

# Division of Student Affairs Annual Report



**BUILDING**  
a better future  
**ONE LEADER**  
at a time

**2011-2012**

**Division of Student Affairs Annual Report**  
**2011-2012**  
Center for Leadership

**Department Mission/Vision Statement**

**Vision Statement**

The Center for Leadership aspires to graduate leaders who, by knowing themselves and through active engagement at BGSU, serve their community and the world in ethical ways that promote collaboration and social change.

**Mission Statement**

The Center for Leadership is Leadership in Action. In alignment with BGSU's academic mission and learning outcomes the Center unites campus programs and services to teach students comprehensive leadership development. As students actively engage in leadership they will practice and demonstrate the skills, knowledge and attitudes required of ethical and life-long leaders.

**Values**

The Center for Leadership is guided by the principles of the Social Change Model of Leadership Development. This theory purports that leaders address root causes of social problems with the goal of making social change that impacts individuals and society. The Center for Leadership uses this philosophy to guide its programs and services by teaching the associated elements of self-awareness, congruent actions, committed behaviors, establishing common purpose, collaboration, addressing conflict in a civil manner, and building active citizenship.

**Competencies**

Leadership programming at Bowling Green State University seeks to develop the following competencies in student leaders.

*Inclusion*

Creating broad and safe environments that engage and support diversity.

*Purpose*

Understanding personal and organizational values and establishing a sense of purpose that contributes to the development of others.

*Integrity*

Acting in an ethical and legal manner that is harmonious with personal and organizational values.

*Group Development*

The ability to manage and lead individuals in the establishment and execution of group goals.

*Global Citizenship*

Versatility in leadership and communication style that is respectful of cultural context and implications.

## **2011-2012 Executive Summary**

During its second year of existence the Center for Leadership completed the second phase of its strategic plan by focusing on the developmental sequencing of its campus programming in relation to the Social Change Model of Leadership Development (SCM).

The Leadership Academy curriculum was designed through a collaborative committee and focused its programming on the individual values of the SCM. This curriculum was presented by various campus constituents through a one-day conference where all participants learned about values, ethics and passion in leadership.

The Leadership Workshop Series was re-designed to focus on the group values of the SCM. Presentations focusing on collaboration, common purpose, and conflict were presented throughout the academic year.

The Student Leader Retreat curriculum was designed through a collaborative committee and focused its programming on the societal value of citizenship from the SCM. This curriculum was presented in a weekend retreat focused on developing student leaders' commitment to creating change at Bowling Green State University.

## **Key Highlights**

- The Center for Leadership enrolled 29 new students into the Leadership Certificate Program and sponsored 54 leadership workshops attended by over 420 students.
- The Center for Leadership hosted the annual Student Leader Retreat on August 10-12, 2012 in Huron, Ohio. Forty-eight student leaders participated from over twenty different student organizations. This year's retreat focused on BGSU collaboration and participants discussed their ability to positively impact campus change, student retention, and the overall BGSU experience.
- The Center for Leadership, Fraternity & Sorority Life, Office of Campus Activities and the Office of Residence Life hosted the 15<sup>th</sup> Annual Leadership Academy. Over 230 student leaders attended this day-long leadership conference focusing on the individual elements of the Social Change Model of Leadership (values, ethics and passion).
- The Center for Leadership coordinated the 2<sup>nd</sup> Annual Ray Marvin Leadership Award. Monetary awards, donated by alumnus Ray Marvin, were announced in April and distributed to three BGSU students (\$2500; \$1500; \$1000).
- The Center for Leadership was recognized at the annual ACPA conference by the Multi-Institutional Study on Leadership as a best practices model for developmental sequencing in leadership curriculum.

## Program Participation and Usage Data/Key Performance Indicators

Program/Facility	2011-2012
Student Leaders Retreat Participants	48
Leadership Academy Attendance	232
Fall Leadership Workshop Presentations	24
Spring Leadership Workshop Presentations	30
Fall Leadership Workshop Attendance	160
Spring Leadership Workshop Attendance	269
Leadership Certificate Program Total Members	132
Leadership Certificate Program New Members	27
Leadership Certificate Program Recipients	3

## Retention Initiatives/Cohort Tracking Information

- 88.6% of the first-year students who attended Leadership Academy in February 2011 (2010-2011) remained enrolled at BGSU for 2011-2012.
- 27 new students were enrolled in the Leadership Certificate Program during 2011-2012.
  - First-Year = 10
  - Sophomore = 7
  - Junior = 10

## Collaboration and Partnerships within Student Affairs

- The Center for Leadership collaborated with the Office of Campus Activities, the Office of Fraternity & Sorority Life, and the Office of Residence Life, and the Resident Student Association to present the annual Leadership Academy.
- The Center for Leadership collaborated with the Office of Campus Activities and the Division of Student Affairs to present the annual Student Leader Retreat.
- The Center for Leadership collaborated with Recreation & Wellness on the spring etiquette dinner.

## Collaborations and Partnerships with other BGSU Areas and the Community

- The Center for Leadership collaborated with Omicron Delta Kappa regarding high school student attendance at the annual Leadership Academy.
- The Center for Leadership collaborated with several faculty members regarding presentations for the leadership workshop series.
- The Center for Leadership collaborated with the Chapman Learning Community regarding the Leadership Certificate Program.

- The Center for Leadership collaborated with Orientation & First-Year Programs through various presentations and workshops geared toward first-year students.
- The Center for Leadership collaborated with Representative Randall L. Gardner, who presented a special leadership series in the fall, 2011.
- The Center for Leadership collaborated with Alumni & Development, faculty, and staff to coordinate the 2<sup>nd</sup> Annual Ray Marvin Leadership Award.

### **Awards and Recognitions (Departmental and/or Staff)**

Jacob Clemens, Assistant Dean of Students, was awarded the Faculty Award for Academic Excellence by the Higher Education and Student Affairs department at Bowling Green State University in April 2012.

The Center for Leadership was recognized by Dr. John Dugan, researcher with the Multi-Institutional Study on Leadership, at the annual ACPA conference for the quality of developmental sequencing in the department's programming.

Leadership Academy was recognized at the annual BGSU Division of Student Affairs Awards Breakfast as the Collaborative Program of the Year.

### **Proposed 2012-2013 Priorities**

1. Reinstitute the LeaderShape program at Bowling Green State University.
2. Develop the newly created Student Leadership Assistant position to increase peer education.
3. Increase collaboration with faculty and staff related to the Leadership Certificate Program.
4. Solidify the Leadership Certificate Program process and begin discussion on academic connections.
5. Identify technological enhancements and social media efforts that will increase program offerings and effectiveness.

**Division of Student Affairs Annual Report  
2011-2012**  
Sidney A. Ribeau President's Leadership Academy

**Department Mission/Vision Statement**

**Vision**

The Sidney A. Ribeau President's Leadership Academy (PLA) at Bowling Green State University (BGSU) strives to graduate passionate leaders with the skills necessary to make a difference in their communities and the world.

**Mission**

The Sidney A. Ribeau President's Leadership Academy (PLA) provides a comprehensive leadership curriculum grounded in the ideals of servant leadership. Through the development of a community of scholars, students are empowered to grow and develop as they seize opportunities and maximize their academic success while at Bowling Green State University.

**Values**

The values of the Sidney A. Ribeau President's Leadership Academy extend from the core values of Bowling Green State University and serve as the lens through which leadership is examined and taught. Embodying and living these values are hallmarks of effective leadership.

*Integrity*

Integrity is defined as leadership that is authentic, genuine, true and honest. Scholars will demonstrate ethical and moral behavior that is personally and professionally congruent.

*Service*

Service is defined as a selfless devotion to making a positive impact across the globe. Scholars will demonstrate service through concern, charity and action geared toward the well-being of others.

*Credibility*

Credibility is defined as responsible and accountable behavior through the practice of professional leadership skills.

*Learning*

Learning is defined as intrapersonal and interpersonal development that results in the effective application of leadership skills, multicultural competence, creative thinking and problem-solving, and overall academic success.

## 2011-2012 Executive Summary

The PLA began 2011-2012 with a 91% retention rate from Spring 2011. 98 scholars matriculated into the fall of 2011. 94 students returned for the spring semester (96% retention rate).

The senior cohort of the PLA finished 2011-2012 with an 80% retention rate (24/30). 54% graduated in May 2012. The remaining 10 students are scheduled to graduate as follows: August 2012 = 3 students; December 2012 = 6 students; May 2013 = 2 students.

Academically, the average cumulative grade point average rose from a 3.10 to a 3.25 for the fall 2011 semester. The spring cumulative grade point average dropped to a 3.21. Throughout the academic year the PLA staff implemented an academic intervention process for students whose cumulative grade point average remained below the scholarship minimum requirement. Each student established a comprehensive academic plan that was monitored weekly by PLA staff.

## Key Highlights

- Ohio Chancellor Jim Petro visited the Sidney A. Ribeau President's Leadership Academy (PLA) Summer Program in July 2011 and 2012.
- 25 new scholarship recipients completed the PLA Summer Program; the students completed seven courses, over 300 hours of community service, and a variety of transitional workshops and programmatic events.
- During the academic year scholars in the PLA participated in over 500 hours of community service benefitting agencies in Bowling Green, Wood County, the Lucas County Youth Advocate Program, and Detroit, Michigan.
- The PLA retained 96% of its students (Fall-Spring).
- The average fall grade point average was a 3.25 with 67% of students earning a 3.0 or higher. 34% were named to the Dean's List.
- All four cohorts of the PLA earned above a 3.0 fall grade point average and maintained cumulative grade point averages above a 3.0.
- 131 scholarship applications were received for 2012-2013. 51% of applicants were students of color. 25 scholarships were offered for 2012-2013.

## Program Participation and Usage Data/Key Performance Indicators

Activity	Count
Student One-on-One Meetings	1,906
Cohort Meetings	56
PLA Forums	8
Internship Meetings with Randy Gardner	46

Scholarship Applications	131
Fall Total Number of Scholarship Recipients	98
Spring Total Number of Scholarship Recipients	94
Recruitment College Fairs	3
Recruitment High School Visits	15

Over 75% of first- and second-year PLA scholars met the 80% target achievement level for fall and spring cohort meeting learning outcomes:

First year PLA scholars who participate in bi-weekly cohort meetings will be able to...

1. Define the three components of the individual values circle of the Social Change Model.
2. Apply the three components of the individual values circle to various leadership scenarios.
3. Analyze how various leadership skills specifically relate to the components of the individual values circle
4. Demonstrate effective methods for utilizing the leadership skills of humility, feedback, authenticity, and ethical behavior.
5. Articulate how personal passion is connected to purpose.
6. Analyze how intensity and duration influence leadership commitment.

Sophomore PLA scholars who participate in bi-weekly cohort meetings will be able to...

1. Define the three components of the group values circle of the Social Change Model.
2. Apply the three components of the group values circle to various leadership scenarios.
3. Analyze how various leadership skills specifically relate to the components of the group values circle
4. Demonstrate effective methods for utilizing the leadership skills of accountability, dialogue, communication, negotiation and compromise.
5. Articulate how the three components of the group values circle are intertwined.
6. Analyze how the group values circle bridges the other elements of the Social Change Model.

Over 75% of third-year PLA scholars met the 80% target achievement level for fall cohort meeting learning outcomes.

1. Junior PLA scholars who participate in bi-weekly cohort meetings will be able to...
2. Define citizenship in terms that are understandable to them and connect to a concrete example
3. Define social justice and identify a social justice solution from multiple options
4. Identify tasks and steps associated with social justice as discussed in the text
5. Articulate the importance of each social justice task as discussed in the text
6. Apply each social justice task to their current leadership
7. Evaluate each social justice task in relation to other leadership theories studied



The macro learning outcomes for the PLA are assessed in the final semester of the program. A self-reported survey was administered to the senior cohort. Below are the specific learning outcomes and the percentage score of responses for the top two categories in the Likert scale.

To what extent did participation in the Sidney A. Ribeau President’s Leadership Academy (PLA) impact:

1. Viewing situations in shades of gray and not black and white	96%
2. Assisted in identifying and espousing personal values	92%
3. Teach how to establish meaningful relationships with faculty	92%
4. Teach valuable academic skills	100%
5. Assisted in social and personal development	83%
6. Assisted in academic development	79%
7. Teach leadership theory and practical skills	92%
8. Assist in identifying potential career options and paths	62%
9. Define personal leadership style and philosophy of leadership	100%
10. Teach how to lead and facilitate group achievement of goals	100%
11. Help link academic and life experiences	96%

**Retention Initiatives/Cohort Tracking Information**

Retention rates per cohort are as follows for 2012-2013:

- 2009 Cohort (Senior) = 96%;
- 2010 Cohort (Junior) = 71%;
- 2011 Cohort (Sophomore) = 92%

This year the PLA moved into its second year of utilizing an aggressive academic intervention plan for at-risk scholars. Scholars with cumulative grade point average near, or below a 2.5 were required to meet with a PLA staff member weekly, participate in 10 hours of weekly study tables, and other restrictions determined on an individual basis.

Eleven (11) students were a part of this academic intervention plan during the fall of 2011. At the conclusion of the semester three (3) students were removed from the PLA and three (3) students raised their grade point average above the minimum requirement. Five (5) students were required to continue in this program for the spring 2012.

Ten (10) students were a part of this academic intervention program during the spring of 2012. At the conclusion of the semester one (1) student chose not to return to BGSU, two (2) students completed the PLA program, one (1) student raised her grade point average above the minimum requirement, and six (6) students are returning to the program for the fall of 2012.

**Collaboration and Partnerships within Student Affairs**

- Members of the Office of Residence Life and Fraternity & Sorority Life served on the annual PLA Scholarship Selection Committee.
- Various staff within the Division of Student Affairs presented workshops as part of the PLA cohort curriculum.

- The PLA collaborated with Recreation & Wellness regarding the junior cohort etiquette dinner.

### **Collaborations and Partnerships with other BGSU Areas and the Community**

- The Sidney A. Ribeau President's Leadership Academy (PLA) collaborated with the Office of Alumni & Development on various projects including the PLA Selection Committee, donor events, and the PLA Alumni Society Weekend.
- The PLA senior cohort collaborated with the Lucas County Youth Advocate Program to present a day-long retreat for juvenile at-risk Toledo youth.
- The PLA continued its collaboration with Student Athlete Services regarding the study tables program.
- The PLA first-year cohort collaborated with Woodlane Industries to present its Halloween dance.
- The PLA collaborated with the Provost's Office on various events including the PLA Selection Committee and the PLA Summer Program.
- The PLA collaborated with the Admissions Office by participating in the minority recruitment fairs in Cleveland, Dayton and Detroit.
- The PLA collaborated with a variety of departments in the Enrollment Management area including: Advising Services, the Career Center, Student Money Management Services, Student Financial Aid Office, Registration & Records, and New Student Orientation.

### **Awards and Recognitions (Departmental and/or Staff)**

- Jacob Clemens, Assistant Dean of Students, was awarded the Faculty Award for Academic Excellence by the Higher Education and Student Affairs department at Bowling Green State University in April 2012.

### **Proposed 2012-2013 Priorities**

1. Enhance community within the PLA by increasing scholar recognition of one another and support for various involvements.
2. Continue the development of the PLA Alumni Society by securing a new chairperson and increasing activities.
3. Identify technological enhancements and social media efforts that will increase program offerings and effectiveness.
4. Continue to examine best practices for at-risk students and develop support mechanisms that are effective.
5. Examine the PLA minimum cumulative grade point average in its implications to other campus scholarships and retention.