CNU Mission
The mission of Christopher Newport University is to provide educational and cultural opportunities that benefit CNU students, the residents of the Commonwealth of Virginia and the nation.

Christopher Newport provides outstanding academic programs, encourages service and leadership within the community, and provides opportunities for student involvement in nationally and regionally recognized research and arts programs.

Our primary focus is excellence in teaching, inspired by sound scholarship. At CNU, personal attention in small classes creates a student-centered environment where creativity and excellence can flourish. Our primary emphasis is to provide outstanding undergraduate education. We also serve the Commonwealth with master's degree programs that provide intellectual and professional development for graduate-level students.

We are committed to providing a liberal arts education that stimulates intellectual inquiry and fosters social and civic values. Christopher Newport students acquire the qualities of mind and spirit that prepare them to lead lives with meaning and purpose. As a state university, we are committed to service that shapes the economic, civic, and cultural life of our community and Commonwealth.

Liberal Learning at CNU
Christopher Newport University involves students in a rich, multifaceted tradition of intellectual exploration grounded in the common principles of liberal learning. The program of study develops students' capacities of empowerment, knowledge and responsibility. All coursework at Christopher Newport – whether in the liberal learning core, in the major or in elective courses or courses in a minor – seeks to introduce, reinforce, and advance student aptitude in these primary capacities:

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning

CNU Honor Code
On my honor, I will maintain the highest standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.
Dear First-Year PLP Student,

Welcome to the PLP! For us, it is like saying “Welcome to the family.” Rather than just an educational program full of requirements, the PLP is a community - a group of people who have come together with a determination to better understand ourselves and how we work with others. We believe there is a sense of purpose beyond what we see in our individual lives: that we fulfill a greater purpose. In reality, that is about a choice we make, or, rather a lifetime of choices:

Choosing to be a participant rather than a spectator.
Choosing to see opportunities to bring about needed and positive change in the world around us.
Choosing to live a life of significance.

This handbook is a guidebook to your journey through the program. For those of you who like to see the big picture and for those of you who like to see the small details, it is here.

The PLP staff is here to serve as guides during your journey. Some of you will choose to use your guides; others of you will prefer to venture out with your own map. Either way, this guidebook will serve you well. If something is unclear or if you have a question, please do not hesitate to ask someone. It is our desire to clearly outline the opportunities and expectations we have of you.

I wish you well these next four years. This is your opportunity to add a dimension to your college experience that will aid you well in your life’s journey. Make the most of it!

Sincerely,

Lacey Grey H. Hunter ’08
Director, President’s Leadership Program
laceygrey.hunter@cnu.edu
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PLP Mission

The President’s Leadership Program (PLP) is a four-year leadership education experience that empowers you to recognize your leadership potential and develop personal and social responsibility for the betterment of self and society.

We are committed to:

- Preparing you for lives of leadership, service, and civic responsibility;
- Facilitating the connection between leadership theory and practice through the integration of academic study, experiential learning, and personal development;
- Inspiring you to define your purpose, find your passion, and clarify personal values;
- Challenging you to develop a philosophy and practice of leadership that encompasses a diverse range of beliefs and ideas;
- Encouraging respect for individual difference and inclusivity;
- Valuing collaboration, group work, and leadership as a process among people.

Leadership Domains

Each commitment and expectation of the program has a specific purpose to engage and develop you in the areas of:

- Civic engagement
- Commitment to diversity and inclusion
- Group dynamics and meaningful relationships
- Integrative learning
- Persistence and achievement
- Self-appraisal and identity development

The program’s developmental framework is structured to provide opportunities for you to develop, explore, and demonstrate competencies in each of these six areas throughout your four years in the program.

Developmental Framework

The PLP uses a developmental framework to structure the out-of-class experience through distinct yet interdependent areas of focus: experiential learning, leadership development, and student success. The PLP
framework serves as an integrated approach that engages students in the development of personal and social responsibility.

While grounded in Christopher Newport University’s (CNU) ideals of leadership, scholarship and service, the PLP framework also uses the academic study of leadership along with several existing and popular leadership development models, such as the Social Change Model (SCM)\(^1\) and Leadership Identity Development (LID)\(^2\). The SCM, designed specifically for college students, approaches leadership as a purposeful, collaborative and values-based process that results in positive social change through three dimensions: individual, group, and community/society. As a complement to the SCM, LID defines the process through which individuals discover their own leadership efficacy and identity. While the model is stage-based and not age-based, it provides significant support for the impact of leadership development efforts during the college years and provides insight into how this development occurs. (For more on the SCM and LID, please see Appendix C.3 and Appendix C.4.)

This unique combination allows you to explore, question, and integrate your personal leadership and values within a structure of program standards and accountability that enhances your experience as a CNU student. Program expectations are articulated through each of the program areas (Experience, Develop, Succeed) as well as holistically. By managing program commitments, receiving ongoing support, and participating in intentional development opportunities, you expand your capacity for leadership and your potential to have a positive and significant influence on the CNU, local, and global communities.

**Leadership Portfolio**

Leadership is not a series of prescribed steps, but rather an individualized pursuit that requires significant personal investment. The true value of the PLP lies in your ability to articulate personal journeys in leadership in addition to your CNU and community investment. The leadership portfolio is a way for you to express growth and development via reflection throughout your four years in the PLP.

As you progress through the program, it is important to recognize how your personal leadership develops over time. Through articulated themes for each year of the program, the portfolio submissions allow you to synthesize and integrate your experience each academic year, resulting in a comprehensive product upon program completion. The portfolio drives reflection with the goal of connecting your efforts in the program into a meaningful whole. It is a personal project that presents evidence of engagement in the pursuit and study of leadership and the understanding of major concepts emphasized in the President’s Leadership Program.

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Submission Structure
The themes associated with each year serve as a framework for the overall program experience and corresponding portfolio submissions. The purpose of the portfolio is to provide a place to articulate and capture your personal path.

Overview of yearly portfolio submissions:

<table>
<thead>
<tr>
<th>Year 1: Exploration</th>
<th>EXPLORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is a year of discovery and awareness-building in many aspects of your PLP and CNU experience. In addition to exploring campus and community resources, you will also explore your own identity, passions, and purpose.</td>
</tr>
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<table>
<thead>
<tr>
<th>Year 2: Balance and Resilience</th>
<th>BALANCE AND RESILIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As you grow as a leader you assume greater responsibilities on and off campus. Finding balance among your involvement, academics, service, and personal life is a challenging but essential part of self-discovery. Managing the balancing act is not easy, and learning how you overcome challenges makes it easier to bounce back in the future.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>PORTFOLIO SUBMISSION</th>
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<tbody>
<tr>
<td><strong>Engagement Plan</strong> – Synthesize the new information you have learned since coming to college. How do your experiences and reflection influence your awareness of self and others? What steps can you take to make progress toward moving a personal goal from your challenge zone to your comfort zone?</td>
</tr>
<tr>
<td><strong>Success Meetings</strong> – You will meet with your PLP staff guide to reflect upon the progress of your engagement plan in a group setting.</td>
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<tr>
<th>PORTFOLIO SUBMISSION</th>
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<tbody>
<tr>
<td><strong>Wellness Audit</strong> – Evaluate yourself in the eight areas of wellness. How can you make aspirational and realistic wellness equal? How did you grow from an experience where you felt unbalanced?</td>
</tr>
</tbody>
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Year 3: Authenticity

**AUTHENTICITY**
Transformative leaders show commitment to their true self at all times. Analyzing your fundamental values and how relationships, experiences, socialization, and society influence them lend perspective to your leadership practice. Understanding your values and how they guide your life will be beneficial to how you invest your remaining time at CNU and after graduation.

**PORTFOLIO SUBMISSION**
- **Values Analysis** – Examine your top three to five values. What/who influenced your values? How does living one day where your decisions are solely dictated by your values look different/similar from other days? How have your values influenced your time at CNU? What implications does this have for the future?

Year 4: Synthesis

**SYNTHESIS**
Your final year in the PLP is a time to reflect on the past four years and an opportunity to consider how this experience will shape your future. Articulating your PLP experience will be important as you pursue a career or other educational opportunities.

**PORTFOLIO SUBMISSION**
- **Senior Portfolio** – This is an opportunity to create a final product illustrating the ways your leadership experiences in the PLP and at CNU have shaped who you are. How have your experiences shaped you as a leader and how do you plan to continue this growth after graduation? How do you articulate your PLP experience? What values, skills, and knowledge have you developed through participating in the program? How has your understanding and practice of leadership changed over the past four years?

Your portfolio will be a collection of personal submissions that you update periodically. We encourage you to think creatively about this product as it is ultimately a reflection of you. Go beyond the submission requirements, by including class projects or work you have produced in your student organization(s), photos, videos, or blog posts, and add elements that truly reflect who you are. Beyond demonstrating your growth and learning in the program, the portfolio serves as your personal PLP story.

*Specific portfolio submission assignments, guidelines, and information will be shared throughout the academic year and/or provided during your Success Meeting.*
Experience Philosophy
An experience is defined as the process of personally observing, encountering, or undergoing something. In the President’s Leadership Program, experiences will lead you to take an active role in learning, serving, and engaging in the campus and local community. Having meaningful experiences provides you with ample opportunities to observe and experience leadership in order to craft your personal leadership style. It is the active participation in experiences that start you on the path to a deeper understanding of leadership and the role it plays in your life.

Experience Expectations

Community Engagement
The President’s Leadership Program derives much of our leadership philosophy from the work of Robert Greenleaf and his model of servant leadership. Greenleaf defined servant leaders as individuals who focus on meeting the needs of those they lead, develop all individuals to bring out the best in them, coach others and encourage their self-expression, facilitate personal growth in all who work with them, and listen well to build a sense of community and joint ownership.

In an effort to promote positive community change, you will engage within the Hampton Roads community as a volunteer. The intention is to build a long-term commitment to a community partner and develop a strong, reciprocal relationship with the organization throughout your time at CNU. It is the program’s expectation that you will complete a minimum of 100 service hours throughout your time in the PLP: 30 service hours during your first year, 25 hours during your second year, 25 hours during your third year, and 20 hours during your fourth year. At the end of your first year, you will declare a service track (service topic area) to further direct your efforts in the community.

Defining Community Engagement
For the purposes of the PLP service-hour requirements,

**PLP community engagement is:**
- Unpaid work that benefits Hampton Roads’ community partners;
- Conducted within the Hampton Roads community;
- Approved PLP community engagement opportunities;
- Volunteer work completed through University service-based organizations;
- Performed only during the academic year or during a University sponsored service trip;

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Service to CNU or PLP during your first year only (unless otherwise approved by PLP staff).

PLP community engagement is NOT:

- Tutoring your fellow Captains;
- Philanthropic endeavors (for questions, see appendix C.2 or contact PLP staff);
- Tabling in the DSU or Trible Plaza for a cause or organization;
- Service sanctioned by the Center for Honor Enrichment and Community Standards or a court of law;
- Political engagement for the benefit or promotion of specific candidates or ballot initiatives;
- Religious-based engagement that serves the express purpose of the promotion of a particular faith or denomination.

As long as they meet the above specifications, service hours used to fulfill class or student organization requirements may be counted to fulfill PLP requirements. Internship hours for PLP may count toward service only after the required 120 internship hours are completed and as long as the additional hours are unpaid.

This definition of community engagement should be used when exploring potential community engagement opportunities. For further clarification on any specific guideline, please contact a PLP staff member at preslead@cnu.edu or stop by the PLP Office in DSU Suite 3127.

To keep track of the time you spend volunteering, you will create an account on the CNU Engage website (cnuengage.org), which is managed by the Center for Community Engagement. By creating your account, you will begin logging PLP requirements (minimum of 100 hours) as well as the optional Service Distinction recognition for graduation (140 hours). Although your PLP requirement and Service Distinction are separate and unique programs, hours logged for PLP will count toward Service Distinction as well. If you would like to participate in the Service Distinction Leader Program (at least 400 hours), you may enroll when you create your account or update your status later. Participation in Service Distinction or Service Distinction Leader Program is not a requirement of the PLP, but many students enroll to further their engagement and commitment to Hampton Roads. For more information on Service Distinction and Service Distinction Leader, visit the Center for Community Engagement at cnuengage.org.

Campus Involvement
The PLP places high value on being active members of our campus community. Becoming engaged on campus allows you to explore a vast variety of opportunities and help discern your interests and passions. All students in the program must make a long-term commitment to at least one campus club/organization, varsity athletic team, faculty-sponsored research, or CNU employment.

Internships
Internships are one of the most effective ways to gain experience and insights into professional life. Through internships, you can enhance your professional network, gain a better appreciation for the types of opportunities in a field, and build a foundation for starting your career. More specifically,
Internships provide an excellent opportunity to see how organizations operate and apply leadership theories and concepts to address challenges.

For purposes of the PLP, an internship is a paid or unpaid opportunity to observe and/or participate in a professional environment. Although it may be beneficial to have an internship in your field of study, you have the flexibility to select an internship in any area that is of interest to you. Examples of internships students have completed include: shadowing a medical professional; orientation leader; tour guide at a historical site; employment at a government agency; camp counselor, and various other opportunities. To be considered an internship for the PLP, an internship must meet the following criteria:

- minimum of 120 hours in length (roughly equivalent to working full-time for 3 weeks);
- completed in a maximum of 12 months, during your time at CNU;
- completed with one internship placement (For example, you may not complete 60 hours with one organization, then 60 hours with another organization and consider it one internship.);
- completed during your four years in the program;
- supervised by a non-immediate family member;
- documented with the appropriate protocol.

All forms for appropriate documentation are available through the PLP page on CNU Connect (my.cnu.edu). It is your responsibility to ensure all forms are completed.

If you need assistance in finding an internship site, utilize on-campus resources such as the Center for Career Planning, your academic advisors, and the PLP staff. Jobs and internships used to fulfill class requirements may also be counted towards the PLP requirement as long as it meets the above criteria as well.

**Study Abroad**

We believe that as part of a liberal learning education, you should have the opportunity to travel to other countries to experience their culture and perspectives. As a PLP student, you are eligible to receive a one-time study abroad scholarship for qualifying trips. To be eligible to receive your PLP study abroad scholarship you must be currently receiving your PLP scholarship and meet the Office of Study Abroad’s requirements. Interested students may obtain additional information at cnu.edu/academics/studyabroad/.
Development Philosophy

Development refers to personal growth, the expansion of your perspective within the world around you and an ability to see yourself as part of a larger community. Development in the PLP also refers to the knowledge and application of leadership theory and your ability to recognize and build on natural skills to facilitate positive social change. Personal leadership development is integrated throughout your individual experiences via a commitment to learning, exploration and reflection. The three major areas through which development occurs are: (1) application of knowledge gained through the leadership studies minor, (2) intentional reflection, and (3) purposeful expression.

Application of knowledge gained through the leadership studies minor: The leadership studies minor provides an important framework for understanding the practical application of leadership skills and identifying leadership theory in action. By actively connecting learning in the classroom to experiences in the PLP and what you see in the world, you will strengthen your own understanding and application of leadership skills and theories.

Intentional reflection: It is our expectation that you engage in active and intentional reflection on your experiences as a member of this program. Critical reflection (the practice of challenging your underlying assumptions related to your experiences) can be used to integrate theory and practice, gain insight, and stimulate self-exploration. Effective reflection can lead to increased self-awareness, self-confidence, and a feeling of empowerment to engage your own leadership capacity. It is our philosophy that you learn not just by doing, but by thinking about what you do and why you do it.

Purposeful expression: Leadership is an active pursuit. Learning about and applying a leadership lens to personal life, academic studies as well as campus and community involvement are all critical aspects of leadership development. Active expression of these ideas allows you to further your learning, impart knowledge to others, and practice leadership in your life. Expression takes many forms: portfolio submissions, blog posts, photo galleries, presenting during a PLPizza Party event (see following page for description), taking on a leadership role in student organizations, and many other demonstrations. The ability to articulate what you learn through the PLP experience in a direct or creative medium allows you to “see” your development through the program, and to exercise leadership in a tangible and measured way.
Development Expectations

Passport Destinations
Passport Destinations are designed to create opportunities for you to engage with various out-of-class experiences including lectures, seminars, and workshops. Passport Destinations are campus and community events that expose you to one of the six previously mentioned leadership domains (see page one) and provide opportunities for critical thought, creative reflection, and greater awareness. PLP staff will host on- and off-campus Passport Destinations. Many other on-campus events can be considered for Passport Destinations and we encourage you to submit events you hear about or are coordinating to preslead@cnu.edu. Approved Passport Destination opportunities are shared in The PLP Weekly email as well as the Passport Destination calendar. It is the Program’s expectation that you attend four Passport Destinations per academic school year for your first three years. First-year students are expected to attend a Center for Career Planning (CCP) Passport Destination and a Center for Community Engagement (CCE) Passport Destination to count toward two of your four Passport Destinations.

PLPizza Parties
A PLPizza Party is an example of a Passport Destination. In this annual series, PLP students share significant developmental experiences where they learned about or practiced leadership in unique and diverse contexts. PLPizza Parties emphasize purposeful expression, intentional reflection, and feature students who are selected to present to peers, faculty, and staff.

President’s Speaker Series
Past and present leaders have much to teach about the practical application of leadership theory as well as the skills and tools needed to be an effective leader. In acknowledging this, you will attend formal presentations from renowned local, state, national, and global community leaders. Past speakers include Tiffany Haas, Broadway Actress and Entrepreneur; U.S. Supreme Court Justice Antonin Scalia; and Dr. Susan Komives, Professor Emeritus, University of Maryland. You are challenged to think critically about the material presented as it relates to your own experiences and learning in the leadership studies minor. Business professional attire and your full attendance is expected for the entirety of the formal presentations. If you need to be excused from a speaking engagement due to class/lab, varsity game, or observance of a religious holiday, please notify PLP staff no later than noon the day of the speaker through the online “Speaker Absence Approval Form”. For sudden illness or personal/family emergency please contact PLP staff as soon as possible.

Developmental Opportunities
Professional Organizations/Conferences
Professional organizations exist in nearly every field of study at CNU. PLP encourages you to be proactive in researching and joining organizations which further your understanding of your field of study, career opportunities, and trends. Many of these organizations host annual conferences you may consider attending or submitting a presentation proposal. If you need assistance in finding such organizations, you can talk to your advisor or faculty members in your major, or stop by the PLP office to discuss how you can begin your
search. Potential funding sources include, but are not limited to the Student Assembly and the Office of Undergraduate Research and Creative Activity (OURCA).

**International Leadership Association (ILA)**
ILA is a professional organization for leadership students, practitioners, and scholars. This organization represents leadership from a number of fields and brings together a diverse group of scholars and practitioners from around the world at its annual conference. Every two years the conference is held outside of the United States. Talk to a PLP staff member or faculty member in the Department of Leadership and American Studies about the possibility of attending the conference, submitting a proposal for a chance to present during a conference, or competing in the student case study competition with other PLP students. Students should speak with a faculty member in the Department of Leadership and American Studies about potential funding.

**U.S. Naval Academy Leadership Conference**
The U.S Naval Academy Leadership Conference is an annual three-day experience hosted at the Naval Academy campus in Annapolis, Maryland. The mission of the conference is to bring together the best minds in the practice and study of leadership to exchange ideas, experiences, and methodologies with both military and civilian undergraduate students of leadership. Students should speak with a PLP staff member or faculty member in the Department of Leadership and American Studies about the possibility of attending the conference and potential funding.
Success Philosophy

Our vision for success in the President’s Leadership Program is twofold. First, we expect a level of engagement that supports the program goals and developmental framework outlined in this handbook. There are a number of basic academic and programmatic requirements you must complete to remain active in the program, and leadership is a process of challenging yourself to go beyond what is expected. In this regard, we encourage you to develop your own philosophy for success which synthesizes the expectations of the program with your personal values, goals, and beliefs. Our second major philosophy is that you ultimately define success in your life and collegiate career. The PLP framework aims to guide you in your journey towards a comprehensive college experience, while also challenging you to develop your personal vision for success.

Expectations for Success

We expect you to play an active role in achieving the academic, experiential and developmental benchmarks that you have agreed to value as a member of the program. You will be required to complete the following benchmarks throughout your PLP experience:

**Foundations Meeting**
All first-year students in the PLP must attend a foundations meeting for a general overview of programmatic and academic requirements. These meetings will be held in a group setting and facilitated by PLP staff to provide a road map for student success in the program. This is also when you receive your PLP Handbook and sign your program contract.

**Town Hall Meeting**
All second, third, and fourth year students in the PLP must attend a town hall meeting during the fall semester for an overview of yearly programmatic and academic requirements. Updates to the program, staffing, and other relevant information will also be shared here. These meetings will be held in a group setting and facilitated by PLP staff.

**First, Second, and Third Year Success Meetings**
Success meetings are opportunities for you to meet with a PLP staff member to reflect on your time in the PLP and CNU. You will attend meetings both semesters of your first year, the fall semester of your second year, and the spring semester of your third year. These meetings are designed to help you identify personal and academic goals as well as develop an engagement plan for your college experience. We encourage you to
use these meetings as an opportunity to ask questions, learn more about campus resources, and to further reflect on your leadership experience.

Portfolio Submissions
As outlined in the program structure section, you will develop a leadership portfolio throughout your four years in the program. The portfolio is intended to provide an avenue to reflect and apply leadership insights to your involvement and development as a leader. During each academic year, you will submit an update to your portfolio with responses to specific developmental questions and themes. All portfolio submissions are reviewed by your PLP staff guide and serve as a continuation of the conversations you have during your Success Meeting. Additional details about the leadership portfolio will be explained during the Foundations Meeting and Success Meetings.

Annual Reports and Reviews
You are required to complete the fall information form, the mid-year report, and the end-of-year report to assess the fulfillment of academic and programmatic requirements. PLP staff members will evaluate these reports to track your progress. GPAs will be reviewed throughout the semester to monitor academic standing and provide you with appropriate resources to maximize academic success. You are required to achieve the cumulative and term GPA minimums in correspondence with your designated scholarship level.

Status
After each semester, your status is evaluated and assigned one of the following attributes: written warning, good standing, probation, suspension, dismissal, or withdraw (see Appendix B for status descriptions). In addition, university conduct violations can result in the change of your status at any time (see Appendix B2 for the Conduct Policy and Agreement).

Senior Celebration
President Trible and the PLP staff invite eligible seniors and their families to celebrate the successful completion of the program and leadership studies minor at the annual Senior Celebration. This formal ceremony is traditionally held the Thursday evening during the week of Commencement.
Resources for Success

Staff Guides
Staff guides are PLP staff members specifically assigned to you as a point of contact for PLP related matters. In addition to your required Success Meetings, staff guides may be contacted at any time for additional support. Please note: staff guides are assigned on an annual basis.

University Resources
The following university offices are a handful of excellent resources for you to take advantage of throughout your college experience:

- **Academic Advising**
  - faculty core advisor (first two years); major advisor (once major declared); program specialized advising
- **Center for Academic Success (CAS)**
  - academic coaching/study skills/tutoring/time management/goal setting; Alice F. Randall Writing Center
- **Center for Career Planning (CCP)**
  - resume writing; professional development; internship; job search support; networking
- **Center for Community Engagement (CCE)**
  - service opportunities; service distinction/service distinction leader
- **Center for Honor Enrichment and Community Standards (CHECS)**
  - Student Honor Council; student conduct
- **Counseling Services (OCS)**
  - counseling/crisis management; outreach programming
- **Financial Aid**
  - scholarship questions
- **Health and Wellness Services**
  - university clinic; healthcare partnership between CNU and Riverside Health System
- **Office of Orientation and Student Engagement (OSE)**
  - connecting on campus; Orientation
- **Office of Student Activities (OSA)**
  - student clubs and organizations; Greek organizations
- **Office of Undergraduate Research and Creative Activity (OURCA)**
  - research funding; The Cupola (student research journal); Paideia Conference
- **Residence Life**
  - assist with navigation of policies and procedures of on-campus life; learning communities; resident assistants/Residence Hall Association
- **Study Abroad Office**
  - study abroad programs
- **Title IX and Equal Opportunity**
  - discrimination, harassment, sexual misconduct policies, and reporting
- **University Housing**
○ room assignments; meal plans

University Accommodations
The President’s Leadership Program recognizes the official policies and procedures for disability support services at Christopher Newport University as outlined on the disability support web page. For a detailed description of how to identify needs and accommodations, please visit cnu.edu/life/disability or contact Student Affairs at dosa@cnu.edu, (757) 594-7160, or David Student Union Suite 3127.
PLP Specific Involvement Opportunities

There are many opportunities to further your involvement in the PLP. Information is provided throughout the year regarding various opportunities including those below. You can also contact the PLP staff if you have questions on how to take advantage of these opportunities.

**PLP Recruiters**
The President’s Leadership Program encourages current PLP first-year students to be involved in the admission process for the PLP and Honors applicants. PLP recruiters agree to host at least one student overnight prior to one of the PLP and Honors Visit Days to show them the daily life of a first-year student at CNU.

**PLP Ambassadors**
The PLP ambassadors interview current high school seniors for admission to the PLP. In addition to assessing the student’s qualifications for the program, ambassadors must also possess extensive knowledge about the PLP to answer questions accurately. The PLP ambassadors are called upon to represent the Program at various times throughout the year. Typically, an ambassador has previously served in a recruiter role, although that is not required. You must be a rising second, third, or fourth-year student to apply to be an ambassador.

**PLP Lead Ambassadors**
The PLP lead ambassadors work closely with the PLP staff to assist in the planning of PLP and Honors Visit Days and help oversee the Recruiter and Ambassador programs. Lead ambassadors’ responsibilities include: assisting with check-in procedures for various events, training recruiters to host students, as well as mingling with parents and students to answer questions about the PLP and Honors Program at events. Typically, a lead ambassador has previously served in an ambassador role, although that is not required. You must be a rising second, third, or fourth-year student to apply.

**International Service Trip**
The PLP partners with an international non-profit to offer an opportunity for a group of interested PLP students to serve abroad. As a part of this opportunity, you will meet community needs in another country by performing ethical and responsible service. You will participate in pre- and post-trip meetings facilitated by PLP staff who will guide you through reflection activities to help make connections to your personal experiences and course content in the leadership studies minor.

**Service Explorations**
Service explorations are an opportunity for PLP students to engage with various community partners in the Hampton Roads area. The objective of these explorations is to highlight a different community partner and provide students with a service trip to that site. These explorations are geared primarily toward first-year students who are seeking service opportunities within the Hampton Roads community. During these explorations, students learn about social issues in the Hampton Roads community and more about serving with the partner organization. Previous service exploration locations have included Habitat for Humanity, the Virginia Living Museum, The Peninsula Fine Arts Center, and Williamsburg Landing.
Leadership Adventure Facilitator
Leadership Adventure, an extended orientation program, includes sessions on academics, team-building, and outdoor activities designed to introduce students to the program, to PLP staff, and to the members of their PLP class. Incoming students are led by facilitators who are current PLP students. In this role, facilitators are working together to introduce first-year students to a variety of topics including team building and dynamics, identifying personal values, understanding identity and diversity, the importance of vulnerability, and ways to engage with the Hampton Roads community. After their first year in the program, PLP students are eligible to apply to be a Leadership Adventure facilitator among other orientation leader opportunities.
APPENDICES

Appendix A: PLP Student Contract

Appendix B: Program and Student Policies
   Appendix B.1: Program Status and Appeal Policy
   Appendix B.2: Conduct Process and Sanctioning

Appendix C: Program Resources
   Appendix C.1: The Minor in Leadership Studies
   Appendix C.2: Community Engagement vs. Philanthropy
   Appendix C.3: Social Change Model of Leadership Development
   Appendix C.4: Leadership Identity Development Model
President’s Leadership Program
Class of 2023

This document serves as an outline of all the requirements necessary for participation in and completion of the President’s Leadership Program. Failure to meet the standards set below will be cause for re-evaluation of your status in the program.

Co-Curricular Requirement

The scope of this section is to outline mandatory student participation in the three program areas of Experience, Develop, and Succeed.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Participate in Day One of Service *Welcome Week</td>
<td>□ Minimum 25 primary site hours logged on CNU Engage (minimum 55 combined hours from Year 1 and Year 2)</td>
<td>□ Minimum 25 primary site hours logged on CNU Engage (minimum 80 combined hours from Years 1, 2, and 3)</td>
<td>□ Minimum 20 primary site hours logged on CNU Engage</td>
</tr>
<tr>
<td>□ Create your profile at cnuengage.org</td>
<td>□ Continue commitment to at least one campus activity</td>
<td>□ Continue commitment to at least one campus activity</td>
<td>□ Serve and log at least 100 hours (minimum 100 combined hours from all four years)</td>
</tr>
<tr>
<td>□ Minimum 30 logged service hours on CNU Engage</td>
<td>□ Declare service track by the end of spring semester</td>
<td>□ Continue commitment to at least one campus activity</td>
<td>□ Continue commitment to at least one campus activity</td>
</tr>
<tr>
<td>□ Commit to at least one campus involvement</td>
<td>□ Declare service track by the end of spring semester</td>
<td>□ Continue commitment to at least one campus activity</td>
<td>□ Continue commitment to at least one campus activity</td>
</tr>
<tr>
<td>□ Declare service track by the end of spring semester</td>
<td>□ Complete an internship and corresponding documentation</td>
<td>□ Complete an internship and corresponding documentation</td>
<td>□ Complete an internship and corresponding documentation</td>
</tr>
<tr>
<td>□ Complete an internship and corresponding documentation</td>
<td>□ Complete an internship and corresponding documentation</td>
<td>□ Complete an internship and corresponding documentation</td>
<td>□ Complete an internship and corresponding documentation</td>
</tr>
</tbody>
</table>

Develop

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Minimum 4 Passport Events - At least (1) must be a Center for Career Planning Event - At least (1) must be a Center for Community Engagement Event</td>
<td>□ Minimum 4 Passport Events</td>
<td>□ Minimum 4 Passport Events</td>
<td>□ Minimum 4 Passport Events</td>
</tr>
<tr>
<td>□ Attend all President's Speaker Series events</td>
<td>□ Attend all President's Speaker Series events</td>
<td>□ Attend all President's Speaker Series events</td>
<td>□ Attend all President's Speaker Series events</td>
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<td>□ Attend all President's Speaker Series events</td>
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<td>□ Attend all President's Speaker Series events</td>
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<td>□ Attend all President's Speaker Series events</td>
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<td>□ Attend all President's Speaker Series events</td>
<td>□ Attend all President's Speaker Series events</td>
</tr>
<tr>
<td>□ Complete an internship and corresponding documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Succeed

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Attend Foundations Meeting *Welcome Week</td>
<td>□ Attend Town Hall *Fall Semester</td>
<td>□ Attend Town Hall *Fall Semester</td>
<td>□ Attend Town Hall *Fall Semester</td>
</tr>
<tr>
<td>□ Enroll in LDSP 210 *Fall Semester</td>
<td>□ Submit Fall Info Form *Sept.</td>
<td>□ Submit Fall Info Form *Sept.</td>
<td>□ Submit Fall Info Form *Sept.</td>
</tr>
<tr>
<td>□ Submit Fall Info Form *Sept.</td>
<td>□ Attend Second-Year Success Meeting *Fall Semester</td>
<td>□ Attend Second-Year Success Meeting *Fall Semester</td>
<td>□ Attend Second-Year Success Meeting *Fall Semester</td>
</tr>
<tr>
<td>□ Attend First-Year Success Meeting *Fall Semester</td>
<td>□ Submit Year-2 Portfolio *Fall Semester</td>
<td>□ Submit Year-2 Portfolio *Fall Semester</td>
<td>□ Submit Year-2 Portfolio *Fall Semester</td>
</tr>
<tr>
<td>□ Submit Mid-Year Report *Dec.</td>
<td>□ Enroll in LDSP 240 *Spring Semester</td>
<td>□ Submit End-of-Year Report *April</td>
<td>□ Submit End-of-Year Report *April</td>
</tr>
<tr>
<td>□ Enroll in LDSP 240 *Spring Semester</td>
<td>□ Attend Spring Success Meeting</td>
<td>□ Submit End-of-Year Report *April</td>
<td>□ Submit End-of-Year Report *April</td>
</tr>
<tr>
<td>□ Attend Spring Success Meeting</td>
<td>□ Submit End-of-Year Report *April</td>
<td>□ Submit End-of-Year Report *April</td>
<td>□ Submit End-of-Year Report *April</td>
</tr>
<tr>
<td>□ Submit End-of-Year Report *April</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

*No later than end of Spring Semester
I. Academic Completion
To graduate with PLP, you must meet all of the academic requirements for the minor in leadership studies.

II. Program Completion
To graduate with PLP, you must complete all program requirements. Students planning to complete their degree requirements in less than four years must meet with a PLP staff member to establish a plan to complete all program requirements and the minor in leadership studies.

III. GPA Requirements
First-year students must meet term GPA minimums each semester of their first-year for scholarship eligibility. At the conclusion of your third semester, both term and cumulative GPA minimums must be met for scholarship eligibility.

To graduate with the PLP (separate from scholarship requirements), you must meet the minimum cumulative GPA of a 2.75.

<table>
<thead>
<tr>
<th>Scholar Level</th>
<th>Term</th>
<th>Cumulative (beginning after fall semester second year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000 (PLP Scholar)</td>
<td>2.5</td>
<td>2.75</td>
</tr>
<tr>
<td>$5,000 (Commonwealth Scholar)</td>
<td>2.75</td>
<td>3.0</td>
</tr>
<tr>
<td>$10,000+ (Presidential Scholar)</td>
<td>3.0</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Suspension/Loss of Scholarship: If you fall below the term GPA requirement or the cumulative GPA requirement (cumulative assessed only after the fall of your third semester) or fail to meet programmatic requirements, you will be on scholarship suspension and lose your scholarship for the subsequent semester. You will have only one opportunity during the subsequent semester to meet the required term and cumulative GPAs and/or to complete all necessary programmatic requirements in order to earn back your scholarship. If at any point you fall below either the term or cumulative GPA requirement or fail to meet program expectations for a second time, you will lose your scholarship permanently and may be dismissed from the program. Summer terms are not eligible for scholarship. If you are placed on scholarship suspension, your "earn-back" semester is the subsequent fall/spring semester following your loss of scholarship.
IV. Important Scholarship Information

- You are required to enroll as a full-time student (12 or more credits) with the exception of your graduation semester [last semester of enrollment prior to graduation]. If you are a candidate for graduation at the end of that semester [as verified by the University Registrar], you may retain your scholarship provided that you are in good standing with the program and the University and have not exhausted your eight semesters of scholarship eligibility.

- PLP scholarships are limited to four undergraduate academic years (eight fall/spring semesters).

- PLP scholarships are contingent upon continual residential status from the start of your enrollment at CNU. If you choose to live off campus, you may continue in the program but will permanently forfeit the PLP scholarship and the Study Abroad scholarship.

- You must be in good standing through the date of the study abroad term to be eligible for your Study Abroad Travel Scholarship. Students who are placed on scholarship suspension do not qualify for the Study Abroad Travel Scholarship.

- The scholarship level assigned upon admission to CNU is permanent. Scholarship levels and GPA requirements cannot be changed, regardless of your standing.

- Scholarships are awarded in the beginning of the semester in good faith that you will uphold all contract requirements. In the event that you do not meet all requirements, your scholarship may be suspended.

- If you are dismissed from the program or choose to withdraw, you will lose all program benefits including scholarships (PLP Scholarship and Study Abroad Scholarship) and priority registration/housing.

- Commonwealth Scholars who are admitted to both the Honors Program and the PLP upon entering the University and who choose to withdraw from the PLP will not be eligible to receive their scholarship.

- You are required to maintain continuous enrollment for each regular (fall/spring) semester, leading to graduation in four years. If you choose to take an approved temporary leave from CNU, you may not be guaranteed a PLP scholarship upon return. Students taking classes elsewhere during this time (for reasons other than study abroad) forfeit their scholarship upon return. Consult with a PLP staff member prior to taking any type of leave.

- You must adhere to the Conduct Agreement and Policy (found in Appendix B.2 of the Handbook). If found responsible for not adhering to university policy, the Code of Conduct, and/or the Honor Code, the PLP staff will be notified and additional sanctions through the program may be applied.

- Meet the co-curricular requirements as stated in the PLP Co-Curricular Handbook for the Class of 2023.

- You must submit the Study Abroad Scholarship Application to the Office of Financial Aid by the application deadline below in order to receive your Study Abroad Travel Scholarship:
  - Fall Semester Programs – April 1
  - Spring Semester Programs – October 15
  - CNU Summer Programs – December 1
  - NON-CNU Summer Programs – March 1

A Higher Standard: Students in the President’s Leadership Program should strive to achieve a high standard both inside and outside the classroom. This includes being a person of strong character with values that are congruent with those of the President’s Leadership Program and Christopher Newport University. As members of the program, you agree to uphold the following standards:
☐ I understand that I must commit to upholding the CNU Honor Code, university regulations, federal, and state laws.
☐ I understand that any violation will be cause for re-evaluation of my PLP membership and scholarship.
☐ I will maintain courtesy and respect towards CNU faculty, staff, and students.
☐ I understand I must follow through on program expectations and any commitment made to the CNU community and its members.
☐ I understand I must stay current and aware of PLP expectations through communication means determined by PLP staff in addition to my own efforts.
☐ I understand I must wear business professional attire at the President’s Speakers Series and other designated events.
☐ I understand that by signing in at the President’s Speaker Series events, I am stating that I will attend and be fully present (no talking or use of electronic devices) during the entirety of the event. Leaving after check-in or before the end of the event without a discussion with a PLP staff member is a violation of this statement and of the University Honor Code policy.

By signing this document, I certify I have read and agree to all terms and conditions of this President’s Leadership Program Contract.

Student Signature ______________________   Student CNU ID # ___________ Date ___________________
Appendix B.1: Program Status and Appeal Policy

Program Status
Upon review of academic and programmatic requirements, you are assigned one of the following statuses: good standing, written warning, probation, suspension, dismissal or withdraw. In addition, university conduct violations can result in the change of your status at any point.

Good standing: You successfully met all program and academic requirements.

Written warning: You did not meet articulated programmatic expectations. Students who receive a written warning are expected to successfully fulfill the programmatic expectations as indicated by the PLP staff. A written warning status does not compromise your scholarship award. If you meet all subsequent program expectations the following semester, you will return to good standing with the program. If you fail to meet the expectations outlined in your written warning and/or accumulate additional unmet expectations, your status will change from written warning to probation.

Probation: Students under probation must recommit their efforts to successfully complete program expectations and make up previous unmet expectations as indicated by PLP staff. Probation status does not necessarily compromise your scholarship award. If you meet all subsequent program expectations the following semester, you will return to good standing within the program. If you fail to meet probationary requirements and/or accumulate additional unmet expectations, you may have your scholarship suspended.

Suspension: Suspension is a result of unmet academic, PLP programmatic, and/or conduct expectations. Students on suspension will have their scholarships revoked for the semester directly following their suspension. If you meet all academic and program expectations, then you may be eligible for reinstatement of your scholarship the following semester. If you are placed on suspension for a second time, you will have your scholarship permanently revoked and/or be considered for dismissal from the program.

Dismissal: Dismissal occurs due to continual lack of communication, inability to complete programmatic and/or academic expectations, extended probationary status and conduct violations. In this status, you will not be able to remain a participant within the President’s Leadership Program. Please be aware that this will result in loss of all financial benefits including your scholarship, priority housing, and priority registration.

Withdraw: Withdraw applies when students choose to no longer continue membership in the program. By withdrawing, you forfeit your scholarship and all privileges associated with being a member of the PLP including priority housing, course selection times, and the Study Abroad scholarship. Once withdrawn, you cannot rejoin the PLP. Dropping the leadership studies minor results in automatic withdrawal from the PLP.

Appeal Process
To appeal your current PLP status, the PLP office requires a written explanation outlining the specifics of your appeal/request. Please include your name and class year with your appeal. This appeal can be turned into the PLP office or emailed to preslead@cnu.edu.

Concerns related to the awarding of your scholarship should be directed to the Office of Financial Aid (Christopher Newport Hall 107; finaid@cnu.edu).
Appendix B.2: Conduct Process and Sanctioning

PLP Conduct Process and Sanctioning: The director of the PLP receives regular reports from the Center for Honor Enrichment and Community Standards on any reported incidents involving students in the program. If you are found responsible for violating the Code of Conduct or University Honor Code you will receive sanctions from the PLP that reflect the nature and severity of the incident. All violations will be considered during status review at the end of each semester. PLP staff will communicate any sanctions resulting from Code of Conduct or Honor Code violations.

If the nature and severity of an incident calls for immediate attention, PLP staff will contact you directly to set up a meeting with the director of PLP to discuss the violations and resulting sanctions. As with any process, PLP staff approach it case-by-case and encourage you to appeal should you deem it necessary. See Appendix B for status and appeal information.

Self-Reporting: Self-reporting any Code of Conduct violation to the PLP office is critical to character development and to understanding the responsibility of being a role model for the CNU community. Your development as someone with strong character is an important goal of the PLP. Therefore, you are encouraged to self-report any violations to a PLP staff member.
Minor in Leadership Studies Overview

The PLP co-curricular model is a complementary experience to the minor in leadership studies. The knowledge you gain through the minor can be applied to your experiences in the PLP. Likewise, experiences in the PLP will strengthen and deepen learning in the minor.

The leadership studies minor is designed to prepare ethical leaders who can identify important issues, heighten public awareness and understanding, develop imaginative solutions and strategies, as well as inspire and empower others to give of themselves to achieve the vision of a better tomorrow. Leadership is a process, not a role or position of authority, and involves establishing trust and achieving change through shaping vision, values and culture. The following curriculum is designed to prepare you to engage effectively in the leadership process:

<table>
<thead>
<tr>
<th>Year</th>
<th>Required Minor Courses per 2018 – 2019 course catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>Fall: LDSP 210 – Self, Group and Leadership: This interactive course introduces students to the role of self and group in the leadership process. Through academic study, personal assessment, in-class activities and assignments, students will gain an understanding of how personal development impacts leadership capabilities, the importance of self-understanding to effective leadership, and the relationship between self-identity and group process. In addition to self-study, students will study group development, groupthink, and the effect of power and communication styles in group dynamics.</td>
</tr>
<tr>
<td></td>
<td>Spring: LDSP 240– Theories and Perspectives on Leadership (Prerequisite: LDSP 210): This course provides a multidisciplinary introduction to the field of leadership studies. Social scientific approaches to the study of leadership will be considered, with a focus on the application of theory to practice. The influence of the humanities and the natural sciences on the study of leadership will also be considered. Contemporary trends, topics, and debates will be explored, along with traditional approaches to the study of leadership.</td>
</tr>
<tr>
<td>Remaining</td>
<td>LDSP 320 – Leadership through the Ages (Prerequisite: LDSP 240 with a grade of C- or higher) In attempting to understand leadership in the 21st century, one cannot ignore the insights and practices of significant figures from the past. This course is designed to introduce students to some of the most influential historical leaders and thinkers from throughout the world and to examine how their lessons in leadership may or may not be applicable to current leadership issues. Using an interdisciplinary approach, students will study leaders acting in multiple contexts to understand how the contemporary and immediate situational factors influence leadership behavior.</td>
</tr>
<tr>
<td>Course</td>
<td>Two Elective Courses New electives and special topics are periodically added to the course catalog and may vary by semester. Check with a leadership faculty member, your core adviser, or reference your course catalogue for the most up-to-date elective offerings. Some examples of previous offerings include: Women and Leadership; Cross-Cultural Leadership; Environmental Leadership. Outside of the Leadership Studies curriculum the following courses are also accepted electives for the minor: AMST 100; HONR 335; MLSC 401-401L; or MGMT 310. Descriptions for these courses can be found in the current undergraduate catalog.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Culminating Course: LDSP 386 – Values Leadership (Prerequisite: LDSP 240, LDSP320, two leadership electives, and senior standing). This course examines the paradigm of values leadership as a theory and a philosophy. To understand the values leadership concept as a whole, various components will be explored, such as types and sources of values, value patterning, modeling, creating a values culture, follower empowerment, and complexities of practicing values-based leadership. Also examined are the ethical behavior and moral responsibilities of leaders and followers. As the culminating course of the leadership studies minor, students will conclude with a reflective integration of their learning and development across courses completed for the minor.</td>
</tr>
</tbody>
</table>

*After your first two semesters in the minor, you may plan your remaining courses as best fits your schedule and major requirements. It is recommended to take LDSP 320 during your sophomore year. You should work with your core advisor and/or leadership studies faculty to plan your minor course schedule.
Within the PLP we firmly believe in the value of serving throughout the local community. Because of the value we place in the experience of community engagement, it is important to draw a clear distinction between that and philanthropy.

**Community engagement** is ... active participation that involves working with and learning from others to advance and strengthen the community and overcome challenges. It helps facilitate developmental, reciprocal and sustainable relationships within the community.

*Examples: capturing oral histories of seniors, teaching English to local refugees or mentoring a child.*

**Philanthropy** is ... a desire to help mankind through the giving of gifts, usually monetary in nature, to humanitarian or charitable organizations. Raising money through an activity or fundraising that supports a charitable cause is defined as philanthropy and not community service. Collecting items for donation is considered philanthropy as well.

*Examples: food drives, raising money for a cause or collecting prom dresses.*

### CCE’s Four Year Pathway to Meaningful Engagement and Skill Development

<table>
<thead>
<tr>
<th>Year</th>
<th>Overview</th>
<th>Knowledge Areas</th>
<th>Skills Distribution</th>
</tr>
</thead>
</table>
| Year 1: Exploration | First-year students begin by becoming knowledgeable about our local community, specifically the history and culture, assets, and challenges. In addition, you are encouraged to enroll in the CNU Engage Service Distinction Program and should become familiar with the CCE’s Service Tracks, “declaring” one track by the end of the academic year. Ideally, by year’s end, you will join a site-based team with a CCE approved community partner. | • Knowledge of self and ability to reflect  
• Knowledge of community  
• Exploration of diversity  
• Community Building  
• Introduction to Civic Engagement | • Active listening and Communication  
• Goal setting  
• Reflection  
• Time management  
• Organization  
• Understanding of place/community assets |
| Year 2: Experience | Second-year students focus on incorporating academic skills and knowledge within their given population, service site, and issue areas. Still learning under the leadership of site staff and/or upper-level students in your Service Track, this approach offers agencies consistent and reliable support to help run and manage their programs, developing partner capacity and impact. | • Analysis of diversity issues  
• Knowledge of poverty  
• Understanding of place and ability to think critically around community  
• Introduction to other forms of civic engagement | • Balance and boundaries  
• Budgeting  
• Conflict resolution  
• Facilitation  
• Project Planning and Teamwork  
• Understanding an issue (service track) |
| Year 3: Example | By the third year, CNU Engage students take on expanded leadership roles and responsibilities both on campus and in their communities. For many, this initiative translates into leadership positions in the community (for example, leading your site based team or designing and coordinating a project) or on campus (for example, in campus-wide initiatives, undergraduate research assignments such as Community-Based Research, policy research, or program leadership roles). | • Engagement in other forms of civic engagement (advocacy, policy, education)  
• International perspective  
• Critical thinking and systems analysis  
• Leadership skills and application through practice | • Delegation and Project management  
• Event planning  
• Fundraising & grant writing  
• Planning and running a meeting  
• Understanding root causes and systemic solutions  
• Public speaking |
| Year 4: Expertise | By the fourth year (if not sooner), you may work on a capstone-level project relevant to the site and/or population you have served for four years. You are encouraged to integrate your academic pursuits and career interests with your service activities. You should seek opportunities to present or publish on your community-based research and share policy or program recommendations within your Service Track and Site Team. | • Exploration of social justice  
• Vocation and career exploration/preparation  
• Connection to academic study | • Decision making  
• Evaluation and program assessment  
• Marketing and public relations  
• Career networking  
• Public education and advocacy (i.e. City Council meeting)  
• Public speaking |
The Social Change Model of Leadership Development appeals particularly to undergraduate students because the approach views leadership as a purposeful, collaborative, values-based process that uses multiple perspectives to enact positive social change. The model examines leadership development from three different perspectives:

The Individual - What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?

The Group - how can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities (above) but also to affect positive social change?

The Community/Society - Toward what social ends is the leadership development activity directed? What kinds of service activities are most effective in energizing the group and in developing desired personal qualities in the individual?

<table>
<thead>
<tr>
<th>Social Change Model Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDIVIDUAL</strong></td>
</tr>
<tr>
<td><strong>Consciousness</strong></td>
</tr>
<tr>
<td><strong>of Self</strong></td>
</tr>
<tr>
<td>Awareness of the beliefs, values, attitudes and emotions that motivate one to take action.</td>
</tr>
<tr>
<td><strong>Congruence</strong></td>
</tr>
<tr>
<td>Thinking, feeling and behaving with consistency, genuineness, authenticity, and honesty.</td>
</tr>
<tr>
<td><strong>Commitment</strong></td>
</tr>
<tr>
<td>Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity and duration.</td>
</tr>
<tr>
<td><strong>GROUP</strong></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
</tr>
<tr>
<td>Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.</td>
</tr>
<tr>
<td><strong>Common Purpose</strong></td>
</tr>
<tr>
<td>Working with shared aims and values. It facilitates the group’s ability to engage in collective analysis of the issues at hand and the task to be undertaken.</td>
</tr>
<tr>
<td><strong>Controversy With Civility</strong></td>
</tr>
<tr>
<td>Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility.</td>
</tr>
<tr>
<td><strong>COMMUNITY/SOCIETY</strong></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
</tr>
<tr>
<td>Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.</td>
</tr>
</tbody>
</table>

References:
Student Leadership at Humber: *Our Leadership Model*. http://www.humber.ca/studentleadership/our-leadership-model
Appendix C.4 – Leadership Identity Development (LID) Model

The Leadership Identity Development Model was developed by Susan Komives, Julie Owen, Susan Longerbeam, Felicia Mainella, and Laura Osteen in response to an observed lack of theoretical models that address how leadership identity is developed in college students. While “many leadership educators think that college students are best informed by learning a relational-values approach to leadership which is inclusive, ethical, grounded in principles and values, and seeks collaborative processes in working with others toward a common vision or common purpose,” a model that explains how this development occurs was lacking from the literature. The LID model addresses the following research questions: what processes does a person go through to come to an awareness that they can make a difference and can work effectively with others to accomplish change? How does this relational leadership efficacy/identity develop?

Structure of the Model (see table on following page)

The Leadership Identity Development (LID) has five major components: Stages, Transitions, Phases, Select Developmental Influences, and Changing View of Self with Others. Each component is briefly described below.

Stages: Stages represent different positions along the path of identity development. The model is “stage-based” and recognizes that there is no fixed beginning or ending but they represent positions in the evolution of this identity. The six stages are: (1) awareness, (2) exploration/engagement, (3) leader identified, (4) leadership differentiated, (5) generativity and (6) internalization/synthesis. The KEY shift in college seems to be from Stage 3 (leader identified) when one thinks “leaders do leadership” and even if one is a member of a group, one looks to the leader for direction and responsibility for the group’s outcomes. Stage 4 (leadership differentiated) is a shift of consciousness to the interdependence of people in groups and if one is in a positional leader role there is a commitment to engage in that in a way to develop others, engages participation, and shares responsibility; if one is a member there is an awareness of influence and the responsibility of every member to engage in leadership together.

Transitions: Each stage ends with a transition in which “old ways of thinking or being shift and new ways emerge.” Transitions are usually times of reflection and decision to take some new action. Make meaning out of any dissonance that existed in that stage and form a bridge to the new ways of thinking.

Phases: Stage 3 and 4 are comprised of two phases. These complex stages have an emerging phase that is a moving-into that stage and the trying on of new ways of relating, identifying new skills that are needed to handle that stage well, and getting comfortable. This phase is like trying on a new self. The immersion phase is a practice phase of becoming more skillful and informed, working better with others in the context of that way of thinking. This phase is fully into the stage.

Select Developmental Influences: The role of adults changes as students progress through this model over time. In the early stages they affirm and sponsor. They then become models and the more active engagement of mentors. During college they continue as models, and mentors, but also become meaning makers and evolve into friends. Family, older peers, and same-age peers play important roles in this process.

Changing View of Self with Others: Students move from dependence (on adults or authority) through independence (engaging in leadership themselves and with peers) before reaching interdependence, an awareness of and appreciation for the connections among people.

References:
### Appendix C.4 – Leadership Identity Development (LID) Model

#### Key Categories

<table>
<thead>
<tr>
<th>STAGES</th>
<th>1 Awareness</th>
<th>2 Exploration/Engagement</th>
<th>3 Leader Identified</th>
<th>The KEY</th>
<th>4 Leadership Differentiated</th>
<th>5 Generativity</th>
<th>6 Integration/Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key categories</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
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<tr>
<td>Stage Description</td>
<td>• Recognizing that leadership is happening around you</td>
<td>• Getting exposure to involvements</td>
<td>• Intentional involvements</td>
<td>• Taking on individual responsibility</td>
<td>• Individual accomplishment important</td>
<td>• Shifting order of consciousness</td>
<td>• Active commitment to a personal passion;</td>
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<td></td>
<td></td>
<td></td>
<td>• Continued self development and lifelong learning</td>
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<td></td>
<td></td>
<td></td>
<td>• Striving for congruence and internal confidence</td>
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<tr>
<td>Changing View of Leadership</td>
<td>• Other people are leaders; leaders are out there somewhere</td>
<td>• Becomes aware of national leaders and authority figures (e.g. the principal)</td>
<td>• Want to make friends</td>
<td>• Develop personal skills</td>
<td>• Recognize personal leadership potential</td>
<td>• Motivation to change something</td>
<td>• Focus on passion, vision, and commitment</td>
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<td>• Want to serve others</td>
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<td></td>
<td></td>
<td></td>
<td>• Sees leadership as a lifelong developmental process</td>
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<td></td>
<td></td>
<td>• Wants to leave things better • Am trustworthy and value that I have credibility • Recognition of role modeling to others</td>
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<td>• Sees leadership as a lifelong developmental process • Wants to leave things better • Am trustworthy and value that I have credibility • Recognition of role modeling to others</td>
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<tr>
<td>Developing Self</td>
<td>• Uninvolved or &quot;reactive&quot; follower</td>
<td>• Active follower or member</td>
<td>• Engage in diverse contexts</td>
<td>• Need to change</td>
<td>• Models others</td>
<td>• Learn about personal influence</td>
<td>• Focus on passion, vision, and commitment</td>
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<td></td>
<td>• Sees leadership as a lifelong developmental process • Wants to leave things better • Am trustworthy and value that I have credibility • Recognition of role modeling to others</td>
</tr>
<tr>
<td>Group Influences</td>
<td>• Affirmation by adults (parents, teachers, coaches, scout leaders, church elders)</td>
<td>• Observation/watching • Recognition of adult sponsors</td>
<td>• Affirmation of adults • Affirmation of others (see me as a leader)</td>
<td>• Role models • Youth peers as mentors • Adult peers as mentors</td>
<td>• Older peers as mentors • Younger peers • Siblings as mentors • Friends as mentors</td>
<td>• Shared learning • Reflection/retreat</td>
<td>• Anticipating transition to new roles</td>
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<td></td>
<td>• Sees organizational complexity across contexts • Can imagine how to engage with different organizations</td>
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<td></td>
<td>• Re-cycling when context changes or is uncertain (contextual uncertainty), enables continual recycling through leadership stages</td>
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<tr>
<td>Developmental Influences</td>
<td>• Observation/ watching • Recognition of adult sponsors</td>
<td>• Affirmation of adults • Affirmation of others (see me as a leader)</td>
<td>• Role models • Older peers as mentors • Younger peers • Siblings as mentors • Friends as mentors</td>
<td>• Older peers as mentors • Adult peers as mentors • Friends as mentors</td>
<td>• Practicing leadership in ongoing peer relationships</td>
<td>• Responsible to meaning makers (student affairs staff, key faculty, same-age peer mentors)</td>
<td>• Responsible to meaning makers (student affairs staff, same-age peer mentors)</td>
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<td>• Shared learning • Reflection/retreat</td>
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<td>• Re-cycling when context changes or is uncertain (contextual uncertainty), enables continual recycling through leadership stages</td>
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<tr>
<td>Changing View of Self with Others</td>
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<td>Dependent/Independent</td>
<td>Interdependent</td>
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