

**A Proposal
for a Leadership Development Initiative
at Gustavus Adolphus College**

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Submitted by the Leadership Working Group

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Executive Summary

Leadership at Gustavus is a self-reflective and collaborative process of identifying opportunities and challenges within a community, boldly imagining alternatives, assessing possible avenues of improvement, and inspiring and challenging oneself and others to courageous action that enhances the common good. It is an expression of one's vocation. Leadership includes four major capacities—active community engagement, relational self-understanding, moral courage, and hope.

The vision of the Leadership Initiative Committee is for leadership to become an intentional and integrated aspect of the College, from communications and interactions with prospective students and alumni to the hiring, training and ongoing professional development of all employees, and, of course, in the professional and personal lives of our students. A common language among employees, students, alumni, and parents around a person's natural abilities and the leadership capacities being held up at Gustavus will inform and support the broad-based program proposed in this report. Leadership development is not an add-on for any person or program but rather a shift in process and philosophy that will result in the substantial enrichment of the environment and more effective teaching and learning for everyone on campus. Leadership at Gustavus will not be built on the model of having a leadership recognition week or once-a-year conference; leadership will be intentionally integrated and infused across the campus throughout the year, throughout the four-year experience, and throughout the relationship of faculty, staff, and alumni with the College.

To accomplish this we propose the creation of an ambitious, and comprehensive flagship Leadership Development Initiative for Gustavus Adolphus College that draws upon our strong heritage, furthers our mission, and casts our vision toward the future.

The first part of this proposal sets forth the conceptual foundations upon which the leadership initiative rests. Here we:

- Sketch the institutional, societal, and conceptual context for the initiative (including our Lutheran, service-oriented, liberal arts heritage; an emphasis on vocation; and the challenges and opportunities of these times);

- Articulate its purpose in response to context;
- Stipulate a definition of leadership at Gustavus that flows from that purpose; and
- Identify a set of core capacities that the initiative seeks to advance—capacities that motivate and equip persons to provide leadership that entails active community engagement, relational self-understanding, moral courage, and hope.

In the second part we describe in some detail the major components of the initiative, including:

- A new Leadership Center with staff and resources to create, coordinate, implement, and assess the array of programs proposed here.
- Academic curricular components, most notably a Leadership Development Retreat for every sophomore, a civic engagement requirement, and a robust Leadership Fellows Program for selected students who wish to pursue leadership development more deeply.
- Co-curricular components, including various forms of leadership orientation and training for student leaders as well as participants in clubs and organizations, a new focus on adviser training, and enhanced recognition for students and organizations that demonstrate leadership and service that aligns with the proposed leadership initiative.
- A Greater Mankato Collegiate Leadership Academy—a new pilot program developed in partnership with five regional colleges, the Greater Mankato Growth Corporation, and the Mankato business community focused on providing leadership development, team projects, and internships for Gustavus students.
- An outdoor experiential education component, featuring off-campus expedition programs and on-campus adventure (challenge course/high ropes) experiences.
- New and enhanced ways to engage Gustavus alumni in leadership development, both for our students and for themselves, in their ongoing vocations of leadership and service in the world.

- Faculty, staff, and administrator professional leadership development, to strengthen our understanding of the Gustavus leadership capacities and to equip us to work more effectively as mentors, advisers, and role models for students' leadership development.

Part three of this proposal concludes with a summary of anticipated resources and budget requirements for the initiative. Proposed pilot programs for 2008-2009, the working group process, and a list of working group members are included as appendices.

Part I: Leadership Initiative Foundations

Need

We live at a threshold time in history, a hinge time, a cusp time, a time of great turning ~ Sharon Daloz Parks, 2007

One does not need to look very far to recognize that we live in a time of great peril and promise in which the hungers for leadership are strong and deep (Parks, 2005). To courageously face the leadership crisis and call of our time, individuals who provide acts of leadership must live and act firmly in the hope that beckons from beyond the conventional. The Gustavus Leadership Development Initiative proposed here seeks to empower and equip our students to respond well to that calling, for the sake of a more promising future for all.

The challenges of such an endeavor are great. While our world shrinks and the pace of daily life quickens, our relationships, communities, and countries are growing further apart. Many in our society feel powerless. Even though privileged with freedom and education, opportunity, and wealth (relative to many others in the world), they feel ill-equipped, overwhelmed, and unable to influence the direction of their communities. Many describe the experience of feeling over-extended and overworked. As a consequence, many people refrain from taking action or voicing ideas that could benefit their communities and foster the common good. For multiple reasons, as Robert Putnam has documented (2000), the last half-century of American life has seen a significant decline in civic engagement. Such a decline in social capital is worrisome because it leaves us ill-prepared to handle the pressing challenges of our time. Moreover, our society sends confusing signals about the character of leadership, and many prevailing “models and myths” of leadership are showing themselves to be increasingly inadequate (Parks, 2005). In these fractured, tumultuous, yet tremendously energized times, Gustavus embraces the critical task of defining an approach to leadership development that calls young adults to lead and serve with courage, vision, compassion, and integrity. This approach is guided in large measure by our community’s consideration of two fundamental questions that this initiative is helping us begin to answer: *How now must we live?* and *Leadership for the sake of what?* This approach is also deeply rooted in our heritage and mission as a residential, church-related, liberal arts college.

Central to the mission of the College is a view of education that orients it toward leadership and service. Since the days of Eric Norelius, who founded both the nation’s largest social service agency and Gustavus Adolphus, the College has pursued a mission grounded in leadership and service. This mission is not accidental but is deeply rooted in its Lutheran heritage (without being exclusive to that tradition). This tradition emphasizes that the energy of religious faith is most appropriately directed at service to the neighbor and the community. Every person has a calling, a vocation that can be discovered and lived through attending to the needs of others. Every person is empowered to act. In the eyes of this tradition, one’s occupation, family life, citizenship, and leisure activities all are vehicles of vocation and potential opportunities to offer acts of leadership. Because wisdom, information, and reason (rather than prescribed rules or the mandates of authority figures) guide the exercise of one’s vocation, education is crucial. Because humans are not perfect, the healing message of grace (whatever its source) and the creative involvement of a supportive community are also crucial. The ultimate goal is the kind of wholeness for oneself and others that comes through healthy communities and healthy relationships—with others, with nature, and with the divine.

Informed by this tradition, leadership at Gustavus is based on an understanding that who one is directly impacts how one leads. Accordingly, acts of leadership cannot be separated from the identity and integrity of the person, and a mature understanding of self is vital for enhancing one’s effectiveness with the communities where one lives and works. This vocational approach to leadership—actively working toward an understanding of oneself for the purpose of contributing to the common good—is one of Gustavus’s great strengths. By rooting leadership development in substantive exploration of vocation a central feature of the Gustavus experience, we will contribute to the crucial mission for higher education in global and complex times—to foster active, informed citizenship, to develop passions and skills for civic engagement, to create shared solutions to significant public problems, and to contribute to the common good.

Leadership learning in the liberal arts at Gustavus is embedded in an intellectual and religious tradition that actively encourages the mutual exploration of faith and reason by all the members of the community. All topics and disciplines, including the study and practice of leadership, are explored with intellectual rigor and spiritual wonder. Questions of faith, meaning, purpose, and vocation are as present on athletic fields and in residence halls as they are in classrooms and laboratories. Leadership learning at Gustavus is dynamic and creative because it is grounded in a liberal arts community where bold questions of meaning, purpose, and vocation are actively encouraged. Our students are routinely challenged and supported to consider who they are, what they value, and how to use their gifts and talents in the world. At our best, individual and communal acts of leadership are vocational expressions of justice and wholeness that enhance the common good. This does not mean that we pursue leadership development in a distant, abstract, and purely theoretical way. Quite the contrary, we embrace the lived experience of our students who are shaped by their daily practice of leadership on campus both in and outside the classroom. By engaging our students and one another in teachable moments at the intersections of *theory and practice, self and world, faith and reason, practicality and awe*, we are able to capitalize on those opportunities and experiences where leadership learning is most alive and relevant.

Vision

The Gustavus leadership program seeks to identify and advance those capacities that motivate and equip students, faculty, and staff to lead their communities toward the common good.

Context

As viewed through the lens of the liberal arts and rooted in the Swedish Lutheran heritage of this College, we see society as a place of conflicting priorities, in need of those with the desire and skill to work for justice, wholeness, and the common good.

Purpose

Leadership development is important to steward the gifts of learning for the benefits of others, to fulfill the liberal arts ideal of educating for effective citizenship, and to live

out the mission and core values of the College: excellence, community, justice, service, and faith. Leadership development reinforces a commitment to practicing justice and working for peace; it instills a sense of agency; it builds social capital; it equips people with resilience and skills necessary to sustain effective action in tumultuous times; and it encourages a critical engagement in community.

Definition

As understood here, leadership is a self-reflective and collaborative process of identifying opportunities and challenges within a community, boldly imagining alternatives, assessing possible avenues of improvement, and inspiring and challenging oneself and others to courageous action that enhances the common good. It is an expression of one's vocation. Leadership includes four major capacities—*active community engagement, relational self-understanding, moral courage, and hope*.

Capacities

Leadership entails a core recognition of oneself as a responsible, related self, nested in a larger community. Tied to this basic recognition are the following interlocking capacities that enable wise and compassionate leadership for the common good. The word capacity is used as opposed to competency to denote these qualities and skills are developed over a lifetime rather than being achieved at some fixed point in time.

Capacity to Engage Actively for the Sake of the Community, including the ability to:

- Focus on the whole of a community or society rather than only its individual parts.
- Identify, investigate and comprehend a need, generate and assess possible steps toward eventual solutions, communicate these findings effectively, and help others to do the same.
- Combine dedication to the good of the community with flexibility regarding the potential tactics to pursue that good.
- Understand how the parts of society influence each other and recognize what relevant social forces are at work.
- Understand through study and experience how people and communities function and discern what is possible in one's own distinctive social setting.

Development of a Relational Sense of Self, including the ability to:

- Discover one's gifts and passions and discern where they intersect the world's needs.
- Develop an experienced sense of agency and efficacy.
- Develop one's inner self through reflection so that one can relate with authenticity, empathy, and compassion to others in one's community.
- Listen carefully and deeply to be able to articulate and understand accurately what one hears, and to offer a constructive response.
- Respect, appreciate, and work with the distinctive gifts and perspectives of others, including across social, economic, political, racial, and religious boundaries.
- Celebrate the wonder of an intricately connected world.

Capacity for Moral Courage, including the ability to:

- Follow a well-grounded moral compass, even when doing so puts one at risk.
- Uphold human dignity and pursue justice with courage, even in the face of societal pressures and obstacles.

Capacity to Hope, including the ability to:

- See more deeply—that is, move beyond conventional and polarizing thinking to imagine and promote alternatives that are beneficial for all.
- Pursue worthwhile changes even when success is not assured.

Part II: The Gustavus Leadership Initiative—Key Components

Leadership Center

A Leadership Center is integral to the overall success of Leadership Initiative for our students, employees, alumni, and the College. The Leadership Center personnel will develop and implement the programs and partnerships that will make Gustavus a regional and national resource for leadership development. Leadership development, as outlined in this proposal, requires the centralized coordination and direction of a center to develop and sustain a robust and distinctive program. The Leadership Center and its staff will be responsible for key administrative, evaluative, and coordinating functions for the overall leadership program. The Leadership Center and its personnel will be primarily responsible for strategically linking curricular and co-curricular learning, connecting alumni and community partners to on-campus learning, and developing and infusing experiential learning pedagogy into classes, programs, trainings, and workshops. Among the specific responsibilities of the staff of the Leadership Center will be coordination of additional components including First Term Seminar (FTS), the Sophomore Leadership Development Retreat, the Leadership Fellows Program, outdoor experiential leadership programs, alumni and parent lifelong leadership education, faculty and staff leadership development programs, and additional leadership related programming (lectures, workshops, retreats, etc.). They will also be called on to develop and infuse leadership learning (including the teaching of the Gustavus leadership capacities) into existing on-campus programs, courses, student organizations, divisions, departments, and conferences (e.g., Building Bridges Diversity Conference). The staff of the Leadership Center, in consultation with the advisory board, will choose an assessment tool or create a distinct Gustavus instrument that can be used cross-sectionally with our constituencies. A common leadership assessment instrument used by the campus (students, alumni, and faculty/staff) will establish a common language and enhance discussions in the first-year mentoring conversations and beyond.

The overall success of the Gustavus leadership initiative will be directly linked to the Leadership Center and the collaborative working relationships that are developed with a variety of on-campus and off-campus offices and constituents (e.g., Center for Vocational Reflection, alumni,

community partners, businesses, etc.). The staff of the Center in consultation with College Relations will have the ultimate responsibility for the broad branding of leadership at Gustavus. Leadership Center staff with the assistance of the Office of Institutional Research will be responsible for developing a plan for program evaluation and assessment. In addition to evaluating leadership learning outcomes for individual program participants as well as the effectiveness of specific initiatives, a comprehensive evaluation plan should also include strategies for a broader dissemination of learning outcomes beyond the Gustavus community. These outcome-based strategies might include faculty, staff, and students presenting their scholarly work at national and international conferences (e.g., International Leadership Association), at Gustavus-sponsored conferences and symposiums, and published research in peer review journals and books.

The Leadership Center staff should include a full-time director, two associate directors/program directors, and an administrative assistant. Certain programmatic elements, including outdoor experiential education components, alumni and parent lifelong learning components, and employee professional development will require dedicated staff as noted in this proposal and accompanying budget. Two models of staffing the Leadership Center have emerged from our Leadership Committee discussions. One model utilizes a faculty director (ideally from Gustavus or someone who will understand the culture on campus and have immediate respect among the faculty), associate directors/program directors (to oversee outdoor experiential education, alumni/parent leadership, and employee professional development), and support staff. An alternative model recommends an outside director with a Ph.D. in leadership studies, co-associate directors (one faculty, one student affairs), as program staff, and support staff. Each of the proposed models has its specific advantages and disadvantages. In each model, the Leadership Center will have an advisory board consisting of faculty, staff, students, alumni, and supporters of the College. The board will serve in a consultative and advisory role for the program and the staff of the Leadership Center. The physical space and location of the Leadership Center should be constructed so that it is constructed and placed in strategic proximity to those offices, programs, and personnel with which it will most frequently align and partner.

Curricular Components

The academic components reflect a commitment that the Leadership Development program must include every student in significant academic experiences throughout his/her time at Gustavus while also providing opportunities for students who desire more depth. To this end, the academic program includes general education elements for all students and a Leadership Fellows program designed for students who wish to complete advanced academic work in leadership. The curriculum at Gustavus, as reviewed by a faculty committee in 2006-2007, comprises numerous elements of leadership learning, but courses, departmental curriculum, and the curriculum as a whole could be more intentional about leadership learning. Course development grants and incentives offered to faculty, as recently encouraged by the Kendall Center for Faculty Development, will be instrumental in infusing leadership development across the curriculum. Providing stipends for faculty to attend national conferences (e.g., International Leadership Association), present and publish scholarly research, and incorporate leadership learning into sabbaticals will be important components of an overall program of faculty development supportive of this initiative.

Library Holdings

Integral to scholarly inquiry in leadership are library holdings to support these endeavors. The review of the library holdings completed in Spring 2007 indicated both need and direction for growth. Journals, books, and electronic databases critical for advanced study in leadership have been identified and must be added to the library. The creation of a Folke Bernadotte Memorial Leadership Library Fund as an annual fund for the acquisition of scholarly material is a necessary component. A database of reference works, scholarly book titles, databases, bibliographies, series and journals, and websites is also imperative. A final recommendation is the appointment of an academic librarian to oversee the acquisition of scholarly leadership material and to coordinate with faculty and administrators on course and program support, update and keep current the research guide for leadership, and provide support for scholarly contributions to the field of leadership. Resource material currently housed in the Student Activities Office, the Center for Vocational Reflection, and the Gustie Den can best be organized, updated, and coordinated by a committee of students, administrators, and faculty, with input from the academic librarians, the Faculty Committee

on Student Life, the Leadership Center staff, and Center Advisory Board. While students use these resources regularly to acquire new leadership skills and perspectives, there is a need to organize and account for them more efficiently and effectively.

General Education

The general education elements of leadership development are crafted to provide opportunities for students throughout their four years at Gustavus.

First-Year Experience

The initial elements of leadership development for students are grounded in the first-year experience, specifically the Reading in Common and FTS Programs. The Reading in Common Program will be reframed to highlight leadership issues. These discussions in the first few days of New Student Orientation will form a foundation for what it means to be a Gustavus student as well as a responsible citizen of this community. Academically, the First-Term Seminar (FTS) program provides significant elements of leadership learning, and the course can be framed to indicate to students that the improvement of writing, critical thinking, and oral communication are important to leadership development. Additionally, the director and the staff of the Leadership Center will be available for course-specific presentations as well as responsible for developing co-curricular programming specifically designed for first-year students. Finally, the pairing of every student with an alumni mentor will be coordinated through FTS and Curriculum II (C-II) sections. The staff of the Leadership Center will develop and manage the alumni-mentoring program—administering assessment tools, pairings, contacts, and follow-up. Placing the Alumni Mentor assignment in the FTS and C-II programs will ensure that students discuss and reflect upon their conversations with their mentors.

Sophomore Leadership Development Retreat

The central academic element of the general education program is the Sophomore Leadership Development Retreat. The retreat is a required, faculty-led, academic, off-campus experience for sophomore students. Groups of students led by faculty and leadership fellows will be matched with community projects in our region (beyond St. Peter but not beyond our regional ties) to emphasize our location and

provide a resource for our area. Travel beyond the region or internationally is not the intent of the program. Alumni, churches (GACAC), social justice groups, and non-profit organizations will identify projects for the retreat. The projects will provide an opportunity for students to interact both with community, organization, and group leaders and with the community that is being served. Underscoring the service and retreat elements, housing will be simple (e.g., church basements) and each group will be responsible for its own cooking. Students will work together to complete the project (leadership roles and positions will be assigned and exchanged on a daily basis) as well as coordinate daily living (meals, etc.).

Students will spend time each day (perhaps evenings) in class sessions reflecting on their experience, readings, journalings, and on their own leadership development. A common reading will be used as a touchstone for all students. The retreat will be a time for students to reflect further on the results of the assessments used in their FTS and also on their current and future leadership development. For their remaining time at Gustavus, students will develop and refine goals (academic and personal) for further development and opportunities they wish to pursue. As appropriate, alumni will be invited to join in both the work and the reflection pieces.

While this experience might be ideal as an Interim Experience, combining three weeks of on-campus study and reflection with a one-week retreat, weather and logistics make this unfeasible. The best alternative is for the retreat to take place immediately prior to the beginning of fall semester. Concerns of employment, campus activities, and athletics are addressed by requiring the experience, by student outcomes that will help them in employment, activities, and athletics, and by impressing the notion that academic work is central to student life at Gustavus.

Civic Engagement Requirement

Each student will be required to take one course in civic engagement. Civic engagement courses require, as a component, significant, active involvement working with a community. Civic engagement courses combine theoretical exploration with practical experience in the community, expose students to models of social justice leadership, and provide an opportunity for students to explore active citizenship and leadership. Many current community-based learning courses will fit this requirement. More courses

will need to be developed, requiring financial and other support. These courses extend the positioning of Gustavus as a resource for the surrounding communities and tie this proposal to the Community Service Center strategic initiative.

Career Explorations and Internships

Leadership development issues and concerns will be added to the current student reflection practices and become a standard part of student journals. As our faculty becomes more aware of leadership related learning outcomes through faculty and staff development opportunities, course grants, and Leadership Center programs, issues of leadership development will become increasingly important for faculty members and their advisees in choosing and reflecting upon internships and career opportunities.

International Education

The discussions centered on the creation of a leadership development component in the new Swedish Study Abroad Program and connections with the Raoul Wallenberg Academy in Sweden are promising and could serve as a model for other international ventures. Additional opportunities should be encouraged both with our academic partners and with individual faculty members for the purpose of promoting global awareness and cultural competence as important dimensions of the capacity to engage actively for the sake of community.

Leadership Fellows Program

In combination with general education requirements for all students, the Leadership Fellows program is designed for students interested in a more concentrated leadership experience. Academic work, practical experience, and reflection via courses, sessions, and retreats will combine to create a comprehensive understanding of leadership. Students will apply in fall of their sophomore year. The appropriate cohort size will need to be determined in consultation with the Leadership Center director and the advisory board. The proposal budgets for 50 students per graduating class. The components of the program are:

Leadership Portfolio The portfolio is a reflective inventory of leadership experiences during the student's time at Gustavus. The inventory will include leadership positions in student organizations, athletic teams, the chapel program, departments, and programs, and involvement in

other co-curricular opportunities such as experiential or outdoor learning.

Faculty-Directed Leadership and Service Project During the spring of the sophomore year, students will identify (with the help of their adviser, other faculty, the staff of the Leadership Center, and community partners) an opportunity in the community (Gustavus, St. Peter and surrounding communities, or the student's home community) worthy of a yearlong, coordinated endeavor led by the student. During their junior year, students will enroll in a Leadership Project Seminar. In the seminar, students will explore their opportunity, develop possible responses, plan and take appropriate action. The seminar will provide a cohort and direction for the projects (practice) but will also include an academic exploration of leadership (theory) and reflection.

Academic Component Students will identify (with the help of their academic advisor, other faculty, the staff of the Leadership Center, and community partners) supporting courses appropriate for their personal leadership development. As each individual student will be in a different place in regard to theory and skills, and as the curriculum will be infused with leadership, an individual approach is more practical and in line with the liberal arts philosophy. A capstone experience will be required to help students connect and reflect upon their experiences (academic, co-curricular, internships, etc.) while looking forward to their role in the world (leadership, values, citizenship, etc.). This experience could be a course or a retreat.

Service to the Community During their junior and senior years, Leadership Fellows will help organize and serve as student leaders for the sophomore retreats. Students will receive a stipend for their work. Senior Leadership Fellows will mentor sophomore and junior Leadership Fellows and help facilitate the Emerging Leaders Program. Further, Leadership Fellows will be an excellent resource for leadership programming (both individually and with the connections they make in the community) and for outreach as speakers in congregations, alumni gatherings, Admission programs, and other events.

Co-Curricular Components

A review of co-curricular leadership development programs conducted in Spring 2007 found several key issues and practices that the Leadership Committee acknowledged

and attempted to address in the proposed recommendations. The practices identified address both theoretical and practical issues that impact the effectiveness of promoting leadership learning in our students. These issues and practices include:

- Lack of theoretical grounding of leadership development to which our co-curricular programs (including athletics and student employment) subscribe to in selection, training, supervision, and assessment of students and programs.
- The emphasis is more on leadership “doing” and skill development than on reflection, theory, and personal integration.
- No formal structure is in place that allows program directors, advisers, administrators, and coaches to share best practices, assessment measures, challenges and opportunities, and resources to promote leadership development.
- While student leadership development is occurring in a wide array of formal and informal programs, departments, and initiatives within the co-curricular milieu (e.g., student life programs, athletics, residential life, student employment, etc.), no cohesive and widely accepted definition of “leadership” by the various co-curricular programs informs the efforts.

A primary focus of the co-curricular area of the proposed Gustavus Leadership Development Program is to derive more robust learning out of the many leadership experiences in which our students already participate and to develop new programs and initiatives. The goal is to provide an intentional emphasis on leadership development and to encourage reflection and involvement in leadership learning both within and outside of the classroom. A more intentional integration and resource sharing among formal and informal leadership programs will have a direct and powerful impact on our students, many of whom are involved in multiple leadership experiences both on and off campus. Beyond these more global recommendations, the Leadership Committee recommends the following enhancements to existing co-curricular leadership development programs, as well as the creation of new programs in outdoor experiential education and partnerships with the Greater Mankato Region.

Reading in Common Program

We propose redesigning the Reading in Common Program to include a more overt focus on issues and topics pertaining to the Gustavus definition of leadership and our related leadership capacities. New Student Orientation and First-Term Seminar book discussions will provide new students with a solid foundation of what it means to be a Gustavus student as well as a responsible citizen of this community. We also propose expanding the Reading in Common author visit to include a mini-residency during which there could be arranged symposiums, workshops, class visits, consultations with community members, and a series of public lectures.

Clubs and Organizations

Student Leadership Orientation A full-day workshop specifically designed for student leaders in clubs and organizations will occur two days before the formal start of classes in the fall. Each organization will be required to send at least one representative to maintain its status as a College recognized organization. The intent is to orient students about what it means to be an organization/club at Gustavus, to equip students with the skills, tools, and leadership capacities to effectively lead their organization, and to promote communication between groups on campus (including the Student Activities Office and Student Senate). Topics for this workshop will include:

- Introducing and integrating the Gustavus definition of leadership and related capacities in the culture of an organization, creating a vision, mission, purpose, and guiding principles;
- Budgeting and fiscal management;
- College policies and procedures;
- Recruitment and retention of new members;
- Developing constitutions and governance structures;
- Running effective meetings;
- Resolving conflict;
- Goal setting and strategic planning, etc.

The Gustie Den Redesign and remodel the Gustie Den to provide a better leadership workspace and resources for organizations and their leaders. The Gustie Den is an underutilized space with much unrealized potential.

By building on the recommendations from the fall 2007 Economics and Management Organizational Behavior class consultation, a plan and project proposal can be more formally developed and implemented.

Faculty and Staff Adviser Engagement Faculty and staff advisers to campus clubs and organizations need significantly more attention and training than they are currently receiving. Regular, consistent, and varied training in light of the new Gustavus leadership definition and capacities is imperative. Incentives and encouragement should also be provided for those advisers who take an active role in mentoring their group leaders.

Challenge Course and Expeditioning Trips Clubs and organizations are strongly encouraged to utilize both the proposed new Gustavus Challenge Course and also take advantage of off campus travel and expeditioning opportunities as a group. Coordination and support will be available through the Student Activities Office for clubs, organizations, and student groups interested in participating.

Student Leadership Development Training

Leadership Symposium This workshop prior to the start of the academic year will bring together student leaders from various formal leadership programs (e.g., Collegiate Fellows, Gustie Greeters, Peer Assistants, Senate, Campus Activities Board, Servant Leaders, Community Service Coordinators, Chapel Apprentices, Ambassadors, etc.). A goal of this symposium will be to provide more consistent training on the new Gustavus leadership capacities so student leaders can effectively lead from their individual and collective strengths, as well as model and teach the leadership capacities to other students. The intent of this workshop is to help students better assess and identify their Gustavus specific leadership capacities. By completing two independent on-line leadership assessment measures—the Strengths Quest and the Emotional Intelligence Inventory (EQ-I)—students will gain a greater understanding of their current personal strengths in a variety of important domains that align with the Gustavus Leadership Capacities. Each student leader will complete these on-line assessments during the summer prior to the workshop and their results will be used during the two-day training.

GOLD Stage Two Develop a second stage to the GOLD Leadership Initiative (the acronym stands for “Gusties in Ongoing Leadership Development,” which suggests a need for additional opportunities following the completion of

the current one-year program). The Campus Activities Board (CAB) had more than 80 students complete the 2007-2008 GOLD Leadership Program. The current GOLD program focuses on individual leadership awareness and skill building, that aligns with the proposed Gustavus Leadership Capacity—Development of a Relational Sense of Self. A second level of GOLD would focus on utilizing these leadership capacities toward leading others in a group or team setting—an organizational rather than individual focus. Expanding the GOLD Leadership Program in this way will address the need for leadership training on campus that is open and free to any student who is interested.

Leadership Grants for Students Student leadership development grant money will be made available and accessible through an application process for students who desire to take advantage of off-campus leadership workshops and conferences. Receiving grant money will be contingent on students demonstrating through their proposals how they would share their off-campus leadership learning with on campus constituents when they return from their conference travel.

Leadership Development for Fraternities and Sororities Increase the amount of money allocated to leadership development in the campus fraternity and sorority system—a ready made group of students already interested in leadership but currently underserved in this area. Specific initiatives will be an annual leadership retreat such as IMPACT, as well as funding for students to travel to conferences like the Mid-American Greek Council Association (MGCA), Futures Quest (specifically for sophomore men) and the Undergraduate Interfraternity Institute (UIFI). These are all phenomenal leadership development experiences that we are currently not able to offer students due to budget limitations.

Leadership Development for First-Year Students—Emerging Leaders Program Designed specifically for first-year students who are interested in developing their leadership skills, this program will be another way of assisting their transition to Gustavus and college life. Information detailing the program will be sent out prior to first-year students arriving on campus and signing up. Interest in membership could also occur during first-year orientation. The Emerging Leaders Program will focus on preparing first-year student leaders for more advanced leadership roles during their time at Gustavus by offering experiential

activities, small-group discussions, and personal reflection and development opportunities. The program will utilize upper class students (Leadership Fellows) to be facilitators, match first-year students with a mentor who is already involved in a leadership role at Gustavus, and will build on the concepts presented during Orientation and be reinforced in the Reading in Common Program. A more structured leadership development program specific to first-year students, modeled after Cornell College, would assist students in making a successful transition from high school to college and provide the foundation to support their future leadership development.

Greater Mankato Collegiate Leadership Academy

The Collegiate Leadership Academy is an annual yearlong leadership development program for Gustavus students based on a three-stage model of increasing rigor and expectation. Students apply and are placed in one of three Stages based on their individual leadership development needs. Students entering in Stage 1 of this leadership academy are eligible to participate over a three-year period if selected. The Greater Mankato Collegiate Leadership Academy is a collaborative program developed in partnership with Minnesota State University Mankato, Bethany Lutheran College, Rasmussen College, South Central College, the Greater Mankato Growth Corporation, and the Greater Mankato business community. Leadership learning is leveraged by having students assigned to work in teams with participants from each of the five area colleges. Student teams participate in workshops, trainings, and seminars with faculty and staff from the five area colleges as well as business leaders from Greater Mankato. Community-based projects, internships, and one-on-one coaching and mentoring will be available for students to assist them in designing individual leadership development plans. These plans are informed by the use of leadership based assessment instruments such as the Strengths Quest, the DiSC, and the Emotional Intelligence Inventory (EQ-I).

The Greater Mankato Collegiate Leadership Academy is a proposed pilot project for the 2008-2009 academic year developed outside of the Leadership Working Committee. Built into this pilot are plans to formally review this program in February 2009. It is recommended that the advisory board in consultation with the President, Provost, Dean of Students, Dr. Bennett, and Gustavus faculty participants make a decision about continued involvement and funding of this program as part of this review.

Annual Leadership Recognition Banquet

An annual spring celebration and recognition banquet focused specifically on clubs and organizations will be implemented, not to replace the annual Paul Magnuson Leadership and Service Awards but as a complement, allowing for more recognition opportunities to highlight specific achievements and alignment with the Gustavus leadership capacities (e.g., organizations that engage actively for the sake of community, individuals or organizations that demonstrate moral courage or cultivate hope).

Co-Curricular Leadership Program Support

Recognizing that the Student Activities Office is positioned at the center of co-curricular leadership development and that many of the proposed initiatives put forth as recommendations will be coordinated in this office, we recommend another Assistant Director of Student Activities position be created. The office mission and the expertise of its staff focus on providing leadership opportunities. An additional staff member will support programs currently in place and develop new ones, many of which are proposed in this document. In the current staffing configuration, the Student Activities Office has two professional staff who are responsible for Orientation, Family Weekend, Campus Activities Board, the Dive, Campus Center/Student Union management and reservations, the Information Desk, campus ticketing for events, and programming. These varied and diverse responsibilities diminish the Student Activities Office staff's ability to focus on leadership development. An additional staff member would allow for maintenance of current services with increased attention to the intentional creation of programs that support individual as well as organizational leadership learning and development.

Outdoor Experiential Education Components

A significant outdoor experiential education component as an important bridge between academic and co-curricular aspects of the initiative. Outdoor experiential activities are necessary tools to develop leadership capacities and to equip our community members to lead in dynamic environments.

Outdoor travel and experiential education programs (e.g., low-ropes and high-ropes course) are ideal learning

laboratories to teach, examine, and test our Gustavus leadership capacities. Whether the consequence is being cold and hungry in the backcountry because of poor planning or the frustration that results from poor communication skills in a low-ropes initiative, student participants experience these activities physically, emotionally, and intellectually. Feedback is immediate as presented by both peers and facilitators. These uncontrived circumstances combine to create an extraordinarily rich learning environment.

Outdoor Adventure Component/On-Campus Experiences

The main recommendation and budget priority for the realization of on-campus outdoor experiential activities includes the construction of a challenge course with a high-ropes element. The specific rationale for building and maintaining an on-campus challenge course includes:

- Easy accessibility and utilization of adventure activities and exercises on campus;
- Trained Gustavus facilitators lead activities that challenge participants to establish teams, implement decision-making skills, encourage group communication, and develop Gustavus leadership capacities;
- High-ropes and low-ropes initiative activities provide a medium by which groups can explore individual and group dynamics;
- The challenge course would be available to any group, club, organization, department, athletic team, class, etc.;
- A significant cost savings would result in groups not needing to travel to MSU's challenge course, or other challenges courses in the state (Note: 90% of MSU's challenge course annual billing fees are to various Gustavus clubs, teams, and organizations);
- The Gustavus challenge course activities can generate revenue if offered to outside constituents.

Expeditioning Component/Off-Campus Travel

Experiences The expeditioning component entails multi-day excursions into wilderness/backcountry settings that can challenge students on a physical, emotional, and intellectual level. The benefits of expeditioning with educational intention include:

- The small-group expedition creates the ultimate self discovery/community-building/leadership laboratory.

- Initial group interactions create a forum for re-discovery of self in a new environment with a new community.
- The experience, though facilitated, is not contrived but very real, not vicarious but very personal.
- Consequences of group actions/dynamics and leadership decisions are real and attended to in group processing.
- The expedition environment presents opportunities for practice of leadership skills and immediate feedback from peers and facilitators.
- The adventure aspect of these experiences speaks to our student population with real challenges.

Building on the expertise and commitment of a number of our faculty, administrators, and athletic coaches who have significant expertise and experience in leading outdoor pursuits, the expeditioning component will engage students, faculty, and staff in significant leadership development experiences. This component builds on a number of outdoor experiences currently in place or that have taken place in the past. These include:

- Interim Experience winter wilderness expeditions.
- Wilderness immersion orientation to the BWCA for first-year students.
- Gustavus Outdoor Enthusiasts (GOE) activities and trips.
- Excursions resulting from the C. Charles Jackson Foundation Grant: 2008 Touring Week Canoe Trip to the Everglades National Park and 2008 Spring Break Trip to the Canyonlands National Park.
- Excursions that have been offered as Interim Experience courses. “Lure of the Desert” is one example that aligns with the expeditioning component of the Leadership Initiative, and seeks to build on the work of the C. Charles Jackson Foundation trips.
- Numerous athletic teams and other groups utilize team building and leadership development activities at challenge/ropes courses around the region (Mankato and St. Cloud).

Many faculty, staff, administrators, and students have a strong desire to continue to explore the national parks as spaces that captivate our imagination and result in networks of relationships that foster shared stewardship of

the natural world. Through two piloted outdoor leadership travel trips during the 2007–2008 academic year, students and faculty were able to explore the idea of national parks as important public spaces that we inherit and hold in common as citizens of a free democratic society. By traveling through national parks, our students learn the ways in which they are called to protect and preserve these natural environments both now and in the future. Combining leadership learning in the outdoors while being mindful of the larger civic dimensions of the public commons is fertile ground for our community’s ongoing leadership learning.

Alumni and Parent Engagement

Alumni and parent involvement is infused and integrated throughout this proposal. Alumni, parents, and friends of the College are integral elements as both resources for leadership development and participants in leadership programs. In both circumstances, the leadership initiative can provide a vital link to alumni, parents, and friends and create educational opportunities for their lifelong leadership learning.

Alumni and Parents as Resources

Essential to this program is the recognition and utilization of alumni and parent resources in leadership development. Alumni, parents, and friends of College provide valuable knowledge, resources, experience, and talents that will serve as a foundation for leadership mentoring and programming at Gustavus.

First-Year Student Mentoring Program

Every first-year student will have an alumni mentor. The mentoring will be centered on leadership development. The staff of the Leadership Center will be responsible for pairing first-year students and alumni and developing an alumni training program. Contacts will be primarily by e-mail, yet face-to-face interaction coordinated among individual pairs or phone interactions to deepen the relationship will be encouraged. Leadership Center staff will send e-mail prompts/questions to focus the conversations based on a pre-determined schedule coordinated with the FTS director and faculty. The alumni and the first-year students will also complete a leadership assessment tool, as determined by the staff of the Leadership Center and the advisory board. The common tool will establish a common

language and enhance discussions both in the first-year mentoring conversations and beyond. In the future, Gustavus students and alumni will meet in the intentional and accidental ways they often do and discuss the leadership development program and their own personal development using common language. The common leadership assessment tool will also be built into alumni and parent programming, creating a synergistic relationship between the programs.

Leadership Program Support

Alumni, parent, and friends of the College have valuable knowledge, experience, and talents that will be utilized purposely in the programming for students, staff, and faculty. The staff of the Leadership Center in consultation with Alumni Relations and faculty will identify appropriate alumni and parents and coordinate lectures, workshops, class visits, retreats, and panels in support of the various programs in this proposal.

Lifelong Leadership Learning

As an element of lifelong leadership learning, the first-year mentoring program will offer a space for alumni to reflect on their leadership development and heighten interest and awareness of these issues. Additional elements will establish Gustavus as resource for providing continuing education and lifelong leadership learning for alumni, parents, and regional professionals. The use of faculty, alumni, parents, and the staff of the Leadership Center to develop and direct alumni and parent seminars, workshops, and retreats will establish a solid leadership development outreach program and foster strong relationships for alumni and parents at Gustavus. While much of the lifelong learning will initially take place on campus, Gustavus should bring leadership teaching and learning to interested alumni, parents, and friends of the College in other areas of the country. This program is distinctive in that it serves many aims, including actively supporting the Gustavus mission statement, enhancing alumni relations, and generating revenue. Coordinating and developing this program will require staff—a program director and support staff. The staff and program costs will be covered by revenue from the programs; additional revenue may be used to support other elements of leadership development.

Faculty and Staff Leadership Development

Student leadership development at Gustavus will be most effective only insofar as it is supported by an institutional culture that significantly encourages the leadership development of faculty, staff, and administrators. Since Gustavus is a vocation-minded mentoring community, employee engagement is crucial for maximizing the leadership initiative's credibility and effectiveness among students. Leadership development for Gustavus employees will need to involve attention to growing faculty, staff, and administrators in their own leadership capacities and equipping them to work more effectively as mentors, advisers, teachers, and role models for students' leadership development.

Faculty and staff development should be implemented in the near term to help foster a more conducive climate for leadership development across the College and to contribute to the personal and professional growth of Gustavus employees as people who are able to offer acts of leadership from wherever they are. The first element is ongoing, while the three that follow would be for a limited phase-in period.

Professional Leadership Development Program

A key, ongoing component of the broader leadership initiative at Gustavus is a robust Professional Leadership Development Program for staff, administrators, and faculty. This program will provide the structural framework to support the proposed three further endeavors proposed below (and other, longer-term proposals not included in this report) but will not necessarily need to be fully established before implementing them. This program will be coordinated by a member of the Leadership Center staff (perhaps an assistant director or a professional development coordinator, part of whose full-time position could include other duties related to leadership development). This person will collaborate closely with other Leadership Center Staff, the Kendall Center for Engaged Teaching and Learning, Human Resources, and other offices as appropriate.

The program will involve the creation, delivery, coordination, and assessment of several components, including workshops, retreats, reading groups, meal discussions, guest speakers, experiential learning, service/immersion trips, research/scholarship, professional development

conferences, and Strengths Quest (or similar instruments). The ongoing work of this program will be informed in part by a review-and-recommendations process (described in the next section), which it will help to establish and which will focus on enriching the College's understanding and support of employee leadership.

Review and Reformulation of Employee Leadership

Through a collaborative taskforce structure and process, a comprehensive review and bold reformulation of the College's understanding of employee leadership must be undertaken. The taskforce will include the professional development coordinator in the Leadership Center and representatives from the faculty, staff, and administrative ranks. This review will assess and attend to such issues as:

- Fostering a climate and culture at Gustavus that encourages the development and practice of leadership capacities such as risk-taking, creativity, and reflection;
- Providing support for employees to make use of professional leadership development opportunities—including especially time and funding (e.g., encouraging staff to take part in workshops, retreats, and the like as integral to their work rather than requiring them to use vacation time, and providing adequate time and funding to attend professional leadership development conferences and seminars off-campus);
- Revising or crafting expectations, guidelines, policies, and procedures for professional evaluation and performance reviews, so that they align with and support the College's emphasis on leadership for the common good;
- Broadening the sphere of employee leadership to recognize and reward leadership contributions in and for the campus community as well as the larger world;
- Developing mechanisms to identify other issues and needs related to professional leadership development and formulating recommendations that will inform the work of the Leadership Center and other offices at the College.

On-Campus Workshops

Leadership development will be featured in upcoming versions of existing professional development venues, including the academic year-opening faculty retreat, summer workshops (including the 2009 faculty/staff/administrators workshop offered by the Center for Vocational Reflection and the Kendall Center's new faculty workshop), First-Term Seminar training, and New Employee Orientation (offered annually by the CVR).

Off-Campus Workshops

The College should support up to five Gustavus faculty and staff members annually to participate in the Powers of Leadership Retreat Cycle at the Whidbey Institute in Clinton, Washington and a similar number to take part each year in advanced facilitators training for the Strengths Quest and the Emotional Intelligence Inventory (EQ-I). Each of these would begin in 2008-2009 and continue for five to seven years. Growing a cohort of employees over time who are well versed in the ideas and resources of these strong, well-regarded programs will help to foster a common language and set of tools that can support leadership development across the fabric of the institution, including curricular and co-curricular programs and employee work. Once established, the Professional Development Program of the Leadership Center would administer and oversee this component.

Part III: Appendices

Appendix 1

Proposed Pilot Projects for 2008–2009 Academic Year

- Leadership Advisory Board
- Leadership Symposium for Gustavus Student Leaders
- Funding for Faculty and Staff to Attend the Powers of Leadership
- Greater Mankato Collegiate Leadership Academy
- Funding for Training on the EQ-I (MHS Grant)
- Course Support for Curricular Leadership Development
- First-Year Student Mentoring

Leadership Advisory Board Develop an advisory board to oversee the continued development of the Gustavus Leadership Initiative until a permanent director can be hired. The advisory board should be charged with an immediate review and reformulation of Gustavus employee leadership development as crucial and foundational component of achieving overall success of the leadership initiative.

Leadership Symposium for Gustavus Student Leaders This workshop prior to the start of the academic year will bring together student leaders from various formal leadership programs. A goal of this symposium is to provide more consistent training on the new Gustavus leadership capacities so that student leaders can effectively lead from their individual and collective strengths as well as model and teach the leadership capacities to other students.

Funding for Faculty and Staff to Attend the Powers of Leadership Program Provide funding for three Gustavus faculty and staff members to attend the 2008–2009 Powers of Leadership Program (POL) at the Whidbey Institute in Clinton, Washington. The POL program is facilitated by Dr. Sharon Parks, a consultant to Gustavus on leadership development, vocation, and mentoring.

Greater Mankato Collegiate Leadership Academy Provide funding for 15 Gustavus students to participate in a yearlong leadership development academy, a collaborative leadership training program developed in partnership with Minnesota State Mankato, Bethany Lutheran College, Rasmussen College, South Central College, the Greater Mankato Growth Corporation, and the Greater Mankato Business Community.

Funding for Training on EQ-I (MHS Grant) Emotional Intelligence is the unique repertoire of skills that a person uses to navigate the everyday challenges of life. In his book, *Emotional Intelligence: Why It can Matter More Than IQ*, Daniel Goleman defines EI as “the capacity for recognizing our own feelings and those of others, and for motivating ourselves, and for managing emotions well in ourselves and our relationships.”

In the fall 2008, MHS (Multi-Health Systems, Inc.) publisher of the Emotional Quotient Inventory (EQ-I) is introducing a new higher education feedback report that has been created specifically for college students. The Higher Education Report uses language that is tailored to the student experience and provides developmental strategies that are relevant and valuable to students. Areas where a student is emotionally strong are highlighted, as are academic and social situations that may challenge them. Strategies for development in the greatest areas of opportunity are also provided.

The EQ-I Higher Education Report is an ideal tool for student leadership development especially in the domains and capacities that Gustavus has identified as important in its leadership development initiative (active community engagement, relational self-understanding, moral courage, and hope). MHS is pilot testing the EQ-I: Higher Education (EQ-I:HE) report this fall with a select group of campuses across the United States. Those colleges selected will receive 200 complimentary EQ-I:HE reports in return for their feedback (i.e. semester and year-end survey). MHS mandates that a total of three professionals per institution have been trained and certified in order to qualify for the grant. We propose that Gustavus fund three professionals to attend EQ-I certification at the Carlson School of Management at the University of Minnesota June 18, 19, 20, 2008. This would qualify Gustavus as eligible to participate in the MHS grant.

Course Support for Curricular Leadership Development Establish a fund for leadership course development. One example in line with previous leadership development is the “Lure of the Desert” Interim Experience course offered in January 2009. Funding would help reduce the cost for a greater number of students to participate in this Interim Experience travel course that advances the

work of the Jackson Foundation Grant in 2007-2008 and continues to develop faculty-staff partnerships in co-leading off-campus leadership-based travel courses.

Mentoring for First-Year Students Develop and pilot the first-year student alumni mentoring program in five FTS sections in the fall of 2008.

Appendix 2

Leadership Committee Process

At the end of the 2007 fall semester, the Provost and Vice President for Student Affairs formally charged a working committee of faculty and administrators to continue developing a key College strategic initiative focused on undergraduate student leadership development. The formal charge given to this committee was to provide written recommendations with budget priorities for a campus wide student leadership development program to Dr. Mary Morton, Provost, Dr. Henry Toutain, Vice President for Student Affairs, and the Administrative Council by May 15, 2008.

Leadership Committee co-chairs, Dr. Stephen Bennett, Assistant Dean of Students, and Dr. Leila Brammer, Associate Professor and Chair of the Communication Studies Department, invited members of the Gustavus community to join this working committee. Thirty-two members of the Gustavus community who expressed interest in serving on the committee (14 faculty, 17 administrators, and 1 student).

The intent of the Leadership Committee as identified by the co-chairs was to create a structure and process that:

- Aligned with the College's mission and strategic planning process;
- Was mindful of developing an administrative and program structure that is strategic and sustainable;
- Created a learning experience for participants;
- Encouraged participants to think creatively and innovatively about leadership learning as a multifaceted, interdisciplinary, fundamental component of our institutional mission;
- Addresses the developmental needs of students, faculty, and staff;
- Provided transparency to the greater Gustavus community and shared findings openly;
- Sought partnership and connections between Student Affairs and Academic Affairs (Provost Office, Academic Advising, and Faculty), Athletics, Admissions, College Relations, Institutional Advancement, and the President's

Office (Center for Vocational Reflection, Church Relations, the Chaplains' Office, and the Johnson Center for Environmental Innovation); and,

- Recognized the strategic importance of engaging alumni and external constituents.

The Leadership Committee officially convened on December 18, 2007. The committee used January Term to review core Gustavus leadership documents, external undergraduate leadership programs, guiding theoretical material (i.e., Sharon Parks, Ronald Heifetz, Otto Scharmer, etc.) and to complete an e-mail survey. All of these materials are located on a shared electronic database (leadership moodle site) located on a Gustavus Library webpage.

The Leadership Committee met early in February 2008 to determine a work plan that would build on the current leadership direction that began in January 2007 with the appointment of Dr. Stephen Bennett in the Dean of Students Office with responsibilities for oversight and advancing the emerging leadership development program at Gustavus. The appointment of Dr. Lelia Brammer's as co-chair of the Leadership Committee made the goal of intentional collaboration between the curricular and co-curricular programs more explicit. Brammer and Bennett organized and disseminated an existing body of leadership work to the committee including:

- Gustavus core leadership documents (e.g., power point presentations, reports to the Board of Trustees, etc.),
- program audits and reviews (e.g., a review of the curricular and co-curricular programs and library holdings),
- a proposal for a Greater Mankato Leadership Academy (to be piloted in the 2008-2009),
- the C. Charles Jackson Foundation Outdoor Leadership Grant (administered in 2007-2008),
- academic pilot projects (e.g. reports and power points from fall 2007 Organizational Behavior and Management course), and
- information about an international partnership with the Raoul Wallenberg Leadership Academy in Sweden.

The majority of these projects had been developed collaboratively by members of the Gustavus community with support from the President and members of the

Administrative Council and most have received feedback from external constituencies including the Gustavus Board of Trustees and the Gustavus Alumni Board.

In constructing a work plan, the Leadership Committee also reviewed a summary of a leadership questionnaire completed by committee members in January 2008. The results from this survey identified six initial areas to consider for a comprehensive student leadership program at Gustavus. The Leadership Committee determined that the most efficient and effective way to define and develop these areas was to form six working sub-committees. These six sub-committees are:

1. Leadership Definition, Core Capacities, and Theoretical and Philosophical Grounding;
2. Academic/Curricular Components;
3. Student Affairs/Co-Curricular Components;
4. Experiential Education Components;
5. Alumni Engagement; and,
6. Leadership Development for Faculty, Administrators, and Staff.

Each committee was asked to identify a convener and note taker so that sub-committee process and work could be posted to the on line leadership moodle site for community review. The sub-committees reported to the Leadership Committee as a whole on February 26, 2008. Proposals from the subcommittees were vetted by the working group, and a vetting group, in consultation with the larger working group, constructed the final report.

Leadership Committee Members

Bennett, Stephen, Assistant Dean of Students, Co-Chair
Brammer, Leila, Associate Professor of Communication Studies, Co-Chair

Amamoto, Florence, Associate Professor of English
Beyer, Kirk, Director of Human Resources
Briggs, Priscilla, Assistant Professor of Art and Art History
Dahlseid, Jeff, Associate Professor of Biology and Chemistry
Dietrich, Laurie, Planned Gift Administrator
Douglas, Judy, Director of Alcohol and Drug Education
Goldie, Jody, Area Coordinator, Residential Life
Hagen, Andy, Assistant Swim Coach
Jodock, Darrell, Professor of Religion
Johnson, Bruce, Professor of Economics and Management
Johnson, Chris, Director of the Center for Vocational Reflection
Johnson, Julie, Director of Academic Advising
Junso, Andrea, Assistant Director of Student Activities
Kracht, Kristofer, Director of Forensics
Langenfeld, Whitney, Gustavus Student and Intern in SAO
Pehrson, Amy, Assistant Director of the Center for Vocational Reflection
Pitton, Deb, Professor of Education
Rosenthal, Alisa, Assistant Professor of Political Science
Ruble, Megan, Director of Student Activities
Stratman, Jason, Manager of Environmental Health and Safety
Sutphen, Joyce, Associate Professor of English
Tunheim, Kathi, Visiting Instructor of Economics and Management
Twait, Michelle, Assistant Professor Library
Vogel, Stacia, Assistant Vice President for College Relations
Zelenz, Larry, Head Men's Soccer Coach and Director of Intramural Sports

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