Minor in Leadership Studies

Proposal Documents

Building leaders who value:

❖**Social Justice Leadership**

❖**Ethical Leadership**

❖**Community Engaged Leadership**

❖**Research**

TABLE OF CONTENTS

Request Form for a New Minor

Administrative Information

1. <u>Institution</u>: The University of Texas at El Paso

2. <u>Program Name</u>: Minor in Leadership Studies

3. <u>Proposed CIP Code</u>: 30.9999.22

4. <u>Number of Required Semester Credit Hours (SCHs)</u>: 18.0 Credit Hours

5. <u>Brief Program Description</u> – Describe the minor and the educational objectives:

The minor in Leadership Studies will offer a flexible but in-depth study of leadership and its effects on society. The minor is designed to provide understanding of leadership theory and will improve student leadership styles to develop competencies in the domain of leadership through lenses of social justice, ethical leadership, and community engagement (SEC). Further, the minor will serve as a foundation for building a community of scholars whose work examines the intersection of SEC in the practice of interdisciplinary leadership. The primary educational objectives of the proposed minor are to introduce, nurture and develop leaders who possess deep and broad knowledge of the discipline while considering concepts of social justice, ethical leadership and community engagement as it applies to their primary area of study. The program seeks individuals that are dedicated to advancing SEC through their leadership while attending the university, and as they move forward in their personal lives and professional careers.

The World Economic Forum in 2020 calls for universities to adapt and train future leaders. They outline the need for diversity, equity, and inclusion to foster societal change. Further, there is a call for organizations to find diverse talent and support inclusive cultures capable of leading. There is a paucity of leaders willing to face present and future challenges. The main educational goal of the minor in leadership studies is to prepare and inspire students such that they can transform their organizations, communities, and world.

Teaching leadership at a time when humanity suffers major social crises means that we pave the way for leadership practice, reflection, and action. As educators we want our students to live and experiences leadership, not just recite concepts and prescribe to mainstream leadership ideas. As Aristotle explained with the example of courage: "We are interested in the student being brave, not that he knows the definition of courage".

Students pursuing the minor in Leadership Studies are trained in the theories and models of leadership where they learn to think critically, analyze the underlying assumptions of individuals, companies, institutions, or situations they encounter, solve problems, and express themselves orally and in writing. Through the foundation of SEC leadership, this minor is designed to enable and engage students with tools and theory necessary to become successful change agents, ethical leaders, activists, and community organizers.

6. <u>Administrative Unit</u> –

The Leadership Studies Program within the College of Liberal Arts.

7. <u>Proposed Implementation Date</u> – Report the date that students would enter the minor (MM/DD/YY):

 Fall 2021

8. <u>Contact Person</u> – Provide contact information for the person who can answer specific questions about the minor:

 Name: Dr. Areli Chacón Silva / Dr. Mari Ysela Noopila

 Title: Program Director/ Assistant Professor of Instruction
  Leadership and Community Engagement Program

 E-mail: achaconsilva@utep.edu/ mynoopila@utep.edu

 Phone: (915) 667-6326 / (575) 571-7300

Minor Information

I.   Need

> *"If your actions inspire others to dream more,*
> *learn more, do more, and become more, you are*
> *a leader." –John Quincy Adams*

A. *Job Market Need:*

1. The Need for Leaders

Leadership is not a new discipline. However, a minor in Leadership Studies that integrates interdisciplinary knowledge and practice with social justice, ethical leadership, community engagement, and critical thinking offered to students University-wide represents an innovation. This innovative approach has emerged as a result of the need for a new kind of professional in our complicated world: A leader who leads positive change with a deep understanding of our society's problems is able to advocate for and to promote social change.

An important challenge within organizations is having leaders who are able to work in multidisciplinary teams and with strong communication skills, driven by ethical practices. Leaders working for non-profit organizations, governmental agencies, and social enterprises must have a greater understanding of the social, economic, and political constraints on their work. Additionally, they should understand technology, as a key component in the skill set of the 21st century leader.

2. Organizational Responsibility

Institutions of higher education and specifically Hispanic Serving Institutions (HSIs) should embrace the commitment to truly serve our underserved and underrepresented students. Dr. Natalicio former President of the University at Texas El Paso explaied that "To be an HSI is to be at the forefront of change in higher education because of the shift in demographics. We have an opportunity to be trendsetters in areas we're not historically known for". Leadership education can be at the forefront of this change and show true commitment to educating students with philosophies and experiences in social justice leadership, ethical leadership, and community engaged leadership.

Through a mission for the 21st Century UTEP states that we strive to "increase access to excellent higher education. We advance discovery of public value and positively impact the health, culture, education, and economy of the community we serve". 21st century institutions must educate, develop, and provide rich experiences for their students, specifically through leadership education.

Studies show that certain institutional practices are associated with high levels of student engagement." In particular, students gain more from their collegiate experience when they are at institutions that they perceive as inclusive and affirming and where performance expectations are clearly communicated and set at reasonably high levels" (Chickering & Reisser,1993; Education Commission of

the States, 1995; Kuh, 2001; Kuh, Schuh, Whitt & Associates, 1991; Pascarella, 2001; Pascarella & Terenzini, 1991).

3. Industry Demand for Leadership Skills

In 2018, Hart Research Associates conducted a survey for the Association of American Colleges and Universities. The objective of the survey is to understand which learning outcomes employers believe are most important to acquire in order to succeed in today's economy, how prepared recent graduates are, and employers' perceptions about the importance of applied learning projects in college. The survey sample consisted of 501 Business Managers and 500 Hiring Managers of organization that have at least 25 employees and 25% or more of their new hires hold either an associate degree from a two-year college or a bachelor's degree from four-year college. The most important findings were:

- Of employer priorities on select college learning outcomes: oral communication, teamwork with diverse groups, written communication, critical thinking and analytic reasoning, complex problem solving, innovation and creativity and quantitative reasoning were some of the primary skills that executives and hiring managers cited as being very important for recent graduates.
- A top priority for recent graduates includes personal and social responsibility. Executives and Hiring Managers desired employees to possess: ethical judgement and decision making, work independently and be self-motivated. Further, they want employees to apply knowledge in real-world settings.
- Employers said they were more likely to consider hiring recent college graduates who have completed: internships or apprenticeships, courses requiring significant writing assignments, research projects that are complete collaboratively with peers, comprehensive projects/thesis, field-based project in diverse community, service learning projects with community organizations, and study abroad programs.

As part of our proposal development, an online survey was designed and sent to employers located in El Paso del Norte Region, between the months of March and April 2016. Of the 101 employers contacted, 56 responded. When asked a general question about how important leadership skills are in an employee: 58.54% (24 responses) said they are definitely important and 41.46% (17 responses) said they are important.

Critical data source was the question: When you hire a new employee, what skills/characteristics are important? (Check all that apply) (See Figure1). 95.12% of the respondents indicated that communication skills were important. In second place the ability to work with a variety of people with 92.68%. The third most important skills/characteristic was work experience with 85.37 % of the responses, followed by problem-solving skills with 82.93% of the participant's response. In contrast, education credentials and technical skills related to the particular position came in fifth and sixth place with 80.49% and 60.98% respectively.

Figure 1.
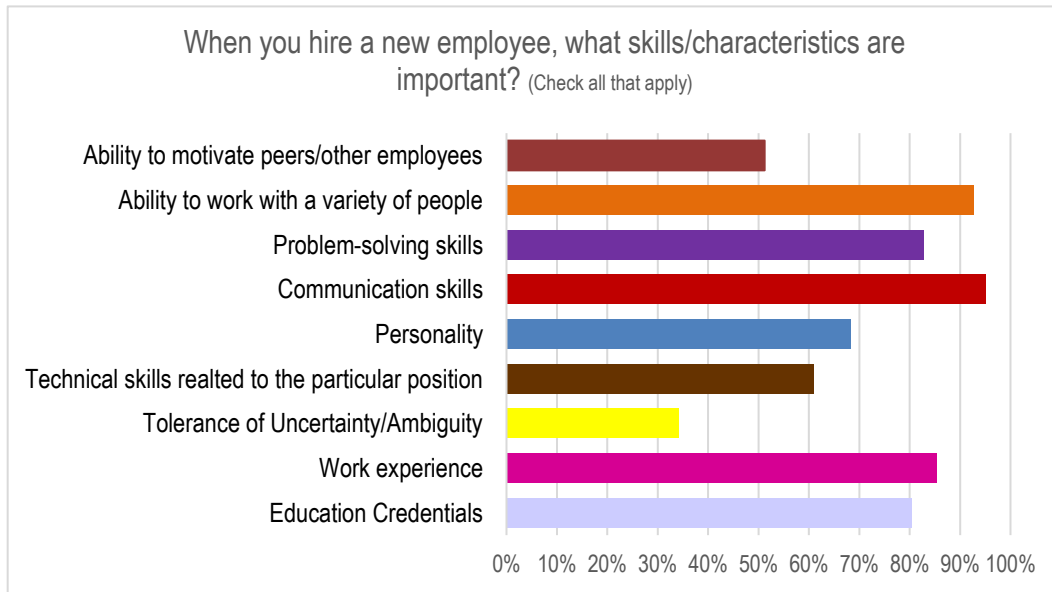
Additionally, the respondents were asked why they would or would not hire a student with a leadership degree. Important qualitative data were obtained from their responses:

"Leadership is extremely important in our field; from leading in a classroom, a campus, or an entire school district. An individual who is able to properly guide and lead others would help the organization not only be more united but also accomplish its goals at a faster pace."

"Having a minor in leadership would be beneficial for someone who is a potential managerial candidate."

"It appears the degree would provide a graduate with a solid foundation of leadership skills that are in demand by employers. The addition of an internship would complement the classroom learning by affording students an opportunity to practice the theories and skills taught in a real world setting."

"[An] Individual who demonstrates leadership and has attained a liberal arts degree makes him a valuable individual….as many with that degree can work in many industries…a leadership degree would be an extra bonus."

"The sustainability and continuity for any organization is predicated on their succession planning, so having team members who have been adequately trained and developed into leaders, or ready to take on leadership roles when needed are crucial. However, I also think that a big part in any leadership role is knowing how to manage change, so I think a course in Change Management would be ideal for this type of coursework."

The respondents represent companies located in the El Paso del Norte region, in the following industries: Education, Government, Professional Services, Healthcare, Non-profit, Energy and Utilities, among others.

The data from Hart Research Associates and from local employers suggest that a general minor in leadership studies, when paired with experience, and with an innovative curriculum, will have an impact, and perhaps be something expected by employers not only in our community, but nationwide.

4. Job Opportunities

The number of jobs identifying leadership competency as a desirable skill above core technical skills across the U.S. is approximately 30,625 according to CareerBuilder.com, an online job market website. Leadership positions usually focus on leading employees based on company needs.

Narrowing the search for leadership development, the result was approximately 17,900 jobs (as posted in February 2017). Employees that work for companies with branch locations around the world utilize leadership training to facilitate ethical business practices with coworkers from different cultures. In such a fast-paced global economy, many executives use technology to improve communications with clients and coworkers overseas. For Texas, approximately 1,850 jobs were advertised where graduates with a minor in leadership studies would be highly competitive, especially when there is a demand beyond a specific discipline.

According to the U.S. Bureau of Labor Statistics, the projected job growth for Bachelor's Degree with leadership skills is as follows:

Table 1. Projected Job Growth

Required Education	Bachelor's degree
Other Requirements	Leadership training
Projected Job Growth (2012-2022)	11%
Average Salary (2014)	$180,700

Source: U.S. Bureau of Labor Statistics

The expected increase in the number of jobs with leadership skills is related to the need for companies to have human talent capable of communication, solving problems, and ethical values.

B. *Student Demand*

1. Student Need for an Undergraduate Leadership Minor

We have realized the need for a leadership minor in two ways, first by conducting phase 1 of a multi-phase research study on leadership education across HSIs, and by searching for the demand in leadership studies at UTEP.

- A small-scale study was conducted to explore what leadership education looks like across HSIs in the Southwest of the United States. This study revealed that there are gaps in leadership education in 3 specific areas: first there is a lack of leadership education offerings for undergraduate students,

second the majority of programs are offered within colleges of education and third, the majority of programs offer their classes in a traditional face-to face format.

All of the 46 leadership programs are housed within public, four-year, HSIs across the Southwest of the United States to include California, Arizona, New Mexico, and Texas. Using the acquired data, we searched for themes across programs to include the college or academic location of the program, the type of degree or certificate awarded, class format, program description, curriculum requirements and if a mission/vision statement was given.

Based on these data academic location showed that an overwhelming 58.7% of the programs are housed within Colleges of Education, followed by 10.87% within Business Colleges, 8.7% within Liberal Arts, Other, Nursing and or Health Colleges. While 4.35% of the programs were located in Social Sciences/Arts and Sciences Colleges. See Figure 2.

We assessed data to learn more about what types of degrees and certificates that were awarded by the program as well as the format in which the classes are offered. The majority of degrees were graduate level with 44.68% Master's degrees and 21.28% Doctoral degrees. Undergraduate minors and degrees made up 14.89% of the programs offerings and certificates accounted for 19.5%. See Figure 3.

Delivery of leadership programs comes in three formats, the majority of programs (76.09%) offered meet face to face, 13.04% meet solely online and 10.87% are offered in a hybrid format. See Figure 4.

Figure 2. HSI Leadership Education College/Academic Location
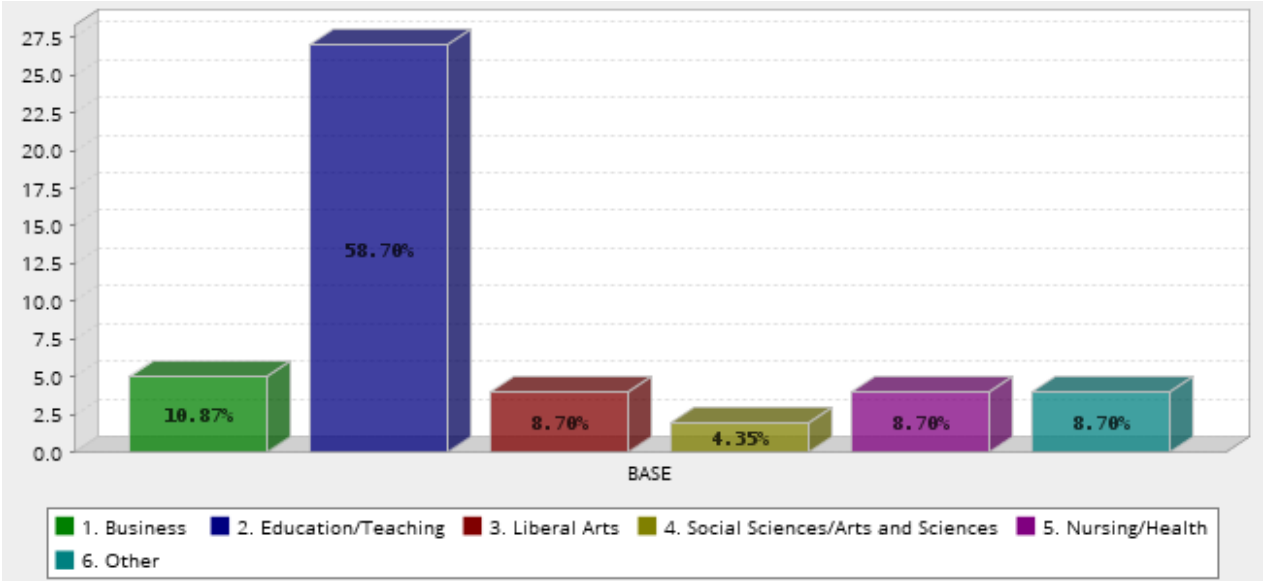
Figure 3. HSI Leadership Education Degree/Certificate
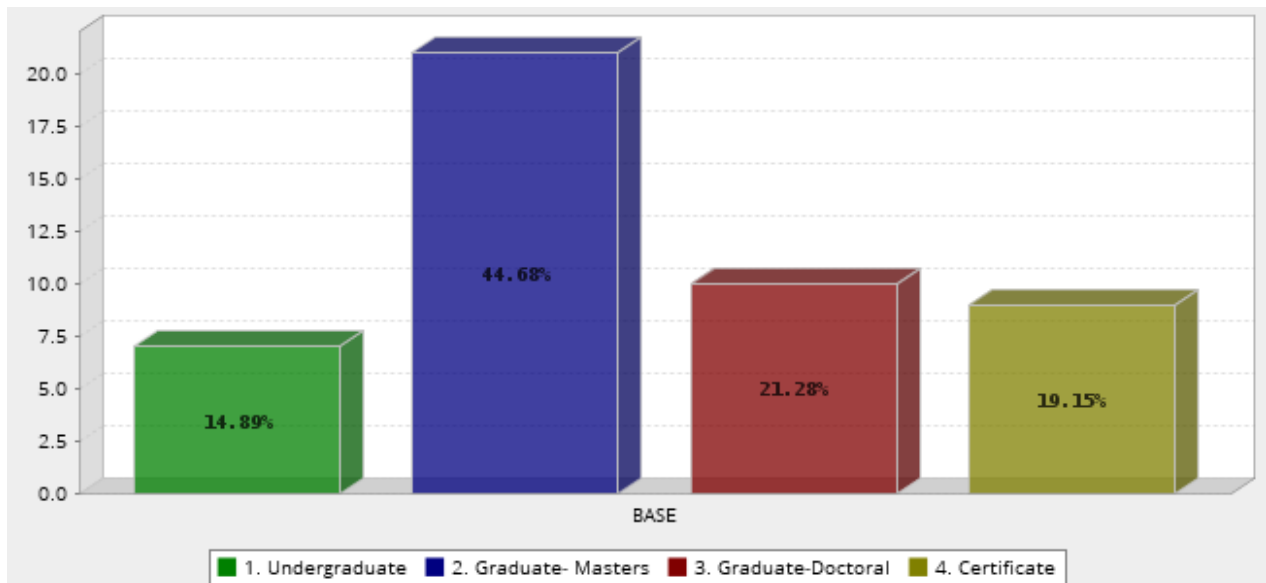
Figure 4. HSI Leadership Education Class Format
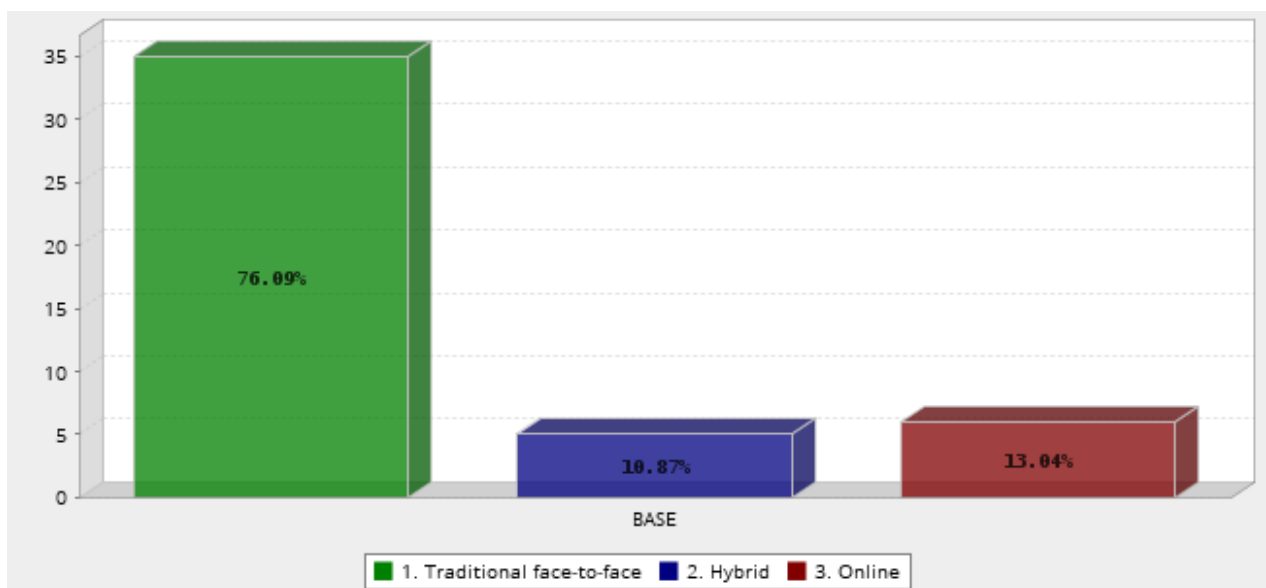
- UTEP students participated in a survey focused on understanding their career goals, what leadership skills were important, and if they would consider the idea of obtaining a degree in leadership studies. During the Spring of 2016, 12 classes in the College of Liberal Arts were visited and 660 students completed the survey.

  When asked what leadership skills are important, the results are:

Figure 5. Important Leadership Skills

What leadership skills are important to you? (Check all that apply)

- Ability to tolerate uncertainty/ambiguity
- Organizational skills
- Skills at motivating/inspiring others
- Communication skills
- Decision-making skills

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

As previously discussed, the perception of students about what leadership skills are important are consistent with the opinion of employers. Student awareness about leadership skills already exists. When asked if they would consider majoring in a Leadership degree if the College of Liberal Arts offered it, 35% of the students either agree or strongly agree. Even 34.8% of students were hesitant about it expressing a do not know as an answer. The data of likelihood to study leadership is summarized in Table 2.

Table 2. Student Interest survey results

	Frequency	Percent
Strongly Disagree	75	11.4
Disagree	126	19.1
Don't know	230	34.8
Agree	172	26.1
Strongly Agree	57	8.6
Total	660	100.0

Another interesting finding was the relationship between majors and likelihood to major in leadership studies as shown in Table 3.

Table 3. Student Interest by Major

	Would you major in Leadership Studies?				Total responses per major
	Don't know	Agree	Strongly Agree	Total	
Business	14	20	6	40	47
Criminal Justice	19	6	8	33	41
Multimedia Journalism	11	12	3	26	34
Organizational and Corporate Comm	7	11	6	24	27
Media Advertising	9	7	3	19	26
Digital Media Production	8	8	3	19	23
Education	8	8	1	17	23
Communication	7	3	2	12	14
Arts	9	2	1	12	13
Accounting	6	3	1	10	13
Political Science	3	4	0	7	10
Finance	2	4	0	6	10
History	3	4	0	7	9

Of the original 660 responses, a total of 290 students said they strongly agree, agree, or do not know if they would major in leadership studies, which represents a total of 44% of the participants. The majors with the most positive or neutral responses were business, criminal justice, journalism, communication, and education.

Finally, the College of Liberal Arts has offered the Master of Arts in Leadership Studies for more than 10 years. Originally the Program was designed for a Military audience, but the number of civilian students admitted into the Program has increased. Today, civilians represent 15-20% of the Program's student population.

C. **Enrollment Projections**
– Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the minor.

Table 4. Enrollment Projections

YEAR	1	2	3	4	5
Headcount	5	10	15	20	25
FTSE	10	15	20	25	25

II.   Quality

A. Degree Requirements:

Table 5. Degree Requirements

Category	Semester Credit Hours	Clock Hours
Required Courses	12.0	
Prescribed Electives	6.0	
Free Electives	0	
Other *(Specify, e.g., internships, clinical work)*	(if not included above)	
TOTAL	18.0	

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

Curriculum – Use these tables to identify the required courses and prescribed electives of the minor. Note with an asterisk (*) courses that would be added if the minor is approved.

Table 6. Required Courses

Prefix and Number	Required Courses	SCH
LEAD 3300	Historical and Contemporary Theories of Leadership	**3.0**
LEAD 4350	Concepts of Social Justice and Ethical Leadership	**3.0**
LEAD 4351	Community Engaged Leadership	**3.0**
LEAD 4352	Undergraduate Leadership Capstone	**3.0**

Table 7. Prescribed Elective Courses

Prefix and Number	Prescribed Elective Courses	SCH
	Choose TWO of the following menu:	**6.0**
CHIC 3301	La Chicana	
CHIC 3311	Chicano Studies: societal Issues	
CHIC 3339	Cultural Diversity & Youth in the U.S.	
CHIC 4304	Environmental Justice and Minority Communities in the U.S.	
ENGL 3374	Mexican-American Folklore	
HIST 5390	Public History Internship	
MUSA 3325	Music on the Border	
MLS 4350 * to be changed to LEAD 4380	Selected topics in Leadership and Community Engagement	
POLS4314	Women, power, and politics	
POLS4315	Latinos in American Political System	
WS 3301	La Chicana	
WS 3331	Gender & Popular Culture	
WS 3370	Gender Roles & Society	
WS 3380	Social Justice Values at Work	

B. Faculty

Use these tables to provide information about Core and Support faculty.   Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program.

Due to the interdisciplinary nature of the Leadership minor and the fact that only three of the required courses are new, the minor will have a small "Core Faculty" (see Table 3) supported by the faculty affiliated with the MA in Leadership Studies Program. Other required electives are regularly taught in other Departments within the College of Liberal Arts. Many of the courses listed as electives are CEL (Community Engagement and Leadership) designation. This structure allows for necessary topic areas and expertise to be covered by faculty who are trained and with experience teaching leadership.

Table 6. Core Faculty

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%
Chacon Silva, Areli Program Chair	Ph.D. in Economics University of La Havana	LEAD 4380	10%
Noopila, Mari Assistant Professor of Instruction	Ph.D. in Higher Education Leadership and Administration New Mexico State University	LEAD	25%
Aguirre, Arthur Assistant Professor of Instruction	Ph.D. in Communication University of New Mexico	LEAD	25%

Table 7. Support Faculty

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Marentes, Cynthia Community Engagement Director	M.A. in Communication University of Texas at El Paso	LEAD	25%

Lecturer			
Moreno, Rueben Secondary Teacher Education Program Director Lecturer	Ph.D. in Higher Education Leadership and Administration University of Texas at El Paso	LEAD	25%

C. **Students**

The Leadership Studies Program does extensive outreach on Campus and in the community by staffing tables at events, recruitments fairs, graduate fairs, throughout the year. Currently around 80 percent of UTEP students are Hispanic, while the less than five percent of the campus is African American, and 1 percent Asian American, which is a clear reflection of the ethnic and racial composition of our surrounding area. The Program will focus on promoting a diverse student population.

Additionally, advising plays a key role to student success. Therefore, a strong emphasis will be placed in providing accurate and relevant information to all advisors in the University. At the College level we will do it through the Advising Council which meets once a month.

To retain students, Leadership Studies will offer a variety of courses each semester to allow students to make timely progress towards their degree. In addition, the Leadership Studies Program will work to offer some economic awards for the best students who face financial restraints.

D. **Library** – Provide the library director's assessment of library resources necessary for the minor. Describe plans to build the library holdings to support the minor.

1. Library materials expenditures and allocations in support of Leadership Studies

The Library allocates funds annually for books, periodicals, and databases to support all the disciplines offered at UTEP. While Leadership Studies is interdisciplinary, a selection of budget figures for FY 2015-2017 is given below to indicate allocations in some key fields. The book allocation was decreased between FY 2014 and 2015 due to the suspension of the Library's Approval Plan, whereby books are received automatically based on a detailed profile lodged with our main book vendor. The Approval Plan was reinstated in FY 2016. In FY 2017, the book budget is reduced due to increased spending on serials and electronic books, coupled with a flat budget.

Table 7. Library Materials

	Books (spent) FY 2015	Books (spent) FY 2016	Books (alloc.) FY 2017	Serials (spent) FY 2015	Serials (spent) FY 2016	Serials (alloc.) FY 2017
Communication	$1, 221	$3,951	$3,100	$27,255	$28,566	$29,138
Management & Marketing	$1,225	$10,244	$9,500	$23,970	$20,133	$20,536
Psychology	$5,532	$13,955	$11,900	$37,206	$41,596	$42,428
Sociology	$1,893	$5,462	$4,690	$34,196	$37,725	$38,480
Total	$9,871	$33,612	$29,190	$122,627	$128,020	$130,582

2. Library holdings relevant to a Minor in Leadership Studies

The UTEP Library has extensive collections to support all disciplines in which degrees are offered at UTEP. A selection of holdings relevant to Leadership Studies is given below and should be considered indicative of the collections held in many additional disciplines. Note: Monographs include books, films, and government documents.

Subject	Monographs	Serials	Total
Decision making: Cognition (Psychology)	52	4	56
Conflict management (Psychology)	27	0	27
Leadership (Psychology)	56	1	57
Industrial mgmt (includes leadership, conflict mgmt, organizational change, etc.)	7,157	812	7,969
Social psychology (includes conflict mgmt, interpersonal relations, etc.)	1,189	49	1,238
Power, authority, leadership, followership (Communications)	90	3	93
Organizational sociology; organization theory	39	4	43
Leadership (Political science)	34	0	34
Decision making (Public administration)	19	0	19
Organizational change (Public administration)	27	0	27
Decision theory (Mathematics)	163	6	169
Other	95	0	95
Totals	8,993	881	9,874

The UTEP Library subscribes to about 400 databases which include general ones such as *Academic Search Complete* and *Gale Virtual Reference Library* and subject specific databases such as *Business and Management Practices,*

Business Source Complete, *PsycArticles*, *Sociological Abstracts,* and *Sage Communications Collection.* While most of the databases provide full text journals or books, there are some that provide streaming audio and video materials, such as *Films on Demand* or *Insight Media*, or specialized data, such as *Demographics Now* or *Standards and Engineering Digital Library*. In addition to books, e-books, government documents, and streaming video, the Library also has a Demand Driven Acquisitions program (DDA) in which records for electronic books are loaded into our online catalog and are charged only when read by a Library user. This currently provides access to approximately 50,000 titles in all disciplines. The budget for DDA is $118,000 in FY 2017.

The UTEP Library is a Federal Government Depository Library, so government documents relevant to many disciplines are available to the UTEP community and the general public.

3. Cooperative library arrangements

Interlibrary Loan (ILL) service is available to all students and faculty anytime resources are not available in the Library. ILL provides photocopies of journal articles unavailable locally and also access to books. The Library's membership in OCLC provides access to over 20,000 libraries around the world, providing convenient access to resources needed by faculty and students.   ILL is provided at no charge to faculty and graduate students; there is a minimal fee for undergraduates.

The Library membership in AMIGOS Bibliographic Council joins us with 140-plus member libraries in the Southwest who share resources. The New Mexico State University Library extends borrowing privileges to UTEP students and the NMSU campus is only a 40 minute drive from UTEP. UTEP faculty and students also have borrowing privileges in all 55 public universities in Texas through a cooperative network, TexShare.

The UTEP Library belongs to TexShare and the University of Texas System library consortium, as well as Amigos, all of which negotiate reduced pricing for databases used by the members.

4. Library director's assessment of library resources necessary for the proposed program.

The UTEP Library can support students seeking a Minor in Leadership Studies without adding further materials, since our collections are more than adequate for an undergraduate program in this discipline.

F.   **Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the minor. Describe plans for facility and equipment improvements/additions. **N/A**

G.   <u>**Accreditation**</u> – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation. **N/A**

H.   <u>**Evaluation**</u> – Describe the evaluation process that will be used to assess the quality and effectiveness of the new minor. **N/A**

III.   Costs and Funding[1]

<u>Five-Year Costs and Funding Sources</u> - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel[1]	$0	Reallocated Funds	$0
Facilities and Equipment	$0	Anticipated New Formula Funding[3]	$0
Library, Supplies, and Materials	$0	Special Item Funding	$0
Other[2]	$0	Other[4]	$0
Total Costs	**$0**	**Total Funding**	**$0**

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

---

[1] Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.