

CROSS-CAMPUS LEADERSHIP INITIATIVE



Fall 2018 Update

CMU
CENTRAL MICHIGAN
UNIVERSITY

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Leadership
Institute



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Introduction:

Journey towards wider access and deeper impact of leadership learning

CMU's 14th President George E. Ross is fond of saying, "At the end of the day, CMU graduates leaders." Staff and faculty sensed both truth and aspiration in this statement, and sought to find out what offerings on campus were contributing, or could contribute, to this goal. Purposefully connecting the array of existing curricular, co-curricular, and extracurricular programs and articulating what each teaches our students about leadership is crucial. CMU's aspiration to be the premier destination for college students seeking to learn about leadership and develop their capacity to lead has the potential to distinguish CMU in an intensifying higher education landscape. In order to fulfill its institutional commitment, a university-wide initiative was launched to capture and strengthen leadership education programs and student outcomes.

The first step in the process included a comprehensive review of all CMU's extracurricular and co-curricular leadership programs and the partner academic minor in Leadership Studies. Dr. Dennis C. Roberts of New Dimensions in Education consulting was selected for this role due to his more than 40-year career designing, implementing, advocating, and publishing research about student leadership learning.

The review evaluated CMU's current leadership offerings using the standards provided by the Council for the Advancement of Standards, and the International Leadership Association's "Guiding Questions." The review also considered benchmarks for higher education institutions, as well as documented high-impact practices identified in the

Multi-Institution Study of Leadership. The Central Michigan University Comprehensive Leadership Program Review, Assessment and Recommendations was published on Nov. 30, 2015 and became the working document for ongoing deliberation, planning, and refinement of CMU's comprehensive approach to leadership learning.

Dr. Roberts' report identified a number of strengths and challenges for CMU. On the positive side, CMU enjoys:

1. a striving, curious, & eager student body;
2. broad & diverse program options;
3. strong institutional commitment to leadership education; and
4. faculty and staff who are eager to engage with students.

The identified potential barriers included:

1. lower reported levels of students' leadership self-efficacy;
2. lack of a unifying program framework and resources to expand;
3. an espoused value of, but infrequently actualized, commitment to collaborate; and
4. students' limited exposure to other cultures.

A major conclusion of the November 30, 2015, report was while there were a number of quality programs for students at CMU, the initiatives were not cohesive

or share similar purpose and content. Research indicates that an integrated campus approach, with repeated and complementary messages, is the most effective means to impact students' leadership learning.

The first steps identified for CMU to address this lack of cohesion in leadership education were:

- creating a comprehensive strategy based on its unique history;
- agreeing to a unifying vision and mission for leadership learning;
- establishing a common language to highlight ways of talking and learning about leadership; and
- determining learning outcomes to guide the enhancement of current and the creation of new initiatives to foster leadership learning.

This new integrated approach moves CMU forward by:

- affirming the potential of all students in their leadership contributions;
- cultivating graduates who will serve their communities and workplaces with distinction; and

- setting CMU apart from other institutions in its commitment and impact on student leadership development.

The Cross-Campus Leadership Initiative (CCLI) was formed with a Coordinating Committee and a number of working groups. The working groups had members from across campus, including faculty, students, and staff. The Coordinating Committee agreed to the following from the working groups:

- **Vision** – CMU educates and prepares students to discover their individual leadership paths and develop skills to engage as responsible global citizens.
- **Mission** – CMU cultivates in its students an understanding of leadership and awareness of purpose, while preparing them to work in diverse communities, creatively solve problems, and lead with integrity. Students will be encouraged to develop as lifelong learners, active citizens, and socially just leaders.



- CMU adopted “Building capacity to solve problems, create value, and thrive in a changing and challenging world” (Heifetz, R., International Leadership Association 2016 Conference) as its definition of leadership learning.
- The core theories used throughout CMU’s leadership learning opportunities include
 - Social Change Model of Leadership – How we view leadership
 - Self-Authorship – How we discover purpose in leadership
 - Adaptive Leadership – When leadership embraces challenging issues
 - Immunity to Change – How we empower ourselves and others
- The leadership domains under which learning outcomes are established for all CMU

leadership learning are:

- Leadership knowledge and application
- Understanding of self
- Healthy relationships
- Social responsibility and action

CMU’s mission of preparing students for productive careers, meaningful lives, and responsible citizenship in a global society requires educators inside and outside of the classroom to commit to providing the best possible leadership development that we can offer our students. In 1998, CMU made leadership education a priority of the institution by founding the Leadership Institute, with a direct call to action: develop more ethical leaders for society. Cultivating leadership capacity in college students is arguably more important today, 20 years later, than ever before.

This process of improving leadership education across campus is self-critical and ongoing. Based





on Dr. Roberts' 2015 report, the Coordinating Committee understood that the range of theory bases, disconnected program missions, and under-assessed outcomes meant that CMU students were experiencing inconsistent messages about what they should know, be, or do as a student or future graduate leader. The Oct. 20, 2017, "Making Leadership Central Symposium" was designed to both report on progress as well as draw others into partnership to enhance students' leadership learning at CMU.

After two years of extensive work, by both the Coordinating Committee and the associated working groups, it was important and timely to gather campus stakeholders together for a

celebration of mutual work and look to the future of leadership learning on campus. The format devised by Dr. Roberts and the Coordinating Committee was a day-long symposium. A true symposium is centered on dialogue around a central theme, for the purpose of both giving information and receiving feedback. This approach seemed like a natural fit in order to share the Cross-Campus Leadership Initiative's work to date, invite campus response and engagement, and further advance efforts in program improvement.

2017 Leadership Symposium

In preparation for the October 2017 symposium, all leadership programs previously offered at CMU were asked to conduct program self-studies and to redesign each initiative to reflect the new shared mission, vision, definition of leadership learning, theory bases, and learning outcomes. All existing and select new initiatives were asked to include the shared commitments of;

- increasing access and deepening impact; and
- utilizing high impact practices (HIP) in their re/design.

Thirty-nine program self-studies were completed across eight academic and student affairs departments. Of these, two programs were to be discontinued at the time of self-review, and six programs indicated they would continue “as-is.” The remaining 31 programs were invited to complete program enhancement reports. The seven programs that completed the program enhancement reports were then invited to share their findings at the Leadership Symposium as a “Lab.” An additional four Labs were also invited: two Labs represented new initiatives that were collaborative in nature and were not housed solely in one department or division, and thus had not been included in the self-study process (InterGroup Dialogue; First Year Success Survey); one Lab was a campus partner (Health Professions Residential College) that had not yet completed their self-study, but was an active CCLI member; and one Lab was an open-invitation for brainstorming enhancements to the CCLI more broadly.

All Symposium Labs were consistent in format and structure. Presenters gave an opening talk, the audience provided feedback, and then the presenter and audience members (a mix of students, faculty, staff, and administrators) engaged in dialogue about how the program connected with the campus leadership learning goals. However, the most important element of the Lab was dialogue, as the presenters were hoping to receive feedback on how their proposed enhancements (or new initiatives) were received by campus partners, and campus partners were eager to share their perspectives. In order to capture this shared learning, each Lab was assigned two Enrollment and Student Services Graduate Assistants. The GAs received training from Dr. Roberts on critical listening, following an assessment rubric, and synthesizing the information shared. The GAs then took all that they learned and shared what they’d observed at the Wrap-Up session at the end of the Symposium. Their notes from each Lab were also compiled into the next section of this report. These GAs’ conclusions about each program outline the framework for advancing how CMU teaches students about leadership, and offers opportunities to reflect on how they can continue to enhance their offerings.





Volunteer Center

Mary Ellen Brandell Volunteer Center

The Mary Ellen Brandell Volunteer Center (VC) hosts a plethora of programs designed to allow students to give back to others through community service. The VC has been hosting programs for decades and makes use of high-impact practices to engage hundreds of students annually. Specifically, the VC regularly encourages socio-cultural discussions, mentoring relationships, and community service. The office is able to attract students from both on and off campus to their programs. Currently, the VC is focused on creating a pedagogically sound curriculum to train students to have these socio-cultural conversations, as well as converting two graduate assistantships into one full-time staff member position.

The VC programs are unique because some of them are funded by grants, allowing an incredible number of students to participate. These programs focus on high-impact practices in nearly every program they sponsor. Additionally, CMU students have been shown statistically to volunteer at a higher rate than their peers at other institutions.

The VC clearly utilizes the CCLI framework in their planning because it aligns with many of their program learning outcomes. Specifically, they are able to tie the CCLI to service learning and the

cocurricular experience. They are working to create a complementary experience with their programs and other offerings on campus. Students are learning skills and gaining experiences that will tie to their other involvements and academic offerings. The office also makes use of the healthy relationships outcome, due to their emphasis on socio-cultural conversations in their programs. The office additionally works to stimulate identity development when students have conversations across difference and can learn more about themselves.

The future changes to the VC include structural changes and a continued emphasis on conversations across difference. The addition of a professional staff member will likely create a consistent mentor for students in the programs, but the entire purpose of this addition was not discussed. The office has a strong commitment to socio-cultural conversations and wants to prepare their students to be mentors to others having these discussions.

Leadership Minor

Department of Recreation, Parks, and Leisure Services

The Leadership Minor Program at CMU aims to market the value of leadership and apply theoretical frameworks to multiple disciplines at the institution. The Symposium Lab focused on enhancements





for the program while providing background for the existence of the minor. In 2006, CMU became the first institution in Michigan to offer a leadership minor. Currently, the leadership minor is one of the most popular on campus and is currently housed in the Department of Recreation, Parks, and Leisure Services.

The leadership minor is a response to market trends, as employers want to hire students who have built strong leadership skills during their collegiate experience. The minor is constantly being adjusted to reflect the demands of the market, which is indicative of a department willing to be flexible to best benefit the students. The program is linked to the Sarah R. Opperman Leadership Institute through the Leader Advancement Scholar (LAS) program, but lacks a close relationship or ties with other campus departments.

The presenter did not explicitly connect the program with the CCLI learning outcomes outside of stating that the minor will align with the Leadership Institute's learning outcomes. In general, the connection to specific CCLI learning outcomes could be inferred based on knowledge of the CCLI, but was not made entirely transparent during the lab

presentation.

When considering the impact of the leadership minor on campus, the presenter continually emphasized the connections students have with alumni of the program which will be beneficial for networking and job searches. The program also gives students the opportunity to collaborate with community members for field work experience.

Club Sport Officers

University Recreation

Historically, Sport Clubs at CMU were sponsored through a partnership with University Recreation (UREC) and Student Activities and Involvement (SAI). Over time, an increase in support needs for these organizations emerged, as they lacked funding, resources, and meeting spaces for their activities. Because of their unique structure, the groups also felt less connected to the Student Government Association and more connected to UREC, causing them to have their own meetings as a shared community. Furthermore, the role of officers for club sports evolved over the years to encompass a vastly different role than most institutions.

At CMU, Sport Club officers take on considerable responsibility for logistical planning for their teams. These individuals oversee all of the scheduling, hiring, and funding for the different teams, which is a role generally given to a staff member. This experience has been historically transactional for the Sport Club officers, while UREC has a desire to create a more transformational experience. Past assessment of Sport Club officers has shown that the students gained many logistical and planning skills, such as time management, organization, and communication. In addition, students were given great autonomy in their work, which contributes greatly to their development in the role. Most of the learning that takes place in these settings has been experiential, from booking hotel rooms to negotiating directly with sponsors.

As the program for Sport Club officers continues, there is a need for continued growth and development, which was noted during the presentation. UREC wants to create an experience for Sport Club officers that will benefit these students beyond their time at CMU and give them critical skills they can use in their future careers. One of the topics that they would like to reinforce with Sport Club officers is how to handle internal conflicts, as the officers often deal with tensions between teammates and could learn how to best support all members of

the team and set goals for themselves. Other topics for training include communication, organization, and financial wellness.

Sport Club officers are strong leaders and mentors for their teams, making it logical that the learning outcomes used to assess these individuals would relate to the CCLI outcomes. The outcomes that were specifically highlighted by the presentation were healthy relationships and social responsibility. There is a desire within the program to expand their reach on campus to incorporate more partners, which would increase the presence of goals related to the CCLI. University Recreation not only wants to engage campus partners more, but they want to have their students connect with student groups on campus. UREC also wants to utilize common leadership learning language and advocates for everyone on campus to support the CCLI.

Leadership Advancement Scholarship

Sarah R. Opperman Leadership Institute

The Leader Advancement Scholar (LAS) program at CMU is a unique cohort experience that provides approximately 40 students each year with a scholarship and a learning community to foster growth and development during their undergraduate experience. Students in this program work to develop





a deeper understanding of leadership through coursework and co-curricular experiences.

This lab focused primarily on the changes to the protocol in place for LAS students that are designed to deliver on promises made to the participants in the program. The goals of these changes include; developing collaborative partnerships, incorporating integrative learning, and empowering LAS students to be ambassadors. The LAS students should empower others on campus because they have additional resources that a general student does not receive; this could create lasting impacts for others. Additionally, the Multi-Institution Study of Leadership (CMU Campus Report, 2015) indicated that changes are needed in the course work curricular sequence for LAS students. The Leadership Council updated and approved the LAS protocol to include all of the LAS students completing the leadership minor and completing the Racism and Discrimination Through Dialogue peer-facilitated course.

The program has also made changes to their documentation strategies for their LAS students. Previously, the administrators utilized a checklist system for program requirements, but they are now using an electronic portfolio system that asks the questions, “what, so what, and now what?” Some students are using the CCLI framework to categorize

their experiences within the program, which is a remarkable use of the new initiative on CMU’s campus. These changes were requested by veteran LAS students in meetings and yielded a great amount of positive feedback.

From programming for the students to the documentation of their requirements in the electronic portfolios, LAS program uses the CCLI in everything that it does. This alignment is beneficial for students and staff alike because they are able to have clear expectations for the experience and can pinpoint exactly what skills they would like to develop during their time in the LAS program. Students in this program are directly exposed to the leadership knowledge and application outcome through their completion of the leadership minor and a capstone course integrating their new learning in leadership. Students also demonstrate social responsibility through their coursework and volunteer opportunities with their cohort. Students also create healthy relationships with their peers, from their living and learning community to their extracurricular involvements.

Career Development

Career Development Center

The Career Ambassadors program is designed

to increase students' access to career development resources from peers rather than solely relying on professional staff members. This initiative is needed because students need to be able to market themselves for future job searches and can only do so if they have the right resources and materials. Additionally, students need to be able to learn how to articulate strengths in preparation for interviews. While many college students express a desire to learn more about career resources, CMU students are unique in the sense that they want to learn from peers and discuss how to best articulate their own leadership stories.

This program has been on campus for some time but lacks visibility to students because many are unaware of the resources that are available to them by the Career Development Center (formerly known as Career Services). The lab discussed the importance of the Social Change Model of Leadership Development in this program, since there is a focus on self-exploration, career development, and taking action in the real world. The initiative aligns best with the CCLI outcomes of identity development and healthy relationships because it allows for students to explore their career options and personal strengths and weaknesses with peers. Students are empowered to share their stories and goals with trained career

ambassadors reinforcing the CCLI even further.

While the initiative touches on aspects of the CCLI, it does not explicitly apply the outcomes to the program's goals and mission. It can easily be connected to identity development and healthy relationships, but is not being used to shape future program goals or learning outcomes.

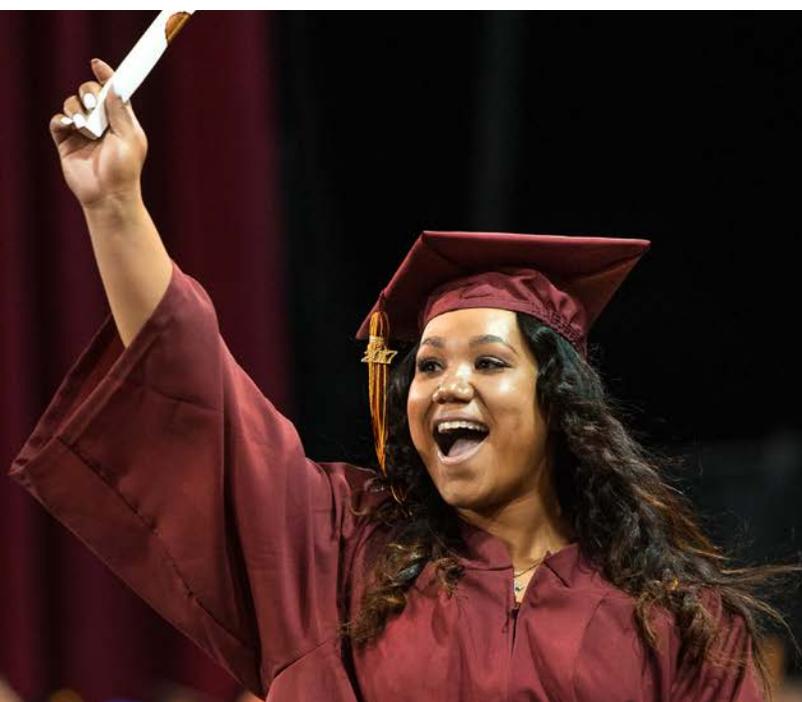
Health Professions Residential College

Residence Life

The Health Professions Residential College (HPRC) is a premier residential college achieving excellence in leadership, service, innovation, and healthy living through its graduates. The program is reported to focus on leadership, but is not always as intentional as other leadership development programs.

The rationale for the start and continuation of the initiative was not addressed, nor were there defined learning outcomes for the HPRC. The program is rooted in some leadership foundational theory, including transformational leadership, servant leaders, skill-building, and relational leadership. The lab did not provide evidence of the basis for this particular type of leadership learning community.

Since its establishment, the HPRC is incorporating improvements to better engage students and increase the program's effectiveness. The director





of HPRC discussed a co-curricular transcript to track involvements for their students. They would also like to engage alumni and create affinity groups to foster that relationship. There is also a desire to build a sophomore year experience program. The program is designed to help students create connections on campus, and the hope is that they can continue to foster these relationships and identity development of their students as they are a part of HPRC. Currently, the program works to incorporate the high-impact practices of socio-cultural conversations, mentoring relationships, and community service. These practices are aligned with coursework and the goal is that students will take what they learn inside the classroom and connect it with experiences they have within the residential college.

The vision and mission of this program mentions leadership but the program design lacks complete alignment with the CCLI learning outcomes. The program has a strong focus on the HPS101WI course and the cohort courses. While there are further connections to the CCLI through the program goals of identity development, construction of healthy relationships and mentoring relationships, all connections are accidental because they have not modified language to reflect these new outcomes.

This program is highly specific to health professions students, but they work to engage their students in additional co-curricular opportunities through the VC and LI. The learning community does prepare students for experiences within the field and shared experiences with their cohort in the learning community.

First Year Success Survey

The First Year Success Survey aims to create a demographic profile of first year students at CMU. The survey is sent out before students arrive to campus for orientation. Gathering this data helps the university better understand what students are expecting from their college experience so the university can best serve them. The survey was sent to 3,085 incoming first year students and 71% of students completed the survey. The high 71% completion rate gives CMU useful data that encompasses the opinions, concerns, and backgrounds of over half of its incoming first year students. The data collected is useful for many departments around campus and helps enhance the college experience from various lenses. The survey gathers information about race, ethnicity, parent education, social media usage, financial concerns, expected time at CMU, and time management skills.

The collected information allows the university to best utilize resources and adapt best practices to fit the needs of incoming students. Select information, such as social media preferences, can help with marketing and communicating effectively with students once they arrive to CMU. The results are public information and can lead to a multitude of research in the future for many departments at CMU.

Greek Emerging Members

Student Activities & Involvement

The Greek Emerging Members (GEM) initiative aims to help Greek life members recognize they have shared values with their community and help prepare them to better serve. GEM will be reorganizing the program and aligning the curriculum with the CCLI learning outcomes. The GEM experience is offered to Greek members that have been identified as emerging leaders. However, moving forward GEM hopes to expand to the entire Greek chapters rather than just benefitting the select participants. The vision for the change involves the GEM participants reporting back to their chapter and initiating discussion centered around what the emerging leader learned during GEM. These critical thinking opportunities would expand the reach of leadership knowledge while simultaneously adding bonding

opportunities for chapters. There was no discussion, however, of any training opportunities to prepare the emerging leaders to facilitate these reflections.

The GEM initiative is passionate about aligning the program with the learning outcomes and preparing Greek members for life beyond their chapters. Based on the feedback in the past, there is a need to help Greek members understand the history of their chapters and comprehend how their actions impact the larger community as a whole. This initiative caters to the needs of students while also aligning with the CCLI learning outcomes but previous feedback indicated that there were limited opportunities for reflection, an area that can be enhanced.

GEM is striving to continue to add value to CMU and the community by helping Greek members understand how positional leadership can impact their future, but also expanding their perception of leadership beyond positional roles. Students in Greek life have expressed a desire to be exposed to departments such as LGBTQ Services, Student Success, and the Sarah R. Opperman Leadership Institute for a holistic understanding of the community. Collaboration amongst departments adds value to students experiences as well as the CMU community. Students are preparing to engage in service and professional roles based on the values





being taught in GEM. The overall goal is that students have an intentional plan for moving forward so that they can become global citizens to impact the world.

InterGroup Dialogue

The InterGroup Dialogue (IGD) working group members consist of an ad hoc group of faculty, staff, and students, and presented on their aim to increase opportunities for dialogue in order to build and strengthen a culture of inclusivity on campus. As an institution dedicated to graduating leaders, the IGD working group recognizes and affirms that the ability to converse with a diverse population is a key leadership quality.

There are extensive implications of increasing opportunities for CMU students to engage in dialogue, specifically dialogue across difference. The MSL data indicate that socio-cultural conversations (conversations about and across difference) are one of the most significant practices that lead to leadership learning. According to CMU's 2015 MSL campus data report, 47% of students seldom or never have conversations about or across differences. This means that nearly half of CMU's students are not organically having and/or are not finding programs that offer opportunities for discussion with others who are not like themselves. First-year students report significant

leadership education gains in programs such as Leadership Safari, but those gains become stagnant after their first year at CMU. With a diverse campus of students, and a more global society, intergroup communication is important as it forces students to discern how to work with different communities to initiate positive change.

The IGD working group is actively working to increase the number of students engaging in opportunities to practice dialogue across difference and build on the social responsibility commitment of the CCLI. Their first initiative will expand the course CGL 145: Racism and Discrimination in America. This course is structured as a dialogue course and involves upperclass student leaders serving as peer facilitators. The student discussion facilitators have completed another course (CGL 445) as training for the role. The hope is that more students will complete CGL 145 and then CGL 445, allowing these dialogue skills to ripple into other areas of campus (student organizations, courses, social opportunities, etc.). In order to create a pipeline of students in CGL 145, the LAS and MAC scholars will be required to complete the course. This ensures two full sections of CGL 145 and will ideally provide for a more racially and socio-economically diverse mix of students.

Student staff training is another expansion of this

initiative. The training will include student staff such as Leadership Safari guides, conference facilitators, and other student leaders around campus. If student leaders in facilitator roles are equipped to encourage dialogue across difference, and navigate tough conversations, they will begin to influence the culture at CMU and create a new standard. This will further expand the ripple effect of students who complete CGL 445.

This initiative builds on the CCLI and holistically prepares students to be socially responsible citizens beyond their time at CMU. The initiative also explicitly links to the learning outcomes by creating opportunities for students to have conversations with people different than themselves, build on students' identity development, and give critical attention to social inequalities, self-awareness, and develop students' critical thinking skills. Learning these skills and beginning to engage in these conversations will ideally create healthy relationships.

LeadCMU

Sarah R. Opperman Leadership Institute

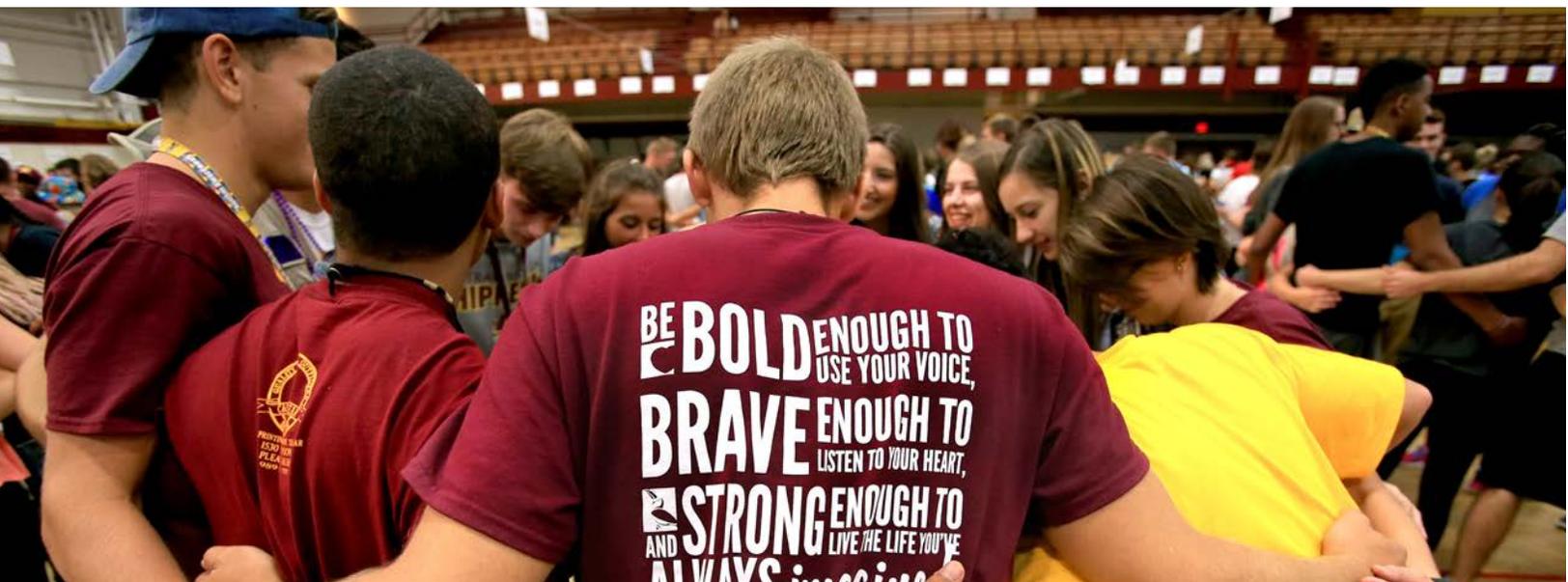
The LeadCMU initiative is new to CMU and has been designed to expand leadership access and opportunities for students. The LeadCMU framework allows students to choose leadership programs based on their experience, and interests. The framework divides leadership programs into four categories: explore, discover, experience, and challenge. This

approach allows program participants to be involved in programs with curriculum designed for their particular developmental leadership stage.

The descriptive categories and programs are helpful for students and professionals. However, the visual representation of the framework may confuse how students approach the model. The framework is sequenced for ease of explanation but students are not expected to go through it in a sequence. Students can start their leadership development at CMU in any of the categories based on their unique leadership background and experience. However, the visual representation may lead students to believe they must go in order from explore through the categories and end with challenge.

The LeadCMU initiative reflects the CCLI within the four categories in which the framework is organized. The programs within the discover category, for example, aim to help students become self-aware, and explore their values, relationships, and belief. This category has a strong connection to the CCLI's identity development learning outcomes that aim to help students develop a purposeful, and holistic understanding of self. Utilizing the learning outcomes allows programs to use best practices and normalize assessment to evaluate and improve programs.

This initiative adds value to CMU's campus in a number of ways. Increasing leadership opportunities for students amplifies students'





opportunities for identity development, building healthy relationships, and social awareness. The utilization of comprehensible and approachable language helps students better navigate their leadership development. Universal language also helps students better understand their experience so they can market themselves with future employers. This initiative also values the implementation of strategic partnerships which amplifies student access while also reducing duplication of programs around campus.

Leadership Camp

Residence Life

Leadership Camp (LCamp) is a three-day program for high school seniors who have been admitted to CMU and high school juniors interested in attending CMU. Because high school students are demonstrating increased knowledge of leadership principles, inclusive communities, and understanding of self, LCamp aims to offer students an opportunity to further expand their leadership growth by exploring the Social Change Model of Leadership Development in an exciting and interactive way. LCamp adds value to CMU's campus as well as the world because camp participants travel back to their hometowns with tools and knowledge to work toward social change.

LCamp offers participants a unique opportunity for leadership growth as it embraces leadership as a process rather than a title or position. LCamp also allows CMU students to have a jump start in leadership development before they begin classes. This program allows students to build on any prior leadership experiences and knowledge or begin to lay down a new framework for understanding. With students beginning CMU with a foundation and knowledge of the Social Change Model, students are more eager, comfortable, and knowledgeable about seeking more leadership opportunities as student employees or as participants in programs. This foundation from LCamp also has the potential to propel leadership development for students to begin creating social change on campus sooner.

The curriculum for LCamp is based on the Social Change Model of Leadership Development theory which fits into the CCLI learning outcomes seamlessly. The camp's mission aims to help students explore their identities and how they can best use their strengths to help contribute to groups that seek to effectively help society. LCamp's mission, as well as the curriculum, provides experiences contributing to identity develop, building healthy relationships, social responsibility, and exposes students to leadership knowledge and application. No mention of CCLI is explicitly made in the curriculum.

Next Steps: Lab Summary

| Initiative | CCLI Mission & Vision | Theory Base |
|---------------------------------------|------------------------------|-----------------------------------|
| Volunteer Center | <i>Direct and explicit</i> | <i>SCM (social justice)</i> |
| Leadership Camp | <i>No explicit reference</i> | <i>SCM</i> |
| Leadership Minor | <i>No explicit reference</i> | <i>Northouse survey of theory</i> |
| Club Sports | <i>Commitment to align</i> | <i>Related to workforce needs</i> |
| Leadership Advancement Scholars (LAS) | <i>Direct and explicit</i> | <i>SCM and self-authorship</i> |

| CCLI Learning Outcomes | High Impact Practices | Increase Access and/or Deepend Impact |
|--|---|---|
| <i>Direct and explicit to all domains</i> | <i>Incorporate all HIPs with focus on socio-cultural conversations</i> | <i>Mentor model intended to achieve both</i> |
| <i>Implicit – all learning outcome domains</i> | <i>Implicit – leadership knowledge and application, social responsibility</i> | <i>Serves as a gateway to increase access to all students</i> |
| <i>Implicit – leadership knowledge & application</i> | <i>Implicit - community service</i> | <i>Available to students in any major</i> |
| <i>No explicit reference</i> | <i>Implicit – mentoring & off-campus organizations</i> | <i>Seeks to align for deeper impact</i> |
| <i>Direct and explicit to all domains</i> | <i>Incorporate all HIPs</i> | <i>Deepening impact through portfolio</i> |

| Initiative | CCLI Mission & Vision | Theory Base |
|--|------------------------------------|---|
| Career Ambassadors | <i>No explicit reference</i> | <i>SCM and workforce needs</i> |
| Health Professions Residential College | <i>No explicit reference</i> | <i>Servant leadership & workforce needs</i> |
| First Year Success Survey | <i>No explicit reference</i> | <i>Student needs and patterns of involvement</i> |
| Greek Emerging Members Academy | <i>Plan to align in the future</i> | <i>No explicit reference</i> |
| Intergroup Dialogue | <i>Direct and explicit</i> | <i>Intergroup understanding and respect</i> |
| LeadCMU | <i>Direct and explicit</i> | <i>Student development – particularly related to identity</i> |

| CCLI Learning Outcomes | High Impact Practices | Increase Access and/or Deepen Impact |
|--|---|---|
| <i>No explicit reference – could align with understanding self and healthy relationships</i> | <i>Mentoring</i> | <i>Striving to increase visibility and participation</i> |
| <i>Implicitly aligned with identity development & healthy relationships</i> | <i>Socio-cultural conversations, mentoring, & community service</i> | <i>Planning to expand in sophomore year</i> |
| <i>No explicit reference</i> | <i>No explicit reference – helpful in setting baseline and measuring outcomes</i> | <i>Surveyed 71% of first-year students and generalizable to all</i> |
| <i>No explicit reference</i> | <i>Implicit – mentoring and community service</i> | <i>Plan to expand to all new members of greek organizations</i> |
| <i>Explicit – identity development and social responsibility</i> | <i>Explicit – socio-cultural conversations and mentoring</i> | <i>Expands and deepens opportunity for positive intergroup dialogue</i> |
| <i>Addressed & integrated in programs that are included in model</i> | <i>Addressed & integrated in programs that are included in model</i> | <i>Increases access by encouraging purposeful participation</i> |

