

Students' Union Discussion Paper on the Peter Lougheed Leadership Initiative

"The people demand that knowledge shall not alone be the concern of scholars. The uplifting of the whole people shall be its final goal." – *Henry Marshall Tory*

"I'm a community person, I think in terms of community before individual. That's the essence of Albertans and to a large extent that's the essence of Canadians as well." – *Peter Lougheed*

Author's Note: This discussion paper is in draft form. It is intended to share student perspectives with senior administrators and others involved in the development of the Peter Lougheed Leadership College, and to spark a greater discussion at the University of Alberta on the most strategic ways to invest in fostering successful student leaders.

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Executive Summary

On November 14, 2013, University of Alberta President Dr. Indira Samarasekera tasked the Students' Union to develop a discussion paper on the Leadership College. The document below has been informed by conversations with staff, administration, and students on our collective vision for student leadership development. Despite the short timeline, we believe the research and ideas below will resonate with a wide audience, and we are committed to further discussion to refine this document.

Recommendations:

1. Separate the Lougheed residence from the Lougheed Leadership College, focusing instead on leadership development in all University of Alberta residences.
2. Use a more consultative and informed approach to developing a Leadership College that reflects the values of the University and of Lougheed.
3. Provide sustainable funding to Community Service Learning, Undergraduate Research, Study Abroad, and the Emerging Leaders Program.
4. Develop leadership courses and ensure the teaching and learning environment supports the development of attributes essential to leadership
5. Provide greater institutional support for extra-curricular leadership opportunities like student groups, student government, and entrepreneurship programming.
6. Foster diverse leaders through targeted outreach and access for non-traditional leaders and low-income students.

Introduction

The University of Alberta exists as the premiere university in western Canada, and educates the future leaders of the province, the country, and the world. This is a community dedicated to asking big questions while uplifting students, faculty, and the province. Alberta has a legacy of quiet leadership, generating the ideas, the resources, and the spirit that quietly drive the country. Former Alberta Premier Peter Lougheed viewed Alberta as not in conflict with the goals of our nation, but instead the driver toward a more successful and prosperous Canada. While the University of Alberta may often see itself as simply the flagship institution of Alberta, this institution has the opportunity and the desire to become the key generator of ideas, principled and educated citizens, and steadfast growth for all of Canada.

In 2010, University advancement released a discussion paper on a “leadership initiative”, calling for funds to develop a leadership college and leadership program. What wasn't part of that document's narrative is the fact that student leadership development is not a new add-on to the University of Alberta. The University of Alberta's fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. **Indeed, the entire University of Alberta is the leadership college discussed in that document.**

Leadership is not just the business of one fundraising campaign. Leadership is at the heart of the University of Alberta, our strategic plans, our position in Canada and Alberta, and most importantly, **leadership is at the heart of the aspirations of each of our administrators, staff, and students.** History dictates that Alberta is not a province that believes that only an exclusive few are able to lead: there are countless people born or educated in Alberta who find themselves in leadership positions around the globe.

While the University rapidly plans for a Peter Lougheed Leadership Initiative in partnership with the Banff Centre, students at the University of Alberta are looking to participate in the planning process. Young people around the world are starting to envision new models of leadership – leadership grounded in empathy, authenticity, a sense of ethics, duty, collaboration, complexity, and empowerment. As a research-intensive academy, we should aim to inspire the next generation of leaders. **The University of Alberta will not build leaders for the 1900s**, but instead provide the knowledge and talent the province and country needs to boldly forge our way into the 21st century.

Peter Lougheed was a learner, an athlete, a politician, and a representative. Like all University of Alberta students, he arrived with promise, values, experiences, and curiosity. His University of Alberta leadership story included membership in the Delta Upsilon fraternity and success as a Golden Bears athlete, Gateway writer, and Students' Union President. As SU President Lougheed valued including all of

Alberta in the University's activities. He started Varsity Guest Weekend, an event that brought Albertans to campus to experience the art, innovations, athleticism and skills being developed here. While there is no doubt that he was passionate, value-driven, and hard working, the SU would contend that his experience at the University of Alberta wasn't extra-ordinary. Each year the U of A welcomes over 7500 students, and most of them join student groups, work with the Gateway, join a fraternal organization, volunteer with the SU, participate in varsity athletics, or represent the University in Alberta and beyond.

The theme of this discussion paper is that every University of Alberta student should graduate with the confidence that they can be a leader in their chosen field. The Peter Lougheed Leadership College should be an extension of his vision for the University during his time as SU President. It should not be centred around an exclusive experience for only the top 1% of students. The University and the province should demonstrate modern-day leadership worthy of Lougheed's name throughout the process of developing a College. Most importantly, the project should be funded to honour the legacy Peter Lougheed left at the University of Alberta and our Provincial government. Lougheed should not be relegated to a low-capacity building at the edge of north campus.

Concisely summarized, the Students' Union believes that the Peter Lougheed Leadership College should:

- **Be aligned with University and student values**
- **Build on existing programs and strengths**
- **Build new programs based on research**
- **Be championed by students, staff, and the community**

Existing Leadership Initiatives

Student leadership development is not something new to the University of Alberta. In 2010, the Dean of Students Frank Robinson presented the concept of a leadership college to Dean's Council, which is often quoted as the impetus for such a college. What's important to note is that this college was presented as part of a larger strategy with the ambition of getting every student engaged in their university experience and later taking on a leadership experience in their senior years. This idea was one of many tossed around as part of a push to enhance student engagement. Other relevant documents that should be reviewed include the [Senate Springboard Report on Student Engagement](#), the [Report of the Provost's Advisory Task Team on Student Engagement](#) and the [Student Engagement Companion to Dare to Deliver 2011-2015](#).

More recently, the academy has taken on a reflective exercise to determine the core learning outcomes for each student that attends the University of Alberta. This list of student attributes was sourced from students, and closely reflects the

aspirations of students as well as program planners, accrediting agencies, and faculties. Leadership skills are one of the many talents that students should leave the University of Alberta with, but interestingly enough the broad attribute of “confidence” differentiated the U of A from peers with similar lists of graduate attributes.

Student Graduate Attributes:

- 1 Ethical responsibility
 - a. Global citizenship
 - b. Community engagement
 - c. Social and environmental awareness
 - d. Professionalism
- 2 Scholarship
 - a. Knowledge breadth and depth
 - b. Interdisciplinarity
 - c. Life-long learning
 - d. Investigation
- 3 Critical thinking
 - a. Analytic and synthetic reasoning
 - b. Interpretive proficiency
 - c. Intellectual curiosity
 - d. Information literacy
- 4 Communication
 - a. Writing skills
 - b. Oral Skills
 - c. Visual communication
 - d. Multilingualism
- 5 Collaboration
 - a. Openness to diversity
 - b. Interpersonal skills
 - c. Adaptability and compromise
 - d. Individual contribution
- 6 Creativity
 - a. Imagination
 - b. Innovation
 - c. Divergent thinking
 - d. Artistic sensibility
- 7 Confidence
 - a. Leadership and empowerment
 - b. Independence
 - c. Initiative
 - d. Resilience

It is important to note that this list of attributes is not meant to describe top student leaders. Rather, they stem from the question "What attributes or competencies does the University of Alberta foster in our students?" These attributes are fostered inside the classroom and out, through curricular, co-curricular, and extra-curricular activities.

Current Student Leadership Development Programs at University of Alberta

Over 250,000 students have passed through the University of Alberta since its creation in 1908. A recent report on the impacts of University of Alberta alumni by Dr. Briggs and Dr. Jennings shows that the U of A must be doing something right. University of Alberta Alumni include politicians Peter Lougheed, Jim Prentice, Linda Duncan, Joe Clark and Beverly McLaughlin; business leaders Daryl Katz, Ray Muzyka, and Doug Stollery; and academics Dr. Richard Taylor, Dr. Joseph Martin, and Dr. Raymond Lemieux. Below is a brief summary of existing programs that help foster student leadership potential. The list is in no way exhaustive, but is meant to stimulate thinking on the role and strengths of our existing student leadership programming portfolio.

Curricular

Study Abroad: Provides students an understanding of the world beyond Canada, giving them international competitiveness in an increasingly inter-connected world.

Academic Courses: Exposes students to disciplinary skills, attitudes, and knowledge that is congruent with the culture of the discipline, and is easily accessible for students with strict program requirements.

Community Service Learning: Teaches student to commit to self-directed learning and reflective practice which are hallmarks of leadership and develops students' ability to take risks, be open to diversity, be able to integrate and interrogate practice and theoretical knowledge, and interpersonal skills with the objective of bringing about positive social change.

Co-Curricular

Undergraduate Research: Provides students with varying levels of involvement where they learn to take initiative, collaborate with teams, engage in critical thinking and analysis, planning, facilitation and responding to change.

Experiential Learning: Creates real-world learning opportunities where students can apply knowledge, think critically in new contexts, develop connections with the wider community, and be exposed to current issues.

Extra-Curricular

Student Clubs and Government: Allows students to follow their passions and demonstrate enthusiasm, lead a team, understand group dynamics, develop emotional intelligence, and work in service to others.

Emerging Leaders Program: Offers participants an opportunity to develop their understanding of leadership through exploration of topics such as citizenship, common-purpose, collaboration, controversy with civility, consciousness of self, congruence, and commitment.

Entrepreneurship Programming: Empowers students to become agents of change and implement ideas that create value; seeking solutions to problems in their communities, work spaces and their organizations.

Athletics: Facilitates the academic, athletic, and personal development of young women and men by providing internationally recognized high performance sport competition, high performance coaching, resources, and a progressive approach to the on-going development of university sport in Canada.

The Students' Union and Leadership Development

As a student-governed organization, the Students' Union (SU) has a natural and keen interest in the topic of student leadership development. The SU believes it has a unique role to play in developing student leadership and citizenship on this campus.

From the earliest days of the University, the Students' Union has played a key role in governing and shaping student life. In the beginning, strongly supported by the administration and given responsibility over critical areas such as student discipline, it was evident that the Students' Union was perceived as the University's 'leadership program'.

Over time, the relationship between the University and the Students' Union has evolved to meet emerging needs. However, the core value implicit in the early days of the University – that students should, wherever possible, govern their own affairs and, in so doing, develop the skills necessary to form the next generation of Alberta leaders – has not changed. Unique in Canada, the role of student associations in the life of the University is specifically codified in the provincial legislation governing the institution.

That student associations exist as legislated entities speaks to the strongly Albertan value that citizenship is a lived experience. The experience the University provides should demonstrate the impact that effective, autonomous, and responsible citizenship can have in the world.

Similarly, leadership must be a lived experience. A senior leadership role within the Students' Union provides, more than any other on-campus opportunity, the opportunity to be fully responsible for choices made – the responsibility to be effective, autonomous, and responsible. The Students' Union believes strongly in effective, autonomous, and responsible student leadership development, explored below and continued in Appendix A.

Effective: Reinforcing a civic ethic

The Students' Union sees citizenship and leadership development as tightly linked. A university graduate should be comfortable with civic involvement and engagement, and should feel a sense of empowerment about their personal ability to effect change in the world. Leaders need to learn, first-hand and in real-life circumstances, the importance of effective governance and civic engagement.

Autonomous: Students leading students

The unique student-controlled nature of the Students' Union provides a singularly unique leadership opportunity. The SU provides an environment where ultimate decision-making power rests in the hands of students. It is not a sandboxed environment, but rather an open environment; the agenda and priorities of the organization reflect those of students, and evolve over time.

This is reflective of the real world, where graduates will work with others, in a wide range of circumstances, to effect change. The Students' Union provides an autonomous leadership/citizenship experience reflective of the complexity of civic life outside of academia.

Responsible: Driven by values

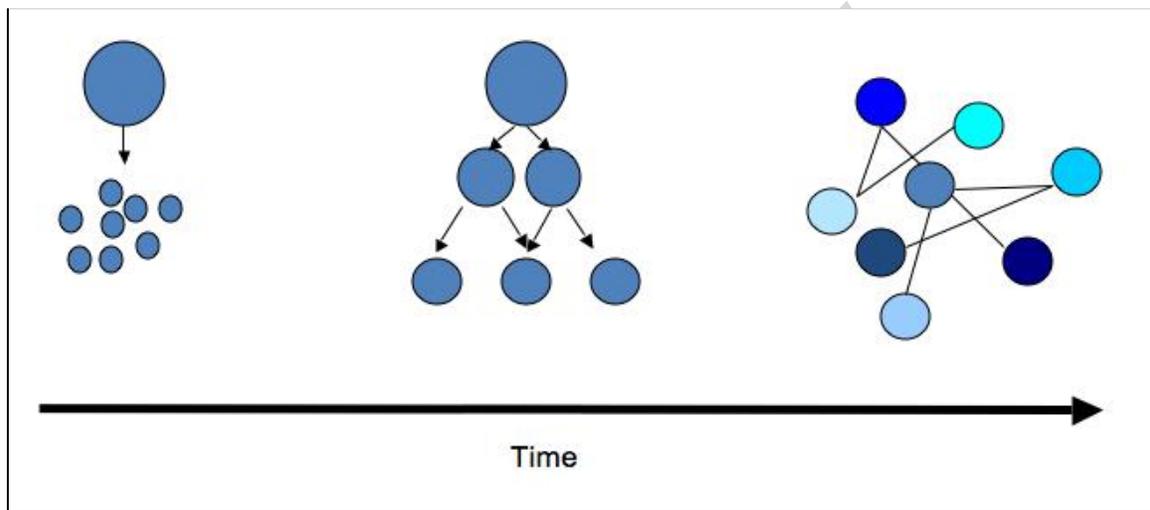
The Students' Union views ethical leadership as foundational to the future of Alberta. In keeping with that belief, leadership within the SU is highly values-driven, as reflected and articulated in the Students' Union's strategic values.

Leadership Understood

Theoretical Underpinnings

"The capacity to lead is rooted in virtually any individual and in every community."
(Astin & Astin, 2000)

There are many different definitions of leadership, and views on leadership have shifted from viewing a person being born a leader, viewing only one right approach to leadership, to the current models of leadership that view leadership as relational and complex. (Schuh, Jones, & Harper, 2011).



Settling on only one definition of leadership can be a challenging but worthwhile process. Identifying the underpinning values and principles held by the University of Alberta community that will guide our actions and programming is critical to the success of this effort.

To begin this process, it is important to explore the predominant student leadership development theories and student development theories. Much work has been done in recent years to study leadership development programs in colleges and universities, which has resulted in recommendations for leadership development programs that can be used to guide the intentional development of leadership programs at the University of Alberta. A competency framework for leadership has also recently been created (Seemiller, 2014), which provides an opportunity for the University of Alberta to evaluate and intentionally develop programming.

Theories on Leadership

Servant Leadership (Bass, 2000)

- Greenleaf (1977)
- Leader's purpose is to serve others and their community
- Leaders accomplish this by:
 - Listening
 - Being empathetic
 - Serving others first
 - Being good stewards
 - Committing to ethical and values-based behaviour/decision making
 - Focusing on nurturing the growth of others and the community

Transformational Leadership (Bass, 2000)

- First proposed by leadership historian James MacGregor Burns in (1978) and refined by Bernard Bass in the mid-1980's.
- Transformational leadership looks at how leaders can inspire and foster positive transformation, motivation, and enhance performance in others. Transformational leaders encourage others to think beyond themselves, and to focus on the good of the larger society.
- Bass' Full Range of Leadership: elements that help contribute to the creation of a learning organization include,
 - *Inspirational Leadership*: articulate a clear vision, build an open and trusting environment, collaborative, and sets the example for others.
 - *Intellectual Stimulation*: critical thinking, "creativity, innovation, calculated risk-taking, and careful experimentation are fostered."(Bass, p. 26)
 - *Individualized Consideration*: mentoring and coaching that is individualized, recognizing the different needs of individuals.
 - *Idealized Influence*: leaders are role models for others and behave in a way that matches the articulated vision and values.

Five Exemplary Practices of Leadership (Kouzes & Posner, 2002)

- Created by Kouzes & Posner (1988)
- Created through research on thousands of leaders in corporate settings, government agencies, and with students. Looked at what makes a leader perform at their personal best.
- Widely used in student leadership and leadership development programs. Has been used to create assessment inventory tools. The Emerging Leaders Program has used the Student Leadership Practices Inventory tool with student leaders.

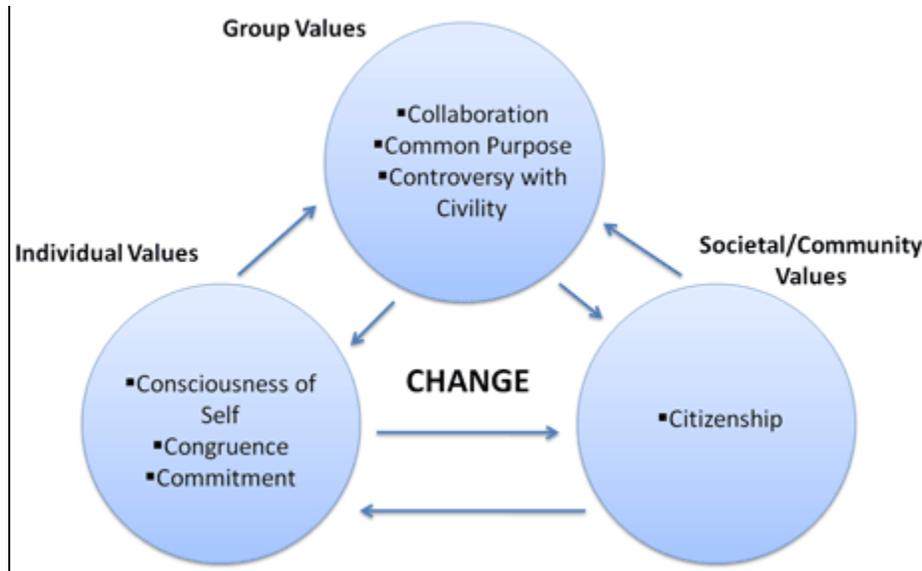
- The results were coded into five exemplary practices and ten commitments:

Model the Way	<ol style="list-style-type: none"> 1. Clarify values by finding your voice and affirming shared ideals. 2. Set the example by aligning action and shared values.
Inspire a Shared Vision	<ol style="list-style-type: none"> 3. Envision the future by imagining exciting and ennobling possibilities. 4. Enlist others in a common vision by appealing to shared aspirations.
Challenge the Process	<ol style="list-style-type: none"> 5. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve. 6. Experiment and take risks by constantly generating small wins and learning from experience.
Enable Others to Act	<ol style="list-style-type: none"> 7. Foster collaboration by building trust and facilitating relationships. 8. Strengthen others by increasing self-determination and developing competence.
Encourage the Heart	<ol style="list-style-type: none"> 9. Recognize contributions by showing appreciation for individual excellence. 10. Celebrate the values and victories by creating a spirit of community.

Kouzes & Posner (2002)

Social Change Model of Leadership Development (Komives, Wagner, & Associates, 2009)

- Developed by the Higher Education Research Initiative (1996)
- Values based leadership model that is collaborative and focused on creating positive social change. The SCM sees all students as having a role in creating a better community, and sees everyone as a potential leader. The SCM views concrete experiences and service as being a critical part of leadership development.
- The model is values based. These values interact with each other in a fluid manner. The underlying factor of the model is "Change".



Individual Values	<ul style="list-style-type: none"> ● Consciousness of self attitudes. ● Congruence ● Commitment
Group Values	<ul style="list-style-type: none"> ● Collaboration ● Common Purpose ● Controversy with Civility
Community/Societal Values	<ul style="list-style-type: none"> ● Citizenship

Relational Leadership Model (Komives, Lucas, & McMahon, 2007)

- Created by Komives, Lucas, & McMahon (1998)
- Leadership is the process of people working together to accomplish positive change. The main components of this model are:
 - Process oriented: intentional around the groups actions and how they function
 - Ethical: socially responsible values guide behaviour
 - Empowering: increase capacity in others
 - Inclusive: embraces diverse opinions and points of view
 - Purposeful: driven by goals and common vision

Emotionally Intelligent Leadership - Shankman & Allen (2008)

- Created by Shankman & Allen (2008)
- Based in part on Goleman's emotional intelligence model
- Leadership has three areas of consciousness
 - Context: Understanding the environment (systems, processes, influencing factors, etc.) of your situation.
 - Others: Being aware of others and understanding relationships. Being empathetic, supporting, and nurturing others.
 - Self: Understanding your identities, priorities, values, strengths, beliefs.
- Twenty one capacities identified as part of this framework.

Consciousness of Context	Consciousness of Others	Consciousness of Self
-Environmental awareness -Group savvy	-Capitalizing on differences -Change agent -Citizenship -Coaching -Conflict management -Developing relationships -Empathy -Influence -Inspiration -Teamwork	-Achievement -Authenticity -Emotional self-control -Emotional self-perception -Flexibility -Healthy self-esteem -Honest self-understanding -Initiative -Optimism

Multi-Institutional Study for Leadership Study Recommendations

In "Developing Leadership Capacity in College Students: Findings from a National Study", Dugan & Komives (2007) provide ten recommendations for leadership programs based on the results of the Multi-Institutional Study for Leadership. The framework for the MSL project was the Social Change Model of Leadership.

Recommendation	Potential implications for UAlberta leadership programming
1. Discuss socio-cultural issues everywhere.	Conversations and dialogues on a wide range of topics need to be facilitated in different areas. This could be woven into curricular programming as well across campus.

<p>2. Get students involved in at least one organization.</p>	<p>Expand and continue to develop student groups. Empower student groups to develop and flourish. Connect students who are not already involved with opportunities. Promote self-efficacy.</p>
<p>3. Get students to at least one leadership program.</p>	<p>Leadership can be learned and developed, there needs to be a variety of programming opportunities available in the short, medium and long term. Short term or one time opportunities such as the 2015 leadership conference that is being planned by the Emerging Leaders Program team can help to jumpstart students' involvement.</p>
<p>4. Diffuse leadership programs across the institution.</p>	<p>Develop and deliver leadership programs to where students are already involved. Focus on non-traditional forums such as study abroad, advising, other places of student contact. Promote an immersive experience.</p>
<p>5. Focus on members, not just positional leadership.</p>	<p>Encourage a broad perspective of leadership. This ties into the diverse types and opportunities of leadership development, and can be related to development of student groups and resources.</p>
<p>6. Discourage too much breadth in involvement.</p>	<p>Encourage students to not spread themselves out too thin, but to go deep with key opportunities.</p>
<p>7. Develop mentoring relationships.</p>	<p>Mentorship from staff, community members, peer mentors, involve faculty in co-curricular leadership programming.</p>
<p>8. Design distinct programs for specific groups.</p>	<p>Tailor leadership programming for different groups. Help the minority groups who may not view themselves as leaders.</p>
<p>9. Align students' self perceptions of leadership competence and</p>	<p>Support building self-efficacy and to provide opportunities for all students to increase their self-awareness.</p>

confidence.	
10. Build bridges with K-12 educators.	This is larger than the specific mandate of the University, but is something worth keeping in mind in case opportunities arise for these discussions to occur.

The Student Leadership Competencies (Seemiller, 2013)

- Seemiller created a list of competencies drawn from the Social Change Model of Leadership, the Five Exemplary Practices of Leadership, Emotionally Intelligent Leadership, Relational Leadership Models, and other leadership frameworks.
- This competencies list was cross-referenced by more than five hundred academic degree accreditation guidelines in the US.
- Seemiller’s final model has eight categories with sixty competencies in total (shown below). Each of the competencies has four dimensions:
 - Knowledge: “Do I understand this competency?”
 - Value: “Do I believe this is important?”
 - Ability: “Do I have the ability/skill to perform this competency?”
 - Behaviour: “Do I engage in this competency as appropriate?”
- Seemiller’s model can be used in multiple ways, and shows a lot of promise as a framework for the development of leadership programming at the University of Alberta. This competency framework can be used to:
 - Develop programs and curricula
 - Map programs against competencies
 - Assess and evaluate programs
 - Benchmark across programs

<i>Learning and Reasoning</i>		
Research	Reflection and Application	Systems Thinking
Analysis	Synthesis	Evaluation
Idea Generation	Problem Solving	Decision Making
Other Perspectives		
<i>Self-Awareness and Development</i>		
Self-Understanding	Personal Values	Personal Contributions

Scope of Competence	Receiving Feedback	Self-Development
<i>Interpersonal Interaction</i>		
Productive Relationships	Appropriate Interaction	Helping Others
Empathy	Mentoring	Motivation
Others' Contributions	Empowerment	Providing Feedback
Supervision	Collaboration	
<i>Group Dynamics</i>		
Organizational Behaviour	Power Dynamics	Group Development
Creating Change		
<i>Civic Responsibility</i>		
Diversity	Others' Circumstances	Inclusion
Social Justice	Social Responsibility	Service
<i>Communication</i>		
Verbal Communication	Nonverbal Communication	Listening
Writing	Facilitation	Conflict Negotiation
Advocating for a Point of View		
<i>Strategic Planning</i>		
Mission	Vision	Goals
Plan	Organization	
<i>Personal Behaviour</i>		
Initiative	Functioning Independently	Follow-through
Responsibility for Personal Behaviour	Ethics	Responding to Ambiguity
Responding to Change	Resiliency	Positive Attitude
Confidence	Excellence	References and Resources

University of Alberta Leadership Values

In January 2014, the Students' Union began discussing a vision of leadership and what principles we felt should underpin leadership programming on this campus. Reflecting a collaborative process and creating a space for open dialogue, several Dean of Students staff and Emerging Leaders Program Leads were also involved. Our hope is that this is the beginning of a conversation on campus about what leadership means to the University of Alberta.

The session began with a brief overview of how the concept and social construct of leadership has evolved over time, from the great man theories, to behaviourist approaches, to the modern day relational, socially responsible, and complexity perspectives of leadership. Background information was provided on prevalent leadership theories to create a common language and setting for the workshop participants.

These were the resulting clusters of values and principles identified by the group when the group was asked to complete the sentence "Leadership is...."

<i>Inclusive</i>	There is leadership potential in all members of our community and it should be fostered in multiple ways to reduce barriers. Leadership is not limited to positional leaders.
<i>Lifelong & ongoing</i>	Leadership development is an ongoing process, and needs to be adjusted to where the student is at developmentally.
<i>Contextual</i>	Leaders are aware of the environment that they exist in and can think critically about the systems.
<i>Self reflective</i>	Leadership is taking the time and steps to think about oneself to enhance self-awareness.
<i>Self Awareness</i>	A key component of leadership is understanding one's own values, beliefs, and preferences.
<i>Congruence:</i>	Leadership is aligning actions with espoused values and beliefs.
<i>Self efficacy</i>	Leadership is building confidence and ability in a student to take action.
<i>Responsible and active citizenship</i>	It is a privilege to be part of a community, and leadership is to take ownership and responsibility for one's community.
<i>Ethical</i>	A leader fosters commitment to acting in a manner that is

	consistent with the values of our community.
<i>Social change</i>	Leadership is a commitment to being critical of existing structures and strive to increase equity for all. Another way to think of this is that leaders need to leave things better than how they found them.
<i>Collaborative</i>	Actively seeking out participation from others, valuing the diversity of opinions and approaches as a strength.
<i>Complexity lens</i>	Leadership development is multifaceted and needs a variety of approaches to address the variety of needs.

It is important that any leadership programming at the University of Alberta be based in principles, and engage with research on the multifaceted nature of leadership. The concept of student leadership does not need to be grounded in notions of elitism, income-earning power, or self-selection. While the above models, definitions, and values around leadership are designed to be comprehensive, **the Students' Union contends that any programming or investments in student leadership connect clearly to values and theories behind underlying leadership.** We will touch on these principles and theories at the end of our report in the recommendations section.

Student Leadership Programming

Creating and Advancing Leadership Education Programs in Higher Education Institutions

As sites of knowledge production, higher education institutes are dynamic organizations constantly creating new knowledge for dissemination. Leadership development education is a relatively new professional field of education and the growing number of universities across North America that are offering leadership education (whether independently or as embedded in existing curricular offerings) is indicative of the demand for such education (and the skills it equips students with) among students. More importantly, there is a growing demand for leadership skills to facilitate larger and more progressive positive social change especially in face of the many daunting political, economic, social and environmental challenges globally.

To this end, a growing amount of research has explored the ways that institutions can build a successful leadership education program. Arminio (2011) observes that “most successful leadership programs have a strong connection to the school’s mission” (p. 138) suggesting the need for an institution-wide introspection on how does the institutional mission (especially institutional needs highlighted in strategic planning and assessment process) contribute and complement a shared understanding and common language required for creation of leadership education. Drawing upon Kuh and Hall’s (as cited in Strange & Banning, 2001, p.100) work on leadership program design, Arminio explains that:

“If there are already traditions, values, and assumptions that support leadership education, such as a high degree of student participation in institutional governance, establishing a leadership education program can be viewed as an extension of those traditions, values, and assumptions. However, if this is not the case, initiators of new programs need to consider whether the institution is open to innovations” (2011, p.140).

Furthermore, Bucco and Busch (1996) point out that leadership development education program should account for characteristics of student body in designing programs and especially building upon the existing and unique strengths of the institution and its culture. At the same time, it is important to build consensus among members of the wider institution about the need for a change especially since leadership development education seldom functions in isolation and the success of such education is contingent upon institutional change – whether it be dynamic changes in attitude and behavior, or smaller changes in operations, logistics and administration. Creating a successful leadership education program at higher education institutions must involve faculty from the very beginning and a committed group of individuals in the form of a steering committee. Research shows that “exemplary leadership education programs were supported across

institutions" (Arminio, 2011, p.146) and that "support of respected faculty brings credibility and integrity to the program". To this end, "Kotter (1996) suggested that members of coalitions of change be chosen with these assets in mind as well as a diversity of expertise, work experience, and identity" (Arminio, 2011, p.146). Creating a vision for leadership education program should be an early task of the steering committee along with undertaking an evaluative and diagnostic process, called *Leadership Audit*, which "allows program planners to take appropriate steps to ensure success" (Boatman, 1999, p.326). Finally, reflection and consideration on removing traditional (socio-economic, demographic and so forth) and unconventional barriers (related to perceptions of who may or may not be a prospective leader, existing leader vs. emerging leader) for prospective participants should be a critical priority. Arminio also cautions about avoiding pitfalls that may emerge from traditional and dominant conceptualizations of leadership. He explains:

"Unfortunately, many educators may feel qualified to implement a leadership education program simply because they have served in a leadership capacity, regardless of the quality of leadership practice and pedagogical skills. Kotter (1996) cautioned about not thinking 'through carefully enough what new behavior, skills, and attitudes will be needed when major changes are initiated (p.108)." (Arminio,2011,150)

Institutional Barriers to Accessing Leadership Opportunities at University of Alberta

To understand the vision of student leadership on University of Alberta campus, particularly existing efforts that contribute to student leadership development and the barriers and challenges faced by current programs and initiatives, the Students' Union undertook some brief research. This constituted speaking with individuals that lead and / or guide existing programs and initiatives that potentially contribute to student leadership, such as the Community Service Learning (CSL), the Undergraduate Research Initiative (URI), Education Abroad and the Emerging Leaders Program (ELP). They were asked three specific questions: 1) How does _____ (i.e. the initiative / program) equip students with leadership competencies? 2) What are the current barriers and challenges _____ (the initiative / program) in expanding and making leadership opportunities accessible to a wider groups of interested undergraduate students? 3) What challenges and barriers do interested undergraduate students have to overcome in order to access programs offered by _____ (the initiative /program)? To contextualize and complement the information gathered, a brief review of literature on challenges post-secondary students face in accessing student leadership development opportunities was also conducted.

Difficulties in sustainability and growth: The most critical challenge for co-

curricular programs and initiatives such as Education Abroad (EA), Undergraduate Research Initiative (URI) and Community Service Learning (CSL) at university campuses, including the University of Alberta, is to secure sustainable sources of funding that allow for uncompromised functioning of existing programs as well as planning for growth and future expansion. On one hand, the increasing demand for such services is directly indicative of the benefits students obtain from participating in such opportunities, and how these experiences relate to their ability to identify and acquire suitable employment opportunities. On the other hand, post-secondary institutions in general face an increasing tumultuous financial situation where providing predictable models of funding for traditional academic units, let alone co-curricular initiatives, poses new challenges for university administrators. The lack of adequate resources, particularly financial resources, has a direct impact on students' ability to access opportunities provided by EA, URI and CSL programs and the challenges may manifest in multiple ways.

Lack of Awareness of Opportunities: Lack of awareness of available experiential learning programs, particularly those situated outside traditional academic units and faculties, and how may such programs aid students' personal and professional growth is a significant challenge that must be overcome to ensure that a wider group of undergraduates are aware of experiential learning options available to them. For example, in a recent survey conducted by the URI, 71% students moderately or strongly agreed that they believe there are research opportunities for students. However, only 67% of these students moderately or strongly agreed that there were research opportunities available to them. In addition, only 37% of these students moderately or strongly agreed that they knew the steps to take to get involved in research.

It requires dedicated staff who can engage in innovative design and delivery of outreach and awareness generating programs, liaising with students and faculty advisors to respond to their queries and concerns about how available programs can fit with students' academic needs, researching and identifying potential partners within and outside the university to satisfy student demands as so forth. At present the URI and CSL programs are served by relatively small support team and led by academic staff whose time is divided between their teaching, research as well as administrative responsibilities. Lack of adequate support staff also creates challenges in developing formal ties with other units on campus that can facilitate the services provided by pertinent programs. For example, it is essential for the URI initiative to be able to form formal ties with units such as CSL, UAI, CTL, libraries, students clubs and programs that exist within Faculties for mentored undergraduate research as well as for identifying new sources of partnership, undergraduate research partnership and so forth. However, with limited staff, ability to invest staff time in activities beyond ongoing and administrative responsibilities is a continuous challenge.

Lack of diversity of opportunities: It is increasingly evident that undergraduates

have a wide variety of academic programs to choose from at a large research intensive university, such as the University of Alberta, and the demand for experiential opportunities, whether in form of exposure to research, service learning, internships or study abroad programs, across a wider spectrum of experiences is growing. For example, there is a growing demand among prospective applicants of study abroad programs to seek internship experiences, which provide the benefit of globally competitive training and mentorship essential to survive a rapidly changing and globalizing workplace. However, there are challenges (both in terms of availability, accessibility and fit with academic programs) in ensuring adequate institutional and / or academy-organization partnerships are available which fit student demand for ideal geographic demand, length of duration, timing of such internships (to complement demands of the academic year), as well as cost implications.

Similarly, for CSL programs, opportunities are not equally available across faculties; more attention to building CSL into programs would help to address this problem but building CSL component into programs is time sensitive and requires additional commitment from the instructors' ends (and support from CSL staff). Some institutions, such as UBC, have dedicated CSL coordinators to liaise with the central CSL office. Furthermore, for academic programs offered by EA, there is a greater demand for programs that allow for direct and equivalent credit transfer such that students participating in study abroad programs can maximize on their experience while ensuring that their participation in such programs do not conflict with and /or delay timely completion of their degree.

Lack of adequate faculty involvement: As the demand for co-curricular engagement and experiential learning opportunities continue to grow among undergraduate students, ensuring that academic instructors are deeply engaged in providing such efforts will be key to offering meaningful learning opportunities for students.

Faculty members have an important role to play in connecting students to the right opportunities and this can take many forms, including but not limited to as providers of research mentorship, as academic advisors, as instructors who integrate experiential learning opportunities in their course curricular, and as mentors outside the typical student-instructor relationship who students look up and generally rely on for guidance. The growing class size is an obvious challenge for instructors and students to form a close professional relationship that is often the launch pad for further mentorship; this is especially true for students who may not fit the stereotypical definitions of a leader and hence may not be able to present themselves as prospective candidates with potential leadership qualities. For example, for students to grow an interest and participate in undergraduate research, they need to learn the skills and behaviors of the discipline and learn how to apply them to solve problems and contribute to society. However, large lecture classes do not facilitate such a learning opportunity.

Similarly, CSL opportunities may not be equally accessible across all faculties. For example, while the University of Alberta offers the Certificate in Community Engagement and Service Learning (an embedded undergraduate certificate), undergraduate students often cannot find the requisite courses to fulfill the requirements of receiving such a certificate. In other words, CSL is not built into enough programs to provide equal access for students to have their experience acknowledged.

At the same time, it is true that academic staff at most universities are already stretched thin given the demands of teaching, research and professional service thus indicating the need to create resources that can either free up their time or provide them with the support required to allow them additional time better integrating experiential learning opportunities in course curricular. It is also worth considering how may the Centre for Teaching and Learning draw upon expertise and resource to provide support to academic staff in curricular design and pedagogical explorations that support experiential learning opportunities for students.

Individual Barriers to Accessing Leadership at University of Alberta

Socio-economic Barriers: The lives of post-secondary students today is fundamentally distinct than those who gained a university degree two decades or more ago. On one hand, a post-secondary degree is a necessary investment to establish a long-term career and securing upward socio-economic mobility; on the other hand the constantly growing cost of post-secondary education requires many students, particularly those from low-income households, to often hold employment while enrolled in school, reducing the time and opportunity to undertake voluntary unpaid co-curricular activities. Some may try to enroll in higher number of courses in any given academic year in an effort to reduce the completion time of a degree, which also affects their ability to commit to non-academic experiential opportunities. The difficult task of having to balance family, employment and academic commitments can also create barriers for commuting and mature students who may be unable to commit extensive time on-campus and to co-curricular activities (Robinson, 2010; Enser, 2006).

Demographic Barriers: It is widely acknowledged and supported by research that students from traditionally underrepresented and minority groups, such as racial, ethnic, religious and sexual minorities, first-generation students, aboriginal students and women have distinct post-secondary education experiences, both in terms of the quality of experience and the opportunities presented / available to them for curricular, co-curricular, and extracurricular activities. For example, Arminio (2011) observes that students from minority racial groups “may be less like to become involved in leadership education programs, as they do not see themselves

as leaders" (p.141).

Demographic barriers, when compounded with socio-economic barriers, can pose greater challenges for post-secondary students to access leadership opportunities. In addition, individuals from under-represented groups, as a result of their distinct social identity, may have their own distinct learning needs, working and management styles and hence leadership styles. This may affect the way they go about accessing leadership development opportunities, as well as the types of opportunities that appeal to them. If the diversity represented in the society around us is beneficial to a progressive society and hence, should be nurtured further, it is worth considering if and how alternative perspectives on leadership may be inculcated among students from dominant and under-represented groups.

Accessibility Barriers: It is common knowledge that students with disabilities, be it learning, cognitive, or physical disabilities, often face barriers in how they access and avail experiential learning opportunities on and off university campuses. Hence, a truly inclusive curriculum of student leadership development that is embedded in the social change model, attention must be paid to integrating (including allocating additional resources and support) disabled students in diverse student leadership development opportunities at the University of Alberta.

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Recommendations

The Students' Union believes that in order to build a world-class leadership education program, the University of Alberta should focus equally on existing programs as well as creation of new programs. The accomplishments of University of Alberta students, faculty and staff in teaching, learning, research and service are unparalleled proving a strong foundation for the high quality of existing curricular and co-curricular leadership education programs. At the same time, as an institution committed to the vision of top 20 by 2020, it is important as an academy to reflect on ways existing opportunities can be expanded to a wider number of community members as well as foster the institution's spirit of excellence in research and innovation to create new and novel methods of leadership educations. Hence, the recommendations offered below have been organized in two sections. The first section presents ways that current program offering can be improved while the second section captures thoughts on guiding principles and future steps that can be taken into account in designing new leadership education programs.

Recommendations for Current Programs:

1. Provide **permanent and sustainable funding to existing leadership education programs** such as Community Service Learning, Education Abroad, eHUB, the Undergraduate Research Initiative, and the Emerging Leaders Program, all of which are strong University of Alberta programs that provide opportunities to learn about leadership.
2. Create an endowed fund to **support faculty-based curriculum development** so that students can learn about leadership in their academic program. Funds should also support the Centre for Teaching and Learning to hire personnel and develop resources and services for instructors who choose to integrate leadership pedagogy into their courses. While we acknowledge that leadership is interdisciplinary in nature, we believe that an academic approach to teaching leadership is essential to a research-intensive University and that instructors will continue to push disciplinary boundaries in their teaching.
3. **Fund staff positions in each Faculty** that support the bridge between curricular and co-curricular leadership learning experiences, and to support instructors and administrators integrate leadership learning opportunities in traditional curricular programs. The SU acknowledges the essential role non-academic staff play in supporting student leadership development, and posit that dedicated staff housed in Faculties could better link students with the thousands of existing co-curricular leadership education options and match interested students with pertinent experiential learning programs across the University.

4. Continue to **develop existing residential leadership education programs** such as International House, Basecamp transition, Lister cohort floors, and student governance positions to allow a wider group of students an immersive residential leadership education experience.
5. Capitalize on the existing strength and diversity of extra-curricular opportunities at the University of Alberta through the **400 student organizations and clubs**. Enhanced support, training, and mentorship for the 1000 student executives at the University will reach individuals in natural leadership positions in faculty student groups, fraternities and sororities, charity and fundraising groups, social justice groups, or political organizations.
6. Plan and provide resources to support an **annual institution wide leadership conference** which showcases and rewards exemplary formal and informal leadership abilities exercised by students and staff and also explores tensions and opportunities between academic, theoretical and practical aspects of leadership education and training from various perspectives.

Guiding Principles for Transforming the University of Alberta into a Leadership College:

1. Begin a **collaborative process to build a shared vision of leadership** at the University of Alberta and develop a common language to characterize the values that should shape leadership education in the academy. The process of developing a leadership college should be consultative, visionary, and bridge barriers between students, staff, administrator, donors, program planners, and the wider community. Governance of the development and ongoing operation of a Leadership College should **reflect the parliamentary principles of Peter Lougheed**.
2. Connect current and former students to allow for natural mentorship opportunities from alumni that help students receive real-life learning and practical exposure. In addition, **support faculty and advancement-led entrepreneurship programming** so that University of Alberta students leave with a competitive edge.
3. Be inclusive in creation of leadership education programs and ensure that **program design reflects the linguistic and cultural diversity of all five University of Alberta campuses** and programs are equally available and accessible across all five campuses.
4. **Recognize the untapped potential of graduate students** for providing mentorship to undergraduate students and develop leadership programs that empower both the mentor and the mentee.
5. Ensure that curricular and co-curricular programs **foster the attributes and competencies** needed to work as a twenty-first century leader and integrate them in

undergraduate teaching to instill leadership values and skills in *all* undergraduate students. Reward student engagement in these activities and verify their efforts through greater institutional support of a **co-curricular transcript**.

6. Recognize that mentorship and close connections with the academy and community are essential to fostering student leadership development. The University of Alberta should explore cohort learning models, analyze class size, or consider including **small seminar-style classes** early in a student's program.
7. Ensure that every University of Alberta student has the opportunity, if they desire, to learn about leadership. This includes actively addressing barriers to non-traditional leaders and underrepresented groups such as women, international students, aboriginal students, commuter students, mature students, or LGBT students. A **Diversity and Equity office** with a mandate to support diverse student groups access leadership opportunities could lead this attempt, along with the advice of a broadly representative task force to **consider how non-traditional students can be exposed to leadership opportunities** and extra-curricular endeavors.
8. Find ways to **reduce barriers to interdisciplinary studies** since real and practical leadership opportunities must build on skills and knowledge available within and beyond traditional disciplinary boundaries.
9. Recognize the financial challenges students face in balancing curricular and extra-curricular learning and the opportunity cost of undertaking unpaid and volunteer engagements and create **need-based bursaries** to support them.
10. Review institutional barriers, such as challenges arising from **credit-transfer or program inflexibility** that prevent the students' non-academic activities from being acknowledged by the University, and may hinder their academic performance.
11. Consider developing a **university wide teaching strategy** that outlines a vision for inculcating leadership values among students in the design and delivery of academic instruction to reflect the institution's aspirations to become a world-class leadership institution.

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Appendix A

Students' Union Leadership Programming

The Students' Union integrates leadership programming throughout its governance and service units.

Discover Governance

Being involved in governance provides a fantastic opportunity for students to not only develop their leadership skills, but play a role in defining the University experience for themselves and future generations of students. Discover Governance (DG) is the Students' Union's governance unit, charged with providing impartial advice and information to students in University governance and in student government. DG also provides administrative services to student governance bodies, promotes governance involvement opportunities, and provides training and leadership/professional development services to student representatives throughout the University community.

Advocacy

The Students' Union maintains a Research and Political Affairs (RPA) unit that provides research and political strategy support for policy initiatives and advocacy efforts. As part of its work, RPA provides training to student leaders on topics such as University governance structures, media relations, and communications. RPA also supports senior student leaders by preparing briefings on all major issues and maintaining a documentary history for those issues. RPA ensures that student leaders are as well-prepared as possible to fulfill their representative and leadership functions.

The Students' Union is also an active participant in provincial and national student lobby organizations. These organizations provide extensive lobby training, and provide student leaders with unique opportunities to develop their skills through 'lobby weeks', in which student representative meets with more than 140 parliamentarians.

In-house programming

The Students' Union operates a wide range of student services, which employ a mix of permanent staff and student managers, over 100 term and casual staff, and approximately 1000 volunteers. Over the last ten years, an extensive in-house development program has evolved, to help both paid and volunteer staff fulfill their roles and develop their leadership skills.

From service directors to orientation leaders to peer advisors, the Students' Union has tremendous number of staff who join us for one or a few years and then move

on, with new students moving in to fill the gap left behind. This requires managing a continuous renewal process; the SU has found that leadership-focused training and development programs provide the best result, both for the volunteer/staff member and for clients.

Our **student services unit** is led by staff with a leadership-development orientation and training; as such, student staff may receive, in addition to job-specific training, extensive leadership-orientation development programs. Topics covered can include conflict resolution, train-the-trainer, planning, interpersonal communications, task management, self-awareness and personal values exploration, team building, and fostering strong relationships.

Student Group Services provides a range of professional development opportunities to student group leaders. Individual consultation and advice is provided as required to student groups. SGS also hosts Leadership and Transition Summits for student group executives and provides additional professional development sessions, as needed. Typical topics include goal-setting, communication skills, event and risk management, and best practices. Recent speakers include Ray Muzyka, Paula Simons, and Josh Classen.

Students involved in governance are also provided a range of development services and training. **Discover Governance** runs an annual 'GovCamp' for student councilors and faculty associations, which covers a range of topics, such as fiduciary responsibility, how to chair a meeting, strategic planning and goal development, policy development, diversity training and conflict management, history of the Students' Union, mock meetings, social media and outreach, events and risk management, bylaw and policy development, and transition. Advocacy and media training are also provided (separately) by the Research and Political Affairs department.

In 2014, DG is expanding training and development services to include GFC representatives and is adding election-school programming for potential candidates.

Students' Union executives receive extensive professional development to support their heavy leadership responsibilities. Beginning with a week-long transition retreat, the executives receive daily, ongoing support, training, advice, and mentorship from the Students' Union's senior management team and the Research and Political Affairs department.

SU executives are provided with a values-based, personalized leadership support program incorporating elements such as strategic planning, goal-setting, media relations, governance training, communications training, conflict management, policy creation, governance theory and practice, personal and political analysis.

Collaborative programming

The Students' Union works with the Office of the Dean of Students and Residence Services on the **Emerging Leaders Program**, a leadership development program based on the social change model of leadership. Now in its third year, ELP enrolled 58 students in 2013 with minimal promotion. Many ELP alumni subsequently move through other campus leadership positions, such as with the Students' Union, residence and faculty associations, and in student services.

ELP programming focuses on self-awareness, working with others, communication skills, and awareness of the contexts within which leadership and change happen.

Project Development

The Students' Union is experimenting with a new model for leadership development. Over the last two years, the Students' Union has supported (with financial, infrastructure, and administrative support, in addition to mentorship) a number of student-driven initiatives. These include the Sustainable Food Initiative, the Gender-Based Violence Prevention Project, and a proposed Gender and Sexual Identity Diversity Centre.

This new model envisions providing students with a passion the support and resources they need to make their vision a sustainable reality. The Students' Union provides seed funding, staff support, access to professional development opportunities, space, and administrative support for a limited period of time, after which the projects must either stand on their own or be wound down. For those that evolve into a sustainable enterprise, the SU continues to provide leadership development, transition support, and mentorship where required and requested.