

History of Current Programs

The LEP area currently coordinates four stand alone programs in it's menu of offerings while also collaborating with other Student Life units on a fifth one beginning this fall:

First-Year Leadership Institute (FYLI)

FYLI was created in 2007 as a result of research reported in the U's first year of participating in the Multi-Institutional Study of Leadership (MSL), as well as a Leadership Opportunities Survey completed to determine the kinds of leadership offerings available to students on campus. In both of these surveys, two things became clear: 1) first-year students were developmentally scoring lower in regards to leadership development values measured in the MSL and 2) there are far fewer primary leadership development opportunities available to first-year students. As such, FYLI was created as a venue for students who enter the U of M knowing that they are interested in exploring their own leadership development while also collaborating and creating community with like-minded peers.

Global Undergraduate Leaders Program (GULP)

GULP was created in 2014 after over a year's worth of time was spent researching and talking with students about the types of leadership development programs they wished to see implemented at the U. GULP was actually the replacement of a Leadership Certificate Program which didn't succeed due to low involvement. Therefore, much time was spent to really understand what students were interested in participating in. In the process, it was clear that students were interested in seeking out involvement opportunities with a global focus that also included an opportunity to travel abroad. Meanwhile, a lot of time and energy was being given to explore the intersection study abroad and leadership development, but there was no programming without the for-credit element. GULP was created to explore what travel abroad and leadership development could look like without the academic component as a piece of it.

GULP is a partnership with the Australian National University (ANU) in Canberra, Australia. A cohort of students is created from both institutions, and technology is used to bring student together over the course of the calendar year with the culminating experience being a service-learning based project in a third culture. For the past iteration of the program, that third culture is Thailand. For the first two years it was Malawi.

Leadership in Careers (LinC)

LinC was created in 2015 based on feedback from students on campus that they were interested in programs that bring more explicit connection between their leadership journeys and their future career goals. In addition, we saw in our programming a need to provide opportunities which are not selective (all other cohort programs are application based and not everyone who applies is accepted). The goal for LinC is to offer a program that is accessible to more people who would like to participate.

LinC is a 8 week programs which takes place during the spring semester for students post freshman year. While LinC's current program has been dedicated to classroom style meetings, the program is currently looking to evolve into a more experiential approach including partnering with nonprofit organizations for a service learning element.

Tom Burnett Advanced Leadership Program (TBLP)

TBLP is in many ways a book-end experience to FYLI. It is a program designed specifically for students in their graduating year who have a significant amount of leadership experience. The program focuses on the transition of these skills, perspectives, and experiences to life after college. TBLP has been in existence in its current form since 2005. The program is named for Tom Burnett, a passenger on flight 93 on Sept. 11, 2001. Tom, a U of M alumnus, was instrumental in the diversion of that flight, and his family wanted to honor his memory through supporting leadership development at the university. TBLP is meant to be a selective, small cohort to create a meaningful space for students with a high level of self-awareness and critical reflection skills to create community with each other and go even deeper in their learning of self and leadership. TBLP is an 8 week program which takes place during the first half of students' graduating semester.

Student Leadership Summit (SLS)

The SLS will be making its debut this fall on September 24th. The idea for a summit bringing together students interested in leadership comes directly from a working committee in the Student Life area that was exploring the breadth and depth of leadership programming at the U. One of the outcomes of this committee acknowledged the need for a central entry point for students interested in leadership, as well as a general framework and understanding for students to map their own journeys to leadership outcomes. Moreover, the SLS is an opportunity for other areas in Student Life to collaborate on a program specifically designed to reach a diverse population of students at the beginning of their academic year.



Leadership Enrichment Programs

UNIVERSITY OF MINNESOTA

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LEADERSHIP ENRICHMENT PROGRAMS

Overview

The LEP branch of the LEAD-UP Office has been in existence in some form under various names since the mid-1980s. Over the course of the past few decades, the increasing need and demand for opportunities to learn about leadership has been the catalyst for creating and maintaining co-curricular leadership development programming. With the inception of the Undergraduate Leadership Minor, the focus of co-curricular programming became more specific: to ensure leadership development opportunities are available to those students who either a) cannot take leadership classes as part of their academic course load or b) desire to find other avenues to learn about leadership outside of the classroom. As such, the LEP area has continuously strived to improve the delivery of quality leadership development opportunities that can be available to any student who seeks them out in a variety of different types (length, year in school, cost, focus, etc.).

Program Achievements and Successes

Attraction of international students/diverse student cohorts

Each program has typically seen a more diverse demographic representation in its cohort when compared to the student body as a whole. This includes a large number of international students (sometimes cohorts have been as high as 50% international students), as well as underrepresented students. As such, one of the positive outcomes of the programs has been an increase in the appreciation of differences and embracing of diverse perspectives that are present.

Strong evaluation results

Each program consistently has received high evaluations across the board in terms of program satisfaction, as well as growth in leadership and student development outcomes. Moreover, students who participate in one program often have interest in continuing to participate in other enrichment programs or in the Leadership Minor.

Continued evolution

One of the advantages of working as a centrally-housed, co-curricular unit is that we have the opportunity to be creative and innovative in how we approach leadership development work. By removing the academic piece and the alignment underneath a specific collegiate structure, we can focus on the experience of all students and the ways and means to best support them. This had led to an evolution in every single co-curricular program over time with the capacity to do much more with the right resources and support.

Program Challenges

Lack of funding/dwindling funding

Historically, as is the case with many other centrally-funded areas of the University, the Leadership Enrichment Programs area of LEAD-UP has experienced many years of budget cuts, or--as the best case scenario--no cuts. There has never been an increase in the central allocation offered.

Creating more with less

Regardless of the trend in central resource support, the need to be innovative and creative in program development increases. Students are seeking out leadership development opportunities more and more, and more departments across campus are creating programs, too. As a central leadership development office, we want to stay competitive in what we offer to students while also being a central area of student support for those seeking leadership opportunities.

Marketing and outreach

Because of the dwindling funding and the increase in programming, something inevitable falls to the side because of the lack of time and resources. This has been the case for marketing and outreach over the last several years. Our programs have relied heavily on word of mouth and past participants' advocacy, but this is not a good method to spread the word and build strong partnerships. In addition, a lack of technical expertise or resources to acquire it means that our web presence is very basic.

5 Year Goals

Based on the above success/achievements and challenges, as well as looking at the evolution of our current programmatic offerings and how they are structured, we strive to achieve the following goals by 2022:

1. Become a centralized place for student services offices on campus to seek out leadership development opportunities for their student constituents.
2. Increase visibility on campus and in the national scope of leadership programming.
3. Secure at least 900 student participants in at least 8 programs.
4. Support an annual operating budget of \$250,000 through diverse funding streams (revenue generation, central funding, donor, grants, etc.).

Comprehensive 5-Year Plan

Year 1

Year 2

Year 3

Year 4

Year 5

Become a centralized place for student services offices on campus to seek out leadership development opportunities for their student constituents.

Launch Leadership Educators and Scholars Network
Compile current resources into the start of a Leadership Resource Library

Create comprehensive evaluation plan of all co-curricular leadership programming offered through department

Pilot Leadership Education Summit for U of M Staff

Explore space options (physical and digital) for a comprehensive resource library

Widen Evaluation plan to inform best practices of evaluation in other departmental areas offering leadership programming

Connect wider evaluation practices into Multi-Institutional Study of Leadership Data

Second Leadership Education Summit for Staff

Create and promote Leadership Resource Library

Institute yearly, campus wide Leadership development evaluation plan to capture depth of the U of M Student Leadership Experience

Act as a central resource center for Leadership learning on campus

Fully operational Leadership Resource Library (physical and digital)

Launch the Leadership Research Center as part of a central access point for other U of M professionals doing leadership work.

Increase visibility on campus and in the national scope of Leadership Programming.

Create Stakeholder's Reports based on program evaluation data

Create communication plan

Increase involvement with NASPA, including acting as a Knowledge Community Representative

Webpage Redesign

Share evaluation data in an Annual Report (Summer 2018), and conference proposals at NASPA and LEI.

Launch communication plan

Launch new webpage for 2018-2019 academic year

Expand NASPA involvement to a larger role

Re-Visit webpage design and update with current technological demands

Combine evaluation data and communication plan into a comprehensive stakeholder's report.

Secure at least 900 Student Participants in at least 8 programs

Launch Student Leadership Summit and evaluate for second year improvements

Restart GULP

Pilot different staffing structure (new facilitator for TBLP, graduate intern opportunities, research and communications assistants)

Reinvent LinC (connect to Career and Internship Fair)

Compile and compose TBLP curriculum to be accessible to other institutions

Increase participation in Student Leadership Summit through connection to other departments' beginning of semester Leadership Initiatives

Work for 100 students participating in LinC

Launch 1 new leadership program based on evaluations and funding

Create two GULP cohorts: one which culminates in Thailand (level 1) and one in Malawi (level 2)

Hire Full-Time Coordinator working with Programming and Evaluation

150 students participating in LinC

Pilot first TBLP cohort at another institution

Launch Student Leadership Summit and evaluate for second year improvements

200 students participating in LinC

Create second FYLI cohort
Commit to second cohort while launching a third institution

Launch 1 new leadership program based on evaluations and funding

500 students participating in the Student Leadership Summit

25 U of M participants in GULP (25 from ANU, as well)

3 FTE staff, 1 grad asst., 1 student coordinator per program and specialty area

250 students participating in LinC

60 students participating in FYLI
TBLP functional at 4 campuses with 75 participants

At least 2 new programs thriving, serving 100+ students

Support an annual operating budget of \$250,000 through diverse funding streams

Research corporate sponsorship opportunities and secure meetings

Revisit conversations with the Burnett family to expand TBLP

Apply for a CCJF grant for the Student Leadership Summit

Research other grant opportunities

Participate in Leadership Alumni Survey

Secure corporate sponsor for FYLI

Secure commitment from Burnett family to expand TBLP

Apply for CCJF Grant for the Student Leadership Summit

Apply for viable, long term grants.

Launch Alumni Crowdfunding campaign

Secure corporate sponsor for new programming

Begin to market and sell TBLP curriculum

Apply for CCJF Grant for the Student Leadership Summit

Secure grant funding to support research

Increase corporate sponsorship for FYLI while implementing new programming

Corporate sponsor takeover funding for Student Leadership Summit

Establish long-term donors through Leadership Alumni Network

Several strong corporate relationships in place

TBLP in a stand-alone, revenue generating program

Re-evaluate grant funding