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Matthew Smith
Johnson & Wales University

Jason Vallee
Johnson & Wales University

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Leadership in Scholarship Program

MATTHEW L. SMITH AND JASON C. VALLEE

JOHNSON & WALES UNIVERSITY

The Leadership in Scholarship program is an enhancement to the Johnson & Wales University Honors Program that has been piloted at our Denver Campus for the last three years. It upgrades a cross-disciplinary student honors experience by adding an orientation program, tailored on-campus services, and a living and learning community to the system-wide honors program. It is housed in the Community Leadership Institute, a co-curricular department that adds value to a student's experience by providing leadership and community service opportunities for every student on campus via leadership studies courses, service learning, a visiting faculty program and a selective leadership development experience.

Over the past three years, the program has become the largest student program on campus with 300 participants on a 1600-student campus. The program starts each year with an honors-specific orientation weekend where the University makes a commitment to top-level students by picking up the cost for the entire weekend for 70-80 honors-accepted students. This fly-in orientation has been one of the campus's most successful admissions events, converting 90% of the participants into enrollees. Students who have participated ranked it as the key factor that helped them select Johnson & Wales University. Students have also ranked the weekend program as a key retention differentiator in that they can develop relationships with like-minded students before enrollment and those relationships continue throughout their college experience.

Once on campus, students in Leadership in Scholarship receive tailored on-campus services for their student needs in the Community Leadership Institute (CLI). The CLI has become the hub for honors students as faculty members from the Leadership in Scholarship Committee conduct part of their office hours in the CLI's Visiting Faculty Office for Leadership in Scholarship students. The program director serves as the direct link to help students navigate the campus in terms of academic help, scheduling, financial aid, and housing. Students have noted this personal attention from faculty and staff as key to the impressive 98% student retention the program has experienced for the last three years.

The Community Leadership Institute provides services that enhance the honors experience for a student outside the classroom by connecting

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Leadership in Scholarship students with opportunities to interact with significant community leaders and be ambassadors for the campus in the community. The CLI also provides a senior-level student Fellow to coordinate programming for social interaction and professional development. The Leadership in Scholarship students have experienced a wide range of activities that include a 70's disco roller skate night, attendance at cultural performances, and special engagements with world leaders like the Chinese Ambassador to the U.S.

An ongoing debate for the Leadership in Scholarship program has been the definition of a meaningful honors experience for the students. Completion rates for the Honors Program before the addition of Leadership in Scholarship have seemed low, hovering around 10–20%. As retention rates for Leadership in Scholarship students are consistently 96–98%, the Leadership in Scholarship Committee has focused its energy on making the program meaningful enough that students complete it. To this end, the committee launched three significant initiatives that have increased the level of student satisfaction significantly in just one term.

First is a template for honors-level courses (Appendix A) so that the incoming freshmen know when honors-level courses will be offered during the four years they are on campus. Previously, student feedback showed that students wanted to take the honors-level courses but that the timing of the courses was often prohibitive. Now, the honors-level courses also run at the same time each term for ease and consistency in scheduling.

Second (Appendix B) is an updated H-Option Project Approval form that includes a grading template to assure a student receives meaningful feedback from the professor on this self-directed honors project. The grading template is cross-disciplinary and used by faculty in all colleges on campus, so the project took a year of collaboration between faculty members across campus to develop. While it is fairly general, both faculty and students have felt that the honors projects they have developed have been more meaningful to the student's learning.

The major addition to the academic program is the H-Option Project Forums. Hosted the second and tenth weeks of each term (in a quarter system), the forums allow students to gain informal feedback on their project ideas from each other and from faculty members at the beginning of the term. The end-of-term Presentation Forum is an outlet for presentation of the projects, where the students present their projects in a poster session format and students, faculty and staff vote for the top projects. The H-Option Presentation Forum for fall term was a huge success with over seventy-five people viewing the projects and ten students presenting. The top three projects garnered \$100, \$75 and \$50 cash prizes.

While the Leadership in Scholarship program is still in the pilot stages on campus, it has transformed the way Johnson & Wales University looks at honors programming. The retention rate is a major indicator of success given that, prior to the launch of the program, the retention rate was under 60% for honors-level students. Work still needs to be done in examining completion rates

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and defining what rate meets both student and faculty expectations within the national context of cross-disciplinary honors programs.

The authors may be contacted at

Matt.Smith@jwu.edu

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APPENDICES

**APPENDIX A:
LEADERSHIP IN SCHOLARSHIP HONORS LEVEL COURSE
REQUIREMENTS AND OFFERINGS**

Year	Term 1	Term 2	Term 3
1	Composition (Eng1920)	Literary Genres (Eng1901)	Calculus (Math1040) or Quantitative Analysis (Math 1930)
2	Advanced Composition (Eng1921) Macro Economics (Econ1001)	Foundations of Leadership Studies (LD2001) Micro Economics (Econ1002)	Communication Skills (Eng1930)
3	Macro Economics (Econ1001) Spanish (Span1901)	Micro Economics (Econ1002) Spanish(Span1902) German I (Ger1901)	Sociology (Soc2901) German II(Ger1902)
4	Creative Leadership (LD3020) Not 2005	Ethics in Business Leadership (Phil3040) Honors Research (Rsch3001)	Business/ Hospitality Co-op (Recommended)

Required Courses for Honors Scholar Graduation: Composition (Eng1920), Advanced Composition (Eng1921), Introduction to Literary Genres (Eng1901), Communication Skills (Eng1930), Math (Calculus (Math1040) or Quantitative Analysis (Math1930))

Required for University Honors Scholar Graduation: Honors Thesis Research (Rsch3001)

Recommended Honors Courses: Macro Economics (Econ 1001), Micro Economics (Econ 1002), Foundations of Leadership Studies (LD2001), Creative Leadership (LD3020), Ethics in Business Leadership (Phil3040), Sociology (Soc2901), Spanish I (span1901), Spanish II (Span1902), German I (Ger1901), German II (Ger1902)

Scheduling Notes:

1. All Honors Sections will be offered from 2–4pm unless otherwise noted in U-Connect
2. Honors Research will be scheduled during Winter Term of your graduation year with Matt Smith directly.

**APPENDIX B:
LEADERSHIP IN SCHOLARSHIP PROJECT APPROVAL FORM AND
GRADING TEMPLATE**

Project Approval Form:
(due week 2 of academic courses/ day 2 of culinary labs)

Project Title: _____

Course: _____ Term: _____

Project Topic: (attach a separate sheet if necessary)

Project Objectives:

1. _____
2. _____
3. _____
4. _____

Presentation Methods:

Proposed Sources: (must be scholarly)

1. _____
2. _____
3. _____
4. _____
5. _____

Proposed Timeline for Completion: (By week 10 of the term)

Check in Date 1: _____

Check in Date 2: _____

Date of Completion: _____

Presentation of Project: _____

Student Signature: _____

Faculty Signature: _____

Please submit a copy of this sheet with the grading template completed with the completed project to the Honors committee by week 11 of the term.

LEADERSHIP IN SCHOLARSHIP PROJECT GRADING TEMPLATE

Evaluation scale: 10—Excellent (outstanding, superior)
8—Good (acceptable)
6—Inadequate (does not fulfill requirement)

Statement of Purpose

Evaluation:

- _____ Details topic or question explored
- _____ States the objectives/ goals of the project, including the scholarly and/or practical value of the work
- _____ Gives a synopsis of the project
- _____ Presents an overview of sources consulted

Project Content

- _____ Fulfills the stated objectives
- _____ Is well thought out and concise
- _____ Treats subject with appropriate level of detail
- _____ Is substantiated by relevant supporting information from legitimate sources
- _____ Is original work
- _____ Demonstrates scholarship and professionalism
- _____ Demonstrates mastery of the subject significantly above the scope of the material covered in class

Project in Its Entirety

- _____ Is presented upon completion in written and/or spoken form
- _____ Uses appropriate grammar
- _____ Demonstrates level of language appropriate for student's honors status
- _____ Correctly employs MLA format and documentation
- _____ Has a professional appearance in all physical components

Project Specific

_____ **Total Project Score** **Satisfactory** **Unsatisfactory**