

FY2008 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

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 150 undergraduate and 50 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 Vision Statements

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

I. DEPARTMENTAL HIGHLIGHTS

A. Department Productivity and Distinctive Accomplishments

- Jill Arensdorf received Mortar Board's Top Professor Award
- Jill Arensdorf and Christie Brungardt were finalists for the Pilot Award
- Jill Arensdorf received the university's Outstanding Teacher Award for fall 2008
- Secured Academic Affairs Committee and Faculty Senate approval for one new course: LDRS 420: Women and Leadership
- Secured Graduate Council approval for four new courses: LDRS 870: Readings in Organizational Leadership; LDRS 880: Seminar in Organizational Leadership; LDRS 890: Internship in Organizational Leadership and LDRS 895: Research Project in Organizational Leadership
- Continued the implementation of the e-QualityServiceMatters.net program with seven other departments
- Redeveloped and updated LDRS 300 for online delivery
- Created new BGS and MLS concentrations in Political Leadership and Public Service
- Continued to implement the enhanced assurance of learning plan for the undergraduate program
- Hired new full-time, tenure track faculty who begin August 2007 (Dr. Tony Andenoro)
- Created and delivered two new courses regarding global and international issues: LDRS 120: Seven Revolutions and LDRS 490: Topics: Leadership and Global Relations
- Preparing for three new programs to be delivered to international partner schools: Sias, SNU and HKICE
- Three faculty (Jill Arensdorf, Justin Greenleaf and Brent Goertzen) served as AAOG Mentors
- All faculty facilitated workshops as part of the Association of College Unions International (ACUI) Region Eleven conference in Hays, KS.
- Christie Brungardt coordinated the second annual Kansas Women's Leadership Conference
- Created partnership with the Northwest Kansas Mayors Association; secured Recognition Grant from the Kansas Health Foundation for \$22,348
- Departmental faculty published five peer-reviewed journal articles and one workbook
- Departmental faculty presented four sessions at peer-reviewed regional and national conferences
- LDRS 310 Project Teams continued to improve the local community through various programs and activities. These include:
 - Hays Has Jobs: employment revitalization project
 - Chestnut Street District: marketing and development
 - Ellis County Red Cross: 90th Anniversary celebration
 - City of Ellis: municipal pool revitalization and development
 - Operation Support our Soldiers: fundraising and preparing for non-profit status
 - Northwest Kansas Domestic Violence and Sexual Violence Services and First Call for Help: fundraising and awareness for programs to support survivors of domestic and sexual violence
 - Ben Franklin Papers: generate interest in American history and awareness of the Ben Franklin letters
 - Humane Society of the High Plains: create awareness of pet overpopulation and promote pet adoption
 - Operation Tigers for Troops: raise awareness for needed support for our troops overseas
 - Big Brothers Big Sisters of Russell County: create a Bigs in Schools program for Russell
 - Big Brothers Big Sisters of Rooks County: create a Bigs in Schools program for Plainville
 - Downtown Hays Development Corporation: help the Chestnut Street District grow from a supportive community
 - Ellis County Red Cross: create a college chapter of the American Red Cross to help promote the organization's objectives
 - Big Brothers Big Sisters of Trego County: create a Bigs in Schools program for WaKeeney
 - Fort Hays State University Neighborhood Improvement: create a foundation for a sustainable solution addressing the FHSU neighborhood

B. Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of New Freshmen	20	13	13	11	5
Number of Transfer Students	19	27	21	10	22
Number of Majors:					
Undergraduate first majors	99	140	126	124	128
Undergraduate second majors	12	14	7	9	4
Graduate	N/A	N/A	N/A	N/A	N/A
MLS Students	N/A	57	47	44	44
Student Retention	N/A	60.6%	56.11%	58.78%	58.59%
Student Credit Hour					
Undergraduate	4196	3882	4098	3763	4093
Graduate	96	219	183	255	354
Faculty					
Tenured or Tenure-track Faculty (Headcount)	2	2	2	3	3
Non Tenure-Track Faculty (Headcount)	2	3	3	3	3
Other Faculty (Headcount/Sections Taught)	.50 (1 faculty 2 sections)	1.75 (5 faculty, 7 sections)	3.75 (9 faculty, 15 sections)	3.75 (5 faculty, 15 sections)	3.25 (9 faculty, 12 sections)
Degrees					
Undergraduate degrees	20	29	22	32	35
Graduate degrees	N/A	N/A	N/A	N/A	N/A
MLS degrees	5	10	9	13	15
Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and refereed articles published	2	3	3	0	6
Percent of faculty publishing refereed books, chapters, or articles	50%	20%	60%	0%	60%
Number of non-refereed articles and presentations	4	5	8	4	4
Percent of faculty publishing non-refereed articles or presentations	100%	100%	100%	100%	100%

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of scholarly performances and other creative activities	9	14	12	6	15
Percent of faculty in scholarly performances or other creative activities	100%	100%	100%	100%	100%
Total number of external grant applications submitted/percent of faculty submitting	1/25%	1/20%	1/40%	0/00%	1/20%
					\$22,348
Total number of funded external grants/percent of faculty funded	1/25%	1/20%	0/00%	0/00%	1/20%
					\$22,348
Service Activity					
Percent of faculty meeting acceptable standard of service activity [NOTE: this percent includes faculty meeting exceptional standard of service activity.]	100%	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	100%	100%	100%	100%	100%
Assurance of Student Learning					
Direct Outcome 1 Explain the breadth of leadership theory (Leadership Knowledge Test: 25-item multiple choice exam)				Pretest (LDRS 300) 42.84%* {n=211}	Pretest (LDRS 300) 41.24%* {n=123}
				Posttest (LDRS 650) 61.00%* {n=16}	Posttest (LDRS 650) 65.32%* {n=12}
				*Statistically significant difference between pretest and post-test responses ($p < .01$)	*Statistically significant difference between pretest and post-test responses ($p < .01$)
Direct Outcome 2 Demonstrate the ability to work in a team environment (Participation/ Collaboration Survey: Peer Evaluation)				Meta-Dimensional Summary 94.5% \geq 3 (4 pt scale) {n=175}	Meta-Dimensional Summary 85.6% \geq 3 (4 pt scale) {n=32}

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
<p>Indirect Indicator 1 Explain the breadth of leadership theory (Social Change Leadership Inventory)</p>			<p>Pretest (LDRS 300) Understanding Leadership 3.42 (5 pt scale) {n=119}</p> <p>Participating in Leadership 3.57 (5 pt scale) {n=119}</p> <p>Posttest (LDRS 310) Understanding Leadership 4.50 (5 pt scale) {n=67}</p> <p>Participating in Leadership 4.29 (5 pt scale) {n=67}</p>	<p>Pretest (LDRS 300) Understanding Leadership 3.20* (5 pt scale) {n=119}</p> <p>Participating in Leadership 3.49* (5 pt scale) {n=119}</p> <p>Posttest (LDRS 310) Understanding Leadership 4.52* (5 pt scale) {n=85}</p> <p>Participating in Leadership 4.24* (5 pt scale) {n=85}</p> <p>*Statistically significant difference between pretest and post-test responses ($p < .01$)</p>	<p>Pretest (LDRS 300) Understanding Leadership 3.32* (5 pt scale) {n=123}</p> <p>Participating in Leadership 3.41* (5 pt scale) {n=123}</p> <p>Posttest (LDRS 310) Understanding Leadership 4.48* (5 pt scale) {n=61}</p> <p>Participating in Leadership 4.11* (5 pt scale) {n=61}</p> <p>*Statistically significant difference between pretest and post-test responses ($p < .01$)</p>
<p>Indirect Indicator 2 Positive rate (percent) on Post-Certificate survey</p>	N/A	93%	94%	98%	97%
<p>Other Departmental Key Performance Indicators</p> <p>Outcome/Indicator 1 Number of Successful 310 Community Project Teams</p>	N/A	12/17	11/15	16/20	11/15

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Outcome/Indicator 2 Number of Completed 3 Hour Internship (undergraduate and graduate)	32	34	39	45	65
Number of Faculty Visiting Foreign Campuses	XX	XX	XX	XX	0
Number of Students (majors) Participating in Study Abroad and Exchange Programming	XX	XX	XX	XX	3

C. Department Quality Initiatives and Results

Historically, the Department of Leadership Studies has demonstrated a commitment toward continuous improvement. Three years ago the departmental members involved a variety of stakeholders (e.g. current students, alumni, community and organizational leaders) to examine the Organizational Leadership curriculum. The outcome of that self-study resulted in a revised and expanded curriculum that included the development of two new courses. Additionally, in light of the national movement toward 'assurance of learning, the Department of Leadership Studies has established several quality initiatives to meet these ends.

FY2008 Quality Initiatives	Results
Continue the implementation of the 'assurance of learning' plan for the BA/BS in Organizational Leadership degree program.	The Department of Leadership Studies collected additional assessment data which will be used to inform curricular decisions. (See Appendix A: Affinity Diagram).
Expand the role of 'internationalization' into the curriculum	The Department of Leadership Studies offered two new courses with purposes of exposing students to international issues (e.g. LDRS 120: Seven Revolutions and LDRS 490: Leadership and Global Relations).

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Propose LDRS 300 for inclusion in General Education curriculum	The chair will develop the proposal with assistance of the dean and departmental members. The proposal will be submitted to the General Education Committee by October 1 st , 2008.
Modify two LDRS courses for inclusion in Writing Across the Curriculum Program	The chair will work with faculty to modify courses (e.g. LDRS 650 and 670). Faculty will develop proposal to be submitted to the Academic Affairs Committee by the end of Spring 2009 semester.

D. Institutional Quality Results

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate student's writing abilities	The department collected assessment data at multiple stages in the degree program: Coach K Papers in LDRS 300 and Organizational Audit in LDRS 650. (For specific results see Appendix A: Affinity Diagram) The department will meet in August to review assessment data and determine relevant strategies to improve student performance.

<p>Develop mobile computing teaching and learning environment</p>	<p>The department has secured Tablet PC technology for all departmental faculty.</p> <p>The department is piloting Illuminate software package to integrate more interactive learning modes for online courses.</p>
<p>Internationalize the campus and curriculum</p>	<p>The Department of Leadership Studies redefined the undergraduate program’s learning goals to explicitly address issues of diversity and modified several assignments to address these goals.</p> <p>The department also offered two new courses with purposes of exposing students to international issues (e.g. LDRS 120: Seven Revolutions and LDRS 490: Leadership and Global Relations).</p> <p>The department will be launching three new academic programs with international partners (BS in Organizational Leadership with Shenyang Normal University; BA in Organizational Leadership with Sias International University/Zhengzhou University; and MLS in Organizational Leadership with Hong Kong Institute of Continuing Education). The department will continue the program currently delivered to TakMing College.</p>
<p>Strategically manage new enrollment opportunities</p>	<p>The department is working with the Admission’s Office to make effective use of new database technology and redeveloping promotional materials to take advantage of electronic communication. The department is also communicating with undecided students to promote our academic programs (certificate, minor and major).</p> <p>The department is also creating more intentional partnerships with potential employers of our graduates. We are developing connections with regional Society of Human Resource Managers (SHRM) networks as human resource professionals are often ‘gatekeepers’ for many organizations.</p>
<p>Improve student learner outcomes in computing</p>	<p>The department is piloting Elluminate to enhance interaction in online courses (e.g LDRS 806: Teams). Faculty integrated DyKnow software to promote student collaboration and made use of university resources as the Tablet PC cart in LDRS 480: Leadership and Team Dynamics. LDRS 310: Fieldwork students were encouraged to develop websites and use video recording for projects and presentations. LDRS 120: Seven Revolutions course made use of IPTV technology to facilitate several class sessions to with students at Fort Lewis College in Durango, Colorado.</p>

II. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

Environments both internal and external to the Department of Leadership Studies are in a state of constant change. Below is an assessment of internal strengths and limitations as well as evaluation of opportunities and threats that impact departmental activities.

Current Strengths	Current Needs
<ul style="list-style-type: none"> • Outstanding faculty instruction • Faculty commitment to the education of the 'whole student' • On-line degree program and the e-Leadership.net support services • High interest in the MLS in Organizational Leadership program • Synergistic relationship with the Center for Civic Leadership • Administrative support • Reputation with the community 	<ul style="list-style-type: none"> • Lack of sufficient OOE budget • No permanent solution for the e-Leadership.net position • No course in the General Education curriculum • Need to increase enrollment for on-campus certificate and degree programs • Faculty over-extended with quantity of work
Future Opportunities	Future Threats
<ul style="list-style-type: none"> • Interest in leadership development • Potential growth with international partnerships (Sias International College of Zhengzhou University, Shenyang Normal University, Hong Kong Institute of Continuing Education) • Potential growth with domestic partnerships (e.g. Go Army U, 2+2 with Olympic College) • Potential business/corporate partnerships • Working collaboratively with other department • Limited number of undergraduate degree programs across the country 	<ul style="list-style-type: none"> • Growing number of both on-campus and on-line graduate programs in leadership offered by competing institutions • Unfamiliarity of leadership as an undergraduate degree program

B. Opportunities for Improvement

Below is a summary of departmental initiatives intended to address the issues that emerged from both the regular strategic planning and academic audit processes. Several of the items remain as ongoing initiatives while new opportunities will be created to improve the department and its programs.

Short-Term OFI	Resources Required	Expected Result and Completion Date
Creative and implement comprehensive marking plan for domestic leadership programs	Will seek funding from Virtual College, COAS and Academic Marketing	Implement first year of three year plan
Secure approval of LDRS 300: Introduction to Leadership Concepts in the General Education curriculum	No new resources are needed	May 2009
Secure additional faculty positions and personnel for rapidly growing international programs	Minimum of three new positions are critical to staff courses under current projections	May 2009

Long-Term Strategic Initiatives	Resources Required	Expected Result
Continue implementation of 'assurance of learning' program	Resources are coming from COAS Dean. Will seek additional internal resources.	Comprehensive assurance of learning plan will be fully implemented by May 2010.
Examine graduate curriculum for MLS and MS degrees	Will seek funding from Virtual College	Updated graduate courses and curriculum; Possibility of new program offerings.
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.

III. SUPPORTING MATERIALS**A. Department Degree Program Affinity Diagram(s)**

See Affinity Diagram-Attachment A

B. Department Staffing Plan

See Staffing Plan-Attachment B

C. Bibliography of Departmental Scholarly Activity

See Bibliography-Attachment C

D. Department Program Assessment Results

See Affinity Diagram-Attachment A
See Assessment Activities-Attachment D

E. Other Departmental Information

See e-Leadership.net Annual Report-Attachment E