MEMBERS PRESENT: John Bryant, Carolyn Ferree, Earlene Hardie Cox, Richard Moore, Jane Preyer

GUESTS PRESENT: Kate Barrett, Lucien Capone, Linda Carlisle, Carolyn Coppedge, Jean Davis, Carol Disque, Cathy Hamilton, Stephen Hassenfelt, Betsy Irvin, Bruce Michaels, Randall Kaplan, Sharlene O’Neil, David Perrin, William Pratt, Yvonne Ross, Patricia Stewart, Reade Taylor, Adrian Wurr, Preston Yarborough

Approval of Minutes of the September 6, 2007 Meeting

Ms. Ferree asked for any corrections to the minutes of the September 6, 2007 meeting. No corrections were offered and a motion was made and seconded to approve the minutes as submitted.

INFORMATION ITEM:

More Powerful Learning: Leadership and Service

Vice Chancellor Disque reminded the trustees of the experiential/applied learning theme of Student Affairs Committee meetings this year and the focus on student employment as a learning experience that was showcased in September.

Another type of active, experiential learning based once again on the notion that student out-of-class experiences ought to be, whenever possible, powerful learning experiences focuses on leadership and service. Not just serendipitous learning—catching on by chance—but intentional learning. A little more than five years ago, UNCG re-invented its student leadership development and community service approach. It was grounded on UNCG’s motto of “Service” and a powerful Academic Affairs-Student Affairs partnership was formed on the pedagogy called service-learning, which is itself an active learning approach. Only a few of the current trustees were on the Board several years ago when a panel of student leaders met with the group at the start of our invention of a leadership program to fit UNCG’s special qualities. The presentation that follows provides a progress report.

Like many colleges and universities, UNCG has done a good job at supporting and encouraging students who are already drawn to leadership roles—whether that is in student government, student clubs or Greek life. All the training programs and advising
of student leaders that would be expected at any good university for its elite group of leaders was available.

This is an environment where there are many definitions of leadership, and academics in several disciplines study, conceptualize, discuss and argue about leadership. So we asked for help from several very interested faculty members including Political Science Department chair Dr. Ruth DeHoog; Dr. Kevin Lowe from Business Administration, the winner last year of the UNC Board of Governors Award for Excellence in Teaching; and department chair Dr. Stuart Schleien from Recreation, Tourism, and Hospitality Management. With advice from them and other faculty members we have developed a definition of the UNCG “citizen leader.” Our ambition is to develop every single UNCG student as a capable, intentional community leader, engaged on-campus, off-campus or both. We envision all students using and strengthening their leadership capacity, not just a small elite group of student leaders. Our definition of the UNCG citizen leader is compatible with leadership concepts taught throughout the curriculum here; and it is compatible with initiatives such as the BELL entrepreneurship program currently underway.

There have been several kinds of encouragement along this path. UNCG was proud to host the NASPA national conference for leadership development a few years ago. College student leadership educators from all over the country came to UNCG for state-of-the-art information and lively discussion. In addition, we have been encouraged to “stretch” on behalf of our students by occasional private funding and gifts. For example, Landmark, the parent company of the Greensboro News & Record, founded a leadership development endowment a number of years ago for what at that time was called a four-year leadership program. That experience taught us that a program that starts with freshmen and marches them in lock-step through four years turned out to be too narrow a concept for a place as fluid as UNCG with students who are used to multi-tasking. However, that gift encouraged us to develop a program that is sequential, is increasingly complex over time and has clear markers of progress—all the important hallmarks of a leadership program that builds throughout a student’s college career. Another private funding example is the Tom and Susan Ross Civic Engagement Scholarship. Gifts like these two have a very direct impact on students; but do not underestimate the encouragement they provide our talented employees, who are energized and affirmed by the interest and confidence of the donors.

Dr. Cathy Hamilton, Director of Leadership and Service-Learning, was introduced to highlight the progress we have made in these last five years. She leads an extremely creative, high-energy, student-centered group of people, including Preston Yarborough in leadership development, Leslie Veach in community service, and Dr. Adrian Wurr in service-learning.

The Office of Leadership and Service-Learning’s goal is that students experience not only success at UNCG, but at the same time, learn that they are significant. What they do and what they are learning matters, and we attempt to teach this through a philosophy of engagement. We are not simply preparing leaders for tomorrow, students need to be
practicing leadership today. Dr. Hamilton referred to a quote from Robert Greenleaf, 
founder of the Servant Leadership School. The world of UNCG is real. It is an excellent 
preparation ground for students to move to the future, but they cannot do that if they are 
not actively practicing their leadership skills while they are here. Students learn not only 
the content and theory of leadership, but through their application of leadership they learn 
what it feels like to be agents of change.

In 2001 the Office of Leadership and Service-Learning was born. Dr. Disque shared its 
early beginnings and the people connected with it. But what we were hearing was 
urgency. It was a convergence of the university and the community. The University was 
seeing students stepping into leadership positions here on our campus, but the community 
was not seeing the leaders to replenish the leadership pipeline that would be needed in the 
next few years. The Annie E. Casey Foundation is reporting that 65% turnover in senior 
leadership by 2009 is expected as Baby Boomers begin to leave the profession. The 
CompassPoint study reports 75% of Executive Directors plan to leave their jobs within 
the next 5 years and only 29% have discussed this intent with their Boards. These figures 
are mirrored in the corporate world in Weik’s 2006 study focused on critical issues of 
senior HR executives - 50% expected to lose half their senior managers by 2010 and 75% 
reported they were only “somewhat confident” or “not at all confident” about their 
organization’s ability to develop enough leadership talent to meet demands. We have a 
mandate at UNCG and OLSL is attempting to respond to that.

Dr. Hamilton referred the Committee to the mission statement of the Office of Leadership 
and Service Learning. They are preparing students for a life of citizen leadership that is 
in their community, in their professions. That is done through civic engagement, 
community partner collaboration and, perhaps most importantly, through reflective 
practices. These students are making meaning out of their studies, values and hopes and 
dreams and applying them into real world context in their leadership. Dr. Hamilton 
commented that our students are special and that they are not chosen to attend UNCG for 
their leadership skills, but for their predicted academic success. Some may even have 
less self-awareness of their leadership abilities than on some campuses across the UNC 
system. The Office of Leadership and Service Learning is uniquely situated to combine 
two very powerful ideas – leadership as service and service as leadership. These are 
gateways for students to begin talking about ways to engage in their leadership 
development. They see engaged students finding leadership skills and leadership 
students finding ways to engage. Regardless of what motivated them, students best 
understand leadership when they are involved in doing it.

Throughout all of their programming, OLSL attempts to blend a powerful combination of 
compassion and competence. Leadership happens in lots of areas on campus. However, 
UNCG values a systematic and intentional approach to complement the variety of 
traditional leadership development opportunities on campus. In combination with 
faculty, staff, and students a common language was created through which we talk about 
leadership. That language was distilled into eight competencies. Dr. Hamilton referred 
to the handouts that illustrated the learning outcomes associated with those competencies. From this leadership framework, a three-tiered leadership program was created - engage
the self, engage others and engage the future. At each level, students engage these competencies at increasing levels of complexity. Within each of these focus areas students have different questions. Dr. Hamilton elaborated on the different questions at each level.

Caitlin is a UNCG freshman who participated in a hurricane Katrina relief trip and demonstrates the first (bronze) level of engaging self. She did not perceive herself as a leader, but is beginning to recognize the leader within and is motivated to engage others. Dr. Hamilton then pointed to the slide that explains programming for entry level leadership development. She explained that leadership development as a process requires systematic, intentional and developmentally appropriate opportunities to be exposed to the concepts of leadership and the application of leadership. She cited statistics from the 2007 entering freshman survey representing students’ expectations for service and leadership opportunities.

Stuart is a UNCG junior who from his chosen engagement, emerges as a leader among students. Stuart began as a participant on a relief trip, but now organizes trips and serves in a leadership capacity in several domains on campus. Students participating at this level of programming have grasped that what they do DOES make a difference and their actions DO matter. And with this new self awareness, their questions turn to “how do I most effectively engage others?” These students are supported and challenged through a variety of programming as they move from participants to positional leaders and from members to role models.

Jonae is a UNCG senior that many trustees would remember as last year’s president of the student body. She has made meaning out of her systematic study of leadership through class work and application on campus. The connections between the coursework and her leadership development were noted. While Jonae exemplifies engaging others, she also demonstrates the interconnected nature of leadership development at UNCG. As students gain confidence in their ability, their voices become more compelling and articulate. As students align values with actions, and those actions impact the community surrounding them, students are more empowered to face complex leadership demands. The student leadership literature states that at the highest levels of leadership development students begin to synthesize their experiences, their theoretical understanding of leadership and ability to pass these lessons on to those who succeed them.

Taryrn, a UNCG graduate student, was our first Gold recipient. E.L.I.T.E. is a student organization Taryrn created as a vision project for her Silver Level of Leadership Challenge and was recognized by Chancellor Sullivan after she heard a profile on ELITE on public radio.

Dr. Hamilton noted that the model before the group is what has morphed from the initial concept of a leadership program providing differential and increasingly complex opportunities to learn about and practice leadership. The gift of the News and Record endowment for a four year leadership program has allowed us to provide a margin of
quality for our programs. We believe we are true to and benefiting from the original gift as we continue to offer multiple and flexible entry points for student leadership development. As stated by Caitlin, Stuart, Jonae and Taryn, leadership development is not defined by class level, but by increasingly complex, multi-dimensional experiences of leadership and service.

Dr. Hamilton referred to survey results from our graduating seniors demonstrating the increase in the percentage of students reporting good or excellent opportunities for development of leadership skills since that time. When we talk about what we are trying to do at UNCG, some of the most important points deal with how students come to recognize themselves as leaders and what it feels like to be an agent of change. We have presented a method by which UNCG strives to enable all students to learn about and understand leadership, its theory, practice and impact. Dr. Hamilton concluded by stating that in his seminal text, Leadership, James McGregor Burns believed leadership to be a moral force, one that promotes social change for the common good. The skills for leadership are the same skills needed for a lifetime of civic engagement within a complex, diverse democracy. We believe UNCG’s unique approach captures the essence of the moral force of leadership that promotes social change for the common good. Dr. Hamilton then opened the floor for questions.

When asked about the length of time this has been a formal program, Dr. Hamilton responded that the intentionality with which we have been working with the program was initiated in 2001, but two years were spent working with faculty, staff and students to develop the eight competencies. The leadership challenge was begun in 2003. Last year there were 50-60 bronze, 25 silver and 2 gold level participants and the numbers are expected to increase this year. The commencement bulletin designates students who have documented and fulfilled each level of the leadership challenge. The rate of completion is at about 75% of those that enroll. Dr. Hamilton commented that this does not encompass all the service and leadership opportunities available to students, but is a means of providing a cohesive experience, especially as demonstrated at the silver level. With the increasing participation, especially of graduate students, Dr. Hamilton expects there will be more systematic follow up of programs and participants. Faculty do not always recognize what they are doing in the classroom as leadership development, so efforts are underway to educate faculty to speak the common language of leadership. Mr. Kaplan recommended a longitudinal study to determine whether the courses are producing leaders. He also wondered if a major in leadership had been considered in order to tie courses in areas such as the business school and leadership programs to a leadership development major that would be attractive to business as well as non-profit organizations. Dr. Hamilton did not have a timeline, but reported that they are moving in that direction with interdisciplinary studies. Dr. Disque added that we have explored that possibility with faculty in several different departments and we are still working on it. Mr. Hassenfelt encouraged broader recognition of campus leaders at every level to have a broader impact on other people. Although we have a banquet at the end of each academic year to recognize campus leaders, Dr. Hamilton felt there needs to be more done to recognize leadership in the community as well.
With no further business to come before the Committee, the meeting was adjourned at 11:55 a.m.