



Spotlight Series

SLP KC MISSION

The mission of the Student Leadership Program Knowledge Community (SLP KC) is to serve as a resource for higher education professionals who have a professional interest in young-adult (i.e., college students) leadership training, education, and development. The Community will share best practices, provide critical evaluation of the field, examine standards for leadership programs, support national and regional efforts to develop student leadership programs, make contributions to the literature, recognize exemplary programs, and cultivate a forum for the presentation of new ideas.

SLP KC SPOTLIGHT SERIES

SLP KC recognizes the contributions of members who are transforming higher education through outstanding and innovative leadership programs and services. All NASPA members are encouraged to share successes and highlight best practices. Individuals can nominate or self-nominate exemplary college leadership programs for the SLP KC Spotlight Series. Selected programs will be highlighted on our website, in our quarterly newsletter and recognized at the NASPA SLP KC Annual Conference breakfast.

THE SPOTLIGHT SERIES CATEGORIES INCLUDE:

Research and Assessment
Influences on Student Learning in and out of the Classroom
Theory to Practice

Deadlines to submit nominations are February 20, May 22, August 21, and November 20, 2009 with more detailed information on series categories and the nomination process to be shared in the near future.

For more information or if you have questions, please contact Melissa Shehane Melissa_Shehane@baylor.edu or Sherry Early Sherry.Early@unlv.edu

Nominator Information

Nominator	Alicia Canton	Email	acanton@udem.edu.mx
Employer & Title	Universidad de Monterrey, UDEM Dean of Student Affairs	Phone Number	(52) 81 82 15 13 22

Thank you for taking the time to nominate your program or another program that is demonstrating best practices for student leadership programs. Please complete all aspects of the nomination form and feel free to include additional commentary on a separate sheet of paper.

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Nominated Program Information

Program Title	Transformational Leadership Development Model at UDEM		
Program Contact	Monica Pugh		
Email	mpugh@udem.edu.mx		
Phone	(52)81 82 15 13 48		
Website			

Program Category

Please check which category/s you are nominating this program.

Research & Assessment	This program demonstrates best practices in research and/or assessment of their student leadership program.	
Influences on Student Learning	This program influences student learning both in and out of the classroom.	X
Theory to Practice	This program integrates leadership theory and exposes students to the application of theory.	X

Questions

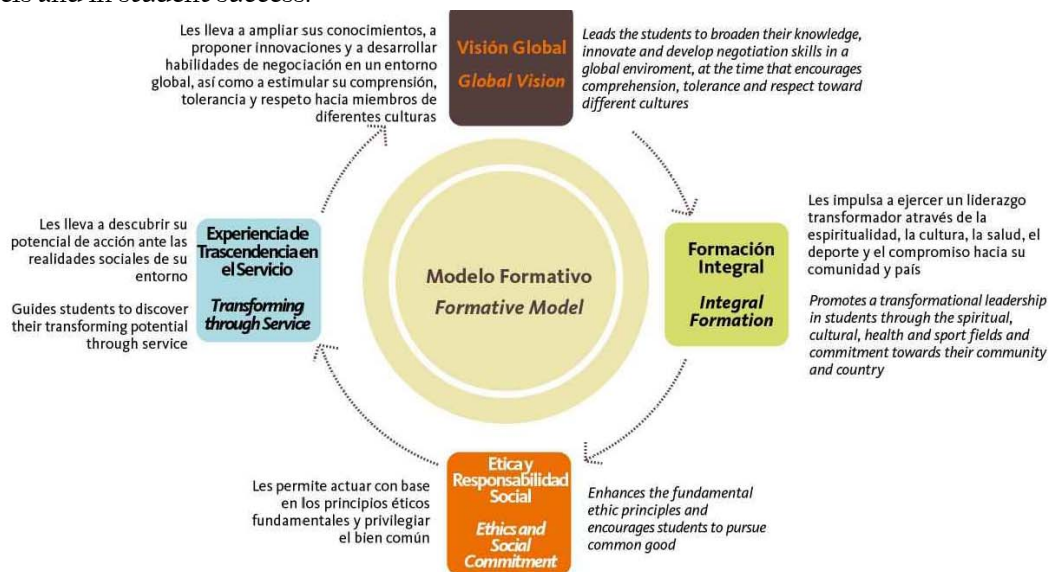
Please describe how the program exemplifies the SLP KC mission statement.

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The University of Monterrey, as a catholic inspired institution, strives to develop all aspects of student life fully and holistically, guiding students in developing their own fulfillment in the service to others.

The Universidad de Monterrey has developed a model of education that aims to develop the whole person, based on the rich philosophy of our founders. Additional to the academic credit courses, in order to graduate, every undergraduate student must take four extra academic courses that are arranged in four blocks aimed at developing eight specific leadership skills.

The unique model of holistic education develops leadership skills, promotes fundamental values, develops social conscience and promotes international educational experiences amongst our student body. The model provides an excellent opportunity for every professor, administrator and staff member to engage in the process of educating students. The collaboration that takes place between the academic and student affairs areas and in the areas themselves is rich and systematic, resulting in better retention levels and in student success.



The curriculum enriches student’s knowledge and skills with statistics, data base management, effective communication skills, ethical perspective and social justice conscience among other subjects. Every UDEM student is required to take two courses related to socioeconomic and politic realities of Mexico as well as a course to prepare him for the community experience.

In addition, every UDEM undergraduate student carries out 500 hours of service in impoverished communities, these programs are either carried by UDEM or by other institutions, and some programs are held on the university campus. 40% of the students participate in programs sponsored by UDEM, which are oriented to promote the genuine development of the low income communities. The social programs are diverse, including projects that benefit children, youth, adults and elderly in urban,

suburban, rural or indigenes areas. Artistic, civic, sports, social and pastoral activities make a lasting imprint on our students during their university experience. In many cases, the social programs provide excellent resources for service learning therefore contributing to synergies between academics and extra academics.

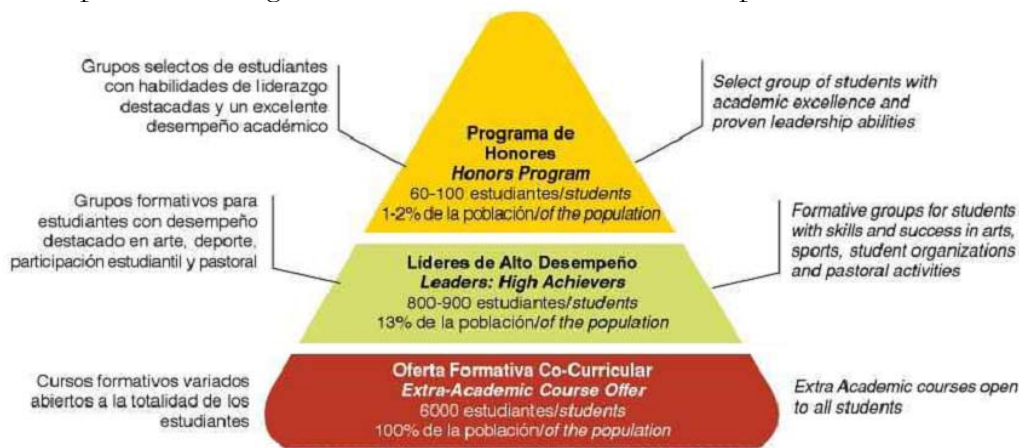
A. Levels of intervention

The conceptual foundation is the specific research developed by Jay Conger in his investigation about different schools of thought on leadership worldwide resulting in his classifying these into five areas: conceptual awareness, personal growth, feedback, skill building and action learning.

Since its origins, the holistic formation of our students has been considered the distinguishing characteristic of our institution. The artistic, civic, sports and pastoral activities add a distinctive seal to our student's university education and experience.

The formative model is enriched with the opportunities that these activities provide to develop abilities, attitudes and values in an alternative context to traditional academic instruction.

Through various levels of intervention, we guarantee that our students will have opportunities for their development according to their characteristics and individual potential.



B. Extra-academic offer

The application of our model through the offering of co-curricular courses is structured in order to encourage leadership competencies and promote our institutional values.

For every UDEM student, four mandatory extra academic courses that he can select from more than 80 different co-curricular courses to choose from arranged in four blocks: personal growth, team building, learning through projects and skill building.



C. Experiential Learning Programs as a resource for leadership development

Learning through adventure and physical challenge provides effective tools for the development of leadership skills in the UDEM's formative model. Experiential Learning is based on the model by David Kolb used by institutions like Outward Bound, National Outdoor Leadership School (NOLS) and the American Association of Experiential Education (AEE).

B. Leadership and Challenge Center: Lanzate!

In order to facilitate such experiences, the UDEM constructed the Leadership and Challenge Center Lanzate! on the university campus. An enormous laboratory with obstacles and challenge courses including rappel and climbing that will generate adventure experiences, allowing for the possibility of provoking change in the student through self-discovery. There are only four in the world and UDEM is the first university in Mexico to have such facilities.

What category/s are you nominating the program for and why? (Research & Assessment, Influences on Student Learning, and Theory to Practice) Please describe what qualities and best practices make the nominated program an exemplary program.

The program can participate in two categories:
Influences on Student Learning
Theory to Practice

Signature of Nominator: ___Alicia Canton_____ Date: ___March 18, 2009