

SLCE

Student Leadership and Civic Engagement

A new vision for UW

A proposal developed by the SLCE Vision Team

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“While our universities and colleges fulfill many functions and play many roles in American society, their fundamental purpose is to ensure that students are appropriately prepared for their evolving private, public, and professional responsibilities. This means they need to develop the requisite knowledge, skills, tools, and attitudes to become good citizens, good parents and spouses, good neighbors, and good employees...We believe that effective leadership is an essential ingredient of positive social change. No society can continue to evolve without it, no family or neighborhood holds together in its absence, and no institution prospers where it is unavailable.”

-W. K. Kellogg Foundation, 2000

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Introduction and background

In early Spring 2006, Vice President Sara Axelson met with members of the Associated Students of the University of Wyoming (ASUW) student senate upon passage of Senate Resolution #2130 regarding ASUW's suggestion to move forward on Action Items #43-47 in the Student Affairs support services plan. Shortly thereafter, Vice President Axelson developed and charged a broad committee of faculty, staff and students to develop a plan to enhance student leadership and civic engagement programs at the University of Wyoming (UW). The charge to the Student Leadership and Civic Engagement (SLCE) Vision Team included:

- Review current UW programs and services that support leadership development and civic engagement. Compile an inventory of all student leadership and civic engagement programs currently offered at UW;
- Research and investigate national best-practices for leadership development and civic engagement programs;
- Review other peer institution's leadership development and civic engagement programs.

After the Vision Team's initial review and research, the charge for this work group included:

1. Develop a collaborative vision statement that articulates the needs for addressing leadership and civic engagement programs at UW;
2. Develop specific recommendations on administrative oversight, the creation and implementation of new programs, and the staffing and funding support needed to foster an institutional transformation on leadership development and civic engagement;
3. Create a list of expectations regarding student learning outcomes that should be realized with this new model. These outcomes will be consistent with *The Book of Professional Standards for Higher Education* (Council for the Advancement of Standards in Higher Education, 2003);
4. Assist the university administration in defining a partnership with the University of Wyoming Foundation in the identification, cultivation, and solicitation of major gift prospects for student leadership programs.

Members of the SLCE Vision Team met four times during the Spring 2006 semester and three times in Fall 2006. The following report is the compilation of that work.

SLCE: A new vision for UW

Vision Statement -

SLCE Vision Team members see the potential to increase and improve our student leadership and civic engagement opportunities at UW. *Our vision is:*

- *To encourage every student at UW to participate in some type of leadership or civic engagement opportunity before they graduate.*
- *To foster a campus environment where students, academic affairs and student affairs embrace leadership and civic engagement collaboratively.*
- *To provide support for civic engagement and leadership research, teaching and learning that will be integrated across the curriculum.*
- *To assess the ongoing leadership and civic engagement programs and to evaluate contributions to the overall mission of the University of Wyoming.*

The University of Wyoming can be more intentional and effective in coordinating current leadership and civic engagement programs while also providing new resources to develop new programs that educate students as leaders and future citizens. UW is missing a centralized, coordinated institutional effort that brings forth the leadership and civic engagement potential in as many of our students as possible. A new formalized partnership between Student Affairs and Academic Affairs is critical for future success. The work of the SLCE Vision Team has already helped to facilitate new relationships and a collaborative spirit between various offices in Student Affairs and the faculty members on this committee. This type of collaboration is critical to creating a culture at UW that fosters civic engagement and leadership experiences for more of our students.

Recommendations –

SLCE members have identified important next steps to advance our campus culture for civic engagement and leadership development. These recommendations include:

- ◆ *Strategic Plan* – it is critical to develop a long-term plan for student leadership and civic engagement programs and curriculum at UW. This plan should be written by the current staff overseeing student leadership and civic engagement programs and should be vetted and approved by the new SLCE oversight committee (see below). The strategic plan should identify new initiatives that will be integrated into the Academic Plan, develop an assessment plan for these programs, and should include a one, three and five-year program implementation process.
- ◆ *Institutionalizing existing programs* – current leadership and civic engagement programs (women’s leadership, MSLI, FYI!, Alternative Spring Break, AmeriCorps, etc.) do not have an institutional budget to support their annual success. Permanent funding needs to be allocated to institutionalize these current programs.
- ◆ *Co-location*: existing leadership and civic engagement programs should be co-located to a physical location in the Wyoming Union that is highly accessible to students. This new office space will provide students a destination for leadership programs while facilitating new partnerships between the Center for Volunteer Services & Campus Activities Center.

- ◆ *Staffing*: upgrade the current Program Advisor in the Center for Volunteer Service to an Assistant Director position within the Wyoming Union. This upgrade will help with furthering the continuity and retention of staff in this area. Research potential support staff positions. This could be in the form of graduate assistants or interns to serve as a resource and support for growing and expanding SLCE programs.
- ◆ *Create a new SLCE certificate program*: This new leadership and civic engagement certificate program will utilize already existing programs (such as FYI! and alternative spring break) while also developing new educational programs and workshops. Students who complete a certain number of these educational programs and a set number of community service hours will be “certified” as a campus leader, which will help them attain future leadership positions such as RAs, ASUW, MSLI mentors, Orientation Leaders, ASB leaders, etc. The development of this certificate program should start with creating detailed learning outcomes and an assessment plan for these outcomes.
- ◆ *SLCE Advisory Committee*: Similar to the successful model that helps to direct the LeaRN program, an oversight committee should be created to help institutionalize ongoing collaborations between students, academic affairs and student affairs. This group will continue the work of the SLCE Vision Team in developing a campus culture that invites students to actively participate during their undergraduate experience.

Learning outcomes –

Successful implementation of the aforementioned recommendations will further the creation of a campus culture that embraces student leadership and civic engagement experiences for our students. Creating a more centralized and institutionalized student leadership and civic engagement program at UW will advance specific learning outcomes for students who participate in these new SLCE programs (taken from Komives, et al., 2006), including:

Student Learning Outcomes	Dimensions of Outcomes	Leadership Dimensions of Outcomes
Cognitive complexity	Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration	Engage with others in constructive ways by engaging in principled dissent, accepting and appreciating other world views, and managing conflict constructively; develop critical thinking skills; view leadership as a process, not a position; openness to change
Knowledge acquisition, integration, and application	Knowledge from a range of disciplines (acquisition); connecting knowledge to other knowledge, ideas, and experiences (integration); relate knowledge to daily life (application); pursuit of lifelong learning; career decidedness; technological competence	Understand history of leadership and current leadership theories; understand identity development models; gain knowledge of diverse cultures and oppressed groups; value the interdisciplinary approach to leadership by understanding the roots of leadership studies, integrating leadership learning across disciplines, and enacting leadership in specific contexts; practice systems thinking by understanding group dynamics, understanding organizational

		structures and political systems, and navigating complex systems; be committed to life-long learning
Humanitarianism	Understanding and appreciation of human differences; cultural competency; social responsibility; global awareness	Gain knowledge of humanitarian issues by understanding uses of power and nature of oppression and being aware of cultural and personal differences; practice humanitarian skills such as trusting and respecting others, empathizing, and accessing culturally appropriate resources; value humanitarian states of mind by being committed to cross-cultural communication, valuing social responsibility, and being committed to social justice
Civic engagement	Sense of civic responsibility; commitment to public life through communities of practice; engage in principled dissent; effective in leadership	Create effective change by practicing collective efficacy; develop common purpose; develop civic awareness by valuing civic responsibility and practicing engaged citizenship
Intrapersonal and interpersonal competence	Realistic self appraisal and self understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; meaningful relationships; interdependence; collaboration; ability to work with people different from self	Gain knowledge about one's self by developing consciousness of self, self-confidence, and feelings of mattering, managing personal emotions, and valuing cultural heritage; apply self-knowledge by practicing self-efficacy, congruence and commitment, identifying passions, and discussing cultural differences and issues; work with others by practicing collaboration and controversy with civility, engaging across difference, and being committed to ethical action
Practical competence	Effective communication; capacity to manage one's personal affairs; economic self-sufficiency and vocational competence; maintain personal health and wellness; prioritize leisure pursuits; living a purposeful and satisfying life	Develop effective communication skills by practicing effective written and oral communication; develop personal leadership skills by setting individual goals, practicing risk-taking, delegating, serving as a role model, managing people and tasks, and facilitating group processes; develop group leadership skills by developing leadership in peers, identifying common purpose in groups, helping groups set goals, applying problem solving strategies, and valuing recognition and organizational sustainability
Persistence and academic achievement	Manage the college experience to achieve academic and personal success; leading to academic goal success including degree attainment ⁱ	Effectively apply knowledge, skills, and competencies from leadership programs to other academic coursework and personal involvements; persist to degree and/or certificate completion

Necessary funding –

Currently, the Division of Student Affairs provides Section I funding for one full-time position in the Dean of Student office (Assistant Dean of Students for Leadership Development) and approximately \$4,000 in programming to annually support leadership development programs. ASUW currently contributes \$10,000 to support leadership programs. Student Affairs also oversees Section II funding that includes one full-time position in the Wyoming Union (Program Advisor, Center for Volunteer Services) and \$13,000 to support civic engagement programs.

New resources from Student Affairs will be necessary to successfully implement the aforementioned SLCE recommendations. Beyond these new resources, a new funding model should be created to bring all current resources under a more centralized model. A new dedicated student fee should be considered to provide a centralized funding source and to help lessen the burden of funding these programs on ASUW.

Assessment -

All programs and services offered through SLCE should be assessed annually to ensure continued improvement. The SLCE Advisory Committee will have the responsibility to develop appropriate learning outcomes for each program and service, while measuring how successful each program and service is in achieving the designated learning outcomes for students.

Why should UW enhance student leadership and civic engagement opportunities?

Recognizing our mission as a land-grant university and the State's only four-year higher education institution, we believe that the University of Wyoming has a responsibility to the citizens in the State of Wyoming to accomplish our part in preparing students as the next generation of individuals who will lead us into the 21st century. The vitality and quality of life in our democracy is inextricably linked to the leadership potential of the individuals who will eventually manage our institutions in business, education, health care, and government. A recent article in *About Campus* noted, "the very nature of democracy is a form of governance that relies on civically engaged citizens joined in voluntary association that ties them beneficially to one another (Schwartz, 2001)."

Engaged citizens who hold our elected and business leaders accountable for their unethical decisions number at an all-time low (Cone, et al., 2001). As a society, we have seemingly lost the value of being involved. A recent report from the James MacGregor Burns Academy of Leadership at the University of Maryland noted, "as a country, we seem to have lost the habit of participation. Voting, in some ways, should be the end result. I am not sure we can go forward with a sense of linkage between people and the leaders until we somehow resume that sense of habit (Leadership for a New Century, 1998)." There is evidence that the engagement gap between the young and old is becoming greater and it is clear that civic participation is decreasing as the younger generation grows older.

This engagement gap is certainly reflected on our college campuses today. Increasingly, college and university students are disenfranchised with our democratic traditions, our country's business and political leaders, and even our higher education institutions. Today, undergraduates are more frequently learning the habit of how to disengage, reserving their strongest criticism for

government and the American political system. They do not believe either works. Research conducted by Arthur Levine and Jeanette Cureton (1998) found that a majority of college students believe that meaningful social change cannot be achieved through our democratic system. An even higher proportion of students, almost four out of five, stated that our political system is not working at handling the country's most plaguing problems.

American history is full of examples of how active, engaged citizens who value authentic participation have changed our economic, political, and environmental landscapes. "The results of active citizenship are tangible, from tales of the founding of the country to the triumphs in the struggle for civil rights. The challenge (that we face today) is to strengthen our democracy, as well as the lives of American families, by reconnecting people with the power of participation (Leadership for a New Century, 1998)." While many indications today show that our citizen's civic participation is decreasing, our rapidly changing world desperately needs skilled leaders and citizens who are capable of addressing complex issues, building bridges, and healing divisions.

The Kellogg Foundation (2000) believes that producing successful leaders is essential to building a strong society and world and that "leadership development should be a critical part of the college experience." We endorse this tenet and believe that the timing is right for UW to answer this call for better preparing our students as leaders for the future. And, recent data gathered from students at the University of Wyoming demonstrate that we have work to do in address the civic engagement and leadership development of our students.

- While 75 percent of incoming freshmen at UW have performed volunteer service frequently or occasionally during the last year, the national average is 84 percent (CIRP Survey of American Freshmen, 2001).
- Only 25 percent of UW freshmen and 35.8 percent of UW seniors responded positively that UW offers complementary learning opportunities in and out of class to augment academic programs as compared to the national average of 27.8 percent of freshmen and 42.1 percent of seniors at our peer institutions (National Survey of Student Engagement, 2005).
- UW students are demonstrating an increased value in volunteerism than other students at higher education institutions in our Carnegie classification. The 2005 Educational Benchmarking Incorporated (EBI) survey of student unions sponsored by the Association of College Unions International (ACUI) ranked UW 9th out of 56 comparable universities participating in the survey on how students value volunteerism on campus.

Student leadership and civic engagement opportunities at the University of Wyoming

Where do young people today have the opportunity to learn the skills and be exposed to ethical dilemmas that will prepare them to face these future global challenges? Higher education institutions have the best opportunity, and ultimately a societal responsibility, to teach the skills and competencies that are necessary for students to become the effective leaders and citizens for the upcoming generation, and beyond.

The University of Wyoming offers a myriad of opportunities for our students to develop their leadership and civic engagement potential during their undergraduate experience. The SLCE vision team spent two months reviewing these offerings and has created a comprehensive

database of current leadership and civic engagement offerings at UW. A brief outline of these offerings can be found as Appendix A of this document.

Through this process, we learned that we may not be doing enough to prepare our students to develop the skills and competencies they need to become the future citizens in our community, our State, and our world. Without an institutional philosophy or dedicated office to centralize these current programs, we are missing various opportunities to better prepare students for the future.

The challenges our society confronts today are changing at a dizzying pace; new technologies, new knowledge, and complex controversies face our world leaders every day. The Kellogg Foundation (2000) notes, “clearly, the problems and challenges that we face today... call for adaptive, creative solutions that will require a new kind of leadership. To cope effectively and creatively with these emerging national and world trends, future leaders will not only need to possess new knowledge and skills, but will also be called upon to display a high level of emotional and spiritual wisdom and maturity.”

Comparing to our peers

Many higher education institutions have recognized this call and responsibility to help prepare their undergraduate students as future leaders and citizens. The members of the SLCE vision team conducted an assessment of student leadership and civic engagement programs at thirteen higher education institutions, including our trustee comparator institutions and national universities known for SLCE best practices. Ten out of thirteen institutions completed this survey. An outline of the results of this survey can be found as Appendix B in this document.

Important findings from this survey include:

- Most institutions surveyed have some type of leadership and/or service office, although every school expressed different models and funding structures for their specific office and programs;
- Half of the institutions we surveyed had a university official at the director level who has oversight responsibilities for their leadership/civic engagement center;
- Most institutions that have dedicated centers for leadership and civic engagement have been in operation in some form or another for years (decades at some schools);
- Funding for SLCE programs come from a variety of sources, including private endowments, institutional support, and student fee dollars;
- Several of the institutions coordinate academic courses in student leadership and/or service learning. At two institutions, these centers report to Academic Affairs.

After compiling results from this survey and comparing them to the programs and services we currently offer at UW, we learned:

- Many of the programs we currently offer are very “good.” We are challenged at UW without an institutionalized philosophy or a centralized model to increase communication and the effectiveness of these programs;
- The Center of Volunteer Services is an exciting and growing program with lots of support from students, faculty, and staff;

- A new opportunity exists with the development of an assistant dean of students for leadership development position;
- Currently UW has limited permanent funding to support leadership development in the Dean of Students office, and we are relying heavily on what is currently being offered through ASUW. The CVS is limited in developing new programs because of funding constants and availability of staff support for new programs;
- High motivation and interest has been expressed by SLCE members to increase and improve our current student leadership and civic engagement offerings;
- With the focus of these programs being on students, it makes sense to house any future office or center in the Wyoming Union;
- There seems to be interest in ASUW in supporting new funding and revenue for SLCE programs;
- There seems to be an opportunity to develop a new partnership between academic affairs and student affairs in developing additional coursework/academic credit for leadership/civic engagement courses in the future.

After careful review of the current SLCE programs and services currently offered at UW, juxtaposed with what we learned through our survey of programs and services offered at our comparator schools, it is evident that UW has several opportunities available for students to participate in leadership and civic engagement programs. However, it is also apparent that UW does not have an institutionalized, coordinated and centralized effort to develop students as for their future roles as leaders and civically engaged individuals. Without such an effort, there may be gaps in what is currently offered at UW.

Conclusion

When reviewed collectively, this is a very exciting time at UW for discussing the future of student leadership and civic engagement programs. The enthusiastic spirit that currently exists between students, faculty and staff at UW for growing these programs is phenomenal. This will allow UW to become a leader to peer institutions in the areas of leadership and civic engagement, while preparing its students to become stronger citizens. ASUW student leaders continue to provide strong financial support and advocacy to enhance SLCE programs. More and more students are becoming actively engaged in the programs offered in the Center for Volunteer Service. This year, the Center for Volunteer Service is offering 4 distinct alternative spring break trips traveling to diverse areas of the country. This demonstrates an increase from the one trip offered to 50 students in 2006. Student leaders have been vital in the expansion and development of this program. Over 200 students participated in a new program this past fall that brought awareness to poverty and global socio-economic issues (the UW hunger banquet). Eight recognized student organizations collaborated to organize this and other hunger awareness events.

Campus wide, UW students are demonstrating an increased interest in leadership and civic engagement. Greek students continue to improve the leadership and service capacity of their members and organizations. Resident Assistants, Orientation Leaders, Wyoming Conservation Corps team leaders, Outdoor Adventure Program trip leaders, and the variety of students involved with the Campus Activities Center and Recognized Student Organizations participate in and benefit from the current leadership and civic engagement programs offered on

campus. With 25 students enrolled in the leadership course being taught this spring, this course will take an initial step forward to integrating SLCE theory and research into the UW curriculum.

With the hope of furthering our campus culture for student leadership and civic engagement for a broader cross-section of students, the SLCE Vision Team recommendations will take tangible steps forward to accomplish this goal. The creation of a new SLCE certification program, the solidification of resources for existing programs, the formalization of a partnership with Academic Affairs, and the development of a long term strategic plan with direction from the SLCE Oversight Committee will move the University of Wyoming toward accomplishing the vision that is articulated at the beginning of this document.

“The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitation, remains a location of possibility. In that field of possibility, we have the opportunity to labor for freedom, to demand of ourselves and of our comrades, an openness of mind and heart that allows us to face reality, even as we collectively imagine ways to move beyond boundaries, to transgress. This is the education as the practice of freedom.”

-bell hooks

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Appendix A

Student leadership and civic engagement opportunities at UW

Summary of findings: The SLCE team found that extensive leadership and civic engagement opportunities are currently being offered to UW students. This list was developed strictly by members of the SLCE team and therefore the list is not comprehensive. The team did find that while many student affairs departments and academic departments are offering students these opportunities collaboration between units could enhance the current offerings and potentially increase opportunities.

Student Affairs:

- Admissions programs:
 - Orientation Leaders
 - Prospectors – tour guides
- Campus Recreation
 - Half Acre Advisory Committee
 - Intramurals
 - Officials
 - Supervisors
 - Student Coaches
 - Club Sport Council
 - Outdoor Adventure
 - Trip Leaders
 - Climbing Wall Instructors
 - Program Assistant
 - Head Route Setter
 - Open Recreation
 - Building Supervisors
 - Service Window Assistants
 - Head Lifeguard
 - Personal Trainers
 - Group Exercise Instructors
- Dean of Students Office
 - OMA Leadership Institute
 - MRC Summer Student Officers Meeting
 - International Student Orientation
 - Multicultural Student Orientation
 - International Student Association
 - AAUW Women’s Leadership Conference
 - Greek Life
 - Panhellenic Council
 - IFC
 - Leadership in Fraternity and Sorority
 - ASUW
 - Pres, VP, Executives, Chief of Staff, Dir of Internal Affairs, Director of External Affairs, Director of Finance, Director of Public Relations, Director of Legislative Affairs and Senators
 - ASUW Programs
 - Concert and Convocations
 - Student Activities Council
 - Homecoming Committee
 - IFC and Panhellenic

- Non-traditional Student Council
 - United Multicultural Council
 - Minority Student Leadership
 - Student Publications
 - Branding Iron
 - Owen Wiser Review
 - Frontiers Magazine
- Student ASUW Senate Committees
 - Academics and Technology
 - Constitution Committee
 - Elections Committee
 - RSO Funding Board
 - Student Issues Committee
 - Student Fee Committee
 - Student Relations Committee
 - Student Attorney Advisory Board
 - Town Hall Meeting Committee
 - Budget and Planning
 - Steering
- Health and Wellness
 - The Alcohol Wellness Alternatives, Research & Education (AWARE)
 - A-Team
 - Student Health Advisory Committee (SHAC)
 - STOP Violence Peer Education
 - Cowboy CHOICES 180 Proof Peer Education: Students provide alcohol education to their peers via activities, projects, and presentations
 - Wellness Center - 1 Grad Assistant
- Residence Life
 - The RA experience
 - Hill Senate, Orr Senate...
 - Peer Mediation Center (PMC)
 - Student Learning Center (SLC)
 - National Residence Hall Honorary (NRHH)
 - Residence Life Outdoor Adventure Program (RLOAP)
 - RA Committees
 - Training Development Committee, Selection Committee, Awards & Recognition Committee, Academic Enhancement Team, Washakie Food Committee
 - RHA:
 - Running for election ...
 - Exec Board
 - Campus Issues Committee, Res Life Committee, Constitution Committee, Programming Committee, Communications Committee, Financial Committee
 - Representation on OLDS hiring committees and renovation planning committees
 - Networking, run meetings, conduct programs, handle \$, proposal composition, introduction, & consideration
 - Intermountain Affiliate of College & University Residence Halls (IACURH)
 - Regional Board of Directors
 - National communications Coordinator (NCC)
 - "No-Frills" Conference
 - National Affiliate of Colleges & University Residence Halls (NACURH) annual conference
 - Res Hall Community Service:
 - Penny Wars
 - Safe Treat
 - Washakie Blood Drives

- Holiday Gift Wrapping
- “Don’t Throw it Out” Campaign
- Graduate assistant (1)
- SEO
 - Upward Bound
 - Math Science Initiative
- Wyoming Union
 - Association of College Unions International - going to conferences and participating in We-Lead program, I-Lead - ACUI leadership program - have sent students to this program
 - Wyoming Union Board
 - Building Managers are students. In addition over 40 student employees
 - Student employee training
 - Campus Activities Center
 - 200+ RSO’s
 - Class Honoraries
 - Honoraries
 - Greeks
 - Special Interest
 - Faith based
 - Sports and Recreation
 - Programming
 - Academic/departmental
 - Political organization
 - RSO Programming and Leadership Retreats
 - RSO development workshops
 - RSO Awards of Excellence
 - Safe Zone Program - led by staff and students
 - Summer Program - student led
 - Friday Night Fever – 2 student interns plus an additional 20 student volunteers running Friday and Saturday programs.
 - National Association for Campus Activities - FNF, SAC and C&C students attend conference
 - Center for Volunteer Service
 - Volunteer Opportunity Database (Civic Engagement)
 - Service Days (Civic Engagement)
 - Alternative Spring Break (Civic Engagement and Leadership)
 - AmeriCorp Grant
 - Volunteer Fairs (Civic Engagement)
 - Voter Registration Drive
 - Presentations to classes and student groups
 - Resource Library for Service Learning

Academics:

- Model U.N. Class
- Communications Classes
- USP V Classes
- Graduate School - GA positions
- Education
- Student teaching positions statewide
- Early Care Center
- Practicum’s/some internships
- Business College
 - 10K Program
 - Women in Leadership Class
 - Economic Development Class

- Student Investment Class
- Educational leadership courses
- The school of education leadership courses integrated for K-12
- NON-Profit Leadership
- Engineering Speaker Series
- Agriculture Diversity
- Writing Center
- Theatre & Dance department
- Student productions
- Centennial Singers
- Service Learning
 - Eric Sandeen (American Studies)
 - Judith Antell (American Indian Studies): Students planned and implemented a “social gathering” at the historic Lincoln Community Center
 - Terri Rittenburg (Business): Students are required to complete community service as part of the class, and then write a paragraph about what they did.
 - Ed Munoz (Criminal Justice): Students completed community service at the Lincoln Community Center
 - Tami Benham (Kinesiology and Health): Students plan and implement a city-wide Jump Rope for Heart event. Elementary School children raise money for the American Heart Association and then they participate in day-of events.
 - Heather Duncan (Educational Leadership)
 - Richard Fisher (English): Students are producing chapters on student services for a guide (which will be produced by LeARN). They interviewed and researched various services—mostly on campus—in order to produce their chapters.
 - Charles Dolan (Engineering): A two seminar multidisciplinary capstone design project based around the design of an automated transit system for the campus. Fall semester will conduct an overall feasibility study and then spring semester will complete the design and development components for the system.
 - Richard Schmidt (Engineering): Engineers Without Borders - students work in multidisciplinary groups on a project for a developing community, most likely overseas. No direct academic credit is received, but seniors can use their project work to satisfy their senior design requirement.
 - Anthony Denzer ARE 4600: Undertakes something of community interest (parking garage this year)
 - Micheal Urynowicz CE 4900: Environmental is looking at a water system on the Wind River Reservation
 - Thomas Edgar CE 2100: Typically does a subdivision in Laramie
 - Rhonda Young CE 4900: Transportation usually does real projects, however their interaction is with DOT not the public per se.
 - Rhonda Young CE 5570- Transportation Planning: For this course the students survey the public and hold public drop in meetings to get feedback for developing a plan. This year they developed a campus bicycle plan and surveyed several hundred people on campus and had over a hundred people stop by their table at the union over a two day period.
 - Steve Barrett ECE and ME senior design: Completed a number of assistive technology projects for the AT community
 - Deb Paulson/ Nicole Korfonta (Environment and Natural Resources): Students develop and implement a project at UW related to making campus (operations) more sustainable.
 - Sarah McCullough (Health Sciences/Women’s Studies): Sarah has tried to do service learning the past two fall semesters, but has been having difficulties. She would like the students to engage the community of female athletes into project-oriented volunteer work.
 - Duane Rhodes (Spanish): Not taught service learning as such, but on several occasions assisted individual students in independent study situations to make service into the Spanish speaking community in Laramie the focus of their project (including work with KOCA radio,

translated materials for the downtown clinic, and translated for Spanish speaking patients at the hospital and health clinics)

- Students can enroll in service-learning courses such as the interdisciplinary “I” course entitled “Social Justice.”
- Students can enroll in public sector courses that provide leadership or expertise for community groups, for example, a 2 credit American Studies course in historic preservation advocacy that brought to the attention of the Wyoming legislature the need to preserve historic schools in the state.

Other:

- Military Science
- Air Force ROTC
- Army ROTC
- The Cowboy Battalion conducts Leadership Labs (ROTC, <http://uwadmnweb.uwyo.edu/UW/leadershipwyoming>)
- Community enrichment
- Instructors
- Leadership Wyoming (WY driven leadership, <http://uwadmnweb.uwyo.edu/UW/leadershipwyoming>)
- Student campus employment
- In development: opportunities to work with Laramie’s Main Street program, a downtown revitalization scheme focusing on historic preservation and community engagement.
- Students can participate in internship programs, for example with the Wyoming legislature or the Federal government.
- Students can volunteer in literacy education and English as a Second Language tutoring, through Laramie County Community College, for example.

Athletics:

Team captains

Outreach opportunities/mentoring programs

- Student Athletic Advisory Committee

Appendix B

National best-practices for leadership development and civic engagement programs

Summary of findings: Committee members were asked to review programs being offered in their own discipline at peer institutions. In addition, the committee chairs surveyed a list of peer institutions. The team realized that there are many models used to coordinate leadership and civic engagement efforts. There is no model that is perfect for each campus and it is important for UW to find a model that will work best for this campus and the programs currently offered. Most institutions surveyed have some type of leadership and/or service office, although every school expressed different models and funding structures for their specific office and programs

University of Nebraska Student Involvement Office:

Responsible for:

- ◆ Student organizations
- ◆ Multicultural programs
- ◆ Leadership programs
- ◆ Volunteer Services
- ◆ Service learning

Director reports to Union Director. Funded by student fees and grants. Director is 1/3 faculty.

University of Arizona, Center for Student Involvement & Leadership

Responsible for:

- ◆ Student Organizations
- ◆ Greek Life
- ◆ Leadership
- ◆ Volunteer Services

Director reports to the Union Director, who reports to VP Stud Affairs. Program is supported by a self funded union and through grants. Some partnering through classes - several leadership classes and social justice courses

Colorado State University, Student Leadership and Civic Engagement Office

Responsible for:

- ◆ Leadership
- ◆ Volunteer Services
- ◆ Service Learning

Director reports to the Union Director, who reports to the VP for Student Affairs. Program is supported with student fees primarily but the office does receive some private donations and some campus co-sponsorship. Partners with academic by providing support for service learning and leadership classes.

Washington State University, Leadership Center (service learning is offered on campus but had an independent office)

Responsible for:

- ◆ Student organizations
- ◆ Leadership

The director reports to the Dean of Students and is funded by student fees. The campus does offer a leadership minor and this office works closely with the arts and cultural programming office.

University of Utah

Responsible for:

- ◆ Leadership

Office runs orientation and leadership programs. The Director reports to student affairs and academic affairs. The program is funded by institutional dollars and corporate sponsorships.

University of Idaho, Student Activities and Leadership:

(Service learning is in its own office)

Responsible for:

- ◆ Student organizations
- ◆ Leadership
- ◆ Volunteer Service

The office reports to the Union Director but works daily with VPSA and Dean of Students. Is funded by a dedicated student fee.

Utah State, Student Involvement and Leadership Center

(service learning is offered on campus but had an independent office)

Responsible for:

- ◆ Student organizations
- ◆ Greek Life
- ◆ Leadership

Director reports to Vice President of Student Services. Campus also offers an office that coordinates volunteerism and service learning. This office also reports to the VP.

University of Richmond, Leadership Studies and Bonner Center for Civic Engagement

Responsible for:

- ◆ Leadership
- ◆ Volunteer Service as part of curriculum

Program is part of academic affairs and is endowed.
