service-Learning, provides a compelling vision for systematic Citizen Leader development throughout UNCG. The Associate Director fosters relationships on and off campus that lead to sustainable programs designed to enrich student leadership development, including professional development of internal and external stakeholders for enhanced UNC Greensboro students' leadership and engagement. The Associate Director articulates the vision of Citizen Leader within the framework of capacity building for life-long civic engagement for social responsibility. The Associate Director advances institutionalization of curricular and co-curricular processes and infrastructure for campus-wide leadership development within the academic mission of UNCG and consults frequently with other programmatic units throughout the university. The Associate Director of Leadership oversees the development and implementation of values-based leadership initiatives with an emphasis on integration of service and leadership. Additionally, the Associate Director is expected to be well versed in current leadership and student development literature with the ability to advance scholarship within the field. Responsibilities include providing overall administrative support for the Office of Leadership and Service-Learning's leadership development initiatives, with an emphasis on the ability to supervise a leadership coaching model.

Responsibilities

- Institutionalize UNCG's Leadership Framework
- Supervise the Assistant Director for Leader Development
- Provide direct oversight of the Leadership Challenge (co-curricular multi-level leader development program); creating strategic partnerships and collaborations that enable Leadership Challenge to be administered within diverse programmatic contexts
- Supervise assessment and evaluation of leadership programming
- Assist Director in OLSL program assessment and evaluation, including identifying and documenting learning outcomes integrating all focal areas of OLSL
- Contribute to the development of a co-curricular transcript or leadership minor
- Maintain significant and expanding collaborations with multiple UNC Greensboro entities engaged in student leadership and service-learning, including the Lloyd International Honors College, Residential Colleges, Housing and Residence Life, Orientation, Athletics, and Recreation and Wellness, International Program Center
- Co-chair the OLSL Advisory Committee – membership includes UNCG administration, the OLSL staff, community partners, and faculty who provide input for OLSL programming and outreach programs
- Teach or assist in the teaching of introductory and advanced community leadership
- Provide training for the UNCG professional staff, community members, and graduate students serving as Cohort Leaders and Coaches within the Leadership Challenge Program
- Assist in leadership research initiatives
- Advance awareness of Leadership Framework opportunities with academic advising staff, faculty, and students
- Provide resources for faculty, staff, students and community partners to enhance curricular and co-curricular leadership development
- Serve on OLSL, University, and community committees as needed
- Supervise graduate and undergraduate students employed by the Office of Leadership and Service-Learning for leadership development
- Serve as an Advisor/Mentor/Coach for students involved in leadership organizations and activities stemming from the work of the Office of Leadership and Service-Learning

Appendix J1: Sample Leadership Development Job Descriptions (continued)

Sample 3: Director, Memorial Union/Student Involvement & Center for Student Leadership Development

Job Title

Director, Memorial Union/Student Involvement & Center for Student Leadership Development

Pay Rate

\$70,713 - \$152,295 (Anticipated starting salary range: \$80,000 - \$110,000)

Department

VP Student Affrs.

BASIC FUNCTION:

Lead, direct and assess all planning, staffing, educational, operational, facility, staffing and budgeting aspects of the Memorial Union and the Center for Student Leadership Development with an intensive focus on student involvement and engagement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- In conjunction with the Memorial Union Board of Directors and Memorial Union Advisory Council, leads and advances social, cultural, recreational and educational co-curricular efforts in all the Memorial Union and the Center for Student Leadership Development programs, activities, and events. Promotes student success, involvement and engagement with the broader campus community.
- Administer University policies and procedures which pertain to the operation of the Memorial Union. Ensure fiduciary compliance of Memorial Union, Center for Student Leadership Development, all student organizations and promote the development of student organization fiscal responsibility.
- Provide direction, advice and counseling to student organizations. Has fiduciary responsibility for, and work closely with, the URI Student Senate, Inc.
- Provide supervision and direction for building operations, maintenance, purchasing, inventories, facility management, construction and space allocation.
- Plan, supervise, assess and direct all revenue-producing operations, (e.g., banking facilities, optical shop, hair salon, pizza restaurant, recreational areas). Coordinate the integration of services designed to serve for the University community (e.g., Dining Services, Campus Stores) in the Memorial Union.
- Work closely with campus safety and security departments (e.g., Risk Management, Department of Public Safety, URI Police Department, Facilities) on issues arising from building operations, co-curricular and social activities, as well as ensure compliance with Federal, State, and local laws.
- Supervise the maintenance of the University master calendar for student events. Guide and direct efforts for scheduling all student activities, events, and programs.
- Serve as formal liaison with academic departments (e.g., Department of Human Development, Counseling and Family Studies) to coordinate Memorial Union and the Center for Student Leadership Development programs, events, and activities.
- Chair the Memorial Union Advisory Council, advise the student newspaper and Memorial Union Board of Directors, represent the university at the URI Student Senate, Inc., meetings, events, and activities meetings.
- Serve as a resource related to student development, student engagement, student leadership, and student involvement for the University community including committees, faculty, and staff. Convenes committees and task forces to address those areas as needed.

OTHER DUTIES AND RESPONSIBILITIES:

Engage in research, study and other developmental activities for the purpose of personal growth and institutional benefit. Advocate student needs and viewpoints, challenging colleagues and senior staff alike, while maintaining a professional posture. Integrate the traditional academic experience into the broader learning experience of co-curricular activities.