A Comprehensive White Paper toward the Founding of the

THE INSTITUTE FOR Leadership

MOUNT ST. MARY’S UNIVERSITY

Educating Future Leaders for Civil Society

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Abridged Version
Introduction

On March 8, 2010, the University Board of Trustees adopted a Vision Statement for Mount St. Mary’s University that included the founding of the Institute: “The Mount will initiate an Institute for Leadership . . . The Institute will incorporate both curricular and co-curricular programming to form ethical leaders committed to the Catholic vision of the human person and social justice. All undergraduates will complete an appropriate experience in the Institute as a requirement for graduation.” With that statement, the Board identified the need for the University to specifically integrate theory with the practical side of a field of study to provide for an enriched and integrated experience for students during their time at the Mount. On March 15, 2012, the faculty voted to include the Veritas Leadership Portfolio as a graduate requirement in the new Veritas common educational experience.

This White Paper, called “Toward the Founding of the Institute for Leadership at Mount St. Mary’s University,” seeks to institutionalize the vision of this new Institute.1 It provides a detailed examination of several key areas related to the establishment of a new Institute on campus, as follows:

1. *Statement of Purpose:* This mission statement has been developed to provide a clear, concise, and accurate description of what the Institute is and intends to become (page 4).

2. *Leadership and Learning:* This section reviews the background of the Institute concept at Mount St. Mary’s University. The Institute aspires to become an “educate, serve, and think” tank on leadership (page 6).

3. “To Educate”: *The Veritas Leadership Portfolio Curriculum:* The centerpiece of the educational work of the Institute will be the Leadership Portfolio. It will include the successful completion of a leadership course, and both on-campus and off-campus leadership experiences (page 13).

4. *The Veritas Leadership Portfolio:* Bringing Theory to Practice Project Objectives and Activities (page 25).

5. “To Serve”: *Learning and Leadership Across Campus:* The relationship between learning and leadership across campus implies the larger connection between the Institute and Mount Saint Mary’s University in all areas, including faculty, administration, and student life (page 29).
6. “To Think”: The Institute as the University’s Think Tank on Leadership: The “thinking” activity of the Institute is explored. Scholarly research— inquiry, investigation, and analysis—is a model of the life of the University, as well as the Institute (page 34).

7. Recommendations (page 37).
1. Statement of Purpose

In 1791 a twenty-seven-year-old priest, Fr. John Dubois, left his family and home in France for the promise of liberty in our new nation. Sheltered by Patrick Henry and later James Monroe, he became an important figure in the early days of the Catholic Church in America. In 1808, he founded Mount St. Mary’s College in the frontier of the nation, as part of his commitment to educate young men for our democracy and to prepare men for the priesthood. After the Mount was firmly established, he was appointed bishop of New York.

For over two hundred years, Mount St. Mary’s University has prepared men and women for their role in society. We have successfully prepared our graduates for service throughout society and the professions—including in business, government, and the Church—as well as to be vocal advocates for social justice. While we look back on our great history as America’s second-oldest Catholic university, we do so with a firm resolve to continue the work of Fr. John Dubois in building a great Catholic university to serve our nation.

We have focused our calling and promise around four key pillars: Faith, Discovery, Leadership, and Community. The purpose of our new Institute for Leadership (“the Institute”), founded in 2010, is to energize our work in the area of leadership. Leadership is an ancient and multidisciplinary academic field of study. Plato, Aristotle, Aquinas, Machiavelli, Locke, and Tocqueville, to name just a few, have struggled to understand the complex relationship between virtue and leadership. Building on that ancient tradition, the Institute seeks to educate our students to become leaders of tomorrow, preparing them to do their part to reinvigorate and empower the key institutions of civil society, including families, schools, churches, and neighborhoods.

The Institute will also be dedicated to helping prepare leaders in the government and economy. The importance of legitimate governance, both in domestic communities and foreign countries, cannot be overstated, as it creates the stability necessary for other social institutions to contribute to the greater good. Economic elements such as employment, meaningful work, and a system for improvement of quality of life will also be part of our leadership curriculum. These are important parts of everyday life, and certainly a critical concern for students at the Mount; this pragmatic element of leadership will also help students prepare for their professional careers.

Perhaps most importantly, our leadership program will place a premium on the cultivation of moral character in each of our students. The overall goal of the Institute is to promote a renewed, healthier, and more vigorous sense of citizenship among our students—a vision in perfect harmony with the foundation on which Mount St. Mary’s University has been built.

Based on the above considerations, we have developed the following Institute statement
of purpose, designed to connect the theoretical learning of the Mount’s Veritas Core Curriculum to the practical concerns awaiting our students upon entrance into the work force after graduation:

The Institute for Leadership at Mount St. Mary’s University prepares students to understand and seek to resolve the problems facing humanity. The Institute sponsors educational programs, scholarly research, and experiential programs designed to connect theoretical learning about leadership to engagement with the world. Consistent with the mission of the University, the Institute seeks to develop leadership knowledge and skills in all students to empower them to lead creative and generous lives with intelligence and compassion.

This statement of purpose provides a roadmap for the development of the new Institute.
2. Leadership and Learning

In his address launching the 2010–2011 academic year, President Thomas Powell praised the founding of the Institute for Leadership for its potential to give our students “the initial preparation to be effective citizens in our democracy and to prepare them as leaders of the next generation.” President Powell went on in greater detail:

So how do we teach leadership? The first way, the most obvious, is to serve as an example. We practice and teach leadership by the example we set in how we do our jobs and how we live our professional and personal lives. We teach leadership by how we listen to others, how we respect divergent views, and how we articulate our thoughts and beliefs in a cogent, thoughtful, and passionate manner. We teach leadership when we sacrifice ourselves for the well-being of others. We teach leadership when we help bring out the best in our colleagues and our students. We teach leadership when we live balanced lives; one informed by our faith and reason and focused on God, our families, and our neighbors. Leadership is everyone’s calling at the Mount. And we can all do with some reflection on our leadership skills as we strive to become more effective leaders. . . .

As we begin this new venture of leadership, please use this opportunity to get involved. Let’s make the Leadership Institute one of the signature programs for which Mount St. Mary’s is recognized.

Following President Powell’s keen observations, the Institute of Leadership Studies at Mount Saint Mary’s University has been founded on the premise that leadership and learning are indispensable to one another. The Institute is the University’s think tank on leadership; or perhaps more aptly, the University’s “educate, serve, and think” tank, in order to serve the campus community, and civil society more broadly, by connecting existing student-life leadership development, service, and teaching programs to courses that will help students think deeply about how to engage civil society in a manner consistent with Catholic notions of human rights and social justice.

History of the Institute for Leadership Concept at Mount St. Mary’s University

This Institute is a result of several years of effort to think about how best to prepare our next generation to build a better world. As early as 2006, in the document 2006–2012 Strategic Plan, A Community Growing Together, A Vision for Future Generations, the study of leadership was singled out as a key goal: “The university will be committed to providing an educational environment, within our Catholic mission, which fosters learning and personal growth in preparing women and men for a role of leadership and responsible citizenship in society.”

Later, President Thomas Powell, in collaboration with members of the University administration and the Board of Trustees, identified in the 2010–2015 Vision Statement the goal of creating and developing an Institute for Leadership. Specifically in
recommitting the University community to academy excellence, one of its five major themes, this document states:

The Mount will initiate an Institute for Leadership, which will be co-directed by a member of the faculty and a professional in student life. The Institute will incorporate both curricular and co-curricular programming to form ethical leaders committed to the Catholic vision of the human person and social justice. All undergraduates will complete an appropriate experience in the Institute as a requirement for graduation.

The commitment to leadership development is also articulated under the heading of Comprehensive Student Life Programs: “Mount St. Mary’s will continue to live out its mission through a commitment to total student formation and the integration of the curricular and co-curricular experience to prepare women and men to be leaders and responsible citizens.”

Clearly, there is a desire and commitment in the Mount community to enhance the leadership skills and abilities, and the activism, of its graduates. Dr. Charles A. Beitz’s 2009 report, Student Leadership Development Program Opportunities for the Mount, was an important step leading to the formation of the Institute concept.

In the fall semester of 2009, President Powell, members of his administration, and representatives of the Board of Trustees met with the senior partners of Academy Leadership Associates (ALA) to discuss their shared vision of leadership development. As a result of these discussions, ALA was engaged to assist the Mount with moving the Leadership Institute from concept to reality.

On March 8, 2010, the University Board of Trustees adopted a Vision Statement for Mount St. Mary’s University that included the founding of the Institute. They identified the need for the University to specifically integrate theory with the practical side of a field of study in order to provide for an enriched and integrated experience for students during their time at the Mount.

The decision was then made to hire a founding director of the Institute, who would report to both the provost and the executive vice president. Following an extensive national search, which received well over 150 applications, Dr. Paul Christopher Manuel was hired on August 13, 2010. Manuel is an experienced teacher-scholar with over seventeen years of relevant and transferable experience, including the founding of an Institute of Politics at Saint Anselm College, of which he served as executive director. He was also the chair of the Department of Politics at Saint Anselm for sixteen years. Manuel studied leadership as a doctoral candidate with Ambassador Jeanne Kirkpatrick at Georgetown University, and completed a doctoral comprehensive examination in the field of leadership and politics. His first task at Mount St. Mary’s was to study and integrate all of the founding documents into a coherent whole for the Institute founding. Manuel met and conversed with constituencies from around the Mount community during the 2010–11
academic year—including conversations with over one hundred faculty members—as he crafted this White Paper toward the founding of the Institute. Manuel also piloted a course on Leaders and Leadership in the spring of 2011 and again in 2012, and applied for funding to several foundations.

Ms. Katherine McDonagh was hired as the Institute’s outreach director in June of 2011. She has launched numerous Institute programs, including the new Leadership Residential Community in Bicentennial Hall, Constitution Day, European Union and Maryland State Legislature simulations, the Congress to Campus Program, and the development of the E-folio during the 2011–12 academic year.

A second draft of this White Paper was completed in June of 2011 and formed the basis of the campus-wide discussion about leadership during the 2011–12 academic year. The Institute subsequently hosted a series of campus-wide workshops on the theme “leadership, liberty, and the liberal arts,” which took place on Monday, October 3, and Tuesday, October 4, 2011. The two-day series of workshops was led by Dr. Peter Josephson, a professor and political philosopher, who has recently developed programming at Saint Anselm College on leadership and civic engagement, supported by a $200,000 grant from the Department of Education. Over one hundred members of the Mount community, including more than one-quarter of the faculty, participated in sessions about how students learn leadership at a liberal arts university. These workshops are part of the Institute’s ongoing development of curricular and co-curricular initiatives advancing the Mount’s mission, and were supported by a grant from the Apgar Foundation to further a campus-wide discussion on leadership and the liberal arts.

Following the successful workshops, the Institute formed two study circles on leadership as the next step of our campus-wide conversation on leadership. The study circles, comprising faculty, staff, and students, were asked to work toward the development of a common conversation about leadership appropriate to the Mount. As had been the case at the leadership workshops, study circle participants were invited to think creatively about how their current teaching and research interests connect to the theme of leadership, or to one of a group of related concepts, including stewardship, character development, the cultivation of virtue, and agency. At least two noteworthy and general points emerged from the deliberations of the study circles: First, there is a need to develop a common conversation appropriate to the Mount, connecting the theme of “leadership” to other parts of our self-understanding; and second, there are already many different ways in which students, faculty, and staff conceive of leadership experiences for students, and the question emerged of how we might work to develop a common vocabulary across campus, without trying to achieve uniformity of understanding.

A third draft of this White Paper was completed in December of 2011, and was reviewed by the study circles, as well as by Mike Ferrence of the Academy Leadership Associates, who served as an outside consultant throughout this process.
The White Paper was also circulated among the University Board of Trustees, which led to a rapid-fire series of board presentations: Manuel met the Academic Affairs Committee on February 16, 2012; the Student Affairs Committee of the Board on February 28; and whole Board on March 2, 2012. These briefing were wide ranging and addressed some of the following issues: (1) the four levels of work to match each of the four years of undergraduate work; (2) a title for the Leadership Institute; (3) pulling together an advisory council; (4) needed resources to support the program; and (5) how to alleviate faculty burden.

A few weeks later, and following a robust two-year campus-wide conversation about how to integrate leadership into the curriculum, the faculty voted on March 15, 2012, to include the Veritas Leadership Portfolio as a graduate requirement in the new Veritas common educational experience, by a margin of 48 in favor and 23 opposed, with one abstention.

The fourth draft of this White Paper was completed in June 2012. The first Institute Advisory Council was appointed in July 2012, and convened in October of 2012. The White Paper was completed in April 2013.
A Singular Initiative

Our new Institute for Leadership has been assigned the important task of energizing the University’s work in the area of leadership. There are, of course, many leadership programs at colleges and universities throughout this country. Our mission-driven approach to leadership makes this initiative singular for at least four reasons.

First, our educational projects in this area have a proven twenty-five year track record. The core curriculum, which has been operative from 1988 until the present, won a National Endowment for the Humanities grant in 1988, and has been at the center of our educational experience since its inception. We are currently involved in the development of a new common core, called the Veritas program, and the Leadership Portfolio has been designed to help link the Veritas program’s theoretical learning to practice. The Veritas Leadership Portfolio speaks volumes as to who and what we are as a university community.

Second, there is a university-wide institutional commitment to this initiative, both at the faculty and board levels. As discussed above, both the University Board of Trustees and the university faculty have voted in favor of the leadership graduation requirement. As such, the Mount is well positioned to implement the Veritas Leadership Portfolio. Our staff members’ expertise in student services, leadership development, curriculum innovation, and cross-cultural understanding provides exceptional programmatic capacity. Both faculty members and student affairs staff will be involved in the leadership formation of our students.

Third, there is a clear civic dimension to the Leadership Portfolio. Our students will engage in a vast range of service activities as they develop their portfolio. A leadership requirement for graduation is a rarity in the contemporary academy and speaks to our deep institutional commitment to clearly and explicitly connect the theoretical learning each student is receiving in our Veritas program with the demands of good citizenship.

A quick word regarding the civic impact of our work: The Mount already has a very strong track record in civic engagement and social justice. Our nationally recognized service and immersion trip programs are very popular among the student body. Mount St. Mary’s students are committed to engaging in transformational service, justice, and advocacy-based experiences for the campus community and beyond. Each year, a new cohort is selected for an intensive training program, where concepts such as risk management, participant inclusion, and accommodation are discussed. Student projects include construction and home repair, adult day programs, and after-school youth programs. Each evening, trip leaders guide participants through reflection activities centered on systemic change in urban neighborhoods. Our new Veritas Leadership Portfolio program will explicitly connect these kinds of activities back to the common educational experience.
Fourth, and perhaps most important, the Veritas Leadership Portfolio is predicated on the Catholic and Jesuit educational mission of *ratio studiorum* ("plan of studies"). In 1993, the International Commission on the Apostolate of Jesuit Education (ICAJE) issued *Ignatian Pedagogy: A Practical Approach*, which seeks to update the original 1599 Jesuit vision. *Cura personalis* is an important element of *ratio studiorum*, and obliges professors to become as knowledgeable as possible about the life experience of each student. Professors need to understand the world of the student, including the ways in which family, friends, peers, and the larger society influence the student’s ability to learn and to engage others. Professors are then asked to assist students to focus their work “in a manner that is academically sound and at the same time formative of persons for others.” Cura personalis involves the development of the whole person: mind, hands, and heart. Throughout the four-year Leadership Portfolio curriculum, we will also emphasize the traditional Catholic understanding of servant leadership, holding Christ himself up to our students as the most perfect example of what a leader should be.
Mount St. Mary’s is the nation’s second-oldest Catholic university, founded on the four pillars of faith, discovery, leadership, and community. The following diagram of the four pillars is a visual representation of the Board of Trustees’ vision for the Institute for Leadership.

![Diagram of the four pillars]

This diagram demonstrates the overlapping circles of the University pillars, representing that they simultaneously stand alone and comeingle their energies and insights. They are at one and the same time independent and interdependent. The use of the leadership pillar to overlay the others depicts the notion that leadership functions in a context, one that is ever changing. It demonstrates the need to consider one’s leadership calling in all three domains depicted by the pillars. The diagram underscores the necessity of maintaining balance and lifelong commitment to faith, discovery, and community. In the center of this diagram, where the three pillars overlap, is the leverage point at which the Leadership Institute at the Mount can make its best contribution to the development of leadership as a way of life.

Accordingly, the Institute for Leadership at Mount Saint Mary’s University aspires to become an “educate, serve, and think” tank, as detailed in the following three sections of this White Paper.
3. “To Educate”: The Veritas Leadership Portfolio Curriculum

The centerpiece of the Institute’s work in the area of education will be the Veritas Leadership Portfolio, which is a leadership-development program. Starting in 2012, all Mount students will be required to complete this graduation requirement, which is a rarity in the contemporary academy. The board approved this requirement in 2010, followed by the faculty in 2012.

Rationale behind the Veritas Leadership Portfolio: Seven Key Points

1. The leadership requirement at Mount St. Mary’s University, and the accompanying Leadership Portfolio, were designed to address central components of the University’s mission.

2. Leadership is one of the University’s four pillars. This is found in the mission statement. This emphasis on leadership is also reflected in the mission statement of the undergraduate program, which emphasizes that the Mount aims to graduate students who “cultivate a mature spiritual life, who live by high intellectual and moral standards, who respect the dignity of other persons, who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens.” This language emphasizes the role of leadership among our graduates and the University’s aim to have Mount students become leaders in society.

3. The language of the University mission statement and the undergraduate program mission statement is also reflected in the undergraduate program goals. It is best found in goal six, which emphasizes that Mount St. Mary’s aims to graduate students who will “continue a life of learning, growth in faith and mature spirituality, and service to the common good.”

4. Thus, the leadership requirement is central to the Mount St. Mary’s undergraduate experience.

5. The Veritas Leadership Portfolio is a collection of individual activities and reflections that progressively deepen each student’s experiences as a caring and ethical leader. It will include the successful completion of two leadership-skills workshops offered by Career Services, one leadership experience offered by student affairs, as well as the completion of a course (including the writing of a term paper on leadership). Each student will also be required to reflect on these experiences online at the Veritas Leadership Portfolio site, hosted on the University’s Moodle course-management system.
6. The Veritas Leadership Portfolio seeks to empower students by providing the requisite skills and experiences needed to lead creative and generous lives, with intelligence and compassion.

7. As such, the Veritas Leadership Portfolio will become a primary tool by which the new Veritas curriculum will ensure that students fulfill undergraduate program goal six—a life well lived.

Key Components of the Veritas Leadership Portfolio

The Veritas Leadership Portfolio promotes a deep understanding of how virtuous leadership promotes freedom, and extends to all levels and departments at the University.

Key components of the Leadership Portfolio include the following:

1. Students become leaders and reflect on leadership by means of integrated academic and student affairs experiences.

2. Those leadership experiences are captured in the Veritas Leadership Portfolio. The online portfolio will be hosted on the Moodle course-management system.

3. All Mount students will be required to complete the portfolio starting with the class of 2016, in the fall of 2012.

4. To begin, students will complete a personal profile essay during freshman orientation. The goal of this essay is for students to introduce themselves to their Leadership Portfolio advisor.

5. We envision four levels of the Veritas Leadership Portfolio, as follows:

   **101 is the skills level.** Each student will complete one leadership-skills workshop offered by the Career Center: the preparation of a résumé. Following the workshop, students will be required to respond to reflection questions in their online portfolio about their workshop, and to upload a finished résumé.

   **201 is the experience level.** Each student will complete one leadership experience offered by Student Affairs. Students will also be required to respond to reflection questions in their online portfolio about each experience.

   **301 is the studies level.** Each student will complete a course with a leadership dimension, including the preparation of a term paper. Courses that will count
toward the *Veritas* Leadership Portfolio will be approved as such by the *Veritas* committee. The term paper will be uploaded into the portfolio.

*401 is the capstone level.* Each student will present his or her portfolio to a committee of fellow students, supervised by the Institute. Once completed, the final transcript notation will read:

> VERT 401 *Veritas* Leadership Portfolio (Pass or Fail)

5. The *Veritas* Leadership Portfolio is a one-credit experience. The course in the portfolio will count for an additional three credits. The total will ordinarily be four credits, but some courses count for more than three credits.

6. *Veritas* Portfolio Advisors. We seek to connect the Veritas Symposium with *Veritas* Leadership Portfolio advising. For the first two years of the portfolio, students will meet with their advisor to review their progress. Students are to assume responsibility for the completion of their own portfolio starting junior year. The Institute will provide support and required information to the advisors and students throughout, to ensure a timely completion of the portfolio. We ask for a two-year commitment from faculty advisors: there will also be a stipend available for faculty portfolio advisors during those two years.

7. The portfolio will allow for a qualitative assessment of student learning, based on the reflections, paper, and capstone presentation.

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*Advising Expectations for the Veritas Leadership Portfolio*

**YEAR ONE: PORTFOLIO LEVEL 101**

**Meeting #1:** Discuss résumé workshop. Respond to student online responses and comments in the e-folio questionnaire.

**Goals:**
1. To review the résumé-writing experience and to discuss strategies on how fill in gaps of the résumé
2. To help the student think about what kind of courses and experiences he or she may be interested in.

**Prior Work for Advisor:** Review student’s personal profile and draft résumé for the meeting.
YEAR ONE OR YEAR TWO: PORTFOLIO LEVEL 101 and 201

Meeting #2: Discuss leadership experience. Respond to student online comments in the e-folio.
  Goal: To review and discuss the experience with the student.
  Prior Work for Advisor: Review student questionnaire responses.

YEAR TWO OR YEAR THREE: PORTFOLIO LEVEL 301/INSTITUTE ADVISOR

Meeting #3: Leadership Paper (Estimated thirty-minute meeting)
  Goal: Brainstorm with student about his or her Leadership Portfolio curricular and co-curricular experiences and how these might be integrated into the course paper.
  Prior Work for Advisor: Review student’s e-folio.

YEAR FOUR: PORTFOLIO LEVEL 401/INSTITUTE ADVISOR

Meeting #4: Capstone Presentation (Estimated thirty-minute meeting)
  Goal: Review the student’s capstone presentation/updated résumé.
  Prior Work for Advisor: Review student’s e-folio.

Pitfalls and Potential

The Institute was founded in part on the recognition that student life programs and faculty members sometimes inhabit opposing realms in the academy, and consequently fail to seize and build opportunities to create integrated programs to promote the student’s formation as a complete human person. While there may be a general agreement across university constituencies that leadership education is a good thing, there is often misunderstanding among and between faculty and staff regarding the complex roles that a leadership curriculum can play in the University experience of each student. To remedy that potential pitfall, the leadership-development curriculum at Mount Saint Mary’s University seeks to bridge the curricular and co-curricular worlds of the academy, and to provide a holistic and nurturing program for each student.

In meetings with various constituencies on campus about the new leadership requirement, a number of concerns were voiced by both student life staff and faculty members. The main lines of criticism follow below:

- One school of thought is that this new requirement will pose an unfair burden on existing programs, stretching staff and other thin resources.
There is also a concern that this requirement will water down existing leadership programs run by student life by obligating all students to partake in them, and thus diluting the utility for truly interested students.

Some have expressed a concern that the study of leadership is mostly skills based, with an unclear link to a liberal arts curriculum.

Another line of concern has been that it would be difficult for the Institute to run a special single course for all students in leadership, and to hire the thirty to forty professors to teach the required course.

All of these points are certainly well taken. And yet, it is quite possible to “retrofit” the new leadership requirement into the existing curriculum and student-life programs and to satisfy these various concerns. A retrofit project may replace or add a new element to an existing program to improve its efficiency (i.e., students will be better prepared for the challenges they will face after graduation), while decreasing inefficiencies (i.e., students not understanding how the core curriculum prepares them for the real world).

The new leadership requirement for graduation should be based on these points:

1) We will slot the leadership course in the portfolio as a graduation requirement in a manner similar to the way in which some colleges and universities have retrofitted a service-learning course requirement onto existing courses—which is to allow interested faculty to participate, not require participation, and maintain academic quality as they will continue to teach the same courses they are already teaching.

2) We will incentivize faculty participation in this requirement by helping faculty members to fill seats in junior and senior level elective classes, by listing these as approved Institute courses for the Leadership Portfolio graduation requirement.

3) We will build the new leadership course requirement around existing course offerings and current faculty, eliminating the need to hire additional faculty.

4) The Institute will offer leadership courses every semester in conjunction with the academic departments and schools; it already has offered PSCI 130 Leaders and Leadership in the spring and fall 2011 terms (and perhaps will eventually hire its own core faculty).

5) The Institute will offer Veritas Leadership Portfolio advisor training to participating faculty.

6) The current plan is for Veritas Symposium faculty to serve as the first cohort of Leadership Portfolio advisors. We will carefully monitor this arrangement, to see if other arrangements might eventually work better.
The *Veritas* Leadership Portfolio will certainly not be an onerous addition to the requirements for graduation. According to the estimates provided by the Office of Campus Activities, most Mount students are currently involved in an experiential activity that would count toward this requirement. Many others are taking courses with a leadership and/or experiential component. Our task will be to ensure that the remaining eight percent of our students participate in some type of experiential program, and that all of our students become consciously aware of the leadership challenges and potential they have, both in and outside of the classroom. The challenge for the Institute is to take all of the pieces already in place (courses and student experiential learning) and integrate these elements into a coherent leadership curriculum.
The Middle States Commission on Higher Education and the Granting of Four Academic Credits from the Veritas Leadership Portfolio

The link between leadership and learning is alive at Mount St. Mary’s University. Our programs are structured in a manner designed to provoke thoughtful conversations about leadership among faculty, staff, and students, so that each new generation of Mount students will continue to contribute to progress in the world though service to others. Our leadership development and service-learning programs have a proven track record, and we strive to be continually innovative as we build on proven strategies.

Our newly approved Veritas Leadership Portfolio program is a “transformative” project carried forward by the campus community. It both reflects our campus culture and is widely supported. We are in the process of implementing the new program, to begin in the fall of 2012. This new program is designed to connect leadership theory to practice. It is becoming a new feature of our academic culture, and will be sustained throughout the life of our new Veritas core curriculum.

In line with the report of the Middle States Commission on Higher Education, Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation (standards eleven—Educational Offerings—and thirteen—Other Educational Offerings), the Veritas Leadership Portfolio program is predicated on five student-learning goals and objectives about leadership, including knowledge and skills.

Middle States is very clear that accredited institutions are not allowed to offer academic credit to experience-based program, but only to those programs with a clear academic learning component.

Accordingly, our proposed Veritas Leadership Portfolio combines experiential learning about leadership with the course of studies of each student, documented by ongoing student reflections, portfolio advising, a term paper, and a capstone presentation. The portfolio curriculum will introduce each student to the field of leadership studies, as we develop each student as a leader, ready to engage the demands of his or her future professional life upon graduation. Following the Middle States guidelines, the Leadership Portfolio will equip each Mount student with the following five learning objectives:

1. A comprehensive set of practical skills and tools about leadership practice, including résumé preparation and personal branding.
2. A greater understanding of the meaning of leadership, based on his or her actual portfolio experiences at the Mount.
3. An understanding of how he or she can help shape his or her communities as a leader.
4. An understanding of how ethics, morals, and values relate to leadership.

5. The ability to articulate his or her own set of practical leadership skills and tools on a résumé and in job interviews.

The portfolio will allow for a qualitative assessment of student learning, based on the reflections, paper, and capstone presentation. Academic credit will be awarded upon the completion of the Veritas Leadership Portfolio, as follows:

1. The leadership experiential learning will be supported by evidence in the form of an evaluation of the level, quality, and quantity of that learning by the portfolio advisor.

2. The Institute will develop portfolio faculty advisors who are knowledgeable about the subject matter and the criteria for the granting of college credit.

3. The analysis of completed student portfolios will form the basis of the granting of academic credit.

**Implementation timetable**

We will launch the Veritas Leadership Portfolio with the entering class in the fall of 2012. Each subsequent year we will add the incoming class to the Portfolio. We will operate at full capacity (approximately 1,800 students) by the fall of 2016.
Consistent with the mission of the University, the Institute for Leadership seeks to develop leadership knowledge and skills in each student. To this end, all undergraduate students are to complete a Leadership Portfolio as a requirement for graduation. The portfolio is a four-credit leadership formation program, combining curricular and co-curricular dimensions. These include an approved course, an experiential program, and two skills workshops offered by Career Services. It will conclude with a final proficiency exam. This comprehensive and integrated blend of experiences will assist students to prepare for interviews, jobs, fellowships, and graduate or professional school. It will also help each student to better understand leadership, and the particular role each might play in his or her own professional career, and in a larger sense, in seeking to help resolve the problems facing humanity.

**Key Components of the Veritas Leadership Portfolio: Detail**

1) At the **101 Leadership Portfolio Level, Basic Skills**, students will successfully complete one résumé preparation Workshop offered by the Career Center.
   a. All students must complete a résumé workshop.
   b. Students will respond to the questions in the e-folio and discuss their responses with their portfolio advisors.

2) At the **201 Leadership Portfolio Level, Experience**, students will complete one experience.
   a. The experiential program includes:
      i. Students will discuss experience options with their advisor. *Please note: on-campus programs may be chosen from a list provided by the Institute.*
      ii. Students will review the completed questionnaire with their advisor.
      iii. Students will participate in an informational interview reflection with their advisor.

3) At the **301 Leadership Portfolio Level**, students will complete one course approved by the Institute.
   a. The Course in Leadership will be taught by university faculty, as follows:
      i. To be included on the course list, faculty will petition the Veritas Committee to have their course listed as fulfilling the Leadership Portfolio requirement.
      ii. The Institute invites faculty to “combine their curiosities with ours.” That is, we are interested in teaching students about leadership; therefore, we ask faculty to be creative and integrative in their thinking about their teaching and
research interests, to see if and how the theme of leadership could help focus subject matter. Leaders can come from all fields. How can we think about leadership in your field?

iii. The course can be taken at any time, although junior year is preferred.
iv. The course can be taken from a list of available courses provided by the Institute.

b. The required Leadership Paper in a participating course shall include some of the following elements, as appropriate to the particular discipline and specific course:

i. Students must identify a leadership-related question from the course material. Institute faculty will advise students, as appropriate.

ii. A brief description of how leadership is currently understood in that particular subject area, and how the context that shapes our expectations for leadership may change.

iii. A clear specification of who a “leader” is—that is, what are the qualities that best shape a leader? This relates to some thoughts on how vision, planning, conflict, creativity, and values factor into the larger issue of leadership.

iv. A discussion of several alternative leadership types would be helpful, including a preferred alternative.

v. Students may write a draft of the leadership paper and ask the professor and the Institute faculty for comments.

vi. The final revised paper will be uploaded into the student’s Veritas Leadership Portfolio.

4) At the 401 Leadership Portfolio Level, students must upload a revised résumé and also successfully present their completed Veritas Leadership Portfolio to a committee.

Capstone Project: The Veritas Leadership Portfolio Presentation

The final step in the Veritas Leadership Portfolio will involve a final presentation, based on a final reflection paper and PowerPoint presentation. This ten-minute presentation will be administered by fellow students and the Institute. The deliverables for the capstone project are to include:
1. A brief (no more than ten minutes) PowerPoint presentation of the reflection paper to Institute faculty. Students will make their presentations in the fall term of their senior year.

2. Questions based on the student’s presentation.

3. Questions based on the student’s updated résumé.

Other Courses and Leadership Experiences

1. The Institute will prioritize those classes that contain a built-in simulation project, because those experiences directly help students understand how what they learn in the classroom may have a leadership impact in the so-called real world.

2. The Institute will work closely with Student Life to coordinate experiences, as appropriate.

3. Other leadership experiences to be organized by the Institute and other campus constituencies may include the following list. All experiences must be followed by a reflection paper on the leadership experience, to be submitted to the Institute and maintained in the student’s Leadership Portfolio. Students completing the Honors Leadership Portfolio must participate in at least three of the following experiences.
   a) **Course Simulations** (with faculty). This can include Model UN, Model EU, Model Congress, and Model Arab League. These should be connected to a course or an independent study project.
   b) **Integrated Course-Experience.** This can include the proposed course on Monasticism and the two-week leadership experience living in a Benedictine Monastery at the end of the semester. Another example could be a course titled “In the Footsteps of Father Jean Dubois,” which begins in a classroom and then finishes with a visit to his school and parish in Paris. Other ideas and proposals will be solicited from interested faculty.
   c) **Study Abroad/Intern Abroad/Internships** (with faculty and/or Student Life). This type of opportunity can provide for an integrated learning experience. *(Service-learning projects must have prior approval.)*
   d) **The President’s Lecture Series** (on campus, or at the University Club in Washington). In this series of highly regarded lectures, distinguished professionals from the government, media, business, and nonprofit worlds address and interact with students.
   e) **Leadership Forum on Capitol Hill.** Organized by the Institute, students will meet in very small groups with policymakers—usually members of Congress and their staffs—to discuss policy, politics, and legislation impacting students and their communities.
   f) **Small-Group Experiences** (with Residence Life). This series of experiences is designed to introduce students to a variety of issues
surrounding leadership, based on an individual’s areas of interest. This could include a series of brown-bag luncheons, a book group, Bible study and reflection, or a film series and discussion.

g) **Civic Engagement Projects** (with faculty and/or Student Life). Students are given the chance to work with members of local communities to promote social justice. Projects could include pro-life activities, Habitat for Humanity, volunteering in a nursing home, and voter-education workshops.

h) **Breakfast with the Champions.** Students will have an opportunity to meet with successful alumni to hear their perspectives on what would be useful in the workplace, graduate programs, or other post-graduation experiences.

**Graduation**

Ideally, the final portfolio will be presented to students at a pre-graduation ceremony, with special recognitions for those students who have excelled in their portfolios.
4. The Veritas Leadership Portfolio: Bringing Theory to Practice
Project Objectives and Activities

The Veritas Leadership Portfolio, a central piece of the Veritas common educational experience, is a transformative campus-wide project designed to connect the theoretical learning in our curriculum to the practical demands of the professional workplace, in order to provide students with the lessons, skills, and experiences needed to lead creative and generous lives, with intelligence and compassion.

1. Rationale for why the project is important at this time

This is a foundational moment for Mount St. Mary’s University. As we are now deeply engaged in the formation of the new Veritas common educational curriculum, it is vital for us to be creative and far reaching in our thoughts and plans. The activity of the academy—its teaching, inquiry, investigation, analysis, and civic engagement—enhances critical thinking and problem-solving skills that are essential for citizenship in the twenty-first century. In this time of great economic, social, and technological change, it is imperative for students to develop a leadership portfolio of curricular and co-curricular activities during their undergraduate studies that will demonstrate to future employers that they are theoretically prepared to engage the practical demands of the larger world.

2. Project overview

The Veritas Leadership Portfolio requirement is carefully designed to help create an engaged learning community at Mount St. Mary’s University, by specifically linking theoretical learning about leadership to practical concerns. It places the study of leadership in the context of a liberal education, adding value to the overall teaching, research, and service work of the University. The portfolio is a collection of activities and reflections that progressively deepen each student’s experiences as a caring and ethical leader. The finished portfolio will include the successful completion of two leadership-skills workshops, one leadership experience, one course that focuses on leadership and its practice (including the writing of a research paper on leadership), and a culminating interview and review of the portfolio’s contents as well as the student’s growth. Each student will also be required to reflect on these experiences online at the Veritas Leadership Portfolio site, hosted on the University’s Moodle course-management system. We do this in order to promote our students’ growth as complete human beings during their four years here, and to prepare them to serve as leaders in society upon graduation.

3. Key project objectives necessary for success

This grant will allow us to implement a comprehensive and qualitatively successful leadership portfolio program. We have identified four key project objectives, detailed
below.

Project Objective 1: Share the Vision: To integrate theory with practice across campus constituencies

The first key project objective is to develop a campus-wide shared vision on how to integrate theory with practice. The Veritas Leadership Portfolio curriculum was developed in part upon the recognition that Student Affairs and faculty sometimes inhabit separate realms in the academy and consequently fail to seize and build opportunities to create integrated programs to promote the student’s formation as a complete human person. While there may be general agreement across University constituencies that leadership education is a good thing, there is often misunderstanding among and between faculty and staff regarding the complex roles that a leadership curriculum can play in the University experience of each student. To remedy that potential pitfall, the Veritas Leadership Portfolio curriculum at Mount Saint Mary’s University seeks to bridge the curricular and co-curricular worlds of the academy, to provide a holistic and nurturing program for each student by connecting theory to practice. Over the past two years, we have engaged in campus-wide workshops and study circles to develop a common vocabulary and vision about leadership that are appropriate to the Mount—conversations that have led to the development of the Veritas Leadership Portfolio. We seek to continue this conversation.

Project Objective 2: Capacity Building: To strengthen connections between academic affairs and student affairs through a focus on leadership

The second key project objective involves capacity building across campus. We seek to connect existing student life leadership-development, service, and teaching leadership programs to courses that will help students think deeply about how to engage civil society. According to the estimates provided by the Office of Campus Activities, the vast majority of all Mount students are currently involved in an experiential activity, many of which would count toward the leadership graduation requirement. Other students are taking courses with a leadership and/or experiential component. Our task will be to ensure that all of our students participate in some type of experiential program and that they become consciously aware of their own leadership challenges and potential, both in and outside of the classroom. This second project objective is to take all of the pieces already in place (courses and student experiential learning) and frame these elements into a coherent leadership curriculum.

Project Objective 3: Faculty Development: To train advisors excellently

The third key project objective involves faculty development. We seek to ensure high-quality courses and portfolio advising. The field of leadership studies is of interest to scholars from a wide variety of academic departments. Participating faculty in the multidisciplinary, first-year liberal arts Veritas Symposium will also serve as the Veritas
Leadership Portfolio faculty advisors for the first two years of the portfolio. During those first two years, students will meet with their faculty advisor to discuss their interests and to review their progress. Students will assume responsibility for the completion of their own portfolio starting junior year. The Institute for Leadership will provide support, development, and required information to the advisors and students throughout, to ensure a timely completion of the portfolio. In addition, where appropriate, we will integrate the teaching and research interests of our faculty into our portfolio curriculum.

Project Objective 4: Academic Credit: To provide academic credit for the Veritas Leadership Portfolio, which integrates a wide variety of curricular, co-curricular, and extracurricular components

The fourth key project objective is to provide academic credit for the Veritas Leadership Portfolio. In line with the Middle States Commission on Higher Education, Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation (standards eleven—Educational Offerings—and thirteen—Other Educational Offerings), the Veritas Leadership Portfolio program adds experiential learning about leadership to the course of studies of each student, documented by the ongoing student reflections, portfolio advising, a term paper, and a capstone presentation. The portfolio curriculum will introduce students to the field of leadership studies, as we promote each student’s development as a leader who will be ready to engage the demands of future professional life upon graduation.

4. Anticipated ancillary outcomes, beyond key objectives, that will result from the project

We can identify at least three anticipated ancillary outcomes of the Veritas Leadership Portfolio.

First, we anticipate that our students will develop a greater awareness of their gifts, learn how to develop those gifts during their undergraduate studies, and eventually understand how to apply them in a practical way in civil society upon graduation.

Second, we plan to be able to continue a multidisciplinary campus-wide conversation on discovering other ways to connect theory to practice.

Third, we intend to see a growth in new course simulations/practical applications (including model United Nations, Congress, Maryland State Assembly, and European Union) that will extend the classroom theoretical learning into the outside world.

5. Four project activities related to our project objectives

First, we will host a series of faculty-training workshops, designed to dispel myths about leadership and the liberal arts, including the idea that only some can be leaders, that leadership is purely vocational, or that leadership is inherently militaristic. This grant will
afford Mount St. Mary’s University new resources to start a campus-wide conversation on how the field of leadership studies can prepare our students to engage the traditional institutions of civil society, including neighborhoods, schools, and churches, in a productive way. We would like faculty to think about how all of us might find new ways to help our students make good choices, and how to become leaders in society (starting fall 2012).

Second, we will host training sessions for the University’s student affairs professionals. The Veritas Leadership Portfolio requires each student to complete two leadership-skills workshops offered by the Career Center, including a workshop focusing on the preparation of a résumé. Following each workshop, students will be required to respond to reflection questions about their workshops in their online portfolio, and to upload a finished résumé. Students will also complete one leadership experience offered by Student Affairs (starting fall 2012).

Third, we need to host working sessions with faculty to develop and to pilot new leadership courses. The Veritas Leadership Portfolio requires each student to complete a course with a leadership dimension, including the preparation of a term paper. Courses that will count toward the Veritas Leadership Portfolio will be approved as such by the Veritas committee. The term paper will be uploaded into the portfolio (starting fall 2013).

Fourth, we need to run training workshops to teach students how to build their online portfolios. Each student will present his or her portfolio to a committee of fellow students, supervised by the Institute, during his or her senior year (starting fall 2012).
5. “To Serve”: The Institute and Learning across Campus

The Institute seeks to serve the campus by deepening the link between leadership and learning at Mount St. Mary’s University. Our programs are structured in a way designed to provoke thoughtful conversations about leadership among faculty, staff, and students, so that each new generation of Mount students will continue to advance the cause of freedom in the world through service to others. Our leadership-development and service-learning programs have a proven track record, and we continually strive to be innovative as we build on proven strategies.

The Institute fulfills its institutional role—promoting a campus-wide mission of learning and leadership—through the following offices at Mount Saint Mary’s University: the University Administration, the University Faculty, and Student Life (including the Office of Community Service, the Office of Campus Activities, and the Career Center). Each plays a vital role in the execution of the Leadership Portfolio curriculum. The diagram below reveals a dynamic and interrelated network of faculty, administrators, and centers from across the university, all committed to the ideal of forming new leaders for the betterment of society.

University Leadership and the Institute

The Institute and our new leadership curriculum have the full support of the president and the University administration. The University began to lay the foundation for our new
Institute in 2006. The first director was hired in 2010, and starting in the fall of 2012, our aspiration is that all of the new incoming students will be required to complete a three or four-credit experience in the Institute to help them master a number of leadership skills.

Through our new Institute, we will provide our students with a solid foundation upon which they can develop and refine their leadership skills. While there are many such institutes on campuses throughout the United States, ours will be unique, as it will join the academic and student life communities to provide a rich array of leadership experiences.

Faculty and the Institute

Many faculty members from across the University are already deeply engaged in leadership programs that could also become part of the proposed portfolio curriculum. There are many distinctive campus-wide cooperative programs between faculty and student life; here are three examples:

- Dr. Michele Patterson teaches a Freshman Seminar Course on the theme of food. Students “examine how food production, distribution, preparation and consumption shape our lives and our values as individuals and communities.” They work with the local Emmitsburg Farmers’ Market to produce marketing materials and special events. *This is a clear example of how students can engage their local community as leaders, to make a difference.*

- Dr. Mike Miller’s Moral Philosophy course engages students in service placements of their choosing. Students spend thirty hours over the semester working with community partners, including St. Catherine’s Nursing Home, Emmitsburg Elementary School, and the Catoctin Pregnancy Center. Guided reflections allow students to connect service work to views concerning human agency and rights. *Students learn to share their own gifts with others, and explore how their lives can be consequential.*

- Dr. Melanie Butler’s Introduction to Statistics reaffirms the importance of math literacy to students. While completing a basic math requirement, students work alongside the director of the Adams County Literacy Council to provide assistance to community members enrolled in math literacy and tutoring programs. *This experience helps to show students how teaching is a form of leadership; and can help those thinking about a career in education to more clearly discern a professional calling.*

Our leadership curriculum hopes to start with faculty in the classroom. We seek to ask students to consider these types of questions: What is the relationship between leadership, freedom, and virtue? Which virtues are necessary for genuine leadership and individual freedom? Which virtues are most important to the students’ own freedom and leadership
skills? We will then ask students to participate in both on- and off-campus experiential programs in order to spark the flame of inquiry to explore and discover for themselves how to contribute to the common wealth.

Office of Social Justice

The Institute works closely with the Office of Social Justice (OSJ) in its goal of forming leaders. The mission of the OSJ is to provide students, faculty, and staff the opportunity to put social justice education into action. By participating in local, domestic, and international service experiences, participants are able to be agents of positive social change. The OSJ’s staff members are available to serve as resources and facilitators for training programs, retreats, and service experiences.

The leadership-development program offered by the OSJ is called Community Outreach Realizing Equality, or CORE. These leaders are undergraduate students who are selected and trained to facilitate social justice and service experiences on campus, in our local community, and across the country. These dynamic students are passionate about issues of social justice, equity, and an active response to a call to serve. The Mount is proud of its many graduates who have served with such service organizations as the Peace Corps, AmeriCorps, the Jesuit Volunteer Corps, and the Christian Appalachian Project.

Office of Campus Activities

The Office of Campus Activities encourages co-curricular involvement and an engaged campus community for students by offering programs that meet their social, cultural, and developmental needs. The experiences, events, and opportunities offered both on and off campus deepen the leadership skills of our students. Campus Activities at Mount St. Mary’s University comprises over seventy clubs and organizations. This office runs the Activity Management Leadership program. It is a comprehensive leadership-development program designed to provide students with training in many different event-specific and life-skills areas. Students develop a variety of skills by hosting University events, facilitating group discussions, and running trips to local big cities.

The Office of Outdoor Adventures

The CRUX, or Challenging Recreation, Unleashing Experiences Program, administered by the Office of Outdoor Adventures, is an exhaustive leadership-development program designed to provide training in many different outdoor and life-skills areas. Rock climbing, caving, canoeing, white-water rafting, backpacking, camp-craft, group management, challenge course, and orienteering are just some of the experiences available for students. At the end of the program, students will become certified “Leave No Trace” trainers, certified Wilderness First Responders (WFRs), and qualified challenge course instructors.
Every year the Office of Community Service and the Office of Outdoor Adventure team up to offer a transformational experience for students, faculty, and staff in Belize. Trip participants spend the academic year preparing for the experience by taking courses and learning to work together as a team. Once they arrive in Belize, students spend time in adventure experiences exploring the country’s natural beauty, as well as serving in Mayan villages. They work in the Punta Gorda community constructing libraries, churches, and school buildings, and also spend some time meeting local leaders. We run this program in conjunction with St. Peter Claver Church and Jesuit Volunteer Services.

**Career Center**

The Institute for Leadership works in close cooperation with the University Career Center to help our students gain a practical perspective on their theoretical training through job placements, internships, on-campus recruiting opportunities, and mentoring programs. The Career Center also runs the University Internship program, which is a vital aspect of our Leadership Portfolio. Internships are hands-on experiences that relate to a specific major or career interest and usually involve training and responsibilities for which the student has already completed appropriate coursework. An internship may be full time or part time for the duration of a semester or summer. Internships can be paid or unpaid. Students may receive college credits for an internship.
Students and the Institute

Students are at the center of all Institute activities. The diagram below depicts the “raison d’être” of the Institute as well as the role it plays in unifying the various elements of the MSM community involved in the process of developing servant leaders. The Institute is both the unifying link (the bold black circle) and a direct contributor (black arrow) to the leadership development of the student. Lastly, the diagram emphasizes that the collaborative process is focused on the student.
6. “To Think”: The Institute as the Mount’s Think Tank on Leadership

In its think-tank role, the Institute for Leadership will contribute to the Catholic intellectual tradition of Mount St. Mary’s University by preparing publications and by sponsoring educational programs, scholarly research, conferences, and an e-journal designed to connect theoretical learning about leadership to engagement with civil society, broadly understood.

The activity of scholarly research—of inquiry, investigation, and analysis—is a model of the life of Catholic liberal education. Moreover, research enhances critical thinking and problem-solving skills that are essential for citizenship in the twenty-first century. This founding document for the Institute for Leadership seeks to place the study of leadership in the context of a liberal education. This “thinking” dimension of the Institute will add value to the overall teaching, research, and service work of the University. Moral and ethical issues surrounding the issue of leadership will be treated in a serious, scholarly way in all Institute scholarship.

We hope to provide numerous development opportunities for our faculty at the Institute, and are particularly interested in supporting research designed to study a full range of issues related to leadership in civil society, including public life, government, business, and citizenship. Our scholarly work seeks to lead to a greater understanding of those factors needed for the resuscitation of citizenship in American society, in the economic, cultural, political, and social realms.

The Institute will welcome participation from all academic disciplines, and its programs will invite interested faculty to be creative and wide reaching in thinking about the relevance of their professional and personal research interests. Once funded, we hope to launch a faculty research program that would provide support for at least three consecutive months of work on a research project.

The Institute for Leadership recognizes the importance of a broad range of scholarship in the study of leadership. Once funded, the Institute will seek to support research by students and faculty. A sample list of research topics representing the wide range of projects dealing with leadership and civil society follows:

1. Projects that seek to bring the full Catholic intellectual tradition and culture of community service to bear on our research on leadership and civil society, broadly defined.

2. Research on how each student has the potential to become a genuinely self-governing leader—a complete human person—and a personally responsible citizen.
3. Research on how to develop new generations of ethically grounded leaders
who will seek to reinvigorate and re-empower civil society, understood as the
traditional local institutions of family, school, church, and neighborhood, as
well as in the larger world of business and international affairs.

4. Historical approaches to the study of leadership.

5. Discipline-specific approaches to the study of leadership.

6. Leadership themes in literary and artistic works, the political processes and
contexts that support art, classical political theory, and the theories of justice
and power.

7. Theological approaches to the study of leadership, and the role of religion in
the development of civil society, in American and comparative contexts.

Faculty Opportunities at the Institute

We envision our research programs and initiatives to include faculty fellowships and the
hiring of Institute-based faculty with appointments in an appropriate department.
Consistent with the above, Institute research experiences focus on those practical and
academic issues that improve our understanding of democratic institutions and practices
and the daily life of every citizen.

Study Groups: Combining Curiosities

As our lecture series and other programs are developed, the Institute will invite faculty to
“combine their curiosity with our programs” by attending our events, including them in
their syllabus where appropriate, and by forming research groups at the Institute.

Institute Distinguished Speaker Series

The Institute hopes to offer a distinguished speakers series. It seeks to sponsor talks,
symposia, and discussions of numerous issues impacting civil society.

Research Program on Political Leaders
The Institute will establish a research fund for faculty to research political leaders at
home and abroad.

Research Affiliations
Once established, the Institute will invite interested faculty to affiliate with us as Faculty
Associates. This would be for tenured and non-tenured faculty.
Student Research Opportunities

Research Fellowship
The Institute hopes to offer a modest research stipend to students working on a leadership project.

Study Abroad Fellowship
The Institute will establish a stipend for at least ten students per year undertaking Study Abroad programs with a leadership component.

Emerging Leaders Internship Program
The Institute will establish an “Emerging Leaders” student internship program, with a modest stipend.

Other Institute “Thinking” and “Educating” Experiences
The Institute of Leadership Studies will seek to deepen its impact on campus and on the larger academy in the following ways:

Research Programs and Courses
1. Organize and host the first Mount Leadership Forum.
2. Expand our programs to a larger audience through Web-based media, and present original and interactive Web features.
3. Explore new areas of course development with the deans and faculty.
4. Host campus-wide discussions and the development of new programs.
5. Co-sponsor course simulations with faculty, to include the United Nations, American Congress, Maryland State Assembly, and European Union student leadership development course simulations, and list courses under the “Institute” label.
6. Offer the Institute’s “Leaders and Leadership” course.
7. Offer a for-credit certificate program in leadership and explore partnerships for a master’s degree program for the study of leadership.
9. Overall Recommendations

We make the following six recommendations:

1. The Institute for Leadership shall serve the campus community, and civil society more broadly, by connecting existing student life leadership-development, service, and teaching programs to courses that will help students think deeply—and in a publicly relevant way—about how they might engage civil society in a manner consistent with Catholic notions of human rights and social justice, and be well prepared for the future demands of their professional careers.

2. The Institute for Leadership will work with the University administration, faculty, and student life centers across the campus to ensure that our leadership programs equip students, scholars, and practitioners alike with the tools necessary to understand the impact of good leadership on the world today.

3. The Institute director will be responsible for overseeing all Institute operations. He will report to the University Provost and Executive Vice President. His duties will include program development; the preparation of budgets for all Institute programs; the supervision of administrative staff; working with faculty, staff, and students; working with the University Advancement office to secure funding; working with Public Relations to promote Institute programs; overseeing the Leadership Portfolio initiatives; planning fund-raising activities with Advancement; and overseeing the Institute student study groups and research/publishing projects.

4. In addition to the director, there should be support staff, including an assistant director/coordinator of the Leadership Portfolio, a coordinator of outreach, and a work-study student. More staff should be added as needed.

5. A six-member on-campus Faculty Advisory Council should be formed to assist the director with the Leadership Portfolio and other Institute initiatives.

6. The Institute Advisory Council shall consist of no more than ten members appointed by the President of the University for a three-year term (renewable for one additional term). Members of the Council will be individuals who endorse the mission of the Institute. This will meet at least once a year (October) and will advise the director on the external
functions of the Institute, including, but not limited to, programming, short- and long-term fundraising initiatives, facilities, and corporate or foundation grants for academic initiatives. Other Advisory Council responsibilities include assisting the director in (1) locating leadership internships for students; (2) locating campus speakers; (3) hosting students for a “Breakfast with the Champions” event; and (4) raising funds.
This White Paper has been prepared based on campus interviews during the 2010–11 and 2011–12 academic years; the Academy Leadership Associate original report, and their review of the second draft; and the comments from our campus-wide study circles on leadership. Dr. Charles A. Beitz’s 2009 report, *Student Leadership Development Program Opportunities for the Mount*, has also been a useful resource. Katelyn Catanese ’10 assisted with the research on leadership institutes in the contemporary academy.