

**Report of the  
Transformational Learning Opportunities—Leadership Team  
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The committee met four times to carefully discuss transformational leadership learning opportunities at UNF. The committee feels it is important for the University as a whole to recognize the value of leadership education and training, and that leadership education and training opportunities are indeed transformational experiences.

Student Affairs, through the recommendations of a Leadership Task Force which included Trustee Bruce Taylor as a member, has developed the initial phase of the Institute for Leadership; however, Academic Affairs and the colleges also need to recognize the value of leadership education and training.

The committee agreed that the overall purpose of transformational leadership learning is expressed very well in the mission statement of the Council for the Advancement of Standards in Higher Education (CAS) Student Leadership Programs. It states that student leadership programs must “provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership.”

These opportunities should lead to learning outcomes expressed by the UNF Institute of Leadership, namely: intellectual growth, critical thinking, effective communication, healthy regard for self and others, defined personal philosophy of leadership, social and ethical responsibility, respect and appreciation for diversity, and a global perspective.

Listed below are our recommendations for University support and resources.

**I. Leadership Minor**

Create a five course interdisciplinary minor in leadership, administered by the College of Education and Human Services. An example of the minor might be:

- EDA 3052—Introduction to Leadership (an existing course)
- Pol. Sci. 3xxx—Community and Civic Responsibility
- Philosophy 3xxx—Ethical Decision Making for Leaders
- Conflict Transformation Course—Discipline-specific leadership and skill course
- Practicum—Discipline-specific field experience.

Discussions have already been started between the COEH and the Dept. of Political Science and Public Admin. This example is not a one-size-fits-all proposal. Each college and even different disciplines within colleges may want to specify their own courses for inclusion in a leadership minor.

Resource Needs:

1. Staffing

Faculty Coordinator—.25 assignment for a COEHS faculty member to coordinate the minor.

Advanced Graduate Assistant—to serve as a liaison with the Institute for Leadership and to monitor the minor practicum.

2. Operating Expenses—for example, travel money, money to provide honorariums to speakers, etc. Money for marketing the program.

## **II. Institute for Leadership**

Fully develop the Institute for Leadership in the Division of Student Affairs. This includes a continuation of non-credit classes, skill development workshops, a central depository or clearinghouse for all leadership activities occurring in the colleges and other units on campus, and the development of a co-curricular transcript.

Resource Needs:

The stated resource needs include long-term goals. The committee realizes that the development of initiatives may need to be implemented in phases. The committee also realizes that although E&G efforts can be continued and greatly expanded, for the Institute to be truly successful in its long term goals, private funds must be sought. The committee feels that the community recognizes that leadership development (education and training) is an important need in Northeast Florida and will be willing to support this initiative.

1. Staffing

Full-time Director—is needed to develop and implement new courses and leadership opportunities. The director will be housed in the Division of Student Affairs, but may have teaching responsibilities in an appropriate college for his/her discipline. The director would work with the faculty coordinator of the minor and the graduate assistant. Would also work with the SA Development Director for external resource development.

Full-time Coordinator—to serve as a liaison with the colleges, design workshops, schedule the noncredit classes, process the co-curricular transcript, and perform other such duties.

Each college needs a faculty coordinator who is given one course release per semester to work with other faculty in developing leadership opportunities and internships in their respective colleges and to document what the colleges are already doing in the area of leadership. The coordinators would serve as a liaison to the coordinator of the Institute and the coordinator of the leadership minor.

Advanced Graduate Assistant—to assist with Institute activities.

2. Operating budget

Existing efforts need to be recognized in the budget. Money for phones, copying, marketing needs, etc. is needed, with both Academic Affairs and Student Affairs contributing equally to the operating budget.

**III. Recognition of Involvement**

There should be recognition of faculty and staff that are engaged in leadership activities in noncredit classes—perhaps an honorarium or stipend. This includes Student Affairs staff. The stipends should be in the same amount as those given to faculty who teach in FIGs or are engaged in undergraduate research projects with students (\$1,000-\$1,500).

In addition, there should be budget for leadership grants—competitive proposals that would be funded for student and faculty or student and staff pairs who are working jointly on projects that develop critical and creative thinking to address a community problem.