

# Division of Student Affairs Annual Report 2012-2013

## 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.

# 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.

## **2012-2013 Executive Summary**

The Center for Leadership and Sidney A. Ribeau President's Leadership Academy just completed its third year since the department creation/merger was initiated. During 2012-2013 the Center for Leadership implemented a new peer education model through the Student Leadership Assistants (SLA). Six undergraduates served as leadership consultants and their outreach and effort the SLA position presented over 80 workshops and retreats to over 2,600 people.

In addition to our pre-existing responsibility for Omicron Delta Kappa, The Center for Leadership assumed advising responsibilities for the following honor societies: Alpha Lambda Delta, Phi Eta Sigma, Golden Key and Mortar Board. The groups initiated 315 members during a centralized Honor Society Induction Day. Justice Judith L. French of the Ohio Supreme Court served as the keynote speaker. Finally, the groups sponsored over 35 programs and events for members.

In May of 2013 the nationally recognized LeaderShape program was reinstated at BGSU. Forty-five (45) students were able to participate along with four staff members who served as cluster facilitators. Immediately following LeaderShape, the department conducted an external program review. The program review team was positive in its report and the department will focus on strategic planning from the report's recommendations.

The senior cohort of the Sidney A. Ribeau President's Leadership Academy (PLA) finished 2012-2013 with a 96% retention rate (25/26). 4% graduated within three years. 44% graduated in May 2013. The remaining 11 students are scheduled to graduate as follows: August 2013 = 5 students; December 2013 = 3 students; May 2014 = 5 students.

## **Key Highlights**

- The Center for Leadership enrolled 58 new students into the Leadership Certificate Program and sponsored 86 leadership workshops attended by over 2,600 students. In addition, in partnership with the Office of Admissions, the Center began enrolling prospective BGSU students, during their senior year, in the BGSU Leadership Certificate Program to assist with enrollment management initiatives.
- The Center for Leadership in collaboration with Fraternity & Sorority Life and the Office of New Student Orientation and First-Year Programs presented Playfair during Opening Weekend activities. This event gathered over 1,000 first-year students and helped create connections between incoming students.
- The Center for Leadership reinstated the national LeaderShape program. 45 student participants and 4 staff members participated in this best-practices program in May 2013.
- The Sidney A. Ribeau President's Leadership Academy (PLA) received over 250 applications for the 22 scholarships being offered for the 2013 cohort. This represents a 46% increase in applications. 22 scholarships for the 2013 cohort. Demographically, the new cohort is 59% female; 55% students of color; and 55% reside out-of-state.

- The Sidney A. Ribeau President’s Leadership Academy (PLA) scholarship recipients earned the following academic achievements:

Fall semester grade point average	3.20
Fall semester cumulative grade point average	3.28
Fall students with cumulative grade point average of 3.0 and above	71%
Fall 2012-Spring 2013 Retention Rate	99%
Spring semester grade point average	3.21
Spring semester cumulative grade point average	3.26
Spring students with cumulative grade point average of 3.0 and above	74%
Spring 2013 – Fall 2013 Retention Rate	98%

### **Program Participation and Usage Data/Key Performance Indicators**

<b>Program/Facility</b>	<b>2012-2013</b>
Student Leader Retreat Participants	48
Leadership Academy Attendance	140
Leadership Workshop Presentations & Retreats	86
Leadership Workshop Attendance	2,675
Leadership Certificate Program Total Members	217
Leadership Certificate Program New Members	58
Leadership Certificate Program Recipients	8
LeaderShape Participants	45
LeaderShape Cluster Facilitators	4
Student One-on-One Meetings	1,572
Cohort Meetings	56
PLA Forums	8
Internship Meetings with Randy Gardner	50
Scholarship Applications	250
Fall Total Number of Scholarship Recipients	90
Spring Total Number of Scholarship Recipients	89
Recruitment College Fairs	5
Recruitment High School Visits	15

Over 95% 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 28% 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 (a great deal; considerably).

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  | 80% |
| 2. Assisted in identifying and espousing personal values         | 96% |
| 3. Teach how to establish meaningful relationships with faculty  | 79% |
| 4. Teach valuable academic skills                                | 75% |
| 5. Assisted in social and personal development                   | 83% |
| 6. Assisted in academic development                              | 80% |
| 7. Teach leadership theory and practical skills                  | 96% |
| 8. Assist in identifying potential career options and paths      | 62% |
| 9. Define personal leadership style and philosophy of leadership | 92% |
| 10. Teach how to lead and facilitate group achievement of goals  | 96% |
| 11. Help link academic and life experiences                      | 75% |

## **Retention Initiatives/Cohort Tracking Information**

- 92% of the first-year students who enrolled in the Leadership Certificate Program in 2011-2012 were retained into their sophomore year.
- Retention rates for the PLA cohorts into 2013-2014 are as follows:
  - 2010 Cohort (Senior) = 64%;
  - 2011 Cohort (Junior) = 80% ;
  - 2012 Cohort (Sophomore) = 100%
- 73 new students were enrolled in the Leadership Certificate Program during 2012-2013.
  - High School = 15
  - First-Year = 20
  - Sophomore = 13
  - Junior = 13

This year the PLA continued its 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.

Eight (8) students were a part of this academic intervention plan during the fall of 2012. At the conclusion of the semester one (1) student was removed from the PLA and four (4) students raised their grade point average above the minimum requirement. Three (3) students were required to continue in this program for the spring 2013. 100% of the students who raised their grade point average voluntarily requested to remain in the program to receive the additional academic support.

Three (3) students were a part of this academic intervention program during the spring of 2013. At the conclusion of the semester one (1) student completed his four-year tenure with the PLA, one (1) student raised her grade point average above the minimum requirement, and one (1) student was removed from the program for continued poor academic performance.

## **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 staff in the Office of Campus Activities, Office of Multicultural Affairs, and the Office of Residence Life who served as cluster facilitators for the LeaderShape program.
- The Sidney A. Ribeau President's Leadership Academy worked with various departments on the Collaborative Group – a committee of departments working toward the successful graduation for campus minority groups.

- Various staff within the Division of Student Affairs presented workshops as part of the PLA cohort curriculum.

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

- The Center for Leadership collaborated with several faculty members regarding presentations for the leadership workshop series.
- The Center for Leadership collaborated with the Office of Admissions to enroll high school seniors into 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 Orientation & First-Year Programs to pilot assessment measures for the Leadership Certificate Program.
- The Center for Leadership collaborated with faculty and staff to coordinate the annual Ray Marvin Leadership Award.
- The Center for Leadership collaborated with the College of Business to sponsor one student at the LeaderShape program.
- The Center for Leadership collaborated with a variety of on-campus offices and external constituents to present the Honor Society Induction Day in March 2013.
- 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 Homecoming.
- The PLA senior cohort collaborated with the Butzel Family Center in Detroit, MI for its annual service project.
- The PLA collaborated with BG Teen Central, Sterling House and BGSU's Veteran's Affairs to conduct its fall service projects.
- The PLA collaborated with St. Thomas More University Parish and Army ROTC to present its spring service project.
- The PLA continued its collaboration with Student Athlete Services regarding the study tables program.
- 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 Learning Commons, the Career Center, Student Money Management Services, Student Financial Aid Office, Registration & Records, and New Student Orientation.

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

- Holly Asimou, Doctoral Intern, was awarded the Faculty Award for Academic Excellence by the Higher Education and Student Affairs department at Bowling Green State University in April 2013.
- Jacob Clemens, Assistant Dean of Students, received the Golden Key International NASPA Professional Annual Conference Registration Grant in March of 2013.
- Julie Ann Snyder, Associate Dean of Students and Director, was a finalist for the Michael R. Ferrari Award through Administrative Staff Council at Bowling Green State University in April 2013.
- Julie Ann Snyder, Associate Dean of Students and Director, was awarded the Outstanding Administrative Staff Member Award by the Division of Student Affairs at Bowling Green State University in April 2013.
- The Bowling Green State University chapter of Alpha Lambda Delta received the Order of the Torch Award from the national organization. Seven campuses, in the United States, received this award. Special recognition was given to chapter advisors, Kelly Jo Larsen (doctoral intern) and Jacob Clemens (assistant dean of students).

### **Proposed 2013-2014 Priorities**

1. Expand the Student Leadership Assistant position to increase peer education.
2. Evaluate the Center for Leadership program review report and establish a five-year strategic plan.
3. Increase collaboration with faculty and staff related to the Leadership Certificate Program.
4. Implement the Falcon Leadership Institute
5. Continue to expand collaboration with Admissions and Colleges regarding the Leadership Certificate Program.
6. Identify technological enhancements and social media efforts that will increase program offerings and effectiveness.
7. Enhance community within the PLA by increasing scholar recognition of one another and support for various involvements.
8. Continue the development of the PLA Alumni Society.
9. Continue to examine best practices for at-risk students and develop support mechanisms that are effective.
10. Examine program costs and identify potential department efficiencies.

**Division of Student Affairs  
Center for Leadership & Sidney A. Ribeau President's Leadership Academy  
Action Items for 2012-13**

<b>Departmental Action Item</b>	<b>SA Action Item</b>	<b>Key Measure</b>	<b>Data Source</b>	<b>Target Level</b>	<b>Results</b>
Establish better relationship with SOAR program to align leadership pillar	1, 5	Participate in defining leadership and engagement pillar	SOAR Materials & Schedule Welcome Week Programming	N/A	Completed
		Participate in Orientation Leader Training	Orientation Leader Training Schedule	One training session	Conducted pilot project with Orientation Leaders and LCP reporting documentation in April 2013. Presented on LCP and again in May regarding all CFL programs.
Increase collaboration with faculty and staff related to the Leadership Certificate Program	1, 5	Number of workshop presenters	Workshop schedule	10% Increase Baseline: 8 faculty/staff served as workshop presenters in 2011-2012	75% increase with 14 faculty & staff serving as a workshop presenter for 2012-2013.
		Number of Leadership Academy presenters	Leadership Academy Workbook	10% Increase Baseline: 8 faculty/staff served as facilitators in 2011-2012.	13% decrease with 7 full-time faculty & staff serving as facilitators for 2012-2013
		Number of faculty/staff serving as LCP mentors	LCP Mentor Forms	10% Increase Baseline: 3 Faculty/staff served as facilitators in 2011-2012	167% increase with 8 faculty and staff serving as LCP mentors in 2012-2013

Departmental Action Item	SA Action Item	Key Measure	Data Source	Target Level	Results
Solidify the Leadership Certificate Program process and begin discussion on academic connections	1, 5	Enrollment in LCP	Enrollment Forms	10% Increase Baseline: 29 Enrolled for 2011-2012	100% increase with 58 students enrolled in the LCP in 2012-2013
		Expand enrollment to high school seniors attending BGSU	Enrollment Forms	10 High School Students	15 high school students enrolled for fall 2013
		Active membership in LCP	Number of 1:1 meetings conducted by staff	25% Increase Baseline: 40 student 1:1 for 2011-2012	47% increase with 75 1:1 meetings conducted during 2012-2013
		Retention of LCP members.	Number of members submitting reports	25% Increase Baseline: 5 students submitting reports for 2011-2012	80% increase with 25 students submitting LCP related documentation during 2012-2013
		Retention of LCP members.	Institute cohort tracking methods for the Leadership Certificate Program	5% increase in first-year members retention.  Baseline: 92% retention rate of FY students Fall 2011-Fall 2012	Unable to report until Fall 2013
LCP Recipients	LCP Awards	10% Increase Baseline: 3 recipients for 2011-2012	63% increase with 8 students earning the LCP in 2012-2013		

Departmental Action Item	SA Action Item	Key Measure	Data Source	Target Level	Results
Identify comprehensive community partners for PLA service outreach	1, 5	Completed service projects	Partnering agencies	25% increase Baseline: 5 agency partners for 2011-2012	20% increase with 6 agency partners for 2012-2013: MetroParks; Habitat for Humanity; Heritage House; BG Teen Central; LetterstoSoldiers Cocoon Shelter
Continue the development of the PLA Alumni Society by securing a new chairperson and increasing activities	1	Chairperson  Alumni Events	N/A  Events	N/A  10% Increase Baseline: 3 events for 2011-2012	Secured a new chairperson in August 2012  33% increase with 4 alumni events for 2012-2013: •Homecoming •Thanksgiving •Holiday Greeting •PLA Colloquium
Create comprehensive PLA parent communication method by expanding semester newsletter to include social media initiatives	1	Create Facebook page  Twitter	Number of parents who "like" Facebook page  Number of parents who follow PLA	10 parents  10 parents	8 parents "liked" the PLA Facebook page  0 parents currently follow PLA
Examine length and rigor of the diversity and leadership course for the PLA Summer Program	1, 2, 5	Number of diversity sessions during Summer Program	Summer Program Schedule	25% Increase Baseline: 4 sessions during Summer 2012 (6 hours of time)	33% increase with 8 total hours of diversity training during PLA Summer Program
Increase the number of people of color for PLA related events	1, 2, 5	Number of people	List	10% Increase Baseline: 10 presenters for 2011-2012	10% increase with 11 people of color serving for PLA related events in 2012-2013

Departmental Action Item	SA Action Item	Key Measure	Data Source	Target Level	Results
Work with Development to highlight the need for PLA scholarships, general leadership funding, and targeted LeaderShape funding.	3	External Funding	BGSU Foundation	\$10,000	Johnnie L. Lewis Foundation Account established (\$1300.00)
Expand professional association involvement	4	At least one full-time or graduate staff member actively involved in regional or national association	Association membership	1	Associate Dean – Ohio representative to NASPA-IV East SLPKC. Assistant Dean – presented at NASPA Graduate Intern – presented at ACPA
Attend NASPA regional and national conference	4	At least one full-time or graduate staff member per conference	Conference registration	1	Associate Dean – NASPA regional  Assistant Dean – NASPA national  Graduate Intern (2) – ACPA national  Graduate Intern – Popular Culture Association  Graduate Intern: OCPA
Secure publication of best practices	4	Submit article for publication	Publication	1	Not completed
Enhance community within the PLA by increasing scholar recognition of one another and support for various involvements	1, 2, 4	Scholar Name/Face Recognition  Attendance at non-required PLA related events	Turning Point  N/A	75% Accuracy  6 events per semester	79% accuracy by April 2013.  Completed

Departmental Action Item	SA Action Item	Key Measure	Data Source	Target Level	Results
Develop best practices support mechanisms for at-risk students	2, 5	At- Risk Intervention Plan	Individualized Student Plan	5% reduction in scholars out of scholarship compliance for academic reasons.  Baseline: 8 students out of scholarship compliance in August 2012.	63% reduction in scholars out of scholarship compliance for academic reasons by May 2013 (3 total scholars)
Examine PLA minimum cumulative grade point average	2, 5	Evaluate changes related scholarship gpa	Historically Underrepresented Scholarship BG Success Scholarship	N/A	Raised PLA minimum gpa requirement to 2.75
Reinstitute LeaderShape at BGSU	1, 2, 5	Event	LeaderShape Registration	35 student participants	46 students participated in 2013.
Increase peer based education through the Student Leadership Assistants	1, 5	Workshops, Retreats, and other events	Request Forms & Evaluations	10 events	750% increase with 86 events in 2012-2013 serving over 2,600 people.
Identify technological enhancements and social media efforts that will increase program offering and effectiveness	6	Submitted PLA applications	Number of applications	10% Increase Baseline: 135 applications for 2011-2012	47% increase with 255 applications received in 2012-2013
		Twitter	Event Announcements and Reminders		Created by intern
		Facebook	Event Announcements and Reminders	Created by intern	
		Convert Summer Program, 1 <sup>st</sup> Year, 2 <sup>nd</sup> Year,	Campus Labs Surveys	80% Response Rate	100% Response Rate for Summer Program; Fall Assessment;

		and 3 <sup>rd</sup> Year cohort assessment to Campus Labs			Spring Assessment
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