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### Emerging Graduate Student Leaders at Buffalo State College

Elissa M. Mittendorf  
*Buffalo State College*

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Emerging Graduate Student Leaders at Buffalo State College  
by

Elissa M. Mittendorf

An Abstract of a Project  
in  
Creative Studies

Submitted in Partial Fulfillment  
of the Requirements  
for the Degree of

Master of Science

May 2009

Buffalo State College  
State University of New York  
Department of Creative Studies

## ABSTRACT OF PROJECT

Student organizations have been a part of the college experience for many years. The same is true for graduate students. Currently, Buffalo State College does not offer any graduate student organizations, therefore I have researched and developed a proposal for an Emerging Graduate Student Leadership Organization (EGSL) at Buffalo State College. This project is broken into two sections. Part 1 is The Emerging Graduate Student Leaders proposal and it will identify five main components: (1) Why form EGSL? (2) What will EGSL do? (3) Who will be involved in EGSL? (4) How will EGSL work and (5) How much will EGSL cost? (see Appendix B). Part 2 is the submission of a proposal for a mini-grant of \$2,000.00. Part 2 includes eight components (1) Abstract (2) Fit with College Mission (3) Project description (4) Expected outcomes (5) Products/Deliverables (6) Project Timeline (7) Future partnership plans and (8) budget (see Appendix D).

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Elissa Mittendorf

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Date

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State University of New York  
Department of Creative Studies

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Dates of Approval:

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Cyndi Burnett  
Lecturer

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Elissa M. Mittendorf  
Student

To my families, Toledo and Buffalo

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This Master's project and this semester would not have been successful without the support of many individuals. First, to my project Professor Cyndi Burnett, and sounding board partner Shelaine Rigby, their encouragement and uplifting personalities guided me throughout this project and process. Also to Dr. Jeffrey David Zacko-Smith who has taught me about leadership, grant writing and will serve as the advisor for Emerging Graduate Student Leaders, thank you.

I would also like to thank the International Center for Studies in Creativity and the graduate students during the summer 2008 through the summer 2009-you have allowed me to nurture and grow into myself while exploring my creativity. I could not have had a better group of individuals to work with. Each of you came into my life for a reason and I will never forget you and our experience together.

I would also like to thank my mother, Marge Mittendorf who has supported me since day one and proof-read all of my materials and provided feedback since I can remember. Finally, thank you to my Buffalo family, Dax Brady Sheehan and Bella- because of you I made it through my master's degree and this project with a smile on my face.



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## Section One: Background to the Project

### *Purpose*

The purpose of this project is to develop and submit a proposal for a graduate student organization titled, Emerging Graduate Student Leaders (EGSL) at Buffalo State College. The intention of this proposal is to illustrate to college administrators the need and purpose of EGSL. It is my goal, that in the fall of 2009, EGSL will provide the current and incoming graduate students, a leadership and resource that will function on campus and commit to serving Western New York. EGSL will provide every graduate student a direct connection and sense of belonging on Buffalo State College's campus.

### *Description*

My vision for Emerging Graduate Student leaders (EGSL) is to enable graduate students to have a greater involvement on campus and in the community.

To achieve my vision for EGSL, this project will be divided into two parts. Part one consists of a proposal and presentation to the graduate dean. Part two is the submission of a proposal for a mini-grant of \$2,000.00 to the Office of College and Community Partnership. If the mini-grant is awarded, EGSL will continue a relationship with Links inc and develop an afterschool program located on Buffalo State College's campus.

Part one intends to provide Buffalo State a proposal with the necessary goals and steps to form EGSL. Overall, EGSL will aim to provide and allow any graduate student the opportunity for cross-departmental research and collaboration, opportunities for colleague sounding board teams, service learning on campus and throughout Western New York, alumni networking connections, mentoring/leading opportunities, and the opportunity to meet graduate students from all departments.

Part two consists of a mini-grant application and proposal to the Office of College and Community. Part two will act as a starting point for the service-learning component of EGSL. Part two is the submission of a formal proposal and application for a mini-grant of \$2000.00 to the Office of College and Community. This second edition has proved to be an important piece within EGSL, as it has the possibility to provide EGSL with a primary source of funding, as well as a starting point for the service-learning component of EGSL.

### *Background*

Emerging Graduate Student Leaders stemmed from an initial visit and discussion with Dr. Gerard Puccio, department chair, at the International Center for Studies in Creativity in Spring 2008. During this initial discussion about the Creative Studies department and the graduate school, I told Dr. Puccio I was interested in learning more about the involvement of graduate students on campus. Dr. Puccio replied that there were no graduate organizations on campus. Despite my disappointment, I looked past this and began attending graduate classes in the summer of 2008. While on campus and attending classes, and meeting new graduate students from around the world, we often spoke about graduate students not being represented through an organization on campus. Graduate organizations on campus also came up while diverging on possible master's projects. I made a comment about the lack of graduate organizations and Cyndi Burnett replied, "What is stopping this organization from happening?" I then realized I had an opportunity to make a difference. As the project evolved, it became clear that it was not only a master's project; it was an opportunity to create partnerships for Buffalo State College throughout the community.

### *Rationale for Selection*

From the first day I stepped foot onto Buffalo State College's campus, I saw there was a need for a graduate student organization. I believed it was vital to provide Buffalo State College an Emerging Graduate Student Leaders proposal, as well as the opportunity for service learning possibilities for all graduate students. My motivation for part one, a proposal to college administrators, as well as part two, an application and proposal for start up funds, were both internal and external.

Internally, I was motivated by my passion and excitement for future opportunities that may develop, as well as my hope and desire to work in higher education. I believed, as the project developed, it would reveal and exhibit my management skills, grant writing abilities, my commitment to improve higher education, and more specific graduate educational experiences. I was motivated by my energy to collaborate and work with individuals that I may not have gotten the chance to without the development of Emerging Graduate Student Leaders.

Externally, I believed that when I enrolled in graduate school and pursued my graduate work, I would have utilized and benefited from a graduate student organization at Buffalo State College. I also believed and continue to believe that EGSL will benefit Buffalo State as a whole, as well as the community outreach and partnership with Links

### *What this project adds to Creativity and others*

Change leadership is the main creativity skill that I will be using. Overall, I will be developing my own research and theory on leadership organizations within higher education as well as providing graduate students the platform and opportunity to be

leaders both on campus and throughout Western New York through service learning activities as well the opportunity to mentor and lead undergraduate students.



## Section two: Pertinent Literature

### *Introduction*

The majority of information for this master's project was found through personal interviews, websites and academic articles.

For this Literature Review, I found it useful to speak with both administrators and students on Buffalo State's Campus. Meetings and informal interviews were conducted with Dr. Kevin Railey, Graduate School Dean, Hal Payne, Vice President of Student Affairs, Gail Wells, Director of Student Affairs, Dr. Jeffrey Zacko-Smith, Undergraduate Leadership Coordinator, Eileen Merberg, Buffalo State College's Leadership and Retention Specialist, and Gail Daniels, Director of CDHS College Relationships, Graduate Student Senate leaders, as well as students from a variety of departments. All of these administrators and students provided valuable information, knowledge and experience.

On this journey, I found a number of resources that were valuable to the development of EGSL. Perhaps the most informative was an informal informational meeting with Dr. Railey, Dean of Graduate School, Hal Payne, Vice President of Student Affairs, and Gail Wells, Director of Student Affairs, I began to quickly understand the insight into the development and responsibilities to form a legitimate Buffalo State organization. I also found information through recent articles spanning from a variety of journals and professionals as well as academic and informational websites. I decided to structure my proposals, project and research under the basic who, what, where, when, or as I like to call it the invitation style. I feel this structure is an easy way for everyone to relate.

*“Why Form EGSL: Understanding Graduate Students at Buffalo State College” Section*

Jacoby, B. (1991). Today's students: Diverse needs require comprehensive responses. *Administration and Leadership in Student development in higher education*, second edition, 281-307.

*Office of Institutional Research- Buffalo State College*. (n.d.). Retrieved April 6, 2009, from [www.buffalostate.edu](http://www.buffalostate.edu)

I used website information from The Office of Institutional Research at Buffalo State located in the Office of Finance and Management at Buffalo State College. The information obtained from the website allowed me to identify Buffalo's State College's recent graduate population as well as understand and theorize about recent academics and student satisfaction. Overall, the Office of Institutional Advancement's goal is to provide information to Buffalo State College that supports institutional as well as college planning, decision-making processes, and to facilitate the reporting requirements of the College. I then compared the information from the Office of Institutional Research with the research that Jacoby (1991) completed for similarities and differences. I assessed the situation and continued with personal communication with Dr. Gallineau in regards to identifying non-traditional students.

*“Why Form EGSL: Leadership learners” Section*

Fiedler, F. (1996). Research on leadership selection training: one view of the future. *Administrative Science Quarterly*, 41(2), 241-250.

Huber, N. (2002). Approaching leadership education in the new millennium. *Journal of Leadership Education*, 1(1), 25-34. Retrieved March 17, 2009, from [http://www.fhsu.edu/jole/issues/archive\\_index.html](http://www.fhsu.edu/jole/issues/archive_index.html)

Puccio, G., Murdock, M. C., & Mance, M. (2007). *Creative leadership: Skills that drive change*. Thousand Oaks: SAGE Publications.

While researching on leadership I thought it was important to understand what professionals believe leadership is within their fields. With a combination of online and

in print journals and books I have identified that are many different definitions on leadership. While I was researching I began to understand my own beliefs in leadership, I also felt it was necessary for the students of EGSL to find their own theory through the exploration of their actions.

Fielder (1996) identified leadership before 1945 as mostly chaotic and lacking focus. Fielder focused on recent developments he had made about leadership: leadership of groups and organizations is an overall interaction between individuals along with the environment (p. 241). Fielder believed that no one could make leaders intelligent or any more creative. He also believed we could design situations to utilize their abilities, expertise, and experiences (p. 249).

Huber (2002) had an opinion that leadership involved educators and leaders who: “recognize passion, authenticity, credibility, and ethics as the cornerstones upon which to lay the foundation to bring about change for the greater good. These are not traits inherent at birth, nor are they attributes to be acquired through study. Rather, I believe that these essential characteristics of effective leaders are personal choices, coming from the core of each individual. It is our responsibility to encourage those who would learn to be leaders to delve deep into their own being to determine these choices” (Huber, 2002, p.31)

Puccio, Murdock and Mance (2007) defined leadership as a process the function of which is to produce change (p.7). They believed leadership could be taught through a variety of creative skills, tools, and natural abilities.

Their book continued to identify the fundamentals, tools and factors that influence creativity and change leadership. It should be noted, that the whole book is not about the

history of leadership, only excerpts. However, I do believe this resource will be a valuable source for EGSL and the output of the organization as a whole.

I felt understanding the various opinions on leadership was just the beginning. Utilizing various resources, seminars, and conferences, EGSL members will have an opportunity to decide what leadership is through their personal experiences and learning both in and outside the classroom.

*“Why form EGSL: Effective program models for EGSL” Section*

Barr, M., & Cuyjet, M. (1991). Program development and implementation. *Administration and Leadership in Student Affairs: Actualizing Student Development in Higher Education*, 2, 707-739.

Jacoby, B. (1991). Today's students: Diverse needs require comprehensive responses. *Administration and Leadership in Student development in higher education*, second edition, 281-307.

Both of these articles provided valuable insight into how I could have develop this organization, as well as the proposal. I found the information on what exactly student affairs professionals define as a program interesting and the similarities were across the board and supported my argument. Through this excerpt I also touched on the six step model Barr and Cuyjet suggested (1991) to develop EGSL.

The first professional opinion of interest is the research on identifying programs and the development and implementation of programs suggested by Barr and Cuyjet (1991). They stated that the first step to develop a program is to identify what a program actually is. Three qualities of what a program is within a college environment are identified below:

- A program applies to administrative units that are organized to deliver specific activities and services that meet the student’s needs.

- A program refers to encompassing a series of planned interventions to meet a specific goal for a defined target population.
- Programs are planned as a one-time activity with a planned target and purpose (Barr & Cuyjet, 1991, p. 707).

Throughout all of Barr and Cuyjet's (1991) definitions of programs, there are a couple of similarities. There is a need for the program as well as a target audience. After understanding what type of program is needed and who the target audience will consist of, Barr and Cuyjet continued to explain the six step process: assessment, goal setting, planning, and implementation, post assessment, administrative decision (p. 713).

Jacoby's (1991) article was also informative. It provided an information section on the SPAR model which is explored further within Section Four: Outcomes of this Master's project.

It should also be noted that all the pertinent literature and information was not directly applicable or used, however, the background information and knowledge gained regarding leadership and higher education provided insight into other areas of leadership and higher education.

*"Why form EGSL: The leadership Process" Section*

Scheffert, D. R. (2007). Community leadership: what does it take to see results?. *Journal of Leadership Education*, 6(1), 176-191. Retrieved March 17, 2009, from <http://www.fhsu.edu/jole/>

Overall, Scheffert identified key points and highlights when beginning a program and how to keep participants vision aligned. Her article provided insight into the day-to-day activities within a graduate student organization. I used Scheffert's article throughout

forming many parts of EGSL. She provided insightful tips on how to evaluate EGSL as well.

*“What will EGSL do: Service Learning Section and Part two”*

*College and Community Partnerships - Buffalo State College - Partnership Minigrants 2009.* (n.d.). Retrieved April 30, 2009, from <http://www.buffalostate.edu/partnerships/x526.xml>

*The Links, Incorporated.* (n.d.). Retrieved April 3, 2009, from <http://www.linksinc.org/>

The Link Inc website along with personal communication with Eileen Merberg, Leadership and Retention Specialist at Buffalo State College, allowed an insight into who Links inc was and how they function, as well as their future goals and outcomes. Part two of this project information came mainly from the Links inc website along with previous working knowledge of Links inc. The Office of College and Community Partnership at Buffalo State College, provided the information for the request for proposal.

*“What will EGSL do: Networking opportunities”*

Ioannides, Y., & Datcher-Loury, L. (2004). Job information networks, neighborhood effects and Inequality. *Journal of Economic Literature*, 43, 1056-1093. Retrieved April 7, 2009, from the EBSCOHOST database.

de Janesz, S. C., & Forret, M. L. (2008). Learning the art of networking: A critical skill for enhancing social capital and career success. *Journal of Management Education*, 32(5), 629-650. Retrieved April 7, 2009, from <http://jme.sagepub.com>

*Dictionary and Thesaurus - Merriam-Webster Online.* (n.d.). Retrieved April 30, 2009, from <http://www.merriam-webster.com>

The above resources were used to identify what networking was, un-conventional forms of networking, along with the information on how to use networking to effectively and efficiently support EGSL. Ioannides and Datcher-Loury (2004) along with de Janesz and Forret (2008) went into depth about the science and capabilities of networking along

with social networking. Within this section, I just touch on some key evidence to support my argument on networking and the effect it could have on EGSL.

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### Section Three: Process Plan

The Process Plan for Emerging Graduate Student Leaders is continuously evolving. Once I decided on developing a graduate student leadership organization, I immediately scheduled a meeting with Dr. Railey, Dean of the Graduate School. Dr. Railey was excited about this new initiative and wanted to get other students involved. During my discussion with Dr. Railey, I volunteered to be a part of a start up committee for a Graduate Student Senate and continued to support the Graduate Student Senate start up, working with the students from various departments. From volunteering, I had the privilege of sitting in on the graduate student senate start up meeting, this allowed me to gain new knowledge in regards to Buffalo State's functions and rules to be identified as a campus organization.

After the Graduate Student Senate meeting and a long incubation process and discussions with other student leaders including, Kathleen Brady Stepian, Vassar College, and Emmanuel Gulliory, President of Bowling Green State University's Graduate Student Senate, I realized my organization was becoming something I had not envisioned. Therefore, I went back to my original intent to form a proposal for Emerging Graduate Student Leaders.

I then had to reorganize my thoughts and decide what exactly I wanted EGSL to comprise of. I re-directed my focus and began researching through websites, books, articles and interviews. My re-directed set of meetings began with Dr. Jeffrey Zacko-Smith. Dr. Zacko-Smith and I collaborated and began finding ways to establish EGSL.

Our main focus during these meetings involved service learning. This led me to the second part of my project.

Part 2 of my project began during spring break. Dr. Zacko-Smith received an email in regards to an opportunity to submit an application and proposal for a mini-grant of \$2,000.00. We discussed the possibility of applying for this grant to begin the service learning component of EGSL. We were required to form a partnership with an organization. After contacting various organizations around Buffalo we decided on Links Inc. This partnership was close to home for me. I developed a relationship with Links in the fall of 2008 to form The Links Youth Leadership program at Buffalo State, however due to limited time and resources, our collaboration fell through by the end of the fall semester.

With one week to work on the mini-grant, and obtain all the proper approval and signatures, the proposal was submitted on Monday April 6, 2009. The mini-grant will be awarded May 11, 2009.

After part two of my project was complete, I began to complete the remaining 3 chapters of my Master's project as well as focus on my proposal and presentation for EGSL to Dr. Railey.

Overall, the process of this project was not what I intended. I do feel as the project morphed into an additional mini-grant application and proposal it was the necessary action, therefore, I later decided to add it to my project and develop two proposals. Below my timeline indicates the date, activity and time that went into creating parts one, two, project research and write up.

Time	Action	Hours
Week 1	• Pre-work	2 hours
Jan 25- Feb 1	• Class meets Jan 28, 2009	3 hours

Week 2 Feb 8-14	<ul style="list-style-type: none"> <li>Class meets Feb. 4, 2009</li> </ul> Introduction and idea sharing <ul style="list-style-type: none"> <li>Dr. Railey, Graduate School Dean</li> <li>Gail Wells, Director of Student Life</li> <li>Kathleen Brady Stepien, Vassar College project leader</li> <li>Send out emails to other universities</li> </ul> Research <ul style="list-style-type: none"> <li>Other universities contacts</li> <li>Look up Websites, articles and books</li> </ul> Assignment due <ul style="list-style-type: none"> <li>Concept paper draft due to</li> </ul>	3 hours 3 hours  3 hours 4 hours 5 hours
Week 3 Feb 15-21	Preparation and Meetings <ul style="list-style-type: none"> <li>Meeting Feb. 19, 2009 at 3:00 pm Dr. Railey, Graduate School Dean</li> </ul>	2 hours
Week 4 Feb 22-28	<ul style="list-style-type: none"> <li>Incubation time about meeting with Dr. Railey</li> </ul>	Still incubating
Week 5 Mar 1-7	<ul style="list-style-type: none"> <li>Incubation time and advisor meeting</li> <li>Class meets March 4, 2009</li> </ul>	2 weeks 3 hours
Week 6 Mar 8-14	Meeting March 12, 2009 <ul style="list-style-type: none"> <li>Dr. Railey</li> <li>Gail Wells</li> <li>Hal Payne</li> <li>Noorjahan E. Wells</li> <li>Aaron Gilbee</li> </ul>	3 hours
Week 7 Mar 15-21	Research Writing chapters 1,2,3 Class meets March 18, 2009 Meeting with Dr. Zacko-Smith	10 hours 17 hours 3 hours 1 hour
Week 8 Mar 22-28	Meeting with Graduate student senate team Research Complete 1,2, &3	2 hours 5 hours 5 hours
Week 9 Mar 29-April 4	Meeting with Dr. Zacko Smith March 30, 2009 Finding a partnership Mini-grant writing, and signatures, Class meets April 1, 2009 Corrections and submission <ul style="list-style-type: none"> <li>1,2,3</li> </ul> Meetings with Dr. Zacko Smith April 1, 2009 Meeting with Gail Daniels Meeting with Dr. Zacko- Smith and submission for mini-grant proposal	1 hour 2 hours 17 hours 3 hours 4 hours  1 hour 1 hours 2 hours
Week 10 April 5-11	Assignment <ul style="list-style-type: none"> <li>Work on Proposal</li> <li>Work on 4, 5, &amp; 6</li> </ul> Meeting with GSS April 8, 2009 Reading and research	10 hours 10 hours 2 hours 10 hours
Week 11 April 12-18	Assignment due <ul style="list-style-type: none"> <li>4, 5 &amp; 6 due</li> </ul>	5 hours

	• Corrections	
Week 12 April 19-25	Presentation	6 hours
Week 13 April 26-May 2	Presentation Make Bound Copies Make CD	6 hours 2 hours
Week 14 May 3-9	Presentation due May 6 <sup>th</sup> Class meets	3 hours
Week 15 May 10-16	Final Version due May 13 <sup>th</sup> !!!!!!!	
Total Time		163 hours

## Section Four: Outcomes

### *Introduction*

The outcome of my project is in two parts: Part one intends to provide Buffalo State a proposal with the necessary goals and steps to form Emerging Graduate Student Leaders (EGSL). Overall, the EGSL proposal will aim to provide Buffalo State College administrators the understanding of EGSL through:

- Why form EGSL?
  - Understanding the graduate student at Buffalo State College
  - Graduate Students: leadership learners
  - Effective program models for leadership
  - The leadership process
- What will EGSL do?
  - Service learning throughout Western New York
  - Networking opportunities
    - social networking
    - colleague sounding board teams,
    - alumni connections
    - cross-departmental research and collaboration
  - The outcome/goals
- Who will be involved in EGSL?
  - Advisor
  - Participants
- How will EGSL work?
  - Beginning works into EGSL
  - Future evaluation

Part one: the proposal for EGSL is located in Appendix B.

Part two is the submission of a formal proposal and application for a mini-grant of \$2000.00 to the Office of College and Community at Buffalo State. Part two is a vital piece within EGSL as it has the potential of providing EGSL with a source of funding and a starting point for the service-learning component of EGSL. Part two: the proposal for the mini-grant is located in the Appendix D .

### *Why form EGSL?*

#### *Graduate Students today*

Identifying Graduate students and their needs was first and foremost when deciding if EGSL was necessary on Buffalo State's campus. Before my research, I had assumed Buffalo State had a traditional college atmosphere. However, my research revealed the contrary. I felt as if identifying the college student as a whole and at Buffalo State would further support my argument for the need of a graduate student organization.

Reflecting on the research done by Jacoby (1991) Jacoby accounts for other non-traditional students including, commuter students, women, minorities, international students, as well as students with disabilities and mobility issues (Jacoby, 1991, p. 286). In an informal interview about Jacoby's research with Dr. Gallineau, Chair of the Student Personal Administration Department at Buffalo State College, he identified new sections of non-traditional students those include students as parents, and veteran students (personal communication, April 14, 2009).

According to the Office of Institutional Research (2008) and seen in Appendix D, there are is very diverse graduate student population here at Buffalo State, which coincides with Dr. Jacoby's research. Of the 1,863 graduate students, 1,277 are women, most graduate students are between the ages of 22-65 (1 student is 21 years of age), 26 students have a disability of some nature, and 500 graduate students are of a minority. International students were also the second highest enrolled and accepted into Buffalo State next to graduate students from Erie County (<http://www.buffalostate.edu>).

#### *Graduate Students: Leadership Learners*

Huber (2002), stated, that the goal of EGSL and leadership as a whole was to educate the graduate students about the skills, attitudes, and concepts to be a leader. Recognizing that all leadership purposes may be different and the needed skills and concepts may not be the same for every leader. EGSL will adopt this approach, recognizing and understanding that all students will have a different way of viewing leadership. EGSL will advise and incorporate skills and concepts enabling graduate students to choose their resources. This will be done in collaboration with the Creativity Department and the expansion of thinking models and tools for effective leadership.

#### *Leadership program models*

Jacoby's (1991) developed a model that serves as a framework for educational organizations. Jacoby model is titled the Spar Model. The Spar model involves a variety of functions to be performed to enhance the educational experience. Included in the Spar Model are four areas: service, programs, advocacy, and research (Jacoby, 1991, p. 297). According to Jacoby, programs are activities carried by students rather than for students with emphasis on interaction and process. Programs should encourage the participation of all students in a broad range of departments and should provide programs specific to the needs and interest of each student (Jacoby, 1991, p.p. 298-299). Throughout the next section I will identify the service of EGSL, the program model of EGSL itself, as well as the advocacy and research into leadership.

#### *The Leadership Process*

Leadership concentrates on the process and being involved in a positive change. Huber (2002) defined process as reflecting, connecting, deciding, and doing. To facilitate a learning community, EGSL members will take part in a similar process by working



together and with an advisor. EGSL will start the process by having each emerging leader reflect on their goals and what they hope to accomplish and achieve as a result of EGSL.

Within the process, Donna S. Scheffert (2007), established that documenting pre and post goals allows analysis of change in a number of positions. An EGSL advisor and participating members will facilitate their own process through activities, service learning, seminars, and assessments. The process of EGSL will be realized by both learning about leadership and by applying knowledge, skills, and styles.

*What will EGSL do?*

#### *Service Learning*

Service learning is a valuable source and part of the leadership process. The opportunity to take in-classroom information and apply it to an out-of-classroom situation affords a sense of confidence, ability, and new knowledge. Service learning or as the Office of Institutional Research states “experiential learning,” plays a major role in the educational experience.

To fill the need for outside service learning opportunities, EGSL proposes and plans to initially work with Links inc. Links and EGSL will form a partnership to develop The Links Youth Leadership Program at Buffalo State College. This will provide a service learning opportunity for any graduate student including those graduates of Creative Studies, Student Personnel Administration, Adult Education, Exceptional Education and Educational Leadership. Links and EGSL would like to provide the teens of Buffalo and surrounding areas a 30 session afterschool program entitled “The Links Youth Leadership Program at Buffalo State College.” Through this program EGSL and

Links are giving teens the history, tools, and techniques to be effective leaders in their community and throughout their lives. “The Links Youth Leadership Program at Buffalo State College” will also enable teens from all backgrounds to come together with a common bond and goal, as well provide the comfort to the teens within a college atmosphere. This initial affiliation will provide groundwork for future partnerships thus expanding service learning opportunities.

### *Networking/ Collaboration*

Networking is defined as the exchange of information or services among individuals, groups or institutions, specifically: the cultivation of productive relationships for employment or business (<http://www.merriam-webster.com>). According to the Office of Institutional Research, 86% of students believed that networking is the main contributor to finding and obtaining a job ([www.buffalostate.edu](http://www.buffalostate.edu)). This concurs with the research done by Ioannides and Loury (2004) who stated individuals who network with personal friends and relatives are productive, resulting in more job offers per contact than those individuals who use different job opportunity methods. Ioannides and Loury continued to report that 30- 60% of jobs are found through friends or relatives (Ioannides & Loury, 2004, p. 1058).

Social Networking is also a large part of networking. Social networking is defined as a social structure made of individuals or organizations that are tied by one or more specific types of interdependencies. De Janasz and Forret (2008) argued that social networking relationships are generally weak ties that are a good source of information about job opportunities and after a greater comfort and familiarity, these social networking relationships turn into mentors (Janasz & Forret, 2008, p. 631).

Currently, there is one program for networking with alumni through the Career Development Center, which is still geared toward undergraduate students. There are currently no programs for connecting graduate students to each other, alumni or jobs. Through EGSL's networking opportunities, graduate students will have the opportunity to produce more effective and efficient research for student projects, thesis and overall research while enhancing alumni involvement and postgraduate student success rates. I believe networking and social networking opportunities for EGSL would be available through Buffalo State's academic site Angel.

*EGSL Program Outcome/Goals*

Donna Rae Scheffert (2007), researcher and developer of community leadership program, titled "U-Lead" at University of Minnesota, stated that 10% to 45% are leaders in outside leadership programs after participating in U-Lead. Based on this research EGSL will adopt these goals:

- Provide opportunities for service learning through partnerships while improving communities throughout Western New York using community knowledge and information of their needs and resources.
- Community commitment – strengthened commitment and network to make their organization effective and/or their community better.
- Provide graduate students a motivation and opportunity to attend leadership events on campus and throughout Buffalo.
- Establish networking opportunities for graduate students with alumni, faculty, and students.

- Graduate students will have the opportunity for personal growth by allowing a greater sense of being able to make a difference.
- Graduate students will share in the development of future vision and purpose.
- Function within the college mission:
  - Quality learning experience: Buffalo State will engage students in rigorous learning experiences, both in and out of the classroom, that heighten their aspiration and transform their lives.
  - Research, Scholarship and Creativity: Buffalo State will support and expand opportunities for research, scholarship and creative expression.
  - Regional Leadership and Service: Buffalo State will position itself as a leading educational, economic, and cultural partner, contributing to the vitality of the region.
  - Academic and Institutional Distinctiveness: Buffalo State will develop initiatives to support programs and activities that distinguish the college.
  - Institutional Leadership, Governance and Responsiveness: Buffalo State will empower leadership at all levels, promote representatives and inclusive governance, and provide superior services to the campus community ([www.buffalostate.edu/partnerships/x526.xml](http://www.buffalostate.edu/partnerships/x526.xml)).

*Who: Who will be involved in EGSL*

*Advisor*

Jeffrey David Zacko-Smith will provide EGSL with a service as acting as the Advisor for EGSL. Jeffrey David Zacko-Smith, M.P.A., Ed.D., is an Assistant Professor of Leadership and Creative Studies at Buffalo State College, the State University of New

York (SUNY). He holds a Doctorate in Educational Leadership and a Master of Public Administration (MPA) Degree from Seattle University (2008 & 2004). Jeffrey's research focuses primarily on leadership; he is particularly interested in creative leadership, authentic leadership, social constructionism, the power of language, and issues of social justice. Jeffrey has presented his work on the social construction of leadership at numerous national and international conferences, has published in the *Leadership Review* (2007), and is a member of the International Leadership Association (ILA).

Dr. Jeffrey Zacko-Smith was chosen as an advisor for EGSL because of his many accomplishments and insights into leadership. Dr. Zacko-Smith will work with graduate students to form the program and promote leadership to students. He will be the facilitator of meetings and contact for any projects going on with in EGSL.

*How will EGSL work?*

To begin, Dr. Jeffrey Zacko-Smith and myself will work to form an angel site to be posted on all graduate students home angel page summer 2009. The angel site will include options including alumni connections, links to other social media sites, current EGSL projects, and graduate student discussion boards.

Dr. Zacko-Smith and myself will be teaming up to promote EGSL to new graduate student enrollment in the Summer of 2009. From the interested graduate students, EGSL will work through facilitations to begin a framework for how they would like their organization to operate.

EGSL will begin their first service learning initiative with Links Inc. Links incorporated is an international, not-for-profit corporation. Links consists of 12,000

professional women of color throughout the United States, the District of Columbia and the Bahamas. Links is committed to enriching, sustaining, and ensuring the culture and economic survival of African Americans and other persons of African ancestry ([www.linksinc.org](http://www.linksinc.org)). This organization is reaching out to Buffalo and surrounding areas to establish “The Links Youth Leadership Program at Buffalo State College.” With the mini-grant, EGSL will work with Links to analyze, design, develop, and implement a curriculum based program for the youth of Buffalo and surrounding areas.

While the formation of “The Links Youth Leadership Program at Buffalo State College” takes place, graduate students are encouraged to bring their passion for other service learning opportunities throughout Western New York to EGSL’s attention. It is my hope that the graduate students begin relationships with local organizations and promote EGSL and its mission.

#### *Evaluation and Future Plans*

Based on the research of Scheffert (2007), EGSL will be evaluated through informal interviews.

Evaluating questions include:

- Do I have knowledge of local, county and state resources?
- Do I have knowledge of leadership theories, concepts and skills?
- Do I know what type of leader I am?
- Have I improved my public speaking skills?
- Can I articulate a convincing vision for the future of the community and myself?
- Do I know how to change things effectively?
- Do I understand how new ideas are adopted?
- Do I try to increase analysis and reasoning skills?

- Do I know the difference between management and leadership?
- Do I work at developing new leaders within my community?
- Do I actively express my ideas and opinions about my community?

Future plans for EGSL include partnerships with a variety of organizations, service learning activities, and the continuation of focus programs. These programs include, alumni connections, conferences and seminars, job posting for graduate students, and networking. The vision is for these programs to develop into opportunities for mentorship to undergraduates and involvement in campus learning and writing centers.

### *Conclusion*

Part one will consist of identifying the graduate students through service learning activities, networking and collaboration, and students as learners about leadership. Research into the program models, leadership as a whole through perspectives of experts, and the process of leadership will also be included. Last but not least, part one will look into EGSL as a whole through the advisor, Dr. Jeffrey Zacko-Smith, outcomes and goals for EGSL and finally through effectiveness through evaluation of EGSL.

### *Part Two*

#### *Introduction*

As previously stated, part two is the submission of a formal proposal and application for a mini-grant of \$2000.00 to the Office of College and Community at Buffalo State. This is a vital piece within EGSL as it has the potential of providing EGSL with a source of funding and a starting point for the service-learning component of EGSL.

#### *Description*

Part two developed while sharing my vision of EGSL with Dr. Jeffrey Zacko-Smith, Creative Studies Undergraduate Leadership Coordinator. Dr. Zacko-Smith provided the opportunity to collaborate and submit an application and proposal to the Office of College and Community Partnership. The Office of College and Community described the mini-grant opportunity as "...goal of the initiative is to strengthen current and establish new partnerships that highlight and enhance Buffalo State College's targeted areas of expertise while providing scholarly research opportunities for faculty and service to the community..." ([www.buffalostate.edu](http://www.buffalostate.edu)).

Through discussions about EGSL, service learning, and the mini-grant, Dr. Zacko-Smith and I decided on an opportunity to initiate a partnership with Links incorporated. Links incorporated is an international, not-for-profit corporation. Links consists of 12,000 professional women of color throughout the United States, the District of Columbia and the Bahamas. Links is committed to enriching, sustaining, and ensuring the culture and economic survival of African Americans and other persons of African ancestry ([www.linksinc.org](http://www.linksinc.org)). This organization is reaching out to Buffalo and surrounding areas to establish "The Links Youth Leadership Program at Buffalo State College." With the mini-grant EGSL will work with Links to analyze, design, develop, and implement a curriculum based program for the youth of Buffalo and surrounding areas.

### *Collaboration*

Along with establishing a partnership with Links, this project has provided me the opportunity to meet with many higher education educators and administrators. Within Creative Studies I have had the opportunity to work with Dr. Jeffrey Zacko-Smith as well



as other campus professionals including: Gail Daniels, Director of CDHS College Relations Group, Eileen Merberg, Leadership Lecturer and Retention Specialist (Links representative), and Dr. Kevin Railey, Graduate School Dean. Meeting and speaking with these leaders I have had the opportunity to strengthen my own leadership skills through the guidance and assistance of each professional.

Part two of my project, The office of College and Community Partnership 2009 mini-grant proposal is located in Appendix D. The proposal was submitted April 6, 2009 and the announcement of the winners as well as the mini-grant will be awarded May 11, 2009.

### *Conclusion*

In conclusion, the outcome of my project is in two parts. The EGSL proposal will aim to provide and allow any graduate student the opportunity for cross-departmental research and collaboration, introductions of students from cross departmentally, colleague sounding board teams, and alumni connections which will be administered through networking and social networking resources. The development of the student through the understanding of leadership, theory, and process will also be taught through meetings, conferences and developing of service learning projects. The proposal will also encompass identifying student needs and program models and deliver future goals, outcomes and evaluation methods. Overall the proposal will include everything that is needed to begin EGSL.

Part two is the submission of a formal proposal and application for a mini-grant of \$2000.00 to the Office of College and Community at Buffalo State. The proposal for the Office of College and Community at Buffalo State includes an abstract, fits within

Buffalo States College mission, project description, expected outcomes, products/deliverables, projected timeline, future plans and budget proposal.

## Section Five: Key Learning

### *Introduction*

As stated in section three, the process of completing a master's project was not one that I had anticipated. Academically, I learned more about leadership, program development in higher education, and students in higher education. Personally, I challenged myself in ways I have not had the opportunity to. I was surprised to see how my mental and emotional ideas of the process evolved as well as passion and motivation to get EGSL off the ground. My inspiration to write developed at the oddest moments and made me realize how the power of incubation, clarification and environment really does affect my writing.

### *Content*

#### *Key Learning # 1: Proposal meets time constraints*

I learned that a valuable part about starting an organization is the motivation to get it done. Forming a student organization is not always as easy as it seems, after months of meeting, and hard work, the most difficult part is putting all your thoughts down on paper. It was very important that this proposal and presentation become something I was proud to show administrators within higher education. I've also learned that in higher education, it may be nearly impossible to get something formed and approved in one single semester due to the constitution and bylaws at Buffalo State College.

#### *Key Learning #2: Adapting works*

One thing that worked when creating the proposal was not having a set framework for the proposal. I had an idea and end goal for the EGSL proposal. I began looking into business formats, believing that in higher education had to be formal and

standardized. After realizing this was not the approach I intended to take, I reverted into forming EGSL's proposal around Mel Rhodes 4 P's model (1961). Mel Rhodes formed the 4P's model in 1960 after trying to define what creativity was. He structured his model based upon the creative person, the creative process, the creative product and the creative press. (Rhodes, 1961) I tossed around the 4 P's for weeks before realizing that it was more of a pain to include one more guideline for myself. I thought an easy fit would be to duplicate the format from part two. However, when I began researching and developing the sections for part one, I realized it was nothing like the original model I had started with. I decided to touch upon, what I felt as a student, the most valuable contributing assets are to EGSL and Buffalo State College.

*Key learning #3: End product*

What would I do differently? I would make sure that I would be available to experience the end product and future accomplishments. I am not 100% sure that I will have this opportunity, which is frustrating and concerning. To this concern, I have found an advisor who is excited about the future of EGSL. Having this contact person provides me a way to track the progress of EGSL.

Another thing I would do differently is to develop a product. After I decided on EGSL for my masters' project, I kept thinking about other things that would have potential of providing a means to earn an income. These would be items or processes that would have helped in my professional or independent consulting. As my professional goals include working in higher education, the EGSL has the potential to provide assistance in reaching my future goals.

*Process**Key Learning #4: The importance of vision and commitment*

Working on this project, I have discovered the importance of vision and commitment for what you believe. I do not feel it would be enjoyable to work five months on something that I did not have a passion for. I believe that my commitment to EGSL will reap results. Even if the initial results are limited, it is still better than none at all. The EGSL seed will be planted having potential for growth. The importance of vision and commitment was confirmed at a lull in the EGSL action when I met with Gail Wells, Director of student life. She told me, “when I started the black student union at University Buffalo there were 50 black students on UB’s campus, now there are hundreds! I would have never thought our organization would have made it past the first year, let alone 30 years” (personal communication, April 8, 2009). This discussion has resonated with me. Overall, I felt as if it is so easy to get caught up in the unknown while in the development stages. Ms. Wells allowed me to look at the whole picture by stating, “if there is an organization for a targeted population and funding behind it, students will use it” (personal communication, April 8, 2009). This conversation gave me hope and allowed me to see that my effort to form EGSL is worth it.

*Key Learning #5: Networking is essential*

Another opportunity that has worked for me is networking around campus and WNY. Networking has proven to be a valuable tool and worked well in developing EGSL and this master’s project. I found through making myself available to meet with anyone that may have the slightest interest in being involved with EGSL now or in the future has prepared me for my future endeavors. I have developed relationships through

informal interviews that will allow EGSL to blossom as well as bettering myself as a professional.

*Key Learning #6: Strengthening my weakness*

A creativity weakness of mine is clarifying, this project allowed me to strengthen my weakness. According to the Foursight assessment, I am a 100% implementer and about 5% clarifier. ([www.foursightonline.com](http://www.foursightonline.com)). During this project, I found the need to strengthen my weakness and clarify as much as possible, through discussion and questions to the project class as well as other student leaders. Due to the short amount of time to work on the development of EGSL, I needed to find the areas in which I could move around and develop my plan of action taking shortcuts to achieve the same desired results.

*Key Learning #7: The power of Incubation*

Another suggestion that I ignored when I started was to allow and include incubation time. I thought, because I was an implementer and needed to get down to business as soon as possible. I did not need the incubation time. However, after my initial meeting with Dr. Railey, it took about two weeks of to realize that a graduate student senate was not the direction and vision I had for EGSL. I quickly realized incubation time was not only going to be frustrating but necessary. Some days I would sit at the computer all day and not accomplish any writing. This led to frustration and more incubation time. An example of this would be writing Section 5, which I struggled with for weeks, and then on the Friday before section 5 was due...the light bulb went on at the most inconvenient time, waiting at a red light! I then found myself pulling over as soon

as possible and jotting notes on nearby receipts, I then had to come back to sitting down and writing and complete this section.

*Key Learning #8: Project management*

This semester, my time management skills have been put to the test. I am an implementer, always completing assignments well in advance of the assignment due date. However, with this large of a project it is impossible. I found I had to balance my work schedules, class schedule assignments, outside classroom commitments as well as the project. I had to prioritize to stay on schedule. This meant on my days off I would work in the morning take a break for outside priorities and repeat. With the ability to manage my time more productively, I feel as if this project was less of an assignment or requirement and more of a personal goal. In review, I feel my time management skills served as a valuable tool in organizing and accomplishing this project.

*Key Learning #9: Creative Climates*

In the past I have researched creative climates and the effects on individuals. Research has included a quantitative and qualitative assessment of Gary E. Price's Productivity Environmental Preference Survey. Physical Environments within an organization and the effects on individuals through a variety of research including internal and external physical environments including, ambient air, lighting, layout of furniture, space, as well as positive and negative working environments. However when developing a master's project, creative climate was the last thing I was thinking about. I found a creative climate is key for motivation while working on the master's project. I found changing my climate and environment worked well in designing, developing, writing, reviewing, and editing my project.

*Key Learning #10: Morphing*

I found through personal experience and observation of other project students, that sometimes your project gets morphed into something you had not intended. It is important to keep a focus on your end project/product. What would have helped is writing down a vision for EGSL and keeping it with me. If I kept a written vision statement, when I finished a meeting or concluded a phase of research, I could review the vision statement and evaluate if that fit the needs of my vision. I think a written vision statement would have been a better indicator when deciding and weighing my options.

*Key Learning #11: Blind Editor*

I also wish I would have retained someone that I intentionally did not convey anything about my project. The reason for this is, to have an unbiased opinion when reviewing and editing work in progress. I find I write in the same manner as I speak, which has proved not a good skill set for academic writing. All the individuals that review my project's work in progress knew what I was doing. I have the tendency to write and read my drafts as if I would be talking to the reader. If I retained a blind editor, I believe the results would have been a more scholarly paper.

*Key Learning #12: Scheduling*

In deciding what I would do differently, I think I would formally schedule weekly time for working and writing a final draft. Finding time and inspiration to write is not easy and requires focus and hard work. A regularly scheduled time, dedicated to writing the project, would provide the tool to prevent wasting time and produce results to the most difficult but necessary parts of the project.



Overall, I feel that my project came together nicely, and the ups and downs are a part of the learning process professionally and personally. I feel that keeping a vision and goal in mind but being aware that the framework may change was essential. With the formation of EGSL and the internal motivation to make a difference on Buffalo State's campus, I found myself networking more-so than I would have done without the formation of EGSL.

Understanding and using creativity allowed me to strengthen a weakness, understand incubation and creative environments, as well as develop my time management skills. If I were to go back and do the project again, I would hope to follow through and be involved 100% with the future of the project, develop a tangible product, keep my vision clear, use a blind editor as a resource and schedule formal time weekly to complete the project. Through understanding strengths and weaknesses through the development of EGSL, the proposals and the project write-up, I hope that individuals can learn what went well and not so well, and adapt it to their needs.

## Section Six: Conclusion

### *Introduction*

Over the last 2 semesters, I have needed and wanted a graduate student organization I could utilize. When given the opportunity to make a difference, not only to graduate students, but Buffalo State College, and WNY, I had to embrace it. Through the development of Emerging Graduate Student Leaders I realized this need for me was not unique. Not only do I feel graduate student campus involvement is necessary to the success of students and College, but so do a variety of other graduate students, and administration. Although the program is not completely developed, it is now proposed to the necessary proponents to get EGSL off the ground. Through understanding why EGSL organization is important, to an in depth literature review of research, collaboration among members of the Buffalo State College faculty and administration, assessment of graduate students on campus, program outline and goals and a little motivation, it is now proven that EGSL could have a lasting effect on graduate students and the community.

### *The Next Step*

Now that the necessary research has been done, the future steps include,

- Present EGSL to students
- Present to faculty and administrators
- Market EGSL this summer to incoming students
- Get EGSL up and running on the Buffalo State College's Angel website
- Develop a core group of graduate students who will facilitate what they plan to get out of EGSL

- Develop a formal working relationship with Links inc

With EGSL off of the ground, the opportunities are endless. I hope to have the opportunity to work closely with EGSL during the next year. Professionally, I would like to find a career with a non-profit organization, where I can use my talents and skills to develop programs in need. Personally, I would like to further my research and explore creativity in higher education including research on the creative climate in colleges and how it affects students.

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Section Seven: Appendices

## Appendix A: Concept Paper



# Emerging Graduate Student Leaders at Buffalo State College

**Name:** Elissa Mittendorf

**Date Submitted:** 2/4/09

## Project Type: Develop a Skill

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### What Is This Project About?

I would like to develop the skill of project management, by developing a proposal for a graduate student leadership organization at Buffalo State College. My vision for this organization includes:

- sounding board teams
- research help and possible collaboration opportunities
- get to know the graduates of Buffalo State College discussion board
- opportunities to mentor/lead undergraduates
- alumni connections
- campus and community involvement

With the proper support from administration, faculty, and students, these six bulleted points, as well as input from campus leaders, could begin a new organization at Buffalo State. With the proper advisement, I would like to see this organization operating through Buffalo State's Angel system.

### Rationale for Choice:

While attending Buffalo State College I was immediately taken back by the fact that Buffalo State College did not have a graduate student organization. There are, however, many organizations for undergraduate students on campus, as well as leadership organizations around Buffalo. My frustration began here and left with me an opportunity to make a change. Therefore I would like to provide a Buffalo State graduate student leadership organization.

While diverging on possible master's projects, I made a comment about a graduate organization and Cyndi replied; "What is stopping this organization from happening?" I then realized the opportunity to make a difference and that this could be the focus of my Master's project.

My motivation for this project is internal and external. Internally, I am motivated by my future, and my passion for the opportunity to work in higher education. I feel as this project will develop and demonstrate my project management skills and my commitment to enhance higher education. Externally, I know that I would have benefited from a graduate organization at Buffalo State College and I would like to give that option to future students in all graduate programs at Buffalo State College.

### **What will be the Tangible Product(s) or Outcomes?**

At the end of the spring 2009 semester, I will have a proposal developed and presented to the Dean of the Graduate School. This will be the start to a graduate student leadership organization at Buffalo State College. Within this organization, I would like to put together an Angel discussion board for all graduate students, including an introduction of each individual, and the opportunity to have sounding board teams.

To assist in the developing of the proposal, I would like to set up on-campus facilitations with a variety of students and faculty to assist in understanding the needs and goals of a graduate student leadership organization. With time being a valued asset, I feel as if surveys or questionnaires may work better. This information will provide the opportunity to understand and develop a proposal that includes Buffalo State's faculty and students future visions of a graduate student leadership organization.

### **What Criteria Will You Use To Measure The Effectiveness Of Your Achievement?**

I plan to measure the effectiveness of my graduate student leadership organization proposal through the acceptance of the proposal from the Graduate School Dean. I will also measure the effectiveness through finding a passionate advisor to assist in the development.

### **Who Will Be Involved or Influenced; What Will Your Role Be?**

Involvement will include graduate students for all feedback and interest they will be able to provide into a graduate student leadership organization. I will also need the assistance and input from Buffalo State College's Graduate School Dean, professors and student affairs faculty as well as an advisor for the organization. Researching, interviewing and speaking with other campus's graduate students organization representatives will too play a vital role included in this interviewing process. I will be speaking to Kathleen Brady-Stepian who is a friend of mine who recently developed an undergraduate program for middle class students at Vasaar College.

### **When Will This Project Take Place?**

The project of the actual proposal will begin and end in the, Spring, 2009 semester. My hope for the graduate student leadership organization is that it will actually take action in the fall of 2009. I would like the organization to continue at Buffalo State College develop and grow year after year.

### **Where Will This Project Occur?**

The graduate student leadership organization will take place at Buffalo State College, Buffalo NY.

### **Why Is It Important to Do This?**

The graduate student organization will provide a positive impact for Buffalo State College for a number of reasons including:

- Increase of graduate student involvement within Buffalo and on Buffalo State College's campus. The organization will provide an opportunity for increased graduate student enrollment due to graduate mentoring of undergraduate students.
- This organization will provide the opportunity for research collaboration across departments, therefore resulting in a higher level of quantitative and qualitative research.
- Students that are skeptic about their writing abilities have the opportunity to use a sounding board team before turning work into a professor.
- Overall this program will provide a backbone for graduate students as a whole including and not limited to out of town students and students who are starting school years after their bachelors has been completed.

### **Personal Learning Goals:**

Personal learning goals I plan to include are:

- I would like to hone my Creative Problem Solving facilitation skills in higher education by: providing a clearer vision for a graduate student leadership organization developed by the students and faculty at Buffalo State College.
- I would like to develop leadership skills by leading graduate students to campus and community involvement, undergraduate mentoring opportunities.
- I would like to demonstrate creativity and change around Buffalo State College's campus through cross departmental research and collaboration, closing the gap between programs involvement with one another. As well as allowing the graduate students to be active in their school.

- I would like to develop my project management skills by learning what works and what does not in higher education and organizational development.

### How Do You Plan to Achieve Your Goals and Outcomes?

To begin, I think it is very important to adopt a faculty member that would play an advisory role. I feel as if this is vital for the ongoing success of the program as well as understanding the campus politics about starting a program on Buffalo State College's campus. Researching and speaking with other schools and graduate student programs to ensure proactive approaches will also be important. I would also like initiate opportunities for facilitations on campus for all graduate students, faculty members as well as anyone else with input. To complete the process, I need to present my proposal to the Dean of the Graduate School as well as graduate students.

### Evaluation:

I plan to evaluate my results from the outcome of the proposal. From beginning to end, I would like graduate student voices to be heard. I know my work will be completed to my satisfaction when the voices of Buffalo State's students and faculty are heard through an organization they had a part in developing. Overall I would like my proposal to be accepted by the Dean of the Graduate School, the chosen advisor and students at Buffalo State.

Personal goals will be evaluated through self reflection. I feel as if the learning experience I will gain through this activity will teach me more than any class can. I hope this opportunity to work on a proposal for Buffalo State's graduate student leadership organization will result in the opportunity to accept a position in higher education.

### Prepare Project Timeline:

Timeline Disclaimer: I have made the decision to work quickly in the beginning because I will need to count on many people for meetings, questionnaires, approval etc. This timeline is a very rough sketch of what will actually take place.

Time	Action	Hours
Week 2 Feb 8-14	<p><u>Heightening anticipation</u></p> <p>Introduction and idea sharing</p> <ul style="list-style-type: none"> <li>• Dr. Railey, Graduate School Dean</li> <li>• Gail Wells, Director of Student Life</li> <li>• Kathleen Brady Stepian, Vassar College project leader</li> <li>• Send out emails to other universities</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li>• Other universities contacts</li> </ul>	<p>Introductions - 3 hours</p> <p>Research- undetermined at this time</p>

	<ul style="list-style-type: none"> <li>Look up Websites, articles and books</li> </ul> <p>Assignment due</p> <ul style="list-style-type: none"> <li>Concept paper draft due to Cindy 3/11</li> </ul>	Assignment-2 hours
Week 3 Feb 15-21	<p>Preparation and Meetings</p> <ul style="list-style-type: none"> <li>Meeting 3/19 at 3:00 pm Dr. Railey, Graduate School Dean</li> <li>Gail Wells, Director of Student Life</li> <li>Hopeful meeting with another university leader</li> </ul> <p>Questionnaires</p> <ul style="list-style-type: none"> <li>Research</li> <li>Make up</li> <li>Department approval</li> </ul>	<p>Meetings- 4 hours</p> <p>Questionnaire research and make up – 4/5 hours</p>
Week 4 Feb 22-28	<p>Introduce to graduate professors, schedule times to meet with classes in regards to questionnaire distribution.</p> <p>Advisor</p> <ul style="list-style-type: none"> <li>Select and approach advisor</li> </ul>	Time depending on prof. schedules estimate 2 hour prep, classroom time ?
Week 5 Mar 1-7	<p>Collect questionnaires no later than March 7th</p> <p>Assignment due March 4th</p> <ul style="list-style-type: none"> <li>1,2 &amp; 3 draft due</li> <li>Corrections</li> </ul> <p>Facilitations</p> <ul style="list-style-type: none"> <li>Set up at least 2 divergent facilitations</li> </ul>	<p>Assignment estimated 10 hours</p> <p>Facilitations 4 hours</p>
Week 6 Mar 8-14	<p>Collected data</p> <ul style="list-style-type: none"> <li>Sort through all collected data put in some sort of organizational system</li> <li>Share with dean</li> <li>Share with advisor</li> <li>Select key qualities in organization</li> </ul>	<p>Collection 3 hours</p> <p>Dean meeting 2 hours Advisor 2 hours Qualities 1 hour</p>
Week 7 Mar 15-21	<p>Research</p> <ul style="list-style-type: none"> <li>Qualities in organization</li> <li>Proposal templates and guidelines</li> </ul>	Research 5 hours
Week 8 Mar 22-28	<p>Assignment</p> <ul style="list-style-type: none"> <li>Complete 1,2, &amp;3</li> <li>Work on 4,5,&amp; 6</li> </ul>	
Week 9 Mar 29-April 4	<p>Assignments</p> <ul style="list-style-type: none"> <li>Work on proposal</li> </ul>	
Week 10 April 5-11	<p>Assignment</p> <ul style="list-style-type: none"> <li>Work on Proposal</li> <li>Work on 4, 5, &amp;6</li> </ul>	
Week 11 April 12-18	<p>Assignment due</p> <ul style="list-style-type: none"> <li>4, 5 &amp; 6 due</li> <li>correction</li> </ul>	
Week 12 April 19-25	Presentation	
Week 13 April 26-May 2	<p>Presentation</p> <p>Make Bound Copies</p> <p>Make CD</p>	
Week 14 May 3-9	Presentation due May 6th	
Week 15 May 10-16	Final Version due May 13 <sup>th</sup> !!!!!!!	

### Identify Pertinent Literature or Resources:

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- Cuyjet, M. J., & Terrell, M. C. (1994). *Developing student government leadership*. San Francisco: Jossey-Bass.
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- Descutner, C., & Thelen, M. (1989). Graduate student and faculty perspectives about graduate school. *Teaching of Psychology*, 16(2), 58-61. Retrieved February 10, 2009, from the EBSCOhost database.
- Douglas, J. W. (1996). Faculty, Graduate student, and graduate productivity in public administration and public affairs programs, 1986-1993. *Public Administration*

*Review*, 56(5), 433-440. Retrieved January 28, 2009, from the EBSCOhost database.

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Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129. Retrieved February 10, 2009, from the EBSCOhost database.

Nyquist, J. D., Manning, L., Wulff, D. H., Austin, A. E., Sprague, J., Fraser, P. K., Calcagone, C., & Woodford, B. (1999). On the road to becoming a professor: The graduate student experience. *Change*, 31(May/June), 18-27. Retrieved January 28, 2009, from the EBSCOhost database.

Offstein, E. H., Larson, M. B., McNeill, A. L., & Mwale, H. M. (2004). Are we doing enough for today's graduate student?. *The International Journal of Educational Management*, 18(7), 396-407. Retrieved February 10, 2009, from the EBSCOhost database.

Peterson, S. L. (1998). *The research writers' phrase book : A guide to proposal writing and research phraseology*. San Francisco: International Scholars Publications .

Roberts, Ph.D., D. C. (2007). *Deeper learning in leadership : Helping college students find the potential within*. San Francisco: Jossey-Bass.

Ruben, B. D. (2004). *Pursuing excellence in higher education : eight fundamental challenges*. San Fransisco: Jossey-Bass.

Shertzer, J. E., & Schuh, J. H. (2004). College student perceptions of leadership: Empowering and constraining beliefs. *National Association of Student Personnel Administrators*, 42(1), 111- 131. Retrieved February 10, 2009, from the EBSCOhost database.

Zhao, C., & Kuh, G. D. (2004). ADDING VALUE: Learning communities and student engagement. *Research in Higher Education*,, 45(2), 115-138. Retrieved February 10, 2009, from the EBSCOhost database.



Appendix B: EGSL Proposal



# *Emerging Graduate Student Leaders*

Elissa Mittendorf  
Candidate for a Master's  
degree in Creative Studies  
and Change Leadership  
Sponsor: Cyndi Burnett



*“The growth and development of  
people is the highest calling of  
leadership”*

*-Harvey Firestone*

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*“Leadership is unlocking people’s  
potential  
to become better”*  
*-Bill Bradley*



### **EMERGING GRADUATE STUDENT LEADERS: Why form EGSL?**

Personally, EGSL stemmed from an initial visit and discussion with Dr. Gerard Puccio, department chair, at the International Center for Creativity in Spring 2008. During this initial discussion about the center for Creativity and graduate school, I told Dr. Puccio I was interested in learning more about the involvement of graduate students on campus. Dr. Puccio replied that there are currently no graduate organizations on campus. Despite my disappointment, I looked past this and began attending graduate classes in the summer of 2008.

While on campus and attending classes, and meeting new graduate students from around the world, I noticed a trend among all of the graduate students I spoke to about this issue, graduate students are not being represented through an organization on campus.

Currently, 1,863 students have taken the first step into bettering their future and are attending graduate school at Buffalo State College. Out of those 1,863 students, only two graduate students are representing their every need and desire, those are the two graduate students, sitting on the Undergraduate Student Senate. However, it is fair to say, that most of the graduate students don't know they have voice or options to participate in campus activities to better their future.

*“The only source of knowledge is experience”*

*-Albert Einstein*

## **EMERGING GRADUATE STUDENT LEADERS: What will EGSL do?**

Overall, EGSL will provide an opportunity for graduate students to personally and professionally explore their own leadership potential, both utilize and further develop their strengths, allow their voices to be heard, provide scholarly collaboration between departments, and gain valuable out of classroom knowledge and experience by living the concept of “Servant-Leadership”.

Another expected deliverable is a curriculum for The Links Youth Leadership Program at Buffalo State College (which will be adjusted as necessary after assessment and then carried forward), as well as the development and finalization of the leadership seminar curriculum to be used with the graduate students who become involved in the EGSL. Emerging Graduate Student Leaders will use the information and models already gathered in prior semesters to begin the instructional design process, and then analyze, develop, implement and finally evaluate the curriculum for The Links Youth Leadership Program at Buffalo State College (these latter phases may take place after December of 2009, assuming the partnership is workable and the EGSL progresses). EGSL will work with graduate students, faculty and administrators cross-departmentally to establish an understanding in leadership through service learning on campus and throughout the community, as well as networking opportunities through Buffalo State College’s Angel site. The Angel site will be used for alumni connections, colleague sounding board teams, and other social media outlets.

### **The overall goals for EGSL are to:**

- Using community knowledge of their resources, provide opportunities for service learning through partnerships while improving communities throughout Western New York
- Community commitment – strengthened commitment and network to make their organization effective and/or their community better.

- Provide graduate students a motivation and opportunity to attend leadership events on campus and throughout Buffalo.
- Establish networking opportunities for graduate students with alumni
- Graduate students will have the opportunity for personal growth by allowing a greater sense of being able to make a difference.
- Graduate students will share in the development of future vision and purpose.
- Functions within the college mission

*“Leadership must be established  
from the top down”*

*-Sam Rayburn*

## **EMERGING GRADUATE STUDENT LEADERS: Who will be involved?**

EGSL will be held under the Creativity Studies department with Jeffrey Zacko-Smith as the head advisor of EGSL. Jeffrey David Zacko-Smith, M.P.A., Ed.D. is an Assistant Professor of Leadership and Creative Studies at Buffalo State College, the State University of New York (SUNY). He holds a Doctorate in Educational Leadership and a Master of Public Administration (MPA) Degree from Seattle University (2008 & 2004). Jeffrey’s research focuses primarily on leadership; he is particularly interested in creative leadership, authentic leadership, social constructionism, the power of language, and issues of social justice. Jeffrey has presented his work on the social construction of leadership at numerous national and international conferences, has published in the *Leadership Review* (2007), and is a member of the International Leadership Association.

Dr. Jeffrey Zacko-Smith was chosen as an advisor for EGSL because of his many accomplishments and insights into leadership. Jeffrey will be the facilitator of meetings and contact for any service learning projects going on within EGSL.

Although the advisor of EGSL is a creative studies and change leadership professor, all students and faculty are encouraged to join. Graduate students, who want to be involved on a campus organization, community organization or are interested in expanding their knowledge on leadership, are invited to participate. EGSL is prepared to market to each department to encourage graduate students cross-departmentally to be involved. EGSL plans to form under the notion, that all students will have a different process of viewing and exercising leadership.

*“Leadership is action not  
position”*

*-Donald McGannon*

### **EMERGING GRADUATE STUDENT LEADERS: How will EGSL work?**

Dr. Jeffrey Zacko-Smith and myself will work to form an angel site to be posted on all graduate students home angel page summer 2009. The angel site will include options including alumni connections, links to other social media sites, current EGSL projects, and graduate student discussion boards.

Dr. Zacko-Smith and myself will be teaming up to promote EGSL to new graduate student enrollment in the Summer of 2009. From the interested graduate students EGSL will work through facilitations to begin a framework for how they would like their organization to operate.

EGSL will begin their first service learning initiative with Links Inc. Links incorporated is an international, not-for-profit corporation. Links consists of 12,000 professional women of color throughout the United States, the District of Columbia and the Bahamas. Links is committed to enriching, sustaining, and ensuring the culture and economic survival of African Americans and other persons of African ancestry ([www.linksinc.org](http://www.linksinc.org)). This organization is reaching out to Buffalo and surrounding areas to establish “The Links Youth Leadership Program at Buffalo State College.” With the mini-grant EGSL will work with Links to analyze, design, develop, and implement a curriculum based program for the youth of Buffalo and surrounding areas.

While the formation of “The Links Youth Leadership Program at Buffalo State College” takes place, graduate students are encouraged to bring their passion for other service learning opportunities throughout Western New York to EGSL’s attention. It is my hope that the graduate students begin relationships with local organizations and promote EGSL and its mission.



*“The very essence of leadership is  
that you have  
to have a vision”*

*-author unknown*

### **EMERGING GRADUATE STUDENT LEADERS: How much will it cost?**

Currently there is no set price to how much EGSL will need in order to run. Myself, along with Dr. Zacko-Smith have teamed up to begin EGSL with the submission of a mini-grant proposal to the Office of College and Community Partnerships. This mini-grant proposal will enable EGSL to begin the service-learning component, and partnership with Links Inc. while at the same time, providing services that will benefit Buffalo and Western New York, as well as the graduate students involved.

If the mini-grant proposal does not get approved, EGSL will re-visit funding options with the possibility of looking into other leadership organization funding opportunities.

*“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”*

*-John Quincy Adams*



**EMERGING GRADUATE STUDENT LEADERS:  
Interested?**

If you are interested in being apart of **Emerging Graduate Student Leaders** in any way please contact:

Elissa Mittendorf  
[mittenem01@mail.buffalostate.edu](mailto:mittenem01@mail.buffalostate.edu)

Jeffrey Zacko-Smith  
[smithjd@buffalostate.edu](mailto:smithjd@buffalostate.edu)

Appendix C: Office of College and Community Partnership: Request for Proposal

## **Office of College and Community Partnerships**

**CLEV 211A – 878-4132 – [partner@buffalostate.edu](mailto:partner@buffalostate.edu)**

### **2009 Partnership Minigrant Proposal Form**

The Office of College and Community Partnerships defines a partnership as a relationship involving close cooperation between groups having specified and joint rights and responsibilities over a specific period of time, ideally with a memo of understanding or letter of commitment, and a termination point, with the appreciation that there shall be a sharing of benefits between them.

This minigrant partnership initiative is designed to be aligned with the strategic plan of Buffalo State College. Identification of the region's priorities and how they match the strategic plan is a starting point for this minigrant application. Buffalo State College **Strategic Direction 3: Regional Leadership and Service**, will engage faculty, staff, students, and alumni with its educational, economic, and cultural partners to improve the vitality of the region and the global community. This includes a focus on priority areas of community education, cultural engagement, and community, economic and workforce development. The goal of this initiative is to strengthen current and establish new partnerships that highlight and enhance the College's targeted areas of expertise while providing scholarly research opportunities for faculty and service to the community.

The goal is to develop channels of two-way communication between research and its practical applications in the community. The College is a repository for knowledge. This knowledge can be effectively disseminated if conditions are created to ensure that professional outreach activities of faculty are encouraged and rewarded. The Office of College and Community Partnerships seeks innovative proposals, the application of new ideas that address community problems and have the potential for scholarly presentation and/or publication.

Examples of existing partnerships can be found on the College and Community Partnership website: [www.buffalostate.edu/partnerships](http://www.buffalostate.edu/partnerships). Click on Departments in Partnerships. Additional partnerships are listed under Centers and Partnerships.

**The intent is to award this third set of up to ten minigrants during the Spring 2009 semester. Minigrant awards are anticipated to be in the range of \$1500 - \$2000. The deadline for submission is April 6, 2009. A panel of reviewers will evaluate the applications and announce the awards by May 11, 2009.**

### Spring 2009 Minigrant Proposal Form

College Partner (Project Director)

Department Campus Address

Telephone # E-mail  
Community Partner

Address

Telephone # E-mail

Title of Project

#### **Application Requirements:**

**1 – Abstract:** Describe the nature of your partnership project in a paragraph of 150-200 words, describing the existing situation/problem/need that provides the impetus for the project.

**2 – Fit with College Mission:** One paragraph describing how this partnership project fits the mission and strategic plan of the College ([www.buffalostate.edu/strategicplanning/plan/](http://www.buffalostate.edu/strategicplanning/plan/)).

**3 – Project Description:** Describe your specific actions/scholarly activity/conceptual framework to address the existing situation/problem/need. Page limit of three double-spaced pages using 12 point text.

**4 – Expected Outcomes:** List three expected outcomes for this partnership and how they will be measured.

**5 – Products/Deliverables:** Identify any associated end-product deliverables (workshop, research paper, bibliography, curriculum, handouts, CD-ROM, etc.)

**6 – Project Timeline:** Identify tasks to be completed, including proposed dates, times and places.

**7 – Future Plans for the Partnership:** Describe what you expect for this partnership as a result of the minigrant. Is this a short term, long term or some other type of partnership? Limit to one double-spaced page.

**8 – Budget:** Include a detailed budget with a justification for the expenses. If your budget exceeds \$2,000, provide a specific justification of why this project is deserving of a larger award.

Appendix D: Office of College and Community Partnership Proposal

### **Fit with Buffalo State College Mission**

The partnership between the proposed Emerging Graduate Student Leaders (EGSL) Program and Links, Incorporated (a national non-profit focused on sustaining and ensuring the cultural and economic survival of African Americans, and on providing various other community services) will allow Buffalo State's graduate students to gain experience and knowledge via service learning and to participate in leadership development. This partnership will also provide student-networking opportunities, foster cross-departmental collaboration, and work directly with youth in the local community, fostering their leadership potential. The EGSL will ensure high-quality learning experiences by collaborating with Buffalo State College Faculty, professionals in the Western New York region and Links, and will be providing future leaders with development opportunities that can only be gained outside of the classroom. Research, scholarship and creativity, regional leadership and local service will be evidenced as graduate students from various Buffalo State departments work on a common project (development of a youth leadership program) with an established organization (Links), while securing mutually beneficial end results (leadership training and networking opportunities for the graduate students, service to Buffalo's youth, and a model that can be carried forward at both BSC and other SUNY Campuses). This partnership between Links and the EGSL will contribute to the College's academic and institutional distinctiveness through its promotion of the College and the State University of New York, in particular by highlighting the fact that, as an institution of higher education, Buffalo State excels in giving back to the Western New York Region; leadership will be

empowered at all levels both on and off of campus, be fully inclusive, and provide a long absent service to the College's graduate student population.



### **Project Description**

Throughout Buffalo State College's history, graduate students have not been provided an outlet to become involved with one another through campus-based programs. Currently, Creative Studies graduate student Elissa Mittendorf is researching and developing a proposal for an Emerging Graduate Student Leaders (EGSL) organization as part of her Master's Project. Through this proposed organization, Elissa intends to allow graduate students the opportunity for cross-departmental collaboration, the development of colleague sounding-board teams, the promotion of service-learning on campus and throughout the community, alumni networking, and leadership development. Additionally, Dr. Jeffrey Zacko-Smith, Assistant Professor of Creative Studies and Leadership, and coordinator of Buffalo State's Undergraduate Minor in Leadership, will be working with the graduate student's leadership development (using a service learning model), and will also research a paper on Servant-Leadership in higher education (for publication in a peer-reviewed journal in 2010). EGSL's main objective (using the partnership established with Links, Incorporated) is to allow graduate students to gain valuable "outside of the classroom experience" through service learning activities, while at the same time fostering community for themselves (something that is currently missing), and developing a curriculum to be used for the leadership development of local youth. Dr. Zacko-Smith and Ms. Mittendorf have researched and explored organizations for possible partnerships throughout Western New York, including but not limited to: the Junior League of Buffalo, the Buffalo branch of Catholic Charities, and Buffalo ReUse, as well as Links, Incorporated; after thought and discussion with Eileen Merberg, a retention specialist at Buffalo State and leadership lecturer, Emerging Graduate Student

Leaders will be focusing their initial efforts by partnering with Links due to the organization's record of promoting servant leadership, providing community development, and by addressing concerns found within the local regions with which they are involved nationwide (grassroots).

A service learning opportunity working with Links was presented to a group of Creative Studies graduate students by Eileen Merberg, Buffalo State College's Retention/Leadership Specialist in the Fall of 2008. These students worked diligently throughout the fall semester, creating a service-learning vision driven curriculum that provides local teenagers a sense of belonging, trust, and friendship, using a program that is fun, engaging and something they actually want to be involved with! Unfortunately, due to the cost, time restrictions and design of the program, the Creative Studies students felt this was not something they could take on themselves given their own limited time and resources; help was required!

The opportunity for the newly formed EGSL (in-progress through this mini-grant) to partner with Links is a perfect one. Graduate students from all of Buffalo State's many programs can finally work together to form The "Links Youth Leadership Program at Buffalo State College", while strengthening their own leadership skills through training and assessment, and being given the chance to develop a sense of community which can foster cross-disciplinary collaboration.

The program model that will be used by the Emerging Graduate Student Leaders and the various projects with which they may be involved in partnership with Links, includes a basic instructional design process with steps ranging from analyzing the need through looking at objectives, from developing goals and resources, to choosing content

delivery and instructional methods, as well as implementing and evaluating the success of the program through various assessment methods. Graduate student participants in EGSL, in conjunction with the department of Creative Studies (Dr. Jeffrey Zacko-Smith and other faculty), will be provided with their own leadership training, which will take place in weekend seminars and focus on each student's personal leadership development; participants will be exposed to concepts such as Servant Leadership, and Creative Leadership, and processes such as facilitation and Creative Problem Solving (CPS), which Buffalo State and Creative Studies are especially equipped to deliver.

### **Expected Outcomes/Goals**

Emerging Graduate Student Leaders (EGSL), as a result of their partnership with Links and a program of graduate student leadership development, has 3 expected outcomes:

1. To provide Buffalo and surrounding area teenagers with the opportunity to be involved in a fun and engaging leadership program that will enhance their leadership skills, knowledge and experience, through a well developed curriculum and a solid program design. The re-design of the curriculum (from the Fall of 2008) will be the main component of the EGSL's Service-Learning project. Outcomes will be measured primarily qualitatively, by securing interview and survey data regarding satisfaction with the program; though it should be noted that the finalization of the curriculum itself is a stated outcome.
2. To provide the (new) Emerging Graduate Student Leaders organization, as well as Buffalo State College, a starting point for the service learning component of their program through a partnership with Links, Incorporated. A successful (mutually beneficial) partnership is the outcome, with a decision to continue their association at the end of 2009 an indicator of success.
3. To provide Buffalo State graduate students the opportunity for leadership development, which will both enhance their experience "in the field" with Links during their service-learning project, as well as contributing to their personal and professional development. Components of this portion of the program will be assessed at the end of the Fall Semester, 2009, via student feedback and in person faculty assessment (observations by Creative Studies faculty).

### **Product/Deliverables**

The expected end-product of the Emerging Graduate Student Leaders Program is the beginning of the service-learning component of the EGSL Program while, at the same time, providing services that will benefit Buffalo and Western New York, as well as the graduate students involved. EGSL will also provide an opportunity for graduate students to personally and professionally explore their own leadership potential, both utilize and further develop their strengths, allow their voices to be heard, provide scholarly collaboration between departments, and gain valuable out of classroom knowledge and experience by living the concept of “Servant-Leadership”.

Another expected deliverable is a curriculum for The Links Youth Leadership Program at Buffalo State College (which will be adjusted as necessary after assessment and then carried forward), as well as the development and finalization of the leadership seminar curriculum to be used with the graduate students who become involved in the EGSL. Emerging Graduate Student Leaders will use the information and models already gathered in prior semesters to begin the instructional design process, and then analyze, develop, implement and finally evaluate the curriculum for The Links Youth Leadership Program at Buffalo State College (these latter phases may take place after December of 2009, assuming the partnership is workable and the EGSL progresses).

In addition, Dr. Zacko-Smith plans to publish a piece on the effectiveness of Servant Leadership Models in higher education, possibly in the peer-reviewed *International Journal of Servant Leadership* or the *Leadership Review* sometime in the Spring of 2010 (using the insights and experiences of the EGSL in 2009 to provide data for the research).

### Project Timeline

This includes tentative dates for the formation of the Emerging Graduate Student Leaders Program, development of a partnership with Links and a curriculum for the Links Youth Leadership Program. The Mini-grant is intended to support activities through the Fall 2009 kick-off, when the EGSL program has been established, a partnership with Links has been solidified, a Youth Leadership Curriculum developed, and graduate student leadership training has been completed.

Semester	Project Activity
Spring 2009	<ul style="list-style-type: none"> <li>• Apply for mini-grant (in process).</li> <li>• Contact other organizations that may be interested (complete).</li> <li>• Meet with Eileen Merberg and establish why the Fall 2008 Links Youth Leadership Program at Buffalo State did not get accomplished; plan curriculum revisions.</li> <li>• Establish Emerging Graduate Student Leaders (EGSL) organization.</li> </ul>
Summer 2009	<ul style="list-style-type: none"> <li>• Work on EGSL administrative projects               <ul style="list-style-type: none"> <li>◦ Angel set-up for graduate students; networking and information repository.</li> <li>◦ Campus involvement project.</li> <li>◦ Alumni networking project.</li> <li>◦ Mentoring of undergraduate students project.</li> </ul> </li> <li>• Market Emerging Graduate Student Leaders (including development of materials).</li> <li>• Market EGSL's first service learning project (including development of materials).</li> <li>• Explore other funding possibilities (for program continuation beyond 2009).</li> </ul>
Fall 2009	<ul style="list-style-type: none"> <li>• EGSL kick off!               <ul style="list-style-type: none"> <li>◦ Leadership seminars for EGSL Participants (grad students) take place.</li> <li>◦ Facilitate what EGSL would like to do as a whole.</li> <li>◦ Recruit!</li> </ul> </li> <li>• Work with Links directly (analyze curriculum).               <ul style="list-style-type: none"> <li>◦ Ascertain what happened in Fall '08 (compare with Eileen's feedback).</li> <li>◦ Decide what needs to be done for the new program.</li> </ul> </li> <li>• EGSL designs The Links Youth Leadership Program Curriculum at Buffalo State College (in conjunction with Links)</li> <li>• Presentation of program to Links.</li> <li>• Launch of The Links Youth Leadership at Buffalo State College.</li> <li>• Begin program evaluation (if time allows).</li> </ul>
Spring 2010	<ul style="list-style-type: none"> <li>• Conclude evaluation of The Links Youth Leadership at Buffalo State College.</li> <li>• Revision of Curriculum?</li> <li>• Revisit partnership; to continue or not continue?</li> <li>• Prepare article for publication in peer-reviewed journal.</li> </ul>

### **Future Plans for Emerging Graduate Student Leaders and Links**

The planned partnership is short-term (approximately 10 months in duration), but securing the mini-grant would allow for assessment of a (hoped for) long-term relationship with the proposed organization (Links, Incorporated). Funding would be intended to support the start of the Emerging Graduate Student Leaders (EGSL) Program, primarily assisting in the development of the Links Youth Leadership Program at Buffalo State College, while simultaneously providing leadership development and networking opportunities for the Buffalo State Graduate Students who become involved, and producing a model that can be carried forward at Buffalo State or other S.U.N.Y. Campuses system wide. Through the mini-grant, the EGSL will have the opportunity to market themselves to graduate students, plan and implement leadership seminars in conjunction with recognized faculty which will allow graduate students to understand their individual leadership potential, and put theory into practice. The mini-grant will help to offset the costs of both educational and administrative materials, and help ensure that future service learning projects continue for the EGSL, as well as helping to ensure that graduate level leadership development is carried forward.

Future plans for Emerging Graduate Student Leaders and Links include the assessment/revision of the curriculum developed for The Links Youth Leadership Program at Buffalo State College; the mini-grant will provide necessary facilitation materials to begin instructional design and look at later revisions. The remainder of the grant will help to offset start-up expenses that The Links Youth Leadership Program at Buffalo State College incurs (such as publicity), and provide assessments, guides, presenters and materials (such as books and handouts) for leadership development.

### Budget and Justification

Budget Items	Cost Estimate	<i>Subtotal</i>
External staff: <ul style="list-style-type: none"> <li>• Leadership seminar #1 speaker (honorarium)</li> </ul>	\$250.00	<i>\$250.00</i>
Instructors/Facilitators: <ul style="list-style-type: none"> <li>• Graduate student facilitators for facilitation sessions (small stipends).</li> </ul>	4 facilitators x \$50/ea. = \$200	<i>\$450</i>
Materials for facilitation sessions: <ul style="list-style-type: none"> <li>• Post its, markers, flip charts.</li> </ul>	\$200.00	<i>\$650.00</i>
EGSL Program Kick-off Expenses: <ul style="list-style-type: none"> <li>• Advertising/marketing and refreshments.</li> </ul>	\$300.00	<i>\$950</i>
Self assessments (FourSight and the MBTI).	\$750.00	<i>1700</i>
General EGSL marketing materials (copies, posters, etc.)	\$50	<i>\$1750</i>
Leadership and CPS Seminar materials (books, information packets, etc.)	\$250.00	<i>\$2000</i>
<b>Total</b>		<b><i>\$2000.00</i></b>



The budget requested is fairly basic in nature. There will be two leadership seminars (during the Fall of 2009) scheduled for graduate students participating in the EGSL; one will include a guest speaker, so a modest honorarium is offered. The other will require basic facilitation materials and books/pamphlet copies, along with assessments (the use of FourSight and the MBTI is planned) for leadership development. Graduate student facilitators working with Links, Incorporated (members of the EGSL) will be offered very modest stipends for their services. The EGSL program will have a campus-wide kick-off in the early Fall of 2009, which will require refreshments and marketing materials (space should be free of charge). The EGSL will also require general marketing materials to be developed in the summer of 2009 and used in the Fall of that same year. Other expenses are not anticipated.





