



TRANSFORMING CAMPUS CULTURE: CARNEGIE'S LEADERSHIP FOR PUBLIC PURPOSE

How can a well-designed leadership program enhance diversity, equity, and inclusion efforts on campus? And how does the Carnegie Classification help us get there?

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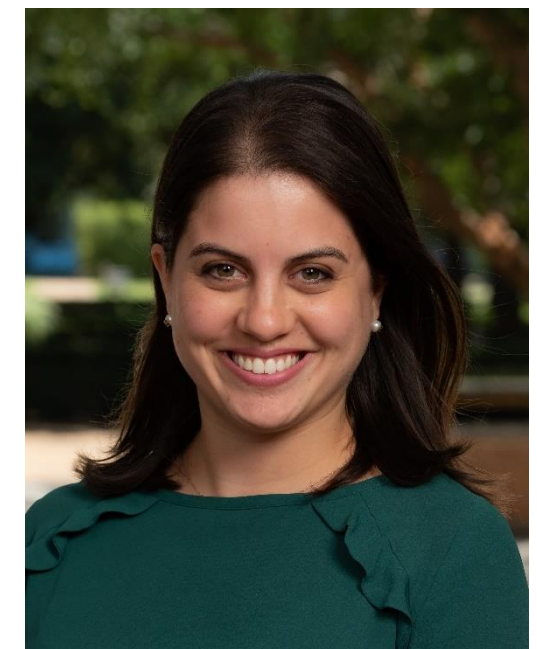


OVERVIEW

The emerging Carnegie Elective Classification, Leadership for Public Purpose, could be a key driver in furthering diversity, equity, and inclusion initiatives on our campuses. When fully developed, this classification will commit institutions to “pursue collective public goods,” including “justice, equity, diversity, liberty.” The Carnegie Classification expects institutions to engage all campus constituents, with significant implications for students, faculty, and staff alike. Framed by comprehensive research conducted by the Doerr Institute for New Leaders (which is developing the Classification), this poster is designed to focus on the opportunities afforded by this initiative, as well as the challenges.

CARNEGIE CLASSIFICATION AND THE DOERR INSTITUTE

Carla Ortega Santori



Successful commitment to diversity, equity, and inclusion requires a campus-wide evaluation and management of resources instead of delegating the impossible burden to a singular office or department. The Leadership for Public Purpose Classification is a process of self-examination designed to evaluate institutional efforts to advance leadership in pursuit of public goods. How can institutions use the Carnegie Classification to initiate change, develop more and better leaders, and address diversity, equity, and inclusion? The self-examination process at a campus-wide level is essential to address a systemic issue such as a commitment to diversity, equity, and diversity.

- The continuous improvement framework emphasizes the importance of systematic mechanisms to measure outcomes and provide evidence of impact as a result of institutional investments in leader development;
- As evidence of that impact, early studies suggest that students from under-represented groups that participate in leader development programs persist in college at a higher rate than those that do not engage with leader development programs;
- Campuses that are committed to leadership for public purpose will: develop leadership abilities in all institutional stakeholders; contribute to the public scholarly understanding of leadership as a public good and the sociopolitical contexts, systems, and practices within which all leadership resides; and prepare students for lives of leadership for public purpose in their careers, communities, and the broader society.

APPLYING THE CARNEGIE PRINCIPLES

Carolyn Perry

As Westminster College has refined its leader-development programs over the past year in light of the Carnegie Classification, it has discovered a vital partnership with the College's Diversity/Inclusion Task Force. In essence, these two entities are not just complementary, but interdependent, as we seek to support our diverse student body, create a more inclusive campus environment, and develop student-citizens who will play key roles in creating—and demanding—a more just and equitable democracy. Meshing the Carnegie expectations with research regarding the success of BIPOC and first generation students on majority-white college campuses has given us a framework for developing our leadership program. Our starting point is this question: what practices are essential for an inclusive leadership program's success?



- Carnegie expects institutions to engage not just students, but also faculty and staff in leader-development, in essence creating a campus culture of leadership; BIPOC and first generation students will benefit, therefore, from faculty and staff mentors who have been trained to help students develop key leadership traits (emotional intelligence, confidence, self-efficacy, strong communication, etc.);
- Carnegie expects institutions to weave leader-development into the academic curriculum; students benefit from a leadership program that blends intellectual, social, ethical, and professional development through a carefully-designed academic curriculum;
- Carnegie expects institutions to develop high-impact practices that foster leader-development; students benefit from service-learning courses, internships, community engagement, career development, and life/leadership coaching—all designed intentionally to hone their leadership skills;
- And finally, Carnegie expects institutions to assess leadership initiatives and contribute to the scholarly conversations regarding leader-development; therefore, our initiatives will be both evidence-based and continually assessed, and our faculty and staff will be encouraged to disseminate their findings through their scholarly endeavors.



WESTMINSTER'S HONORS PROGRAM

Heidi Lavine

Honors Program students are often among the most visible campus leaders: they head clubs and organizations, run for student government, do newsworthy research in collaboration with faculty members, and are often selected as institutional ambassadors. How can the unique curricular and structural requirements of a small college Honors Program support the development of traditionally underrepresented student populations, and how might such programs serve as models for other leadership programs on campus?



- Since first-generation college students, students from low-income families, and some BIPOC students sometimes struggle to see themselves as “honors material,” intentional outreach to these student groups is essential;
- Students must have the opportunity to apply for an Honors Program after their first year of college;
- Cohort-based learning communities with Honors student mentors can help students to gain confidence in their own abilities and to learn from the successes and struggles of students similar to them;
- High-impact learning experiences (off-campus experiences, thesis work, service learning, etc.) must be flexible enough to accommodate changes in academic majors and career trajectories;
- The Carnegie model frames leadership as engaged citizenship, a useful lens for helping a broad array of students to recognize their own leadership talent and impact;
- An Honors Program has a “catalytic impact” that can “permeate the institution” and serve as an inspiring laboratory for fostering the growth of diverse student leaders and thinkers.

THE ROLE OF RECRUITMENT & RETENTION EFFORTS

Muhle Dlamini



The best leadership program in the world, and the best-laid plans for diversity, equity, and inclusion that a college can imagine, will only be successful if they attract and impact students. That means that admissions representatives must pave the way for student success by clarifying what the college has to offer and guiding them to the support they need. An “if we build it they will come” attitude won't work.

THE ROLE OF RECRUITMENT & RETENTION EFFORTS (CONT.)

So what is the role of Enrollment Management in aiding the retention and success of BIPOC and first generation students, particularly if “leadership” is going to be central to those efforts?

- We must first grapple with the fact that the success rates of BIPOC and first generation students at predominately white institutions remain alarmingly low;
- So recruitment can't be “business as usual” with these students; we must tailor recruitment to best connect with them, and that means honoring what they bring to the table, and also preparing them for what they should expect in leader-development at the college;
- It is critical to acknowledge and emphasize the “leadership” that students have been involved in, no matter how much it looks or doesn't look like traditional leadership roles. We must emphasize the importance of interpreting “leadership” broadly;
- The Carnegie classification is much more about community engagement than with traditional clubs and organizations, which is where most students will claim “leadership” roles; therefore, we will stress how students' leadership in their families, neighborhoods, churches, etc., is just as valid;
- It is important that we make it clear to underrepresented students that we are not here to “transform” them, but rather to build upon their prior experience and help them become the best version of themselves;
- It is also critical that students have mentors to guide them through their college years; and it is essential that there are at least some mentors who share similar backgrounds—even if that means other students are the primary mentors;
- At the same time, students will benefit from a well-designed life/leadership coaching program, as well—which is designed to help bridge the gap between college success and the professional world; just as we need to provide a firm bridge from high school to college, we also need to provide students with the tools to step into graduate programs or professions.

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