

**FY2006 DEPARTMENTAL ANNUAL REPORT
OF CONTINUOUS IMPROVEMENT**



Fort Hays State
DEPARTMENT OF
LEADERSHIP
STUDIES™

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Department of Leadership Studies Fort Hays State University

I. Departmental Overview

The Department of Leadership Studies is one of four departments in the College of Business and Leadership. The department consists of five full-time and four part-time (adjunct) faculty who serve approximately 200 undergraduate and 150 graduate majors. The Leadership Studies faculty are dedicated to providing students with a comprehensive educational experience that is based on both classroom theory and the practical application of leadership knowledge and behaviors. The Department of Leadership Studies is one of only fifteen undergraduate leadership degree programs in the United States.

The Department of Leadership Studies offers several academic programs for interested students. At the undergraduate level, students can participate in the Leadership Certificate Program (9 hours), a Minor in Leadership Studies (21 hours), or a Bachelor of Arts/Science in Organizational Leadership. At the graduate level, the department offers an Organizational Leadership concentration in the University's Masters of Liberal Studies degree program.

A. Departmental Mission and Guiding Principles

Mission

Our mission is to educate and nurture citizens to lead our organizations, communities, state, nation and beyond.

Guiding Principles

Need for Leadership

With the complex problems and challenges of our changing world, the need for leadership is greater than ever before.

Teaching Leadership

Leadership can be taught. It is possible to develop and provide students with a learning environment that will foster critical leadership skills and capabilities.

Leadership for All

Leadership education is not just for a select few, but rather, all individuals can and should benefit from leadership development activities.

Theoretical Foundation

This academic program is based on an extensive theoretical foundation in the field of Organizational Behavior and Leadership Studies.

Organizing Themes

Fort Hays State University's Organizational Leadership degree program integrates three major themes in its curriculum: *creating change*, *collaboration*, and *collective/common purposes*. These themes provide the foundation and purpose for all leadership development activities.

Creating Change

First and foremost, leadership is about creating change. There are several important elements to our creating change theme. First, leadership is about "purposefully" seeking change. Second, leadership refers to transformational or fundamental changes rather than small incremental adjustments. Third, the purpose of change is "positive" movement. Therefore, leadership is about making "improvement" or "correcting discrepancies" between what is and what ought to be for the collective good.

Collaboration

It is critically important that our methods of practicing leadership reflect the new post-industrial paradigm of leadership if we hope to be successful. These approaches are characterized by cooperation, power sharing, and empowerment. When individuals are engaged constructively and effectively with others around issues that affect them or that they care about, they can achieve positive results.

Collective and Common Purposes

If leadership is an influence relationship for change, and collaborative approaches are the preferred method, then the final step in the cycle is to encourage change that makes things better for all. The collective/common purpose theme represents a shift from the purpose of leadership that emphasized goal attainment for individual good (the leader) to collective and common good (organizations and communities). Finally, this theme encourages students to take action on behalf of the larger good. Each person has a responsibility to carry change forward for themselves and their collective units.

B. Departmental Goals, Objectives, and Strategic Priorities

Domains of Student Learning

Organizational Leadership learning activities are designed to encourage students to develop leadership potential and to engage in "productive" leadership behavior. This program enhances the current FHSU curriculum by instilling new thinking, attitudes and behaviors in our graduates. The curriculum concentrates on all domains of student learning (cognitive, behavioral, and affective) by focusing on both *understanding* and *action* and has adopted the following learning objectives:

Understanding Leadership (Cognitive Domain)

Students will understand the processes and purposes of organizational leadership. The learners will be knowledgeable regarding the role leaders and followers play in making changes for the collective good.

Competencies in Leadership (Behavioral Domain)

Students will be able to demonstrate and perform both personal and collaborative leadership skills. This includes the ability to think critically, make decisions, solve problems, communicate, and successfully work in teams and organizational settings.

Commitment to Leadership (Affective Domain)

As leaders and followers, students will assume responsibility by actively engaging in service as agents of change for the purpose of making their organizations and communities a better place.

Graduate Characteristics: Learning Goals and Objectives

Graduates of the Organizational Leadership program will serve as architects and catalysts for change. These individuals will challenge the status quo and initiate and sustain transformational change for the collective and common good. Our graduates will be characterized as:

Knowledgeable: Ability to understand leadership, self-reflect, think critically, and have a holistic perspective.

- Explain the breadth of leadership theory
- Reflect on the connections between theory and practice
- Evaluate personal strengths and opportunities for improvement
- Determine appropriate leadership processes for community and organizational improvement
- Assess and critique peer community and organizational improvement plans

Collaborative: Successful in interpersonal relationships and group interaction.

- Recognize and identify important stakeholders in leadership issues
- Demonstrate the ability to develop effective interpersonal relationships with key stakeholders
- Demonstrate the ability to work in a team environment
- Practice effective listening
- Employ techniques to address issues of interpersonal conflict
- Employ techniques which create momentum and synergy

Credible: Aware that honesty serves as the heart of integrity.

- Understand the role of trust in leadership processes
- Establish trusting relationships
- Display personal responsibilities
- Recognize ethical dilemmas in decision making

Civic Responsibility and Pursuit of Social Justice: A sense of community and a commitment to civic responsibility and correcting society's injustices.

- Recognize community/civic needs
- Possess attitude of broader social concerns
- Create a strategic plan to resolve community/civic needs
- Develop relationships with key stakeholders and 'people of influence' to promote civic change
- Demonstrate the capacity to bring about social change

Effective Problem Solvers: Take a creative and analytical approach to situational dilemmas.

- Identify root causes of problems (verses the symptoms) when faced with leadership situations
- Identify process(es) and analytical tool(s) needed to solve the problem
- When given a problem, student will identify assumptions inherent and information/data needed to solve the problem
- Practice multiple idea generating techniques
- Apply those analytical tools to solve the problem

Creativity and Multiple Perspectives: Able to see problems from several different views and develop a vision for the future intended to resolve the issues.

- Ability to create a vision and strategic plan for the future
- Demonstrate the ability to approach situations from new and unique perspectives
- Describe Bolman and Deal's four frames to view systems
- Assess the systems' strengths and limitations in relation to Bolman and Deal's four frames
- Develop recommendations integrating the four frame perspective to improve systems

Critical Thinkers: Able to evaluate and question basic assumptions.

- Demonstrate the ability to substantiate his/her point of view with credible reasoning
- Critique the impact of assumptions contained in dealing with ambiguous problem-solving situations
- Demonstrate the ability to ask probing questions

Risk and Change Making: Willing to accept and pursue non-conventional methods and sustain the change over the long term.

- Assess consequences of decisions
- Understand the role of perseverance in the leadership process
- Ability to participate in leadership under stressful/adverse situations
- Demonstrate perseverance to sustain change in the leadership process

Effective Communicators: Able to communicate effectively through both written and verbal efforts.

- Demonstrate the ability to effectively communicate knowledge orally
- Construct text with appropriate conventions of grammar, punctuation, and style
- Construct text that is focused, developed and organized
- Exhibit awareness of audience and purpose of text
- Employ effective use of electronic media in presentations
- Demonstrate use of quantified data in oral and written presentations

II. Departmental Highlights

A. Departmental Productivity and Other Distinctive Departmental Accomplishments

The Department of Leadership Studies continues to excel in the areas of instruction, research and service. (Additional data regarding the number of students served and research can be found in the Departmental Highlights, Section B.)

- Refined learning goals and objectives in alignment with the revised mission statement and philosophy for the BA/BS in Organizational Leadership program
- Initiated additional assessment activities and developing an ‘assurance of learning’ plan for the Year of the Department
- Continued implementation of the e-leadership.net concept.
- Hired new full-time virtual college instructor for one-year assignment (Kelley Kuhlmann)
- Converted full-time temporary position into tenure track position (Christie Brungardt)
- Developed two new courses for the MBA in Leadership (MBA 830: Theoretical Foundations of Leadership and MBA 818: Ethical Leadership)
- Redeveloped LDRS 800: Principles of Organizational Leadership (Michael DeGrosky)
- Faculty submitted (and were accepted for) six intellectual contributions for publication: Journal of Leadership Education (Brungardt, Greenleaf, Brungardt, and Arensdorf); National Civic Review (Brungardt); Journal of Business and Leadership: Research, Practice and Teaching (Brungardt); Proceedings of Business and Leadership Symposium (Arensdorf and Greenleaf); Proceedings of Business and Leadership Symposium (Goertzen); Quick Hits for Educating Citizens (Brungardt and Arensdorf)
- Faculty presented at five national/international conferences: International Symposium on Service Learning (Brungardt, Brungardt and Miller); National Service-Learning Conference (Brungardt, Brungardt, and Arensdorf); Business and Leadership Symposium (Arensdorf, Brungardt, Brungardt, Greenleaf and Goertzen); National Association of College Unions International Conference (Brungardt and Brungardt); International Leadership Association (Kearns)
- Faculty presented at four regional conferences: Regional Association of College Unions International Conference (Brungardt and Brungardt); Annual Rural Symposium (Brungardt); Regional Campus Compact Conference (Brungardt, Arensdorf and Kuhlmann); Pennsylvania State 4-H Conference (Arensdorf)

- Faculty attended two national symposiums: Assessment Seminar (Goertzen); and Applied Assessment Seminar (Goertzen)
- Faculty presented at University-wide Leaderville Series.
- Faculty members facilitated several Times Talk presentations
- Department members were active in the American Democracy Project
- Continued Leadership Speaker Series (Lanae Lang, Laurie Tigeris, David Pollack)
- LDRS 310 Project Teams continued to improve the local community through various programs and activities. These include:
 - Hosted “Bark in the Park” to raise awareness of Scruffy’s Law with the Humane Society of the High Plains
 - Increased safety in Rock Town Cove at Wilson Lake
 - Recruited college students to serve as mentors for YouthFriends
 - Educated faculty and staff in CPR training
 - Raised funds and awareness for the Cancer Council of Ellis County
 - Feasibility study for cost-effective recycling program for City of Hays
 - Raised funds for Big Brothers/Big Sisters of Ellis County
 - Aluminum recycling drive for Habitat for Humanity
 - Researched ‘safe ride’ programs to prevent alcohol related accidents among FHSU students
 - Coordinated initiative to ban smoking in restaurants in the City of Hays
 - Increased FHSU pride throughout community and area businesses
 - Organized ‘Daddy and Me Days’ through Head Start and Parents as Teachers
 - Identified and supplied food to hungry children with the Head Start program of Ellis County
 - ‘Mentoring Matters’ program to increase participation with YouthFriends
 - Coordinated Heroes for Kids fun night for at-risk kids on waiting list for Big Brothers/Big Sisters

B. Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Number of New Freshmen	21	8	12	20
Number of Transfer Students	25	25	22	35
Number of Majors:				
Undergraduate (first majors/second majors)	118/12	132/12	132/8	150/20
Graduate				
Departmental majors	N/A	N/A	N/A	N/A
MLS students	34	56	40	60
Student Credit Hour Production				
Undergraduate	4196	3882	4098	4400
Graduate	96	219	183	235
FTE Faculty (Headcount)				
Tenured or Tenure-track Faculty (Headcount)	2	2	2	3
NonTenure-Track Faculty (Headcount)	2	3	3	3
Other Faculty (Headcount/Sections Taught)	.20 (1 faculty, 2 sections)	.85 (5 faculty, 7 sections)	2.5 (9 faculty, 15 sections)	1 (4 faculty, 6 sections)
Degrees Awarded				
Undergraduate degrees	20	29	22	35

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Graduate degrees				
Departmental degrees	N/A	N/A	N/A	N/A
MLS degrees	5	10	9	15
Scholarly Activity (See Section IV for documentation requirement)				
Number of books, book chapters, and refereed articles published	2	3	3	4
Percent of faculty publishing refereed books, chapters, or articles	50%	20%	60%	80%
Number of non-refereed articles or presentations	4	5	8	7
Percent of faculty publishing non-refereed articles or presentations	100%	100%	100%	100%
Number of scholarly performances and other creative activities	9	14	12	15
Percent of faculty in scholarly performances or other creative activities	100%	100%	100%	100%
Total number of external grant applications submitted/percent of faculty submitting	1/25%	1/20%	1/40%	2
Total number of funded external grants/percent of faculty funded	1/25%	1/20%	0/00%	2

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
<p>Service Activity</p> <p>Percent of faculty meeting acceptable standard of service activity</p> <p>Percent of faculty meeting exceptional standard of service activity</p>	<p>100%</p> <p>100%</p>	<p>100%</p> <p>100%</p>	<p>100%</p> <p>100%</p>	<p>100%</p> <p>100%</p>
<p>Assurance of Student Learning</p> <p>Outcome/Indicator 1 Positive rate (percent) on Post-Certificate survey</p> <p>Outcome/Indicator 2 Positive rate (percent) on Post-Major and Post-Minor surveys</p>	<p>N/A</p> <p>N/A</p>	<p>93%</p> <p>93%</p>	<p>94%</p> <p>93%</p>	<p>98%</p> <p>98%</p>
<p>Other Departmental Key Performance Indicators (up to 3 additional measures, optional)</p> <p>Outcome/Indicator 1 Number of Successful 310 Community Project Teams</p> <p>Outcome/Indicator 2 Number of Completed 3 Hour Internships</p>	<p>N/A</p> <p>32</p>	<p>12/17</p> <p>34</p>	<p>11/15</p> <p>39</p>	<p>18/20</p> <p>45</p>

C. Current Quality Initiatives and Results

FY 2006 Quality Initiatives	Results
Recruit on-campus students for the Leadership Certificate Program and Minor	We updated all marketing material to reflect the curriculum changes. Direct marketed students attending Tiger Registrations and Transfer Days. We sponsored several social activities open to all 'business undecided' students. Several non-leadership majors enrolled in LDRS 300 for fall 2006 semester.
Implement new undergraduate curriculum	The Assistant Provost approved the changes to the Organizational Leadership curriculum in early August 2005 which took effect for new students beginning the fall 2005 semester. The new curriculum included two new courses (Advanced Leadership Behaviors and Principles of Civic Leadership). Advanced Leadership Behaviors will be offered in both the on-campus and virtual environments during the fall 2006 semester. Principles of Civic Leadership will be offered on-campus during the fall 2006 semester and virtually during the spring 2007 semester. These courses will be listed as LDRS 490: Topics during the 2006-2007 academic year until course approval is secured through the Faculty Senate.

FY 2007 Quality Initiatives	Responsible Party, Resources, and Plan
Develop and begin implementing an 'assurance of learning' plan for the BA/BS in Organizational Leadership degree program.	Department Chair, Office Manager and departmental faculty members will develop and begin implementing an 'assurance of learning' plan to ensure quality improvement in teaching effectiveness.
Implement new BA/BS in Organizational Leadership degree: Secure faculty senate approval for new courses for the Organizational Leadership curriculum	Department Chair, Office Manager and departmental faculty (Jill Arensdorf responsible for Advanced Leadership Behaviors and Curt Brungardt responsible for Principles of Civic Leadership)

III. Strategic Plan and Opportunities for Improvement for FY2007

A. Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats

Strengths	Weaknesses/Needs
<ul style="list-style-type: none"> • Outstanding faculty instruction • Faculty commitment to the education of the ‘whole student’ • On-line degree programs • e-Leadership.net support services • MLS program interest • Synergistic relationship with CCL • Administrative support • Reputation with the community 	<ul style="list-style-type: none"> • Lack of sufficient OOE budget • No permanent solution for e-Leadership.net position has yet to be reached • No course in BBA core • No course in General Education curriculum • Rapport with COBL • Strained relationship with the COBL Dean
Opportunities	Threats
<ul style="list-style-type: none"> • Interest in leadership development • Potential growth with international partnerships (e.g. Bahcesehir University) • Possible business/corporate partnerships • Work more collaboratively with other departments for continuous improvement • MBA in Leadership 	<ul style="list-style-type: none"> • Faculty stress/burn-out • Faculty over extending ourselves with quantity of work • MBA in Leadership at current resource allocation level

B. Opportunities for Improvement

Short Term OFI	Resources Required	Expected Outcome and Completion Date
Secure permanent funding for e-Leadership Coordinator position	Will seek funding from Virtual College	Funding secured by March 2007
Implement marketing plan for e-Leadership.net program	Will seek funding from Virtual College and Academic Marketing	Implement first year of five year plan

Long Term Strategic Initiatives	Resources Required	Expected Outcome
Examine graduate curriculum for MLS and possible MS degrees	Will seek funding from Virtual College	Possibility of new program offerings.
Implement 'assurance of learning' program	Resources are coming from COBL Dean. Will seek additional internal resources.	Comprehensive assurance of learning plan fully implemented by May 2009
Expand civic engagement into the curriculum	Will seek funding from internal and external sources.	Students will demonstrate the capacity to bring about social/civic change.

IV. Supporting Materials

- A. Department Degree Program Affinity Diagram(s)**
please see: affinity diagram-attachment 1

- B. Department Staffing Plan**
please see: staffing plan-attachment 2

- C. Bibliography of Departmental Scholarly Activity**
please see: bibliography-attachment 3

- D. Department Program Assessment Results**
please see: post-certificate survey-attachment 4
post-major survey-attachment 5
post-minor survey-attachment 6
Post-Certificate Survey-Fall 2005-attachment 7
Post-Certificate Survey-Spring 2006-attachment 8
Post-Major Survey-Spring 2006-attachment 9