1891 LEADERSHIP INSTITUTE

CABINET PRESENTATION

FOR IMPACT

INTRODUCTION

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PURPOSE

- Intentional, culturally grounded leadership development program that fuses the academic focus with real-world preparation for students of color
- The 1891 Leadership Institute for Impact positions leadership development as both a personal and communal responsibility, reflecting the university's mission of producing leaders who advance social and economic progress.

CURRENT RESEARCH IDENTIFIES A NEED TO CLOSE THE GAP BETWEEN LEADERSHIP THEORY AND PRACTICE, PARTICULARLY FOR STUDENTS OF COLOR NAVIGATING PREDOMINANTLY WHITE PROFESSIONAL SPACES.

Targeted research is critical so that the university is able to develop an inclusive leadership program that addresses diverse needs of students. We must focus this effort on navigating how our students interact with leadership opportunities to fill this gap and present the best possible outcomes for learners both now and in their careers (Dorsey, 2025).

PROGRAM OBJECTIVES

- To establish an elite leadership pipeline that equips students with the competencies, confidence, and character to lead effectively in diverse professional and community contexts.
- To merge academic learning, cultural relevance, and practical experience into a cohesive framework for student growth through assessments, mentorship, and collaborative projects
- To develop strategies for ethical decision-making, innovation, and service.
- To integrate a sustainable model that can be integrated across academic departments, student organizations, and professional programs.
- To amplify the presence of African American leadership excellence, creating spaces where students can learn directly from alumni, entrepreneurs, and civic leaders.

STAKEHOLDERS

STUDENTS

Emerging leaders in student organizations, residence life, academic programs, and campus employment.

FACULTY & STAFF

Faculty and staff mentors will utilize the LII framework to guide students through leadership assessments, reflection exercises, and applied projects.

PARTNERS

The program will also engage external partners such as corporate sponsors, alumni, and civic organizations that will provide mentorship, internship opportunities, and leadership challenges.

PROGRAM FRAMEWORK

- The 1891 Leadership Institute for Impact is expected to produce measurable improvements in leadership competency, innovation skills, and career readiness among participants.
- Students will demonstrate growth in areas such as communication, teamwork, critical thinking, and leadership identity through pre- and post-assessment data.

FRAMEWORK APPROACH 1:
ACTION LEARNING

The 1891 LII is based on an action learning model that will focus on self-reflection and continuous improvement dive leadership success. Action learning is a tried and true strategy for leadership development that leverages experiential learning and personal development for adult learners to create a transformational experience (McClintock et al., 2021).

Though some have natural leadership characteristics like listening or being empathetic, many competencies necessary for great servant leadership can be cultivated through intentional experiences. Experiential learning supports future leaders with knowledge that is applied to practice. Community based service learning work as a component of a curriculum in college influences potential success and develops servant leadership skills (Robinson & Magnusen, 2024).

FRAMEWORK APPROACH 2:

CAREER READINESS (ACE)

Career readiness is the modeling and attainment of a combination of broad competencies that are designed to prepare college graduates for a smooth and meaningful transition into the workplace.

The National Association of Colleges and Employers (2023) is a professional association that connects thousands of college career service professionals, higher education professionals and industry practitioners. NACE developed career readiness competencies to be leveraged by higher education to establish a foundation from which students can demonstrate requisite skills for workplace success.

Those eight career readiness competencies are professionalism, communication, career and self-development, critical thinking, teamwork, equity and inclusion, leadership, and technology (Moore & Thaller, 2023).

FRAMEWORK APPROACH 3:

WORK BASED LEARNING

Work-based learning is a process by which employers and educators partner to provide college students with structured opportunities to build on theory from their educational institution while engaging in activities for practical application and simultaneously developing skills in the workplace.

The main components of work-based learning include flexible, experiential and reflective learning opportunities, facilitated by an innovative curriculum that responds to ever changing individual and organizational needs.

Inter-organizational knowledge is even more critical for this generation and is accepted as the ultimate propellent for transformational learning. This requires a greater understanding of how implicit and informal learning collide, which takes place beyond the traditional collegiate campus or classroom (Rowe et al., 2023).

SAMPLE CURRICULUM

- Module 1: Foundations of Leadership (self-awareness, social identity, emotional intelligence)
- Module 2: Leading in Community (service, advocacy, civic engagement)
- Module 3: Innovation and Problem-Solving
- Module 4: Cultural Leadership & HBCU Excellence
- Module 5: Professional Competencies
- Module 6: Leadership Capstone

EMPHASIS ON INNOVATION

"The corporate environment impacts individual creativity, while individual creativity reinforces organizational innovation. In addition to building up a favorable climate for creativity, leaders' roles are to ensure their subordinates remain actively involved in their work and try to generate innovative products, techniques, and methods to remain competitive" (Bhuttah et al., 2024, p. 1.)

LEADERSHIP PHILOSOPHY

"Concepts of shared leadership argue that leadership should not be conceptualized as a centralized downward process of influence on subordinates that is carried out by an appointed leader (Huang et al., 2022, p. 2).

PARTNERSHIPS & COLLABORATIONS

- Alumni partnerships
- Industry partners & corporate sponsors
- Community organizations
- Faculty collaborations
- Career Services integration
- Athletics, SGA, Greek Life, Band, and other student leadership groups

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PROGRAM BENEFITS

FOR STUDENTS

- Increased confidence and readiness
- Leadership competencies
- Networking and mentorship
- Improved academic outcomes

FOR THE UNIVERSITY

- Strengthened retention & completion rates
- Enhanced employer relationships
- Stronger student leadership pipeline
- Showcase of HBCU excellence

IMPLEMENTATION

TIMELINE

- Year 1 pilot
- Cohort size & selection
- Timeline (fall launch, spring showcase)
- Staffing plan (directors, graduate assistants, facilitators)
- Faculty/staff training

RESOURCE NEEDS

- Staffing
- Program budget (stipends, materials, events) *Conducting Cost benefit analysis*
- Assessment tools
- Marketing & branding
- Technology platform or LMS integration

ASSESSMENT & EVALUATION

- Pre- and post-leadership assessments
- Reflection components
- Mentor feedback
- Program KPIs
- Student retention
- GPA trends
- Engagement metrics
- Post-graduation outcomes
- Data dashboards or reporting cycle for the Cabinet

CALL TO ACTION

ART INSTALLATIONS

- Endorsement/approval
- Resource commitments
- Cross-campus collaboration
- Support for pilot cohort

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DISCUSSION

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