



## 1. Overview

A. Provide a brief description of the new certificate.

As the Public Service Academy is the first undergraduate program in the nation to advance the concept of cross-sector collaboration to students from any and all disciplines, the Certificate in Cross-Sector Leadership provides a comprehensive overview of leading solutions to complex social challenges by integrating the public, private, nonprofit and military sectors. Students engage in systems-thinking around real-world challenges faced by local and global communities, explore the diverse characteristics and motives of each sector in engaging in cross-sector collaborations and master processes to formalize such partnerships across the nonprofit, public and private sectors. Students gain dynamic leadership skills, such as leading change across and beyond organizations, and experience approaches to solving community challenges, such as human-centered design and social entrepreneurship. Students also study values-based leadership and how value sets at the individual, organizational and sector levels can drive a leader's ability to ignite action. Students end the program with a thesis or applied project that integrates the theories, procedures and concepts learned in certificate courses with experiences from the students' internships in each sector. Students who complete the Certificate in Cross-Sector Leadership are equipped with the knowledge, experience and skillsets to identify systems within complex social challenges, engage each sector to act collaboratively, and develop and lead innovative solutions that leverage the strengths, limitations and motivations of all parties. All students within the Public Service Academy's Next Generation Service Corps are required to complete this certificate, and ROTC students are invited to complete the certificate as well.

B. This proposed certificate (check one):

- Is cross disciplinary; or
- Is certified by a professional or accredited organization/governmental agency; or,
- Clearly leads to advanced specialization in a field; or,
- Is granted to a program that does not currently have a major.

C. Why should this be a certificate rather than a concentration or a minor?

The Certificate in Cross-Sector Leadership spans different disciplines, including topics within the School of Public Affairs and the School of Community Resources and Development. The skills and knowledge gained through the certificate complement students from every major; participation in the certificate is not exclusive or dependent on a certain discipline or major.

D. Affiliation

If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

No university in the country offers undergraduates from any major or discipline the opportunity to engage in the collaboration and leadership between nonprofit, public, private and military sectors. This certificate, as part of the Public Service Academy experience, develops students into adaptive leaders with the skills, networks and experiences to lead sustainable change locally and globally.

E. Demand

Explain the need for the new certificate (e.g., market demand, interdisciplinary considerations).

The Certificate in Cross-Sector Collaboration is a requirement for participation in the Public Service Academy's Next Generation Service Corps, a four year leadership development track that engages future civilian leaders in the public, private and nonprofit sectors to engage collaboration and change in the context of social challenges in which they hold interest. Each year, the program recruits and accepts 150 new members, so at its peak, 600 students will partake in coursework for the certificate in any given year. As the program involves a financial commitment award for participants, the program can ensure steady participation in, and completion of, the certificate.

- F. Projected enrollment  
 What are enrollment projections for the first three years?

	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b> (Yr. 1 continuing + new entering)	<b>3<sup>rd</sup> Year</b> (Yr. 1 & 2 continuing + new entering)
Number of Students (Headcount)	400	550	600

**2. Support and Impact**

- A. Faculty governance  
 Provide a supporting letter from the chair of the academic unit verifying that the proposed certificate has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the certificate as presented in the proposal, without impacting core program resources.

See attached letters from Dr. Kathleen Andereck and Dr. Karen Mossberger.

- B. Other related programs  
 Identify other related ASU programs and outline how the new certificate will complement these existing ASU programs. (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)  
 Design-Thinking: Engineering Projects in Community Service (EPICS): EPICS uses human-centered design principles and is open to all disciplines. Our certificate program will complement their work by sharing community projects with our Community Impact Labs while offering participants in EPICS who are also in the Public Service Academy more comprehensive training on the process of effectively leading different sectors with different value sets through the innovative approaches to problem-solving.

Leadership, Ethics and Service Certificate: The College of Public Service & Community Solutions, in collaboration with Barrett, the Honors College, ASU ROTC and the Lincoln Center for Applied Ethics has created a one-of-kind leadership program. This highly selective leadership experience is centered around the idea of servant leadership and community engagement. Students selected for the program will participate in a cohort model certificate program, completing five courses during their undergraduate career. Additionally, students participate in community service activities, leadership trainings and supplement seminars led by elected officials and community leaders.

NOTE: Certificate aligns with general leadership development goals but lacks curriculum and exposure to the various sectors and the processes of cross-sector collaboration.

Tip of the Fork is a program built to develop the next generation of college athlete leaders. Their programming, which includes the Leadership, Ethics and Service Certificate, is aligned but limited to ASU athletes.

Certificate in Political Thought and Leadership, College of Liberal Arts and Sciences

The certificate in political thought and leadership, offered by the School of Politics and Global Studies, provides students with a foundation in the history of politics and political thought with a special emphasis on the role of leadership in that history. The certificate will prepare students for leadership in their own careers, political or otherwise. Required courses combine academic study and mentoring contact with political, media and business leaders from the wider Phoenix area and Arizona communities. Students in the program answer fundamental questions: What makes for good government? Why do republics fail? Are free markets necessary for democracy? What is the importance of the rule of law? Is virtue essential for leadership and a citizenry? What is virtue?

NOTE: While this certificate focuses on some aspects of engaging different sectors, there is no intentional teaching around creating solutions to complex challenges through design thinking, cross-sector collaboration, and disruptive methods like social enterprise.

#### Minor in Military Leadership, College of Liberal Arts and Sciences

The minor in military leadership is designed to enhance the student's learning experience by providing tools to prepare them for leadership roles in various organizations. Students complete courses that will cover academic and practical skills in many areas, including:

- effective communication
- leadership ethos
- leading, motivating and empowering others
- negotiating
- problem-solving
- team-building

Note: This minor instructs from the lens of preparing future military leaders. It lacks tangible skill development in collaborations between civilian-military relations and does not discuss the impact all sectors play in solving global crises. Additionally, leadership lessons are shaped by traditional military hierarchies and organizational models and values and do not take into account varied models of leadership hierarchy in the other sectors.

#### W. P. Carey Leadership in Business Certificate

The business leadership certificate develops tomorrow's business leaders through a combination of classroom and experiential learning — including six courses (two required courses, one cultural competency elective, and one leadership development elective) and four co-curricular experiences. The leadership in business certificate is open to current students in the W. P. Carey School of Business. W. P. Carey students may apply to this program once they have completed MGT 310 (Collaborative Team Skills).

Note: While this certificate fully engages future business leaders through curricular and co-curricular experiences, it does not address the relationship between the nonprofit, public and private sectors or the many roles our business leaders can play in solving social challenges. Additionally, this certificate is only open to W. P. Carey students, which only makes up about 15% of our student body in the Next Generation Service Corps.

#### Minor in Organizational Leadership, College of Integrated Arts and Sciences

The minor in organizational leadership uses interdisciplinary methods that prepare students to become leaders in organizations. Students develop skills and knowledge that leaders need to solve problems, communicate effectively, assess programs, manage resources and use emerging technologies in organizations. Students in the program will be prepared for a range of positions in government, health care administration, nonprofit agencies and the service industry.

Note: While many of the courses included in this minor would benefit future leaders in leading within organizations, it does not provide focus on leadership between organizations, especially between different sectors. Depending on a student's undergraduate program of study, prerequisite courses may be needed in order to complete the requirements of this minor, so as our students come from over 70 different majors, the prerequisite requirements may make this minor unfeasible.

#### C. Letter(s) of support

Provide a supporting letter from each college/school dean from which individual courses are taken.

### 3. Academic Curriculum and Requirements

#### A. Knowledge, competencies, and skills

List the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed certificate. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

**Outcome 1. Students in this program will develop a deep understanding of the characteristics and qualities of distinction in the public, private and nonprofit sectors.**

**Outcome 2. Students in this program will compare innovative methods to solutions to address social needs, including social entrepreneurship and problem-solving processes of human-centered design.**

**Outcome 3. Students this program will analyze social challenges from a cross-sector perspective and identify ways to initiate solutions within the context of the system of the issue.**

#### B. Assessment

Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<https://uoeee.asu.edu/assessment>))

**Outcome 1. Students in this program will develop a deep understanding of the characteristics and qualities of distinction in the public, private and nonprofit sectors.**

Measure 1.1 Students in CPP 101 Foundations of Cross-Sector Leadership will be required to take a written exam that assesses their knowledge of the distinctions of the nonprofit, public, private and military sectors, including values and motivations, governing structures, goals, legal context, external environments, resources and stakeholders.

Performance criterion 1.1 80 percent of CPP students will achieve a score of 75 percent or better on the written exam.

Measure 1.2 Students in CPP 301 Cross-Sector Collaboration will write a cross-sector memo comparing a public, private and nonprofit entity that operate in the same industry. The comparison will include values and motivations, governing structures, goals, ownership, resources and stakeholders.

Performance criterion 1.2 80 percent of CPP students will achieve a 75 percent or better on a cross-sector memo.

**Outcome 2. Students in this program will compare innovative methods to solutions to address social needs, including social entrepreneurship and problem-solving processes of human-centered design.**

Measure 2.1 Students in CPP 201 Community Impact Lab will complete the design thinking process through partnership with a local nonprofit organization, resulting in a final proposal and presentation to pitch their solution and support their findings through research.

Performance criterion 2.1 90 percent of CPP students will achieve a 75 percent or better on the proposal using a rubric, and 90 percent of CPP students will achieve a 75 percent or better on the pitch presentation, as graded using instructor feedback and a rubric used by the community partners.

Measure 2.2 Students in NLM 410 will perform and write an organizational analysis of an organization using theories of social entrepreneurship to produce social change.

Performance criterion 2.2 80 percent of NLM students will earn a 75 percent or better on the written organizational analysis assignment.

**Outcome 3. Students this program will analyze social challenges from a cross-sector perspective and identify ways to initiate solutions within the context of the system of the issue.**

Measure 3.1 Students in CPP 101 will analyze and discuss a social issue, and the ways in which the nonprofit, public, private and military sectors interact with that social issue, by writing a comprehensive cross-sector program plan.

Performance criterion 3.1. 90 percent of CPP students with earn a 75 percent or better on their cross-sector program plan.

Measure 3.2 Students in PAF 421 will create a systems map of their social issue area, assign stakeholders in each portion of the system and write a recommendation as to how stakeholders can partner to address the issue systemically.

Performance criterion 3.2 90 percent of PAF students will earn an 80 percent or better on their systems mapping and recommendation projects.

**C. Admissions criteria**

List the admissions criteria for the proposed certificate. If they are identical to the admission criteria for the existing major and degree program under which this certificate will be established, please note that here.

Students who have been admitted to the Public Service Academy's Next Generation Service Corps automatically are enrolled in the proposed certificate by the Public Service Academy program and the College of Public Service and Community Solutions Dean's Office Academic Affairs Team. We manually enroll all students in the first course CPP 101 (currently CPP 194) and then they enroll themselves in the rest of the courses. Their student group code in Peoplesoft (FS07), which acts as a requirement for enrollment. Admission into the Next Generation Service Corps is competitive for first-time, full-time freshmen taking classes in-person, and criteria includes a GPA of 2.50 or higher, ACT/SAT scores, a letter of recommendation and essays pertaining to the following prompts:

- Most meaningful honor/achievement
- Social challenge the student wishes to solve
- Personal challenge the student has overcome

Applications are screened by program staff, and those applicants who are chosen to move forward complete a 30-minute phone interview. Students accepted into the program declare a social mission, a community issue around which they will focus their learning. Students are required to maintain a 3.00 GPA; students who fail to maintain a 3.00 are put on an academic improvement plan. The requirement of a 3.00 or academic improvement plan applies to a student's overall academic standing, not just certificate courses.

**D. Curricular structure**

Provide the curricular structure for this certificate. Be specific in listing required courses and specify the total minimum number of hours required for the certificate.

**Required certificate courses** (\* the NLM prereq will be waived for students in this certificate per SCRDR)

Prefix	Number	Title	Is this a new Course?	Credit Hours
CPP	101	Foundations of Cross-Sector Leadership	Yes	1
CPP	201*	NGSC Community Impact Lab	Yes	2
CPP	301	Cross-Sector Collaboration	Yes	3
NLM or CPP	410*	Social Entrepreneurship	Yes (CPP 410)	3
PAF	311	Leadership and Change	No	3
<i>Section sub-total:</i>				12

**Elective certificate courses (students choose 1)**

Prefix	Number	Title	Is this a new Course?	Credit Hours
CPP	394	NGSC Leadership Instruction	No	3
PAF	421	Leadership Capstone	No	3
<i>(Select one)</i>				
<i>Section sub-total:</i>				3



**Other certificate requirements**

**E.g.** – Capstone experience, internship, clinical requirements, field studies, foreign language skills as applicable

Credit Hours

While students complete 3 internships, they are not associated with curricular credit hours.

Section sub-total:

**Total minimum credit hours required for certificate 15**

**E. Minimum residency requirement**

How many hours of the certificate must be ASU credit?

9

**F. New Courses**

Provide a brief course description for each new course.

**CPP 101: Foundations in Cross-Sector Leadership:** Foundations of Cross-Sector Leadership discusses the distinctions and similarities of operations, purpose and motivations of the public, private, nonprofit and military sectors as partners in community solutions. Students will explore the characteristics of each sector through readings and multimedia, as well as guest speaker leaders from each sector. Once discussion of each sector is complete, students will complete case study exercises of successful cross-sector collaborations across the country surrounding various complex challenges, and then will work in teams to simulate a parallel collaboration within the Phoenix and Arizona community. Throughout the course, students will craft a Mission Plan, a culminating report reflecting on their social mission (the social challenge they would like to explore through the lens of the different sectors) and the ways each sector could interact with the issue. In this report, which builds on itself as their final “project”, the students research potential internship hosts in each sector that align with their social mission; this document serves as a planning tool for future engagement in the program.

**CPP 201: Community Impact Lab:** Course offers hands-on, service learning opportunities for lower-division students in the Public Service Academy. Using Human-Centered Design, student teams will have the opportunity to work closely with a nonprofit organization, small business, government office or community organization to develop a solution to critical issues within their organization. Concepts of team management, goal-setting and conflict management will be discussed and practiced in the context of project group reflections.

**CPP 301: Cross-Sector Collaboration:** This course examines how public, private, and nonprofit organizations seek to address social challenges and explores how the three sectors work together and in isolation to tackle social problems. Students will learn about the motivation of employees in the public, private, and nonprofit sectors and the ways in which organizational structure, environment, and legal contexts differently constrain or facilitate action within and across these organizations. Students will explore effective strategies for collaboration between the public, private and nonprofit sectors and identify organizational similarities and points of contrast that could enhance or create barriers to such collaboration. This is the intermediate course for the program’s specific focus on cross-sector leadership and systems thinking.

**CPP 410: Social Entrepreneurship:** This course is cross-listed with NLM 410; creation of a new course is necessary due to scale and specific content needed for the Public Service Academy program, however, our students have the option to take either NLM 410 or CPP 410. This course considers the two convergent streams of conceptual thought, activity, and impact associated with the emerging field of social entrepreneurship. First is the role of social entrepreneurs, which is defined as “society’s change agents: pioneers of innovations that benefit humanity” (Skoll Foundation, 2005). This understanding leads to thinking about the application of business principles to social issues while acknowledging the uniqueness of the nonprofit form in relationship to government and commercial enterprises, which in turn leads to the importance of social enterprise—the second major stream of content for the course—that is defined as “any earned-income business or strategy undertaken by a nonprofit to generate revenue in support of its charitable mission.

**Note:** All new required courses should be submitted in Curriculum Changemaker and ready for Provost’s Office approval before this certificate is put on Curriculum and Academic Programs Committee (CAPC) agenda.

**4. Administration and Resources**

**A. Administration**

How will the proposed certificate be administered (including admissions, student advisement, retention, etc.)? Public Service Academy staff oversee a robust recruitment process, admissions and interview process and selection process to meet the goal of 150 members per cohort year in the Next Generation Service Corps; by default, this process will serve as the steadfast admissions process for the Certificate in Cross-Sector Leadership. A senior staff member advises students on balancing their major requirements, certificate requirements and other requirements (such as Barrett) as well as grade checks for retention. Eligibility in the Next Generation Service Corps depends on continued forward progress and academic success.

**B. Resources**

What are the resource implications for the proposed certificate, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate.

Resources for this certificate, including course creation and faculty associate salaries for NGSC-specific sections, are provided by the Public Service Academy.

**C. Primary Faculty**

List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed certificate
Dr. Mary K. Feeney	Associate Professor	Public Management, Nonprofit Management, Cross-Sector Collaboration, Contracts and Negotiations
Dr. Jonathan Koppell	Dean	Cross-Sector Collaboration and Governance

**5. Additional Materials**

- A. Complete and attach the Appendix document.
- B. Provide one or more model programs of study (if appropriate).
- C. Attach other information that will be useful to the review committees and the Office of the Provost.

**PROVOST OFFICE APPROVAL(S)**

**This proposal has been approved by all necessary Provost office levels of review. I recommend implementation of the proposed organizational change.**

**Office of the University Provost**

**Signature**

**Date:**    /    /20

*Note: An electronic signature, email, or a PDF of the signed signature page is acceptable.*



## APPENDIX

## OPERATIONAL INFORMATION FOR UNDERGRADUATE CERTIFICATES

(This information is used to populate the Degree Search/catalog website.

Please consider the student audience in creating your text.)

A. **Proposed Certificate Name:**  
**Certificate in Cross-Sector Leadership**

B. **Description (150 words maximum)**

The certificate program in cross-sector leadership provides a comprehensive overview of leading solutions to complex social challenges by integrating the public, private, nonprofit and military sectors. Students engage in a systems-thinking approach to real-world challenges faced by local and global communities; explore the diverse characteristics and motives of each sector in engaging in cross-sector collaborations; and master processes to formalize such partnerships. Students gain leadership skills, such as leading change within and between organizations across multiple sectors, and they learn to use human-centered design, social entrepreneurship and other approaches when tackling community challenges. Students study values-based leadership and how individual, organizational and sector values can drive a leader's ability to act. Students end the program with a thesis or applied project that integrates the theories, procedures and concepts learned in the certificate courses with experiences from the students' internships in each sector.

C. **Marketing Text:**

This certificate is designed for students in the Next Generation Service Corps or students in Army, Navy or Air Force ROTC.

D. **Contact and Support Information**

Building Name, code and room number: ( <a href="#">Search ASU map</a> )	UCENT 707
Program office telephone number: ( <i>i.e.</i> 480/965-2100)	602/496-0201
Program Email Address:	<a href="mailto:psa@asu.edu">psa@asu.edu</a>
Program Website Address:	<a href="https://psa.asu.edu">https://psa.asu.edu</a>

E. **Program Requirements:** Provide applicable information regarding the program such as curricular restrictions or requirements, specific course lists, or academic retention requirements.

The certificate in cross-sector leadership is a requirement for, and is limited to, participants in the Public Service Academy's Next Generation Service Corps, a four-year leadership development track that engages future civilian leaders in the public, private and nonprofit sectors to engage in collaboration and change in the context of social challenges in which they hold interest. Students are required to maintain a 3.00 GPA and demonstrate forward academic progress to maintain enrollment in the certificate as well as the Next Generation Service Corps. ROTC students also may pursue the certificate, but must maintain a 3.00 GPA in certificate courses.

The certificate requires 15 credit hours:

Required:

CPP 101 Foundations of Cross-Sector Leadership (1) (Term 1)  
CPP 201 NGSC Community Impact Lab (2) (Term 2)  
CPP 301 Cross-Sector Collaboration (3) (Term 4 or Term 5)  
NLM/ CPP 410 Social Entrepreneurship (3) (Term 5 or 6)  
PAF 311 Leadership and Change, SB (3) (Term 5 or 6)

Elective: (choose 1)

CPP 394: NGSC Leadership Instruction (3) (Term 5,6,7 or 8)  
PAF 421 Leadership Capstone (3) (Term 7 or 8)

F. **Additional Admission Requirements** If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

Enrollment in the certificate in cross-sector leadership is offered only to students participating in the Next Generation

Service Corps or the Reserve Officers Training Corps. Enrollment requirements for the certificate are the same as admission requirements for the Next Generation Service Corps or Reserve Officer Training Corps (by request). Public Service Academy staff and College of Public Service and Community Solutions Dean’s Office will enroll students.

A student pursuing an undergraduate certificate must be enrolled as a degree-seeking student at ASU. Undergraduate certificates are not awarded prior to the award of an undergraduate degree.

**G. Delivery/Campus Information Delivery:**

On-campus only (ground courses and/or iCourses)

*Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.*

**H. Campus/Locations:**

Indicate **all** locations where this program will be offered.

- Downtown Phoenix    Polytechnic    Tempe    Thunderbird    West   Other:

September 2, 2016

Dear Members of the Senate Curriculum and Academic Programs Committee,

Through this letter, I state my support for the creation of the Certificate in Cross-Sector Leadership as the academic credential of the ASU Public Service Academy.

Four years ago, when President Michael Crow declared his goal to activate the vision of Tom Brokaw and build a Public Service Academy (PSA), a key question emerged—what is the most relevant way to develop public service leaders, regardless of their field? Our nation has a clear model of developing future leaders in the Armed Forces through military academies and Reserve Officer Training Corps (ROTC) models, but how do we engage the overwhelmingly high majority of Americans who will serve as civilian leaders rather than military leaders? In response to leadership trends of national corporations, government agencies and leading graduate schools, the PSA design team, which included Retired Lieutenant General Ben Freakley, Assistant Vice President and Executive Director of University Initiatives Jacqueline Smith and myself, created a leadership development program that focused on creating adaptive leaders of character who could solve social challenges by catalyzing collaboration across the public, private, nonprofit and military sectors.

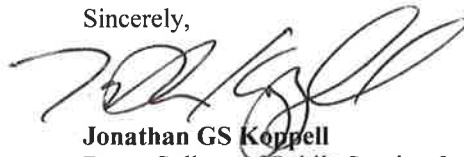
The design of the Public Service Academy's Next Generation Service Corps (NGSC) parallels that of ROTC, providing students across disciplines with knowledge, competencies and skills through coursework, training application (internships) and experiential learning. As the main academic partner and physical host to the university-wide NGSC program, the College of Public Service & Community Solutions embraces the opportunity to educate students from a variety of academic disciplines. Our initial plan utilized the College's Leadership, Ethics and Service Certificate, a body of course offerings that enhance students' theoretical and applied understanding of leadership and service. However, as ASU became the first university to train undergraduates of all majors on the topic of cross-sector collaboration, the LESC courses did not fully develop students' understanding of how the distinctions, strengths, limitations and value sets of each sector play a role in the effectiveness of cross-sector solutions. To respond to this need, we created an introductory Foundations in Cross-Sector Leadership course for NGSC freshmen, followed by the signature upper-level Cross-Sector Collaborations course, developed by Dr. Mary Feeney, Associate Professor and Lincoln Professor of Ethics in Public Affairs.

Additionally, our College recently developed efforts to train future leaders in human-centered design, a solutions-based approach centered on empathy for the organization, their clientele and society at large. By adding a Community Impact Lab requirement to the learning experience of the Next Generation Service Corps, we empower participants beyond our College to respond to existing community needs while mastering the process of creating solutions that address challenges at a systems level.

Beyond the unique learning outcomes attained through the course sequence, my support for the formation of the Certificate of Cross-Sector Leadership rests in the large and consistent pipeline of enrolled students. In efforts to match the size of ASU's ROTC programs, the NGSC will annually recruit and admit 150 members into the program; at its peak, 600 NGSC members will be enrolled in the proposed certificate. Additionally, the NGSC represents over 65 majors from across the university; the formation of the proposed certificate will further increase the breadth and depth of our reach in redefining what it means to be a public servant.

I firmly support the creation of the Certificate in Cross-Sector Leadership as the academic cornerstone of the Public Service Academy. Its focus on values-based leadership, cross-sector collaboration, social innovation and leadership through change will lay a strong foundation on which graduates in any field can build their careers of public service.

Sincerely,



**Jonathan GS Koppell**  
Dean, College of Public Service & Community  
Solutions

September 8, 2016

Members of the Senate Curriculum and Academic Programs Committee,

Through this letter, I state my support for the creation of the Certificate in Cross-Sector Leadership as the academic program of the ASU Public Service Academy.

As the Public Service Academy is the first undergraduate program in the nation to advance the concept of cross-sector collaboration to students from any and all disciplines, the Certificate in Cross-Sector Leadership provides a comprehensive overview of leading solutions to complex social challenges by integrating the public, private, nonprofit and military sectors. As an academic unit dedicated to improving student abilities to contribute to complex governance systems, the School of Public Affairs already integrates such cross-sector vision in the way we train our Public Service and Public Policy students to engage solutions. We support the development of all Public Service Academy students in exploring the processes and principles of the public sector, the concepts relating to organizational management within and across sectors, and the strengths the public sector can bring to collaborations that meet public need.

The School of Public Affairs supports the Certificate in Cross-Sector Leadership through the inclusion of the following courses:

- CPP 394: Cross-Sector Collaboration (pending permanent course number in PAF)
- PAF 311: Leadership and Change
- PAF 421: Leadership Capstone

Our own Dr. Mary Feeney, Associate Professor and Lincoln Professor of Ethics in Public Affairs, has developed and instructed the pilot Cross-Sector Collaboration course and will remain involved as a faculty advisor to the Public Service Academy and its adherence to its curricular goals.

I firmly support the creation of the Certificate in Cross-Sector Leadership as the academic cornerstone of the Public Service Academy. The School of Public Affairs embraces the opportunity to engage nearly 600 PSA students from across the university in the teaching, research and service surrounding today's pressing public issues that we are uniquely poised to provide.



Karen Mossberger, Ph.D.  
Professor and Director, School of Public Affairs



September 2, 2016

Dear Members of the Senate Curriculum and Academic Programs Committee:

Last fall, Arizona State University launched a Public Service Academy with the stated goal of building collaborative leaders of character across every sector, forged through public service, to tackle the most complex challenges of our time. The four-year undergraduate program adjoins existing ROTC programs with a civilian cohort, the Next Generation Service Corps (NGSC), to specifically bridge the civilian-military gap and train nimble, solutions-oriented students to transcend traditional silos and collaborate across sectors. Currently, ASU enrolls 609 cadets and midshipman in the ROTC programs and over 260 civilian freshmen and sophomores in the NGSC. With an additional 150 incoming freshmen entering the each year, the NGSC will enroll 600 students at its peak to mirror the size of our ROTC programs.

Just as the ROTC cadets and midshipmen complete coursework that complements their specific fields of study with skills that are critical for effective military leadership, the Next Generation Service Corps requires curriculum that inclusively equips students from every academic discipline with skills necessary to affect change within and beyond their chosen careers. Much as the program itself is one-of-a-kind, the curriculum must include topics new to the undergraduate landscape. Courses must be embedded within our local and global communities who tackle complex challenges every day, and they must provide students with foundational understanding of how to think innovatively about solutions and how to collaborate effectively across sectors to activate them.

It is with these parameters in mind that I endorse the creation of the Certificate in Cross-Sector Leadership as the academic cornerstone of Public Service Academy's Next Generation Service Corps. The certificate's blend of theoretical leadership constructs, social innovation practices and exploration of the interconnectedness of sectors in tackling complex challenges ensures all graduates of the Public Service Academy develop the skills necessary to thrive as the next generation of public service leaders.

Sincerely,

L. Tim Benjamin Freakley  
Special Advisor to President  
Executive Director, ASU Decision Theater

Strongly recommends approval  
of this certificate.

March 29, 2017

Members of the Senate Curriculum and Academic Programs Committee,

Through this letter, I state my support for the creation of the Certificate in Cross-Sector Leadership as an academic program of the ASU Public Service Academy.

As the Public Service Academy is the first undergraduate program in the nation to advance the concept of cross-sector collaboration to students from any and all disciplines, the Certificate in Cross-Sector Leadership provides a comprehensive overview of leading solutions to complex social challenges by integrating the public, private, nonprofit and military sectors. As an academic unit which strengthens communities by advocating a multi-disciplinary systems approach, the School of Community Resources and Development already integrates such cross-sector vision in the way we train our students to engage solutions. We support the development of all Public Service Academy students in exploring the processes and principles of the public and nonprofit sectors, the concepts relating to social innovation and creatively meeting social needs, and the strengths the public and nonprofit sectors can bring to collaborations that make communities more vibrant.

The School of Community Resources and Development supports the Certificate in Cross-Sector Leadership through the inclusion of the following courses:

- NLM 410: Social Entrepreneurship

I firmly support the creation of the Certificate in Cross-Sector Leadership as the academic cornerstone of the Public Service Academy. The School of Community Resources and Development embraces the opportunity to engage nearly 600 PSA students from across the university in the teaching, research and service that holistically aim to impact our most pressing social challenges through effective use of community resources and engagement.

Sincerely,



Kathleen Andereck, Director  
School of Community Resources and Development



**From:** [Kay Faris](#)  
**To:** [Kathleen Andereck](#)  
**Cc:** [Kay Faris](#)  
**Subject:** RE: impact statement  
**Date:** Tuesday, May 16, 2017 12:51:08 PM  
**Attachments:** [image001.png](#)

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Hi Kathy,

The W. P. Carey School supports this proposal and does not see any conflicts between this certificate and the Leadership in Business Certificate.

We wish you success with this program!

Thanks,

Kay

Kay A. Faris

Senior Associate Dean, Academic Programs

W. P. Carey School of Business

Arizona State University

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**From:** Kathleen Andereck  
**Sent:** Monday, May 15, 2017 2:26 PM  
**To:** Kay Faris  
**Subject:** impact statement

Hi Kay,

We are developing a new certificate in Cross-Sector Leadership that is for students in the Public Service Academy. Your School has the Business Leadership Certificate and so we have been asked to seek your support for our new program. The current iteration of the proposal is attached. Thanks.

Kathy

Kathleen Andereck, Ph.D.

Director and Professor

School of Community Resources and Development

Director of Curriculum

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Arizona State University

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[kandereck@asu.edu](mailto:kandereck@asu.edu)

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**From:** Matthew Garcia  
**To:** [Kathleen Andereck](#)  
**Subject:** Re: impact statement  
**Date:** Monday, May 15, 2017 3:41:10 PM

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Dear Kathy:

We have no objections to the creation of the new certificate. We are happy to support you.

Sincerely, Matt

<http://www.mattgarcia.org/>

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**From:** Kathleen Andereck <[kandereck@asu.edu](mailto:kandereck@asu.edu)>  
**Sent:** Monday, May 15, 2017 2:52 PM  
**Subject:** impact statement  
**To:** Matthew Garcia <[matthew.j.garcia@asu.edu](mailto:matthew.j.garcia@asu.edu)>

Hi Matthew,

We are developing a new certificate in Cross-Sector Leadership for our Public Service Academy students. Because your school has a certificate in Political Thought and Leadership we have been asked to request a letter of support from you. I have attached the latest copy of the proposal for you to look at. Thanks.

Kathy

Kathleen Andereck, Ph.D.

Director and Professor

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**From:** [Duane Roen](#)  
**To:** [Kathleen Andereck](#)  
**Subject:** RE: impact statement  
**Date:** Tuesday, May 16, 2017 1:48:44 PM

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Kathy,

I discussed this with Kevin Ellsworth, and we are happy to support your proposed certificate Cross Sector Leadership.

Please let us know what else we can do to be helpful.

Best,  
Duane

**Duane Roen**

Vice Provost, Polytechnic campus  
Dean, College of Integrative Sciences and Arts  
Dean, University College

**Arizona State University**

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**From:** Kathleen Andereck  
**Sent:** Monday, May 15, 2017 1:10 PM  
**To:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Subject:** impact statement

Hi Duane,

We are developing a new certificate in Cross Sector Leadership specifically for students in the Public Service Academy. I have attached the current version of the certificate. May we have an email of support for the certificate?

Thanks.

Kathy

Kathleen Andereck, Ph.D.  
Director and Professor  
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