MIU Goals:
1) Preserve affordability of a UW-Madison education, primarily through expansion of need-based aid.
2) Generate faculty and instructional support, including hiring, to offer the courses, majors and experience students need
3) Expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes.

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Eric Knueve, Interim Director of the Center for Leadership and Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information:</td>
<td>608-262-2421 <a href="mailto:knueve@odos.wisc.edu">knueve@odos.wisc.edu</a></td>
</tr>
<tr>
<td>Proposal Title:</td>
<td>Coordinated Student Leadership Initiative</td>
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<tr>
<td>Amount Requested:</td>
<td>$213,960</td>
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<tr>
<td>Abstract:</td>
<td>This proposal seeks to improve leadership opportunities for students in two ways. First, it will establish a position that will oversee leadership development coordination for the Center for Leadership and Involvement. That position will help coordinate, promote and collaborate with other campus leadership programs. This position will connect with campus leadership programs and will benefit students by providing information on the various opportunities, assessing which one is best suited for them and helping them intentionally reflect on these high impact learning experiences. This effort is based on the belief that all students have leadership potential and that the university values students exploring and developing tangible skills that they will use after graduation. Second, this proposal will implement the use of an identified high impact learning experience, the eportfolio. The eportfolio format aims to improve the ability of students to capture and reflect upon their unique Wisconsin Experience.</td>
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*Final proposal should not exceed ten (10) pages.*
1. Within MIU goals 2 and 3, stated above, identify the problem that your proposal will address in terms of undergraduate education, instructional quality and innovation, and access, and how the proposed hires/innovation/activities/effort will significantly impact this problem.

---Goal #2---

While the history of student leadership at UW-Madison is rich, currently student leaders are left to navigate the decentralized leadership programs on their own. This University often touts the great number of leaders that this institution produces (Peace Corps Volunteers, CEOs, faculty at research intensive universities), but does not have a way to assess or track how these students became great leaders. While research from the Multi-Institutional Study on Leadership supports the value of decentralized leadership programs, it is also important that students have the resources to navigate these opportunities. Decentralization can produce challenges for some students as they try to find experiences that best fit their interests and occupational aspirations. This proposal attempts to address the following problems by collaborating among campus leadership programs through the coordinating hub of the Center for Leadership and Involvement:

1. **Student leadership has emerged on campus with limited direction or support from the University.** It is true that student leaders have emerged on campus, but often they report feeling isolated and unprepared to work in the roles for which they have been elected or selected. By the time they gain the skills necessary, the term of office has elapsed and the organization has lost time, energy, and momentum. This system of bringing unprepared leaders on board is then perpetuated.

2. **Students need the ability to reflect on and synthesize their various leadership development and experiences.** Just preparing students for leadership roles is not enough. Often students have incredibly complex leadership experiences within a student organization, team sport, or class, but leave the experience without fully reflecting on and processing what they have learned and how they can apply that in the future. Processing and reflection enhances the learning and help connect these experiences to the students’ curricular activities.

3. **Students need to understand the importance of citizenship.** The Social Change Model of Leadership and the Essential Learning Outcomes reinforce that we need to continue to work on helping students understand their role in becoming a full participating citizen in the global workplace. We must provide opportunities for them to reflect on what it means to be a global citizen and to practice being a global citizen.

4. **A formal academic/curricular focus on leadership is lacking.** Providing students with opportunities for reflective self-observation is a vital developmental component missing in many leadership programs and experiences. This structured intervention (through existing high impact learning classes) teaches individuals the process of self-learning and integrates in and out of class learning.

The position being requested in the proposal will serve as a campus level connection among all of the leadership programs housed inside and outside of the schools and colleges. It will assist those programs in organizing campus resources, researching best practices, exploring shared philosophies, facilitating conversations on shared values and goals, and integrating curricular and co-curricular experiences. Identifying stakeholders to be involved is critical. This position will spend time with each college/school to better understand what leadership opportunities they are offering and areas they would like to strengthen. Over time this work will help the campus to better understand the differing and similar needs of the campus units and work to fill gaps and take advantage of synchronicities.
This position will also oversee the development of an overall leadership development assessment plan for students. This would start with an intake survey that helps identify where a student might want to get started on campus. An eportfolio, among other things, can then be utilized to help students systematically record and reflect on their leadership experiences.

Finally, this position will oversee two other leadership positions in our office – the Adventure Learning Programs advisor and the Leadership Specialist. The Leadership Coordinator will work with these two staff members to continue to advance the leadership development programs and continually work on connecting students to all of the leadership resources that UW-Madison has to offer.

**Goal #3**
Shifting the collection of student experiences to an eportfolio format can improve and strengthen a students' Wisconsin Experience. While there is no lack of leadership experiences available at the UW, we are challenged by the number of students who never are engaged in reflection on the meaning of their involvement. In addition, the UW system has already identified as a problem, a student’s ability to capture their co-curricular experiences. UWS has called upon campuses to establish a co-curricular transcript in order to assist both students and the institution in more accurately capturing the breadth and depth of out of class experiences.

We propose to address both concerns through the demonstrated high impact learning experience of an eportfolio. The eportfolio is a student driven process by which a student not only collects evidence of their work but also reflects on it. Students select the contents, explain their selection criteria, expound upon the evolution of their experiences, receive feedback from administrators and peers, and review other's portfolios. The eportfolio will enable students to understand what they have experienced and then make informed choices about their next leadership experience. Ideally this portfolio serves two ends. First, the eportfolio supports high impact intellectual and social development. It will be integrated with CfLI’s existing Leadership Certificate and Leadership & Involvement Record, with the intent of scaling these two resources to capture all of a student’s varied involvements outside of the classroom and the corresponding competencies derived. Second, the eportfolio has utility for those seeking to leverage their college experiences for employment and graduate school applications. Individual academic and administrative units have discussed ePortfolio assessment on the UW campus for many years; however doing this work in isolation makes little sense. This program seeks to engage the variety of programs in developing a portfolio system that can be tailored to meet each program’s needs but also provides a common platform for students. Implementation of a leadership eportfolio requires a significant amount of time which reinforces the need for a new full time staff position in addition to refocusing the responsibilities of existing staff members.

2. Describe how progress is to be measured, demonstrated, and reported; that is, provide metrics and timelines to evaluate project success.

Task 1: Increase the University's ability to initiate reflection on Leadership Experiences
   A. Hire Leadership Program Coordinator – Fall 2009
      i. Oversee philosophical direction of coordination efforts and projects
      ii. Encourage campus collaboration, engagement and interaction around these efforts
      iii. Present progress to various campus stakeholders
      iv. Manage project budget
      v. Supervises Leadership Specialist and Adventure Learning Programs Advisor
B. Establish a leadership programs council comprised of staff who work with leadership programs from around the university—Spring 2010
   i. Develop an inventory of leadership development efforts on campus—both curricular and out of the classroom experiences. Use electronic survey methods, face to face interviews and other methods to gather data from students, faculty and staff.  
   ii. Develop an on-line intake tool to help students narrow down and select which leadership development opportunities might be best for them.  
   iii. Create an annotated list of leadership opportunities, including for credit classes, on the CfLI website so students can easily survey UW-Madison leadership development opportunities.

Task 2: Implement eportfolio into Leadership Certificate and Leadership & Involvement Record  
A. Investigate eportfolio software (Leadership Coordinator and leadership program council) – Fall 2010  
   i. Questions and information to consider  
      1) Who is the primary audience?  
      2) What are we specifically trying to achieve?  
      3) What is the best type(s) of eportfolio to implement?  
      4) What are the curricular and technological considerations that will shape our eportfolio?  
      5) What are the eportfolio tool choices, features and functions that fit with our intent?  
B. Develop a list of typical leadership experiences to capture – Fall 2010  
C. Prepare detailed information about the experiences – Fall 2010  
D. Create functional requirements based on the experiences – Fall 2010  
E. Involve technical staff to insure functional understanding – Fall 2010  
F. Train staff member overseeing eportfolio on how to use/manage software – Fall 2010  
G. Establish a pilot group of students who will use the eportfolio to collect evidence for their leadership certificate and the leadership & involvement record – Spring 2011  
H. Review assessment (discussed in Task 3 and 4) to determine if product enhances learning experience. Revise functional requirements based on constituent feedback – Spring 2011

Task 3: Assessment of eportfolio  
A. Prepare survey questions for eportfolio experience pre-survey – Fall 2010  
B. Administer pre-survey to both the pilot and control group. – Spring 2011  
C. Evaluate pre-survey – Spring 2011  
D. Administer post-survey – Spring 2011  
E. Evaluate post-survey – Spring 2011

Task 4: Assessment of Leadership Program Coordinator position effectiveness  
A. Develop pre-survey assessment for determining what is being done across campus – Fall 2010  
B. Implement assessment tool for leadership program council – Fall 2010  
C. Develop learning outcomes assessment to be distributed to both students involved in this effort and students that have not participated. (This assessment would measure the four learning outcomes of this proposal) – Fall 2010  
D. Implement learning outcomes assessment to general students – Fall 2010  
E. Evaluate learning outcomes assessment results – Spring 2011
3. For proposals that request new hires:
   - Describe how they will significantly impact student access and the ability of departments to allow their faculty to teach undergraduates.
   - Describe the proactive steps that will be used to identify and recruit a diverse pool of candidates.

Impact of hire on Student Experience
While the history of student leadership at UW-Madison is rich, currently student leaders are stranded when developing the capacity to lead on their own. Some acquire the skills as they lead; others become leaders and never gain the understanding or insights necessary to propel organizations forward. “Pockets” of leadership skill development have been cultivated across campus in individual schools and colleges and in student service units.

By having this coordinated effort for leadership development on campus, all faculty and staff working with students will have a better understanding of where to send students to continue to develop as leaders and globally prepared citizens.

The Leadership Program Coordinator position intends to address these challenges (these are the challenges outlined under MIU Goal #2 in question 1).

1. **Student leadership has emerged on campus with limited direction or support from the University.** Having a position to coordinate the leadership development programming will allow connection among all of the campus leadership programs. It will assist those programs in organizing campus resources, researching best practices, reaching consensus on philosophy, and facilitating conversations on shared values and goals.

2. **Students need the ability to reflect on and synthesize their various leadership development experiences.** By having a staff member who oversees development of an eportfolio accessible to all students, we can better assist them in systematically recording, reflecting and synthesizing their leadership experiences. This structured high impact learning intervention (through the eportfolio) teaches individuals the process of self-learning as well as providing the intentional synthesis of classroom learning and out-of-classroom learning.

3. **Students need to understand the importance of citizenship.** This position will develop mechanisms to help students to see the impact of their efforts on the community around them. It will be important for students to see this through both academic and out-of-classroom experiences. It is crucial that students learn that it is their civic responsibility to give back to society, and to understand and respect others, especially those different from themselves.

4. **A formal academic/curricular focus on leadership is lacking.** The Leadership Program Coordinator will be able to first survey the University and understand what academic courses are currently available to students. By centralizing this information, the gaps in the academic area of leadership will be identified and other curricular offerings may be developed in collaboration with schools and colleges.
Encouraging a Diverse Hiring Pool
We plan on using primarily two methods to encourage a diverse hiring pool:

1. Recruitment
In order to ensure a diverse pool of candidates for this position, we plan on advertising and openly recruiting using some of the following resources:
   - glpcareers.com
   - UW-Madison employment opportunity website www.ohrd.wisc.edu/copeemployment
   - John D. O'Bryant National Think Tank for Black Professionals, List serve
   - UW-Madison Nubian list serve
   - American Indian list serve
   - National Association of Black and MultiCultural Centers ABCC, list serve
   - National Association of Student Personnel Administrators (NASPA), www.jobslink.naspa.org
   - American College Personnel Association, www.acpa.nche.edu
   - IMDIVERSE.COM, Cross post job to Black Collegian online
   - http://www.jobaccess.org/index.htm

2. Search and Screen Process
In developing our search and screen process we will insure that all of our campus collaborators have an opportunity for input. By doing this we will enlist a variety of leadership development perspectives as well as diversity of identities so that we have many voices, including a strong contingent of student opinions, represented in this hiring process.
4. Identify cross-college partnerships and/or campus collaborators needed to ensure success (between schools and colleges, with other major units, such as libraries, Dean of Students offices, IT, Housing, Enrollment Management, Union, etc.)

In order for the Coordinated Student Leadership Initiative to be successful, collaboration across the University is essential. The relationships we have already fostered and who are in support of this proposal are:

2. School of Engineering – Engineering Leadership Center
3. School of Business – Accenture Leadership Center
4. College of Agricultural and Life Sciences – CALs Leadership Certificate
5. Multicultural Student Center – Social Justice Leadership Development
6. LGBT Campus Center – Queer Emerging Leaders Program, Leadership Institute

These entities represent where the Center for Leadership has already begun to develop a relationship. Through the process of hiring a Leadership Program Coordinator, developing the leadership program council, conducting an assessment of curricular and out-of-classroom leadership development opportunities, we expect to find many more interested collaborators. Now is the time to take these decentralized parts and help students to see them all as possibilities for their intentional development. To be clear, we do not want to centralize our leadership development programs as they each bring a unique and necessary perspective to the work. At the Leadership Educators Institute in December 2008, the co-principal investigators from the Multi-Institutional Study of Leadership (MSL) recommend that leadership development programs be decentralized. However, in order to remain decentralized and have maximum impact, there needs to be some mechanisms that can facilitate coordination of effort.

The development of an eportfolio will also create the unique opportunity to bridge the gap between academics and out-of-classroom leadership development opportunities. Portfolios have the potential to provide more interdisciplinary learning opportunities for all students without requiring more interdisciplinary courses. A common portfolio has the ability to help students make purposeful connections with everything they’re experiencing in and out of the classroom in a way that is more cost effective and accessible compared to the number of staff required if it were attempted on an interpersonal basis.

The eportfolio component of this proposal also has the potential to bring in other collaborators. Because the eportfolio can be maintained beyond graduation with relative ease it has the potential to create stronger bonds with alumni who continue to use it throughout their careers. Alumni who feel that the university continues to contribute to their success even after graduation are more likely to support the institution financially. We hope to work with the Wisconsin Alumni Association to develop this further. DoIT, UW System and the UW School of Education have been working with eportfolios in various capacities and could be future collaborators.
5. Include a detailed budget and budget narrative, identifying infrastructure need/cost, such as physical space and facilities, technology, other academic support services, etc.

In order for this program to be successful, there must be a dedicated full time staff person in the Center for Leadership and Involvement to coordinate all leadership efforts. Their primary responsibilities would be to regularly meet with the campus collaborators and continually develop ways for particularly undergraduate students to intentionally move along their Wisconsin Experience. Student administrative support is essential so that this staff member can focus on the big picture leadership development and coordination. Finally, a services and supplies budget will be necessary for this program to be successful. The services and supplies budget will need to pay for the annual costs for maintenance of the eportfolio and leadership certificate programs. In addition, this money would go to the general office needs that each full time employee has for doing an effective job.

Project Budget for 2 years
- Leadership Coordinator position
  - FTE 1.0
  - Salary ($45,000 annual) $90,000
  - Fringe benefits ($18,000 annual) $36,000
  - Start up costs
    - Computer (one – time) $1500
    - Phone (on-going - $250/year) $500
    - Data charges (on-going - $500/year) $1000
    - Office equipment (one-time) $1000
  - Office space ($1,000/month lease) $24,000
- Recruitment Efforts for Leadership Coordinator $3,000
  - Travel, hotel and food expenses for finalists ($2,250)
  - Advertising and Recruitment ($750)
- Annual S/S ($20,000 annual) $40,000
  - Eportfolio license and maintenance costs
  - Leadership Program Council costs
  - Eportfolio and Leadership Program Assessment
  - Professional Development
  - General Office supplies
- Administrative Student Hourly 15 hrs/wk x 48 wk x $9/hr x 2 yr $12,960
  - Start up costs
    - Computer (one time) $1,500
    - Phone (on-going - $250/year) $500
    - Data Charges (on-going - $500/year) $1,000
    - Office equipment (one time) $1,000

Total $213,960
6. What are the anticipated learning outcomes as a result of this proposed initiative?

1. **Students will be able to articulate the way in which they developed their leadership skills within the University system.** Students will indicate that they believe the University has a leadership development plan. A diverse array of students from all parts of campus will be able to use this system and find it effective.

2. **Students will be able to demonstrate their ability to self-reflect on leadership experiences and have the ability to articulate what they learned from their experiences.** The process of connecting students with leadership resources and giving them intentional opportunities to reflect on what they have learned will teach them how to self reflect. We hope to promote the habit of reflecting on what is learned and thinking about how to use what is learned in the future.

3. **Students will be able to articulate what it means to be a global citizen.** While UW-Madison is known for how active its students are in civic engagement, being active is not enough. Through the process of reflection and the eportfolio, students will be able to see how they might use their particular strengths and abilities to enhance the communities they are a part of. In addition, students will have a better understanding on how to have effective working relationships with others who are different from themselves.

4. **The University will have a clear academic/curricular focus on leadership.** Because the Leadership Program Coordinator will have gathered and sifted through leadership resources from across campus, the opportunities for curricular and co-curricular integration and collaboration on student leadership development will be realized. By recognizing this priority and being able to champion it in a coordinated fashion, the University will be able to showcase this goal further than ever before.
Dean's Comments:

Signature ___________________________ Date: ________________

Printed Name: ___________________________ Title: ___________________________

Dean’s Signature: ___________________________ Date: ________________

Additional Signatures: ___________________________

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