



The Leadership Academy

A Model for Meeting the Leadership Needs of College of
Agriculture Students.

Tyson Sorensen, Kellie Strawn, Aaron McKim, Jonathan Velez

Introduction and Need for Innovation

- College students need to develop leadership skills to complement their technical knowledge (APLU, 2009).
- Students need to engage in activities that enhance their abilities to see the “big picture,” develop an action plan, and think strategically (Crawford et al., 2011).
- Pressure from industry
- In direct response to the call, The Oregon State University College of Agricultural Sciences created the Leadership Academy

Background

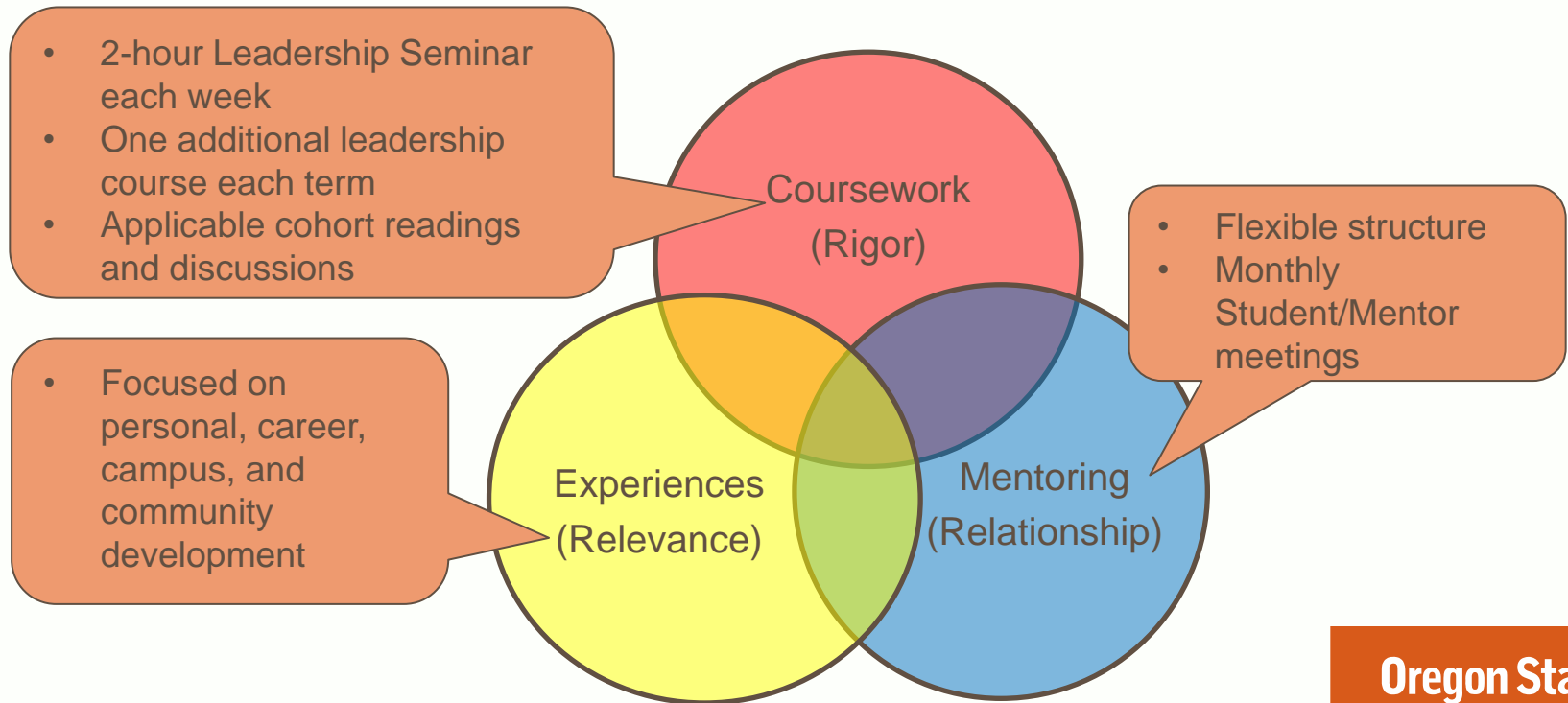
- The Leadership Academy has completed two full years and is currently preparing for year three.

Number of Students, Mentors, and Administrators of the Leadership Academy

	Students	Mentors	Administrators
Year 1	9 (5 females, 4 males)	26	Faculty member Leadership Academy Director
Year 2	12 (6 females, 6 males)	27	Faculty member Leadership Academy Director Graduate Teaching Asst.
Year 3 (Enrolled)	19 (12 females, 7 males)	31	Faculty member Leadership Academy Director Graduate Teaching Asst.

Operational Model and Program Design

- Designed based on the rigor (coursework), relevance (experience), and relationship (mentoring) model (Dagget, 2004).
- Modeled after other Leadership programs from Purdue University and The University of Illinois



Student Requirements in the Leadership Academy

1. Create a Personal Development Plan (PDP)
 - 3-5 goals for self-improvement and based on career orientation
2. Primary Experience: Maintain an active role in a community organization
3. Secondary Experience: Participate in two additional group experiences
4. Participate in a one-credit seminar course each term
 - Weekly for two hours

Student Requirements (Continued)

5. Mentor Meetings (at least once per month)
6. Complete one academic leadership course offering (3 credits)
7. Participate in leadership programs and workshops
 - One per term; on or off campus
8. Capstone project: document and encourage student reflection on personal growth

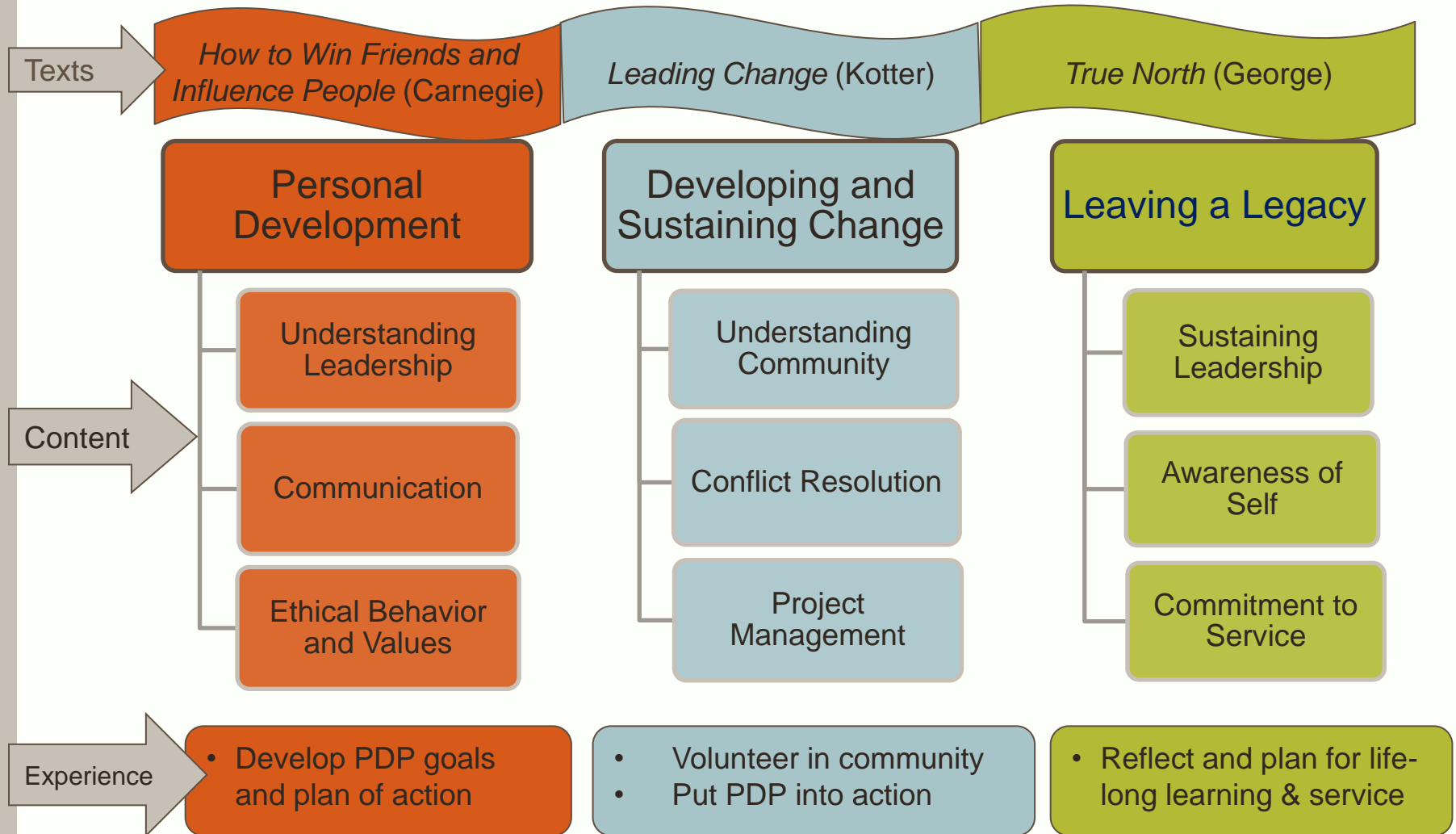
Innovation

- Industry focused
- Personal application
- Structured mentoring program with volunteer faculty mentors
- Cohort program
- Weekly seminar meetings
- Reading of leadership texts
- Weaves content, texts, and experiences in a purposeful way

Fall Term

Winter Term

Spring Term



Program and Student Evaluation

- Student Leadership Needs Assessment
 - Pre and post assessment
- Impact Assessment
 - Pre, mid, and post assessment
 - Quantifies the impact on community, campus, and self
- ILFI Wheel Assessment
 - Pre and post assessment
 - Measures individual leadership constructs
- Exit Interviews
 - Post assessment



Results

Student Exit Interviews:

- Expressed the value of the Personal Development Plan
- Expressed the importance of the mentoring program

Faculty Mentor Feedback:

- Expressed enjoyment in spending time with students outside the classroom and observing student growth
- Appreciated the flexibility in their mentoring relationship

Financing the Leadership Academy

- Costs were offset by an endowment
- Industry partners and college supporters have provided \$230,000 in endowed scholarship money
- Costs include the salaries of a program director (.5 FTE), endowed professorship (.1 FTE), and a graduate teaching assistant (.49 FTE)
- Estimated annual costs per year are \$60,000 dollars



Future Plans

- Plan to grow to 60 students per year
- Plan to expand the Leadership Academy to students beyond the College of Agriculture.

As it grows:

- Divide students into smaller cohorts
- Graduates will be asked to return as peer mentors
- Industry professionals will be recruited to serve as mentors



Thank You!

Questions?

Tyson Sorensen

Kellie Strawn

Aaron McKim

Jonathan Velez