

FY2009 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Leadership Studies Fort Hays State University

I. DEPARTMENTAL OVERVIEW

A. Departmental Mission and Vision Statements

The Department of Leadership Studies is one of sixteen departments in the College of Arts and Sciences. The department consists of five full-time and numerous 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.

B. Departmental Goals, Objectives, and Strategic Priorities

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

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 to be 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.

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

C. Department Productivity and Distinctive Accomplishments

- Christie Brungardt received the Edmund Shearer Faculty Advising of the Year Award for 2008
- Jill Arensdorf and Christie Brungardt were finalists for the Pilot Award 2009
- Jill Arensdorf received the university's Outstanding Teacher Award for fall 2008
- Jill Arensdorf successfully defended her dissertation and fulfilled requirements for her doctoral degree
- Created new certificate program in Emergency Services Leadership to be launched fall 2009
- Developed two courses for online delivery: LDRS 120: Seven Revolutions and LDRS 420: Women and Leadership
- Redeveloped several online courses: LDRS 302: Introduction to Leadership Behaviors and LDRS 810: Assessment and Intervention in Leadership.
- Continued the implementation of the e-QualityServiceMatters.net program with seven other departments
- Continued to implement the enhanced assurance of learning plan for the undergraduate program
- Hired new full-time, temporary faculty who began August 2008 (John Montgomery)
- Began delivery of undergraduate degree programs in Organizational Leadership for students at two partner institutions in China: Sias and SNU
- Three faculty (Jill Arensdorf, Justin Greenleaf and Brent Goertzen) served as AAOG Mentors
- Christie Brungardt coordinated the third 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 two peer-reviewed journal articles and one workbook
- Departmental faculty presented seven sessions at peer-reviewed regional, national and international conferences
- LDRS 310 Project Teams continued to improve the local community through various programs and activities. These include:
 - Hays Neighbors: revitalize and build community among residents of the district south of 8th street and west of Main
 - wKREDA: develop communication plan to educate the region's high school students of job opportunities in western Kansas

- NWKMA: conduct youth needs assessment regarding outmigration from rural Kansas communities
- Girl Scouts: create Campus Scouts student organization to increase involvement among college students
- FHSU Athletics: create strategic plan to revitalize FHSU Tiger Club
- CASA: create state-wide initiative to enhance awareness of child advocacy services
- St Francis Community Services: create marketing plan to enlist community members to serve as foster care providers
- Ellis Community Park: implement fundraising efforts to enhance parks in the community of Ellis

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	13	13	11	5	8
Transfer Students	27	21	10	22	221
Undergraduate (first majors/second majors)	140/14	126/7	124/9	128/4	310/4
MLS Majors	54	42	42	44	49
Major Retention	60.6%	56.11%	58.78%	58.59%	49.21%
Undergraduate Student Credit Hours	3847	4069	3799	4096	4882
Graduate Student Credit Hours	359	260	534	497	513
Tenured or Tenure-track Faculty (Headcount)	3	3	4	4	3
Non Tenure-Track Faculty (Headcount)	2	2	1	1	2
Other Faculty (Headcount/Sections Taught)	1.75 (5 faculty, 7 sections)	3.75 (9 faculty, 15 sections)	3.75 (5 faculty, 15 sections)	3.0 (9 faculty, 12 sections)	5.5 (13 faculty, 22 sections)
Undergraduate Degrees	29	22	32	35	23
<p>The Department of Leadership Studies experienced a significant increase in undergraduate majors and SCH during FY2009. This was largely due to the advent of the BS/BA in Organizational Leadership degree program being offered to partner institutions in China (Sias and SNU).</p> <p>First-time freshmen increased from the previous academic year, however it was below the five year average. The Department of Leadership Studies recognizes the need for improvement in this area.</p> <p>Graduate student credit hour production remains strong for the third consecutive year.</p>					
Number of books, book chapters, and refereed articles published	3	3	0	6	2
Percent of faculty publishing refereed books, chapters, or articles	20%	60%	0%	60%	40%
Number of non-refereed articles and presentations	5	8	4	4	8
Percent of faculty publishing non-refereed articles or presentations	100%	100%	100%	100%	80%
Number of scholarly performances and other creative activities	14	12	6	15	18
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	1/20%	1/40%	0/00%	1/20%	4/60%
Total number of funded external grants/percent of faculty funded	1/20%	0/00%	0	1/20%	3/60%
<p>The Department of Leadership Studies remains highly active in scholarly and other creative activities. Two key departmental faculty members worked aggressively toward completing the requirements for their doctoral</p>					

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
<p>degrees. Dr Jill Arensdorf successfully defended her dissertation in April 2009. Christie Brungardt aims to defend her dissertation in the summer of 2009.</p> <p>The departments will encourage both Dr Jill Aresndorf and Ms Christie Brungardt to adapt their dissertation projects into publishable manuscripts. Departmental faculty have several other research projects in progress and will likely experience an increase in the total number of refereed articles published during the next academic year.</p>					
<p>Direct Outcome 1 Explain the breadth of leadership theory (Leadership Knowledge Test: 25-item multiple choice exam)</p>					
			<p>Pretest (LDRS 300) 42.84%* {n=211}</p> <p>Posttest (LDRS 650) 61.00%* {n=16}</p> <p>*Statistically significant difference between pretest and post-test responses ($p < .01$)</p>	<p>Pretest (LDRS 300) 41.24%* {n=123}</p> <p>Posttest (LDRS 650) 65.32%* {n=12}</p> <p>*Statistically significant difference between pretest and post-test responses ($p < .01$)</p>	<p>Pretest (LDRS 300) 44.13% {n=275}</p> <p>Posttest (LDRS 650) Data Not Available this year</p>
<p>Direct Outcome 2 Demonstrate the ability to work in a team environment (Participation/ Collaboration Survey: Peer Evaluation)</p>					
			<p>Meta-Dimensional Summary 94.5% \geq 3 (4 pt scale) {n=175}</p>	<p>Meta-Dimensional Summary 85.6% \geq 3 (4 pt scale) {n=32}</p>	<p>Meta-Dimensional Summary 87.9% \geq 3 (4 pt scale) {n=99}</p>
<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</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)</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)</p>	<p>Pretest (LDRS 300) Understanding Leadership 3.65* (5 pt scale) {n=513}</p> <p>Participating in Leadership 3.71 (5 pt scale) {n=513}</p> <p>Posttest (LDRS 310)</p>

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
		ding Leadership 4.50 (5 pt scale) {n=67}	Understanding Leadership 4.52* (5 pt scale) {n=85}	Understanding Leadership 4.48* (5 pt scale) {n=61}	Understanding Leadership 4.25* (5 pt scale) {n=33}
		Participating in Leadership 4.29 (5 pt scale) {n=67}	Participating in Leadership 4.24* (5 pt scale) {n=85}	Participating in Leadership 4.11* (5 pt scale) {n=61}	Participating in Leadership 3.75 (5 pt scale) {n=33}
			*Statistically significant difference between pretest and post-test responses ($p < .01$)	*Statistically significant difference between pretest and post-test responses ($p < .01$)	*Statistically significant difference between pretest and post-test responses ($p < .01$)
Indirect Indicator 2 Positive rate (percent) on Post-Certificate survey	93%	94%	98%	97%	96%
Senior students' Level of Academic Challenge			61.32	61.02	57.14
Senior students' Active and Collaborative Learning			60.12	48.02	55.78
Senior students' Student-Faculty Interaction			55.00	45.00	34.29
Senior students' Enriching Educational Experiences			44.41	40.47	37.07
Senior students' Supportive Campus Environment			60.93	57.64	59.33
<p>The Department of Leadership Studies hired and trained a new e-Leadership.net Coordinator. As such, we reinstated an adjunct faculty orientation process to educate online faculty on the expectations of high quality online instruction. We seek to build upon this success as we continue to develop high quality online faculty who enhance the already high-quality, on-campus faculty.</p> <p>The department experienced a decrease in student response to several dimensions of the NSSE instrument. The data will be a major topic of conversation at the annual departmental retreat in August 2009. We will produce actionable items aimed at improving student engagement in all areas.</p>					

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Outcome/Indicator 1 Number of Successful 310 Community Project Teams	12/17	11/15	16/20	11/15	10/15
Outcome/Indicator 2 Number of Completed 3 Hour Internship (undergraduate and graduate)	34	39	45	65	66
Outcome/Indicator 3 Number of Leadership Studies Certificates Awarded	XX	XX	XX	115	118

The Department of Leadership Studies has experienced fairly stable enrollment numbers in the Leadership Studies Certificate program. We seek to increase student participation and will proactively adapt recruitment strategies to market the program.

Enrollment numbers in the internship experience for both undergraduate and graduate students remains strong. The internship experience for the graduate concentration in Organizational Leadership was recently revised to enhance the quality of the student experience. LDRS seeks to make similar modifications to the undergraduate internship experience. This will greatly improve the reflection component of the experience.

A. 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.

FY2009 Quality Initiatives	Results
Revise courses for Virtual College delivery	<p>Redeveloped two courses (LDRS 302: Introduction to Leadership Behaviors and LDRS 810: Assessment and Intervention in Leadership). Several courses remain yet to be redeveloped.</p> <p>Several courses have been created for initial offering through the Virtual College: LDRS 120: Seven Revolutions; LDRS 420: Women and Leadership; and LDRS 490: Introduction to Emergency Services Leadership.</p>
Modify two LDRS courses for inclusion in Writing Across the Curriculum Program	Modest work was completed on this Quality Initiative. However, progress continues as the department chair works with other institutional members to enhance students’ writing ability.

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
Revise and execute marketing plan for LDRS undergraduate program	The chair will initiate the strategic planning process and work with Academic Marketing to develop appropriate communication materials in accordance with the new brand drivers. The chair will solicit faculty feedback during the departmental retreat. The chair will supervise departmental staff and

	student labor to execute the plan. Departmental OOE and other resources will be needed to revise and create new communication media.
Improve student engagement	The chair will facilitate meaningful conversation regarding LDRS student feedback on the National Survey of Student Engagement (NSSE) during the departmental retreat in August 2009. The department will develop action items to improve both on-campus and Virtual College student experiences aimed at addressing three critical dimensions of the NSSE data: Active and Collaborative Learning; Student-Faculty Interaction; and Enriching Educational Experiences. The chair will work with full-time faculty at improving on-campus student experiences. E-Leadership.net coordinator will work with adjunct faculty to orient them to student and departmental expectations for improved instructional quality.

C. Institutional Quality Results

FY2009 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Two departmental faculty members currently serve as AAOG mentors.
Increase the quantity and quality of K-12 teachers educated	There is nothing to report on this quality initiative.
Improve undergraduate students' foundational skills	The department collected assessment data at multiple stages in the degree program: Coach K Papers in LDRS 300 and Organizational Audit in LDRS 650. The department will meet in August to review assessment data and determine relevant strategies to improve student performance.
Enhance physical wellness of students, faculty, and staff	There is nothing to report on this quality initiative. The department will discuss action items during our departmental retreat.
Internationalize the campus and curriculum	<p>The Department of Leadership Studies in collaboration with the Dean of the Graduate School and Internationalization created the first study abroad experience for LDRS students.</p> <p>The department continues to encourage students to participate in study abroad experiences. With the advent of the Organizational Leadership degree programs in China (Sias and SNU), we anticipate further exchange opportunities for our domestic students.</p> <p>The department will also launch two new courses through the Virtual College beginning fall 2009: LDRS 120: Seven Revolutions and LDRS 420: Women and Leadership).</p>

III. 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 Owens Community College) • Potential business/corporate partnerships • Working collaboratively with other departments • 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
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Create 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
Improve student engagement	Will seek faculty and developmental support from entities as CTELT and Virtual College	Enhanced NSSE results by May 2010

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 2011.
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.

IV. 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