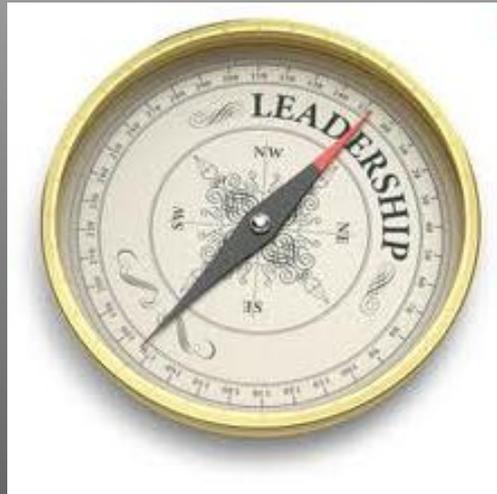


Calibrating the Leadership Compass

A Model that Inspires and Transforms



Jon C. Dalton Institute on College Student Values

Letting Your Life Speak:

Cultivating Benevolent Purpose in College Students

February 3-5, 2011

Florida State University, Tallahassee, FL



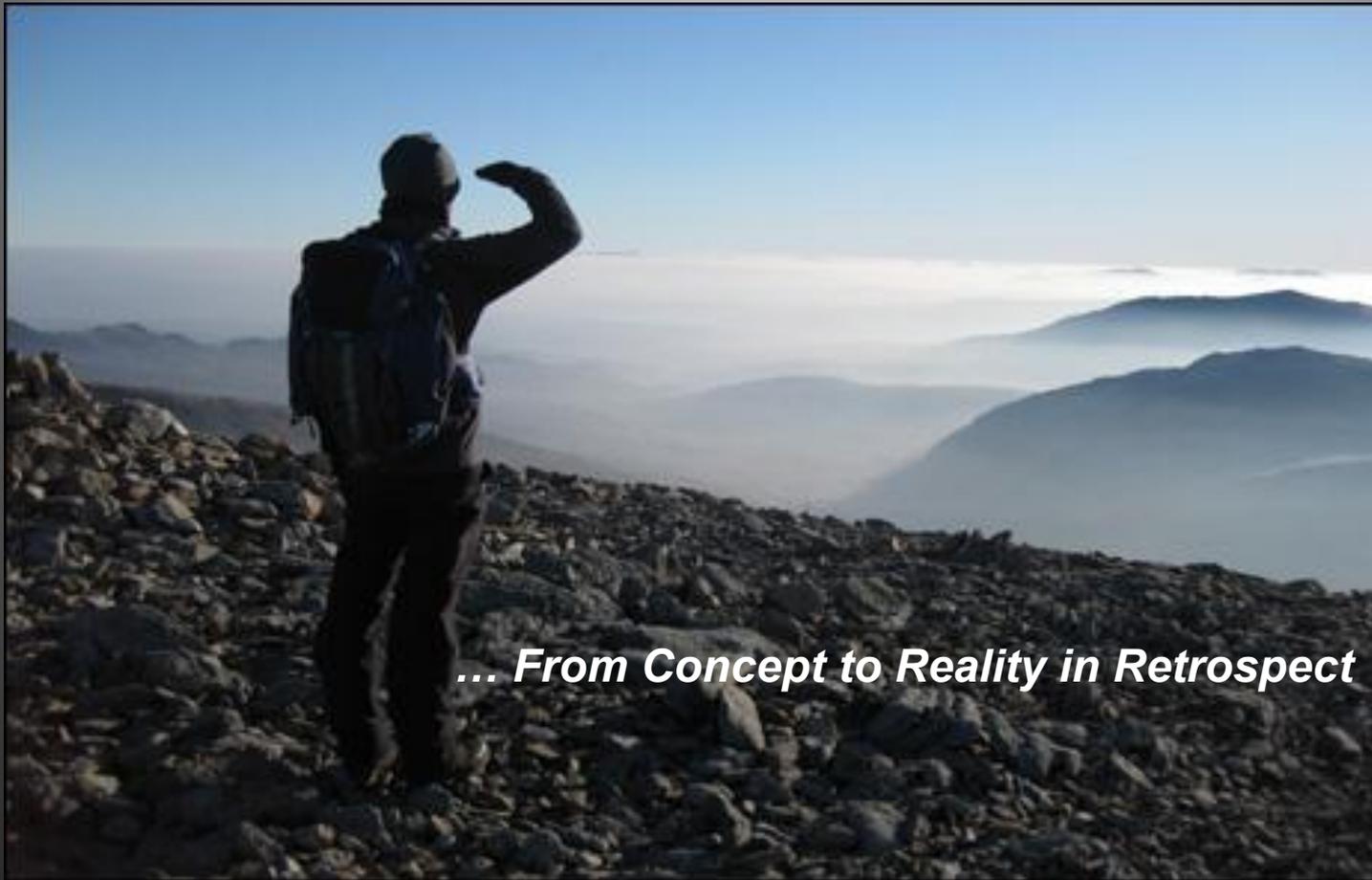


Institute for Values, Community, and Leadership



**Ms. Chanel Stoval, Student
Senior & Candidate for UNF Leadership Certificate**

A View from the Top ...



... From Concept to Reality in Retrospect



Dr. Mauricio Gonzalez, VP for Student and International Affairs, Univ of North Florida

SKY
WRITING



Looking Back ...



3 Elements of the Trajectory



Our Story began with focus on Student Leadership Development (2000-2005)



- Early Influence by Univ. of Cincinnati/Proctor Gamble
- *Student Affairs* convenes retreat with Deans and Faculty around theme of Student Leadership Development; (2001)
- 1st Faculty Champion: Dr. Terry Bowen, Chair, Dept of Political Science and Public Administration (*College of Arts and Sciences*);
- *Student Affairs* develops non-credit *Leadership Course* beginning Fall 2002;
- 2nd Faculty Champion: Dr. Joyce Jones, Department of Leadership and Counseling, (*College of Education and Human Services*);
- Launching Credit Course *Introduction to Leadership* in Fall 2005;



Values Surface as Paramount

(2005-2008)

- Board of Trustee member champions VALUES and aligns with Division of Student Affairs, asking: ***What core values inform the vision, mission and goals of the University?***
- 2006 Planning Retreat Focuses on Values
- Endorsed by Academic Affairs & Strategic Planning in preparation for *Southern Association of Colleges and Schools (SACS)*
- 6 Core Values Adopted by Board of Trustees in 2008





Our Core Values:

The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities, and societies.

- *The pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom;*
- *Ethical conduct;*
- *Community engagement;*
- *Diversity;*
- *Responsibility to the natural environment;*
- *Mutual respect and civility;*



Leadership Concept Not Yet Reality Uncertain steps along the way

Exploring ...

- An emerging **Co-curricular Transcript**
- Leadership Development **Learning Outcomes**
- Draft of a student a **Learning Contract**
- Early notions of a **Leadership Institute** evolve

SACS and Re-Accreditation Surface the 3rd Piece:

COMMUNITY

- **Parallel visit with consultant:** *Leadership without the values strand cannot dispose our students to give to their community and engage as world citizens;* (Amy Driscoll, Carnegie Foundation for the Advancement of Teaching)
- **Opportunity for Self Reflection in Student Affairs, in tandem with Academic Affairs;**
- **Leadership and Values were affirmed as pivotal;**
- **QEP (Quality Enhancement Project):**
Community Based Transformational Learning;

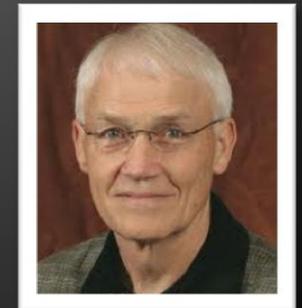




“Our shared values speak to core principles that define the foundation of who we are and all that we do.

Whether we are student, faculty, staff or administrator, we are a community precisely because we come together around these values.”

UNF President John Delaney quoting the *Task Force on Values Integration*, and announcing a follow-up workshop by Dr. Jon Dalton; (9/22/10)



Jumpstarting the Conversation on Our Values



What we Say and
What we Do ...



Dr. John W. Frank, Chair
UNF Values Integration Task Force

Purposes of the Task Force

- To identify how the 6 values are practiced, or *operationalized* across the organizational culture;
- To identify *best value practices* at UNF;
- To articulate *developing meaning* of the “ six ”;
- To *understand how and why* the values may or may not be effectively integrated;
- To make *recommendations for action steps* that can further values integration;



Values Integration ??

The focus is not so much on “infusion” or “inculcation,” nor even “values education” or simply promoting the values, ... *But rather ...*

- A collaborative and developmental process that aims to build **wholeness**, unity and community around a common identity;
- An effort to frame **meaning** around the 6 values;
- **Assessment** of what we are doing that resonates those values (or contradicts them);
- Developing **strategies for change** with outcomes that might better demonstrate our values;
- **Considering how our core values might help cultivate benevolent purpose in our students;**



Some key ideas:



- Values Education and Higher Education
- Values and Transformational Learning
- Distinguishing Organizational Values from Individual Values



Some Recommendations

- Create venues for “values talk”
- Encourage Value-laden Discourse In the Classroom
- Incorporate Values in the Gen Ed Program
- Emphasize Values in New Student Orientations
- Model the Values in one’s Personal Life
- Celebrate those who model the Values



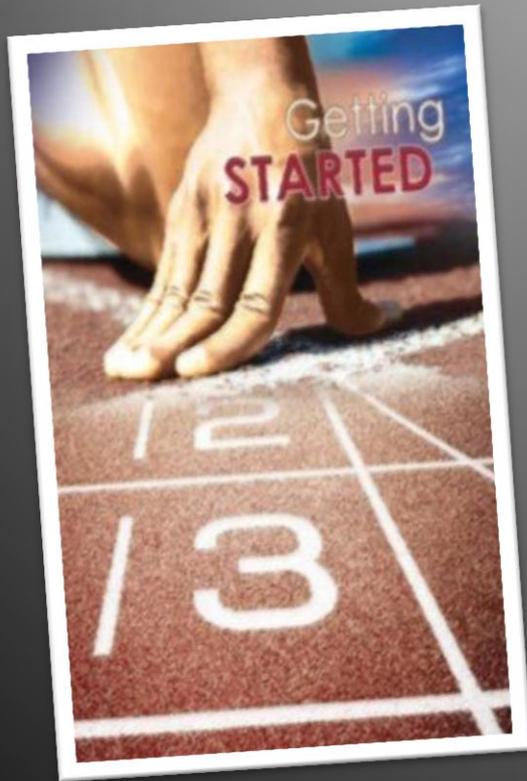
Cultivating Benevolent Purpose, but to what end?

A Bold Proposition

*Students want universities to
help them do that ...*



Recruiting the Early Adopters



A View from the Bottom ...



... Building the Program and Organizational Infrastructure



**Dr. Annabel Brooks, Director
Institute for Values, Community & Leadership**



The Vision Takes Shape

The Institute harnessed the energy from several crystallizing moments in the university's trajectory.



We see the formal launching of the Institute in 2010 as a turning point in our ongoing efforts to advance values-based education.



Institute for Values, Community, and Leadership

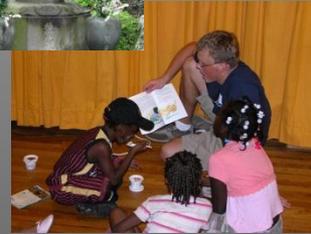
Why would studying Leadership be important to me?

The Leadership Certificate is the tangible evidence of leadership that Fortune 500 companies and graduate schools seek.



Why is this learning different?

"To grow effective transformational leaders for the future, learning needs to be conceptualized and approached in a new light," according to John Seely Brown (2008). "We require students to own their learning processes and leadership styles and pursue learning based on their needs and their creative impulse of the moment in the context of social and global communities of practice."



Want to distinguish yourself from other UNF graduates?

This notable leadership dimension makes you more competitive in careers, graduate programs and professional programs.

Tangible Evidence of Leadership

Attendance at the Leadership Summit
Experiential Learning Transcript
Leadership Certificate

"When the best leader's work is done the people say
'We did it ourselves.'" -Lao-Tzu

How does this work?

Most students can complete the Leadership Certificate without additional coursework by wisely choosing credit bearing Leadership-related courses. Obtaining the Leadership Certificate involves three courses that can count as academic credit and two experience-based activities.



Involvement in UNF activities builds skills that lead to greater status as a student leader on campus, increased employability through practical experience, and enhanced confidence.

Networking/Making new friends is a huge part of the college experience.

UNF UNIVERSITY of NORTH FLORIDA.



Mission Statement

To develop and promote global ethical leadership and character among our students and the UNF community through education, service, civic engagement and research.



Institute for Values, Community and Leadership

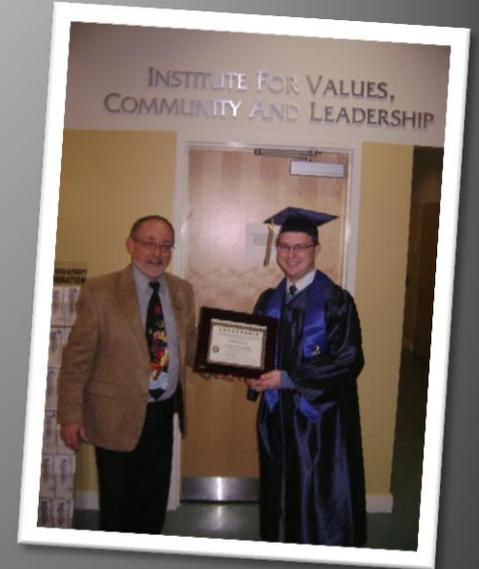
The Key Programmatic Elements

The IVCL facilitates the education and development of students on how to become effective, ethical and value-based leaders with a commitment to excellence, accountability, and responsibility to the real world of the workplace and civic/community engagement. Several programs are now operational that demonstrate this:

- **The Leadership Certificate Program**
- **Experiential Learning Transcript (ELT)**
- **Annual Student Leadership Summit**
- **Inter Group Dialogue Program**

The Leadership Certificate Program

- Fortune 500 companies and graduate schools underscore the importance of graduates who have credentials that certify their knowledge and practice of leadership.
- The UNF Leadership Certificate is comprised of a series of attainable steps consisting of course work, co-curricular learning experiences on campus and in the community, and a final capstone presentation.
- The student's learning experiences are documented with leadership development outcomes on the co-curricular transcript (*Experiential Learning Transcript*) that provides graduates an official record of advanced achievement at UNF.



Experiential Learning Transcript (ELT)

- At the heart of the IVCL is the *Experiential Learning Transcript*, an important symbol representing the University's commitment to *Community-Based Transformational Learning* grounded in the integration of leadership, values, and community engagement.
- The ELT is a tangible record of the student's dedicated commitment to the intentional study and practice of leadership. It complements the academic transcript, providing the "edge" that sets graduates apart.
- The ELT is an important document for students as they pursue career goals, seek admission to graduate school or engage the job market.
- The ELT provides evidence of "real world" learning and serves to strengthen applications for scholarships, leadership and service awards.

The screenshot shows a web browser window with the SUNGARD UNIFIED DIGITAL CAMPUS interface. The page title is "Enter NEW Activity and Initial Learning Experience for that Activity". The form includes fields for "Student ID" (N0053001) and "Name" (No Mu-well). Below these are "Learning Experience" details, including "Event/Organization" (CIT March on Jacksonville) and "Experiential Description" (A weekly describe the activity/event (max 60 characters)). At the bottom, there is a "Validator Contact Information" section with fields for "Name", "Phone", and "Email".



- The Annual Student Summit each Fall is a day filled with high impact leadership activities/opportunities free for all registered UNF students.
- The Annual Student Leadership Summit promotes interest/awareness and gives entry points/credit toward the Leadership Certificate.



Intergroup Dialogue Program

Intergroup Dialogue program is designed to help students, faculty and staff build the skills and knowledge needed to take part in and lead multicultural group interactions.



Intergroup Dialogue brings together individuals from two or more social identity groups in a facilitated co-learning environment utilizing dialogue as a method of communication . There are two threads for Intergroup Dialogue involvement at UNF:

- **For Students** – Intergroup Dialogue is a course open to all undergraduates for elective credit. This course also satisfies selected requirements for the Leadership Certificate and Leadership Minor.
- **For Faculty/Staff:** Occasional workshops are offered to faculty and staff to promote dialogic learning in the classroom and other settings;

Building collaborative relationships on campus and in the Community



- Partnership with *College of Education and Human Services*;
- Elective Leadership Courses and Memorandum of Understanding with all five colleges;
- Building the bond between Student Affairs and Academic Affairs by building Faculty Relationships;
- Partnership with Honors Program;
- Community Scholars Program with Center for Community-Based Learning;
- Ventures Studies Program(College of Arts & Sciences)

Community Affairs Advisory Council Leadership Committee



Did you know?

The Institute for Values, Community and Leadership at the University of North Florida is a new initiative emphasizing values and leadership by encouraging and rewarding civic and community engagement.

In today's highly competitive market, it is more important than ever for job seekers to set themselves apart with advanced leadership skills and demonstrated community involvement practices.

We offer students:

- Leadership courses
- The Annual Student Leadership Summit
- The Experiential Learning Transcript
- The Intergroup Dialogue Program
- The Leadership Certificate Program
- A Leadership minor in partnership with the College of Education and Human Services

These experiences and opportunities give our future leaders a distinct advantage in our challenging and knowledge-based global economy.

Ethical leadership is our commitment to the future.

www.unf.edu (904) 620-4868





**Addition to College of Education to house the
UNF Institute for Values, Community & Leadership
Opening January, 2011**



Experiential Learning Transcript (ELT)

Enter NEW Activity and initial Learning Experience for that Activity - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://everest7.fastmail.usf.edu:6377/pls/nfpp/wkshwcc.p_add_experience

Getting Started http://www.captaind...

Enter NEW Activity and initial Learnin...

SUNGARD
SCT • HIGHER EDUCATION



UNIFIEDDIGITALCAMPUS

Financial Aid Personal Information **Student Services**

Search

[RETURN TO PREVIOUS](#) [SITE MAP](#) [HELP](#) [EXIT](#)

Enter NEW Activity and initial Learning Experience for that Activity

Select Term, then continue making selections until you are able to select the 'Submit' button. This will add the Learning Experience to your list. For additional information, select the 'Help' menu at the upper right hand corner of the screen.

Student ID: N00590301 Name: Nia Maxwell
Program: Major:

Learning Experience

The *Experiential Learning Transcript* is a hands-on tool that enables the student to document co-curricular learning experiences that occur outside the classroom. The process employs "reflective practice" as it stimulates the student to assess the significance of co-curricular curricular learning activities in terms of their impact on a range of leadership development outcome indicators. Learning activities cut across several domains including personal/family life, on-campus activities, and off-campus activities. Each activity can generate multiple "learning experiences," with each learning experience demonstrated by a particular outcome-indicator.

Term:

Learning Activity:

Event/Organization:

Experience Description:

Briefly describe the activity/event (max 60 characters).

Learning Outcomes

The Learning Outcome is the knowledge the student gleaned from the learning experience.

Learning Outcome: **G. CITIZENSHIP & COMMUNITY ENGAGEMENT**

- Articulates the interdependence of nations and peoples as well as the political, economic, ecological, and social concepts and values that affect lives across national boundaries;
 - Awareness of the interdependence of nations and peoples as well as the political, economic, ecological, and social concepts and values that affect lives across national boundaries;
- Demonstrates Social Responsibility
 - A commitment to the common good; an understanding of the impact that one's actions and attitudes have on one's responsibility to the community, the equality of all persons, and an obligation to promote the common good;
- Recognizes the effects of global issues
 - Recognizes that global issues has an impact, and that it is both possible and consequential;
- Demonstrates a Global Perspective
 - Recognizes the interdependency of nations and peoples as well as the political, economic, ecological, and social concepts and values that affect lives across national boundaries;
- Demonstrates Responsible Citizenship
 - Understands one's civic responsibility as a citizen-participant in democratic government and demonstrates that in actions and attitudes associated with democratic governance and social participation;
- Participates in Community Service
 - Participates in service/volunteer activities in the local, national and/or international community;
- Understands the role of government and the political process
 - Knowledgeable on how governments function and the challenge of coalition-building to impact change; engaged as participant in the political discourse shaping public policy;
- Respects the Natural Environment
 - Appreciates one's relationship with the Earth and recognizes the foundational principles of environmentally sustainability;

Reflection/Explanation: In the context of the particular outcome and indicator selected above, explain what you learned and how it may have changed you. (4,000 characters maximum)

Submit