

Final Assessment Report for the 2018-2019 Cyclical Program Review of Leadership

INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the review process for the Leadership Program prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Dean of the Faculty of Human and Social Sciences (FHSS). All recommendations made by the external review committee are listed in order, followed by the Program's response, and the Dean's response. Recommendations not approved for implementation have been identified, and those that have been prioritized are listed in the Implementation Plan.

The Final Assessment Report is reviewed and approved by the Associate Vice-President: Teaching and Learning and the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Senate Academic Planning Committee will also approve the Implementation Report.

SUMMARY OF REVIEW PROCESS

This was the second cyclical review for the Leadership program, which admitted its first cohort of students in 2003. Admissions to the Honours BA were suspended in 2014-2015, and the unit currently offers a Minor and Option in Leadership. The Self-Study was authored by the Program Coordinator, Dr. Rosemary McGowan, with feedback from participating program faculty. In addition to the Self-Study (Volume I), the Program also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office and Dean of the Faculty of Human and Social Sciences prior to submission of the final version.

As per Laurier's IQAP, the external review committee for the review consisted of one external reviewer from outside the university, and one internal reviewer from Laurier but outside of the department. The review committee was selected by the Program Review Sub-Committee on November 29, 2018, and the site visit was scheduled by the Quality Assurance Office for March 7-8, 2019.

The review committee consisted of Dr. Bruce McKay from the Department of Psychology at Wilfrid Laurier and Dr. Jill Arensdorf from the Department of Leadership Studies at Fort Hays State University. During the two-day site visit, the review committee met with the following individuals and groups:

- Dr. Kathryn Carter, Associate Vice-President, Teaching and Learning
- Dr. Rosemary McGowan, Leadership Program Coordinator
- Dr. Lauren Eisler, Dean, Faculty of Human and Social Sciences
- Dr. Andrew Welsh, Associate Dean, Faculty of Human and Social Sciences
- Ms. Charlotte Innerd, Head of Collections, Ms. Irene Tencinger, Liaison Librarian, and Ms. Pauline Dewan, Liaison Librarian
- Ms. Jennifer Ververs, Academic Program Assistant
- Leadership Faculty
- Students currently enrolled in the Leadership Minor/ Option

The review committee submitted their completed report on April 1, 2019. The executive summary from the report is provided below.

EXTERNAL REVIEWERS' REPORT EXECUTIVE SUMMARY

The goal of the Leadership Program at Wilfrid Laurier University is very clear – to provide leadership education to as many students as possible and becoming a learning hub for leadership development, which aligns with Wilfrid Laurier University's proposition to inspire lives of leadership and purpose. This provocative vision creates multiple opportunities for Laurier to leverage the leadership program in a way that increases its academic excellence, diversity, and experiential learning opportunities. The Leadership program faculty and staff are passionate about teaching leadership and have something to offer the university body. The program has proven that it can react, pivot, and thrive amongst competing factions and change. Leadership education is growing around the world and Laurier is a diamond in the rough and the potential within the leadership program should be realized. In a Strategic Mandate Agreement (SMA) environment which emphasizes the importance of "differentiation", leadership should be highlighted as one of the sector differentiating programs at Laurier. With some clarity of their learning outcomes and goals, course alignment to those goals, and the right staffing, the program could position itself for tremendous growth and advancement of the student population and surrounding area's leadership needs, setting Laurier apart from the many other institutions in southern Ontario. Following receipt of the External Reviewers' Report, the Program Coordinator wrote the Unit Response, with input from all Leadership faculty, which was submitted on September 13, 2019.

RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 36 recommendations, which have been listed verbatim below, followed by the program's response, and the decanal response.

Recommendation #1: The Leadership program faculty team should re-visit learning outcomes from the Honours BA in Leadership and revise those for both the Leadership minor and option. The ILA guiding questions and self-study would be key components to consider through this recommendation.

Response: The program agrees with and supports this recommendation. We are appreciative of this recommendation which is important given our shift in focus to a minor and an option. In a recent Leadership Program Coordinating Committee (LPCC) meeting, the process of identifying the learning outcomes associated with the minor and the option was initiated. The document will be finalized and approved by the LPCC in Fall 2019.

Decanal Response: The dean supports this recommendation and is pleased to note that the program is currently undertaking this process. The dean considers this a priority and will work to ensure the review of learning outcomes is completed in the 2019-2020 academic year.

Recommendation #2: Upon conclusion of the learning outcomes being revised, all leadership courses should be mapped back to the identified learning outcomes. An additional recommendation would be to then map courses and outcomes to the Laurier undergraduate degree level expectations. This exercise will assist with developing a robust assessment plan and assist the faculty team in determining gaps and overlap in course material.

Response: Recommendation #2 will be implemented as part of the learning outcomes review plan noted in response to Recommendation #1.

Decanal Response: The dean supports this recommendation and is pleased to note that the program is currently undertaking this process. The dean considers this a priority and will work to ensure that the curriculum mapping, along with the review of learning outcomes, takes place in the 2019-2020 academic year.

Recommendation #3: Create operational definitions for experiential learning, diversity, and academic excellence as they relate to the Leadership program.

Response: Given that the students who declare a minor or option in Leadership come from a wide range of disciplines from across the university, for purposes of consistency and clarity for students, we will draw on the institution's existing frameworks and definitions.

Decanal Response: The dean supports the program response to this recommendation and agrees that the program will continue to use the institution's current frameworks and definitions. Because this is already complete, it is not a priority, and has not been included in the Implementation Plan.

Recommendation #4: Develop a robust assessment plan that includes assessment of each option and minor program learning outcome. This plan could include program level assessment, but also course embedded outcomes assessment using common rubrics across sections. Assessment of learning outcomes will assist with program credibility, as well as assurance of learning.

Response: Although learning outcomes are, strictly speaking, only required for full programs (rather than a Minor or Option), the Leadership program will undertake a mapping to facilitate student understanding of the learning outcomes of the required courses within the Minor and Option. Given the range of electives and the various combinations of courses that students can take, learning outcomes of the electives is not feasible.

With the growth in the number of sections of courses offered, the Leadership program has moved to a coordinated course model. In that model, all sections of a particular course (e.g., OL/PD 224 Organizational Leadership) have similar, if not identical, points of assessment (e.g., midterm, group project, final exam, major individual paper, etc.). While some faculty members have included rubrics, faculty members have respectfully expressed valid concerns about the inclusion of rubrics. These concerns include a priori too rigidly defining assignment expectations (only to have to reset expectations of what constitutes a certain letter grade), students solely focused on working to the metrics, etc. Recent work such as the book “The Tyranny of Metrics” reflects some of our concerns. In lieu of rubrics, the syllabi include detailed descriptions of what is required for the assignments and other deliverables.

Decanal Response: The dean agrees with the reviewers about the importance of assessing program learning outcomes, but acknowledges the unit’s point about it only offering a Minor and Option at present, which are designed to be more open-ended and are not subject to the same rigor of assessment as a full program. Should the program decide to re-instate its combined honours program prior to the next cyclical review, it would be important that assessment of program learning outcomes be undertaken and documented. At present, however, the dean agrees that the current assessment methods used within the Minor and Option are appropriate and sufficient, and the program has already agreed to mapping its learning outcomes across courses in Recommendation #2. Therefore, this recommendation has not been included in the Implementation Plan.

Recommendation #5: Explore opportunities for micro-credentialing (not for credit) and for credit certificate options. This could broaden the current reach of the Leadership program, which results in better trained employees in the areas served by Laurier.

Response: The Leadership faculty have, for many years, recognized the importance and value of leadership development across a broad range of contexts and for individuals at various career stages including entry-level, mid-career, and those holding senior positions. There have been discussions with faculty and the Dean about how to extend the reach of the program to other potential sectors/domains. The development of more online course offerings has allowed us broader geographic and demographic reach of our courses. In terms of the not-for-credit model, the Leadership program has had preliminary discussions about these kinds of opportunities however, as noted by the external reviewers, we are a modestly-sized area. It is hoped that the capacity to develop other types of programming will be possible with an enhanced faculty complement.

In addition, the university currently has limited means to properly support micro credentials or non-credit programming and these issues are outside the scope of our capacity.

Decanal Response: The dean fully supports this recommendation and considers the development of micro-credentials to be a high priority. The university is currently exploring ways to do this and the dean will work to contribute to a process that facilitates this recommendation.

Recommendation #6: Continue the suspension of admission to the Honours Bachelor's Degree in Leadership. Re-visit the Honours degree in the next program review cycle.

Response: We strongly support this recommendation and it reflects the current thinking of the faculty members.

Decanal Response: The dean supports this recommendation. It is not a priority as the program has been suspended for a number of year so there is no action item associated with the recommendation. This recommendation has not been included in the Implementation Plan.

Recommendation #7: Expand online offerings so that a student could complete the minor or option fully online.

Response: Contingent on funding availability, the Leadership program will be developing additional online versions of our current in-class offerings. Currently, three of the four required courses are offered on an in-class and online version and three electives are offered online. Next steps include developing an additional elective online (OL300 – Leadership Ethics) as well as developing an online version of OL485 – the last remaining required course. So, the program has a good start and a strong foundation towards realizing recommendation #7.

Decanal Response: The dean supports this recommendation and considers it a priority. The dean will work with the program to determine which courses should be delivered online in order to maximize the use of resources and contribute to the student learning experience.

Recommendation #8: Expand the minor and option elective offerings at the Waterloo campus to accommodate growing enrollments in the minor and option.

Response: With the official Senate approval in April 2019 that Waterloo campus students can declare a minor or option in Leadership, we are expanding our range of electives at the Waterloo campus. Course scheduling by Leadership faculty (in consultation with the Dean's office) systematically considers which courses should be offered on an annual basis and which electives are offered on an alternate year basis. In addition, with an expanded number of online courses, Waterloo-based students have access to required and elective courses through online delivery.

Decanal Response: The dean agrees with this recommendation. However, it is not considered a priority as the recommended process is already taking place; therefore, it has not been included in the Implementation Plan.

Recommendation #9: Streamline the number of elective options so as to maximize the human capital and teaching loads.

Response: We appreciate this recommendation. Towards this end (and as mentioned in our response to recommendation #8), we are offering some electives on an alternate year basis. We have also been able to develop a strong complement of contract academic staff to teach some of the expanding number of sections of the course. Finally, in support of recommendation #9, the Leadership faculty will review our current course offerings to determine the feasibility of continuing to offer those electives.

Decanal Response: The dean supports this recommendation and will continue to work with the program to review the current course offerings to determine the feasibility of continuing to offer specific course as electives.

Recommendation #10: Continue to utilize the “course coordinators” model to maintain course quality and oversight. This is a model that the institution could use for quality assurance.

Response: This is definitely our plan. With an increasing number of sections and a growing involvement of contract academic staff, the course coordinator approach is critical to ensuring consistency of content delivery. We appreciate the reviewers’ support of this approach.

Decanal Response: The dean agrees with this recommendation. As the recommended action is already taking place, it has not been included in the Implementation Plan.

Recommendation #11: Through the course coordinator model, utilize common syllabi across course sections in a given semester. This will assist with assessment and consistency of content across courses.

Response: As noted in our response to recommendation #10, the use of common syllabi is part of our coordination strategy. Minor variations in syllabus information are discussed and reviewed by full-time faculty, the course coordinator, and the program coordinator (as needed). This approach is not designed to limit innovation (particularly by full-time faculty) but is designed to create coherence across sections of a multi-section course.

Decanal Response: The dean supports this recommendation but does not consider it a priority as the program is already implementing the recommendation. This recommendation has not been included in the Implementation Plan.

Recommendation #12: Incorporate more experiential learning opportunities into the 3rd and 4th year courses (in addition to OL 401), integrating students into deep learning experiences in multiple contexts.

Response: This recommendation aligns with the short-and long-term goals of the program. Discussions are underway within the Leadership Program Coordinating Committee on strategies for including more experiential learning opportunities. In addition, two co-curricular activities – the Youth Leader on Board program and the Collegiate Leadership Challenge – support the goal of learning through hands-on experience. Other similar initiatives are under discussion including working with the Department of Health Studies on their urban design program.

Decanal Response: The dean strongly supports this recommendation and considers it a priority. The program is currently implementing and Youth Leader on Board and the Collegiate Leadership Challenge and the dean will continue to support these programs.

Recommendation #13: Incorporate a leadership and teams/groups course into the minor and option core curriculum. This is a gap in the current program.

Response: This recommendation recognizes the importance of leaders understanding how to work with and lead others in a team/group setting. In an earlier iteration of our program course offerings, we had a Teams and Groups course. However, pressures from another program at the university led to a withdrawal of this course. As a first step, the program will survey other Leadership programs to see how (and if) they incorporate teams and groups-type courses. This information will be reviewed and a decision made re: reintroducing a Teams and Groups course.

Decanal Response: The dean is aware of the challenges that the Leadership program has experienced in offering courses in this area, and will work with the program to explore possibilities.

Recommendation #14: Consider making the Workplace Diversity in the 21st Century course a required course in the minor and option.

Response: In an increasingly diverse world, we understand the motivation for this recommendation. At this point, the area needs to consider the feasibility of including additional courses in the “required” category. This recommendation has resource and pedagogical implications. For the foreseeable future, the Workplace Diversity in the 21st Century will remain an elective.

Decanal Response: The dean respects the decision of the program to keep Workplace Diversity in the 21st Century as an elective. This is not a priority as the dean feels this decision is the purview of the program; therefore, it has not been included in the Implementation Plan.

Recommendation #15: Maintain class sizes of no more than 50 students in the 3rd and 4th year capstone courses for the minor/option.

Response: The benefit of this recommendation is that it facilitates stronger connections between students and between students and faculty. The LPCC will review how this recommendation aligns with university policies and actualities re: course caps.

Decanal Response: The dean does not agree with this recommendation and does not deem it a priority. It is beyond the scope of the review committee to determine class size. Additionally, class sizes in leadership courses are in line with those in other programs of high demand. This recommendation has not been included in the Implementation Plan.

Recommendation #16: Maintain class sizes of 80-120 students in the 1st and 3rd year leadership courses (both online and on campus). This allows experiential learning and diverse pedagogy to be utilized vs only lecture.

Response: Please see the response to recommendation #15.

Decanal Response: The dean does not agree with this recommendation and does not deem it a priority. It is beyond the scope of the review committee to determine class size. Additionally, class sizes in leadership courses are in line with those in other programs of high demand. This recommendation has not been included in the Implementation Plan.

Recommendation #17: Identify strategic partnerships with other majors across campus to explore a potential combination BA/Honours.

Response: Leadership is a natural complement for a number of disciplines, opening up the possibility for strategic partnerships. As mentioned in the response to recommendation #12, we have had discussions with the Health Studies program for a potential new urban design program. We also collaborated with the Faculty of Liberal Arts for their new BA in Humanities with Leadership Foundations. In the longer term, when the Leadership program feels ready to move beyond the minor and the option, strategic partnerships will be explored. In the short term, our focus is on strengthening the Minor and the Option.

Decanal Response: While the dean supports this recommendation it is not deemed a priority in the short term. The offering of both a minor and option to all students at Wilfrid Laurier continues to be the focus and goal of the program and the dean. This recommendation has not been included in the Implementation Plan.

Recommendation #18: Better resource the minor/option in a way that existing full-time faculty do not feel obligated (due to a sense of responsibility and commitment to the quality of program delivery) to teach on overload (full-time faculty positions). Increasing the number of full-time faculty will increase the opportunities for new program development as mentioned in other recommendations throughout this report.

Response: This recommendation is absolutely critical to the sustainability and health of the program – not to mention the faculty members who, in our humble opinion, have really been working at capacity (or capacity plus) to design, redesign, and deliver a program that aligns with the strategic vision of the institution. With additional full-time faculty or at a bare minimum NO reduction to the existing complement of full-time faculty, the leadership faculty could engage more fully in research initiatives and additional program/course development based on emerging issues in leadership. Any reduction in our full-time faculty complement will seriously compromise the program. We currently have three full-time faculty members plus two faculty members who are cross-appointed, so it is a very lean program given the robust growth in student enrolment.

Decanal Response: While the dean recognizes that resource recommendations are beyond the purview of the external review committee, the dean fully supports this recommendation and considers it a priority. The dean will work with the VPA to explore possibilities.

Recommendation #19: Create a marketing/recruitment plan that focuses on existing opportunities for leadership programs on the Waterloo and Brantford campuses. This plan should include an updated website that explains all course offerings, options, course offering rotations, etc. Expand this plan to other new micro-credentialing and certificate opportunities as they are created.

Response: Student awareness of the courses, the minor and option are critical to program growth. Contingent upon active support of the administration and IT, the website information will be updated accordingly. Broader marketing and recruitment efforts are institutionally-guided strategies and activities and fall outside the scope of our unit.

Decanal Response: The dean supports this recommendation but does not consider it a high priority. Marketing and recruitment strategies are already in place and the website can be updated accordingly. This recommendation has not been included in the Implementation Plan.

Recommendation #20: Create intentional relationships with the library faculty and staff at both the Waterloo and Brantford campuses to determine how best to utilize group space and research assistance for leadership courses.

Response: This recommendation will be discussed in the LPCC and pursued as needed.

Decanal Response: The dean feels this recommendation is vague and does not consider this a priority as faculty members already engage with the libraries to ensure strong student support and learning activities. This recommendation has not been included in the Implementation Plan.

Recommendation #21: Encourage the library to play a bigger role in developing online resources for students that would fill in some of the gaps not provided by contract faculty members (i.e. more online modules related to research, writing, student success).

Response: Currently, OL/CC/HS 233 (Social Science Research Methods) and OL380 (Directed Studies) are the primary elective courses that involve a significant research component. The strategic move to incorporate more research-focused activities among our students will serve our students well including those who plan to pursue graduate studies, for instance. In addition, the reviewers offer sage advice re: online modules for writing and student success. In the short term, the program will connect with the Library to better understand their capacity to offer Leadership-specific online modules and increase student awareness of Leadership-specific resources available from the library. In addition, the Writing and Study Skills workshops offered in Brantford have been helpful and the faculty will explore ways to strengthen the connection between the program and the Writing and Study Skills departments.

Decanal Response: The dean, while agreeing with the important contribution library makes in assisting with the development of online course, does not support this recommendation and does not consider it a priority. The university has a well-developed process for the development of online courses and considers the recommendation made to exceed the mandate of the cyclical review of the program. This recommendation has not been included in the Implementation Plan.

Recommendation #22: Continue to build service teaching opportunities to expose other degree programs and fields to leadership.

Response: This builds on and reinforces discussions among the Leadership faculty. The program currently services a number of Brantford-based in-class and online degree programs by including Leadership courses in

their program requirements. Increasing the awareness of our Waterloo-based colleagues in programs like Women's Studies, Global Studies, the Social Entrepreneurship Option, and the Community Engagement Option may prove fruitful and mutually beneficial and may open doors to strategic partnerships as per recommendation 17.

Decanal Response: While the dean supports this recommendation it is not deemed a priority. The offering of both a minor and option to all students at Wilfrid Laurier continues to be the focus and goal of the program and the dean. The structure of the program already allows students across all campuses to enrol in leadership courses without completing a minor or option. This recommendation has not been included in the Implementation Plan.

Recommendation #23: Expand the opportunities for professional development through organizations such as the International Leadership Association (ILA) and the Association of Leadership Educators (ALE).

Response: The organizations noted by the reviewers in this recommendation really the preeminent professional associations in our field. We are pleased to share that four full-time faculty will be attending the 2019 ILA in Ottawa with Kris Gerhardt presenting his research and Rosemary A. McGowan serving as a session chair. Recommendation #23 is a good and friendly reminder that, as one of the longstanding leadership programs in Canada, our professional presence and networks should be strengthened. Historically, levels of available institutional funding have been a limiting issue for conference travel.

Decanal Response: The dean does not consider this a priority as there are avenues to support this recommendation already in place. The allocation of travel funds and PER is determined by the collective agreement and the dean ensures faculty fully access their allocations. This recommendation has not been included in the Implementation Plan.

Recommendation #24: Create a succession plan for the next 4-5 years that evaluates current teaching assignments, potential retirements, and growth opportunities.

Response: This is absolutely critical and will be part of ongoing discussions among LPCC members and between the LPCC and the Dean of FHSS. Succession planning is the most critical challenge facing the program in the next five years.

Decanal Response: The dean agrees with this recommendation and considers it high priority. The dean will work with the program and the Provost and Vice-President Academic to develop and implement a succession plan for the Leadership program by the end of the 2020-2021 academic year.

Recommendation #25: Expand the scholarship and creative activities within the program, possibly involving more students in undergraduate research opportunities.

Response: As noted earlier, faculty members have committed vast amounts of time to the teaching and program development side of the Leadership program. With the program in a more stable state, some of the attention that was previously devoted to teaching/program development can and should be directed to scholarship. That said, the Leadership faculty have a solid record of engagement in research and scholarship, particularly in light of their significant involvement in program development over the past decade. The

Leadership faculty will examine how other universities have integrated undergraduate research opportunities into their programs without overburdening faculty members (Thompson Rivers University, for instance, does this very well).

Decanal Response: The dean supports program investigating ways in which faculty at other institutions have integrated undergraduate research opportunities into their program curriculum, while also recognizing that at present, Leadership is only offering a Minor and an Option to its students, which may limit these possibilities.

Recommendation #26: Engage contract faculty members in orientation and professional development activities for leadership educators as the team sees fit.

Response: Course coordinators have been and will continue to work with contract faculty to ensure that they understand the vision and goals of the program and the specific course they are teaching. In addition, course coordinators work with contract faculty to offer advice and guidance re: grading, testing, etc. In addition, Leadership will ensure that contract faculty are aware of the resources provided by Laurier's CTIE for activities such as course development, syllabi creation/modification and in-class teaching techniques.

Decanal Response: The dean supports this recommendation but does not consider it a priority. The program consistently engages with and mentors CAS members. In addition, Laurier's Teaching and Learning office provides opportunities for all faculty – whether full-time or CAS to explore best practices in teaching and pedagogy. This recommendation has not been included in the Implementation Plan.

Recommendation #27: Hire contract faculty members that are qualified to teach leadership, rather than those that have the most seniority points. The Leadership program will continue to enhance its credibility and reach with well-qualified faculty.

Response: We very much appreciate the sentiment of this recommendation. One of the unintended consequences of "Appendix H" of the part-time hiring assessment tool is the effect of seniority points on hiring decisions. While the seniority points help the program retain some excellent faculty, they also serve to perpetuate hiring of less qualified and sometimes very problematic individuals. In an institution with a Collective Agreement, implementing Recommendation #27 will be outside the scope of the unit's capabilities.

Decanal Response: While the dean supports this recommendation, they note that CAS hiring procedures are governed by Articles in the Collective Agreement for Part-time Faculty. The recommendation exceeds the scope of cyclical review; therefore, it has not been included in the Implementation Plan.

Recommendation #28: Retain the current LTA appointment.

Response: Absolutely! This is, without doubt, critical. The Leadership Program also strongly and unanimously supports having the current LTA position transitioned to a tenure-track position. This move would align with our short-term goals and longer-term capacity to offer a strong cadre of faculty to strengthen our research activities, offer courses, and support succession planning. Furthermore, once the LTA is converted to a tenure-track position, the Leadership program would hope that an additional LTA position is created to support program success and continued growth.

Decanal Response: The dean fully supports this recommendation and considers it a priority. The dean, while recognizing that fiscal recommendations are beyond the purview of the external reviewers, will work with the Provost and Vice-President Academic to find ways to support this recommendation.

Recommendation #29: Provide clarity for students as per who to consult for academic advising for the leadership minor or option. Possibly determine a program advisor at each campus who will assist with course information, course rotation questions, etc.

Response: A strong suggestion that will be incorporated into our website information. Currently, the program coordinator and academic advising serve these roles.

Decanal Response: The dean agrees that information about who to contact about advising for students in the Minor and Option is important, and supports the program in ensuring this information is easily accessible in Leadership's website information.

Recommendation #30: Create a leadership advisory board that includes former students/alumni of the leadership program, employers, campus partners, and community partners.

Response: In the early days of the Leadership program, there was an advisory board. Now that our program design/redesign activities have reached a level of equilibrium, it would be an appropriate time to pursue the development of an advisory board. There are many advantages to such a board and, with the right people, it could only strengthen our program.

Decanal Response: The dean appreciates the program's willingness to explore this recommendation and supports the program in determining whether an advisory board could be created.

Recommendation #31: Explore the opportunity to provide a combined master's degree, offered online, in Leadership and another area (i.e. policing, health administration). This recommendation capitalizes on existing service teaching partnerships and would meet growing needs in the province around contextual areas of leadership. This recommendation would require additional full-time faculty for advising and teaching in the core curriculum areas.

Response: The Leadership program currently has relationships with the Policing program as well as Health Administration and discussions around combined master's degree are within the realm of possibility and merit consideration. The primary concern is with respect to faculty resources and capacity to embrace development of a master's degree with the existing faculty complement and resources.

Decanal Response: The dean supports this recommendation and considers it a priority. The dean acknowledges that resources are needed to conduct a market analysis on the feasibility of such a program and the need for faculty hires to support the development and teaching needed to support this recommendation. The dean will work with the Provost and Vice-President Academic in the 2019-2020 academic year to determine the feasibility of this recommendation.

Recommendation #32: Re-visit the Leadership program strategic plan and focus on revising the leadership program learning objectives for the minor and option.

Response: This relates well to earlier recommendations (see response to Recommendations #1 and #2) re: learning objectives and will be considered.

Decanal Response: The dean finds this recommendation very similar to recommendations 1 & 2 and offers the same response. The dean supports this recommendation and is pleased to note that the program is currently undertaking this process.

Recommendation #33: Continue to utilize the Collegiate Leadership Competition and the Youth Leaders on Board program to create intentional hands-on learning experiences for current students.

Response: We appreciate this recommendation and support it wholeheartedly. It is our plan to continue to leverage these experiential learning opportunities for our students. Thank you for supporting it with your recommendation.

Decanal Response: The dean fully supports this recommendation and considers it a priority. The dean will continue to work with the program to ensure the success of the two mentioned student learning experiences.

Recommendation #34: Explore the opportunity to serve as the home of the EXPLAUR program. This would connect to the experiential learning goal of the program and the University.

Response: The Leadership program will have to evaluate the characteristics, vision, and mandate of the EXPLAUR program before we can fully and meaningfully comment on this recommendation. Our current offerings of OL201 and OL202 facilitate personal leadership development and our focus is on building the capacities of those courses.

Decanal Response: The dean does not support this recommendation and does not consider it a priority. The growth of enrolment across the campuses of Wilfrid Laurier University and the creation of the minor and option in Waterloo has already stretched the resources of the program to the breaking point. Taking on more work and commitments is not currently in the best interest of the faculty or the students they serve. Given this, the recommendation has not been included in the Implementation Plan.

Recommendation #35: Create a named Leadership Center or Institute that could house the co-curricular/micro-credentialing/external consulting area of the program. Aspects of the Center/Institute could be revenue generating.

Response: This is an interesting longer-term recommendation that will be discussed among the faculty and with university administration. Resources (financial and human) and current IT-infrastructure and processes are primary considerations that must be taken into account before any action is taken on advancing this type of initiative. Currently, those factors are not sufficient to support pursuit of this recommendation – at least in the near future.

Decanal Response: The dean does not support this recommendation and does not consider it a priority. The resources needed to establish a Leadership center would be considerable and at a time of fiscal cutbacks, there is an increased need for fiscal responsibility. In addition, there are currently centres located within the university that can house alternate forms of credentials. This recommendation has not been prioritized in the Implementation Plan.

Recommendation #36: Develop relationships with advancement officers to create more student scholarships and other donor supported programs/opportunities.

Response: We will follow-up with advancement to identify potential opportunities for the students as well as new programming and research opportunities. In the past, generous support from the Smith & Woltz Family Foundation has enabled the Youth Leader on Board program as well as the Collegiate Leadership Challenge. Pursuing additional opportunities, in support of our growing student enrolment, is warranted.

Decanal Response: The dean supports this recommendation and urges the program to continue to work with advancement. The dean does not consider this as much a priority as an on-going commitment.

STRENGTHS OF THE PROGRAM(S)

The Leadership program offerings of a minor or option continues to attract students from a wide variety of programs. The program offers a wide variety of courses that are pertinent and of interest to students at both the Brantford and Waterloo campus. In recent years, leadership courses have been built into new programs such as the fully-online Bachelor of Arts in Policing and the Bachelor of Arts in Humanities and Leadership. Leadership course offer students opportunities to explore how leaders develop and to acquire leadership skills needed to inspire, motivate and facilitate change. Students study leaders - past and present - and explore a multitude of issues related to leadership through study, research, and experiential learning opportunities. Students develop the 'soft skills' that industry leaders identify as necessary skills for job success through a combination of lectures, seminars, individual and group projects, and experiential learning opportunities.

A considerable strength of the program is its faculty, who work tirelessly to provide strong course offerings and opportunities to students. The use of the 'course coordination' model ensures that full-time faculty have the opportunity to ensure consistent course content to all students across sections of a course.

The Youth Leaders on Board and Collegiate Leadership Challenge are also a strength of the program as they both provide experiential learning opportunities and a chance for students to gain real-life and networking experience.

OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

There are opportunities for improvement and enhancement for the leadership program, including:

1. The program would benefit significantly from additional faculty positions. There are currently 3 FTF and 2 faculty members with cross-appointments (4.0 FTF equivalents) and 1 LTA in a program that has

experienced significant growth in the demand for leadership courses, particularly online and in Waterloo. For example, the final 2018-2019 numbers for all leadership ‘owned’ course was 2682. Leadership anticipates reaching course enrolments of 3000 in the current year. New hires would provide current faculty to allocate less time on administration, overload teaching and service work and more time on research and developing experiential learning opportunities for students.

2. The program is interested in offering courses in Milton that would reach non-traditional students. They are ready to proceed once the institution has the necessary infrastructure to support open-access student registration. They are also interested in offering certificates and micro-credentials based on current course offerings to non-traditional students who seek to develop and demonstrate leadership skill in their workplace and interpersonal relationships.
3. The Leadership program, if properly resourced could offer a combined honours program with a number of other programs on both the Waterloo and Brantford campus.

SIGNATURES

Dr. Lauren Eisler

October 25, 2019



Dr. Kristiina Montero

October 31, 2019



Dr. Maureen Mancuso

November 5, 2019



Approved by Program Review Sub-Committee:

February 3, 2020

Approved by Senate Academic Planning Committee:

February 27, 2020

Submitted to Senate (for information):

March 11, 2020

Implementation Report Due Date:

March 11, 2022

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

Recommendation to be Implemented	Responsibility for Implementation	Anticipated Completion Date	Responsibility for Resourcing (if applicable)	Additional Notes
<p>Recommendation #1: The Leadership program faculty team should re-visit learning outcomes from the Honours BA in Leadership and revise those for both the Leadership minor and option. The ILA guiding questions and self-study would be key components to consider through this recommendation.</p>	<p>Leadership Program</p>	<p>2019-2020</p>		
<p>Recommendation #2: Upon conclusion of the learning outcomes being revised, all leadership courses should be mapped back to the identified learning outcomes. An additional recommendation would be to then map courses and outcomes to the Laurier undergraduate degree level expectations. This exercise will assist with developing a robust assessment plan and assist the faculty team in determining gaps and overlap in course material.</p>	<p>Leadership Program</p>	<p>2019-2020</p>		
<p>Recommendation #5: Explore opportunities for micro-credentialing (not for credit) and for credit certificate options. This could broaden the current reach of the Leadership program, which results in better trained employees in the areas served by Laurier.</p>	<p>Program, in consultation with FHSS Dean</p>	<p>2020-2021</p>		
<p>Recommendation #7: Expand online offerings so that a student could complete the minor or option fully online.</p>	<p>Program, in consultation with FHSS Dean</p>	<p>2020-2021</p>		

Recommendation #9: Streamline the number of elective options so as to maximize the human capital and teaching loads.	Leadership Program	2020-2021		
Recommendation #12: Incorporate more experiential learning opportunities into the 3rd and 4th year courses (in addition to OL 401), integrating students into deep learning experiences in multiple contexts.	Leadership Program	2020-2021		
Recommendation #13: Incorporate a leadership and teams/groups course into the minor and option core curriculum. This is a gap in the current program.	Leadership Program	2020-2021		In consultation with FHSS Dean
Recommendation #13: Incorporate a leadership and teams/groups course into the minor and option core curriculum. This is a gap in the current program.	Leadership Program	2020-2021		
Recommendation #24: Create a succession plan for the next 4-5 years that evaluates current teaching assignments, potential retirements, and growth opportunities.	Leadership Program, FHSS Dean	2020-2021		
Recommendation #25: Expand the scholarship and creative activities within the program, possibly involving more students in undergraduate research opportunities.	Leadership Program	2020-2021		
Recommendation #29: Provide clarity for students as per who to consult for academic advising for the leadership minor or option.	Leadership Program	2020-2021		

Possibly determine a program advisor at each campus who will assist with course information, course rotation questions, etc.				
Recommendation #30: Create a leadership advisory board that includes former students/alumni of the leadership program, employers, campus partners, and community partners.	Leadership Program	2020-2021		Program to explore feasibility of this recommendation.
Recommendation #31: Explore the opportunity to provide a combined master's degree, offered online, in Leadership and another area (i.e. policing, health administration). This recommendation capitalizes on existing service teaching partnerships and would meet growing needs in the province around contextual areas of leadership. This recommendation would require additional full-time faculty for advising and teaching in the core curriculum areas.	Program, in consultation with FHSS Dean		FHSS Dean, Provost and Vice-President: Academic	
Recommendation #32: Re-visit the Leadership program strategic plan and focus on revising the leadership program learning objectives for the minor and option.	Leadership Program	2019-2020		
Recommendation #33: Continue to utilize the Collegiate Leadership Competition and the Youth Leaders on Board program to create intentional hands-on learning experiences for current students.	Leadership Program	Ongoing		

<p>Recommendation #36: Develop relationships with advancement officers to create more student scholarships and other donor supported programs/opportunities.</p>	<p>Leadership Program</p>	<p>Ongoing</p>		
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