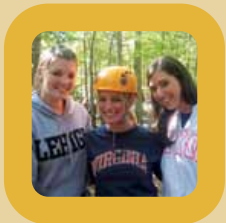


Office of Student
Leadership Development

*Reconstruct the Construct:
A Strategic Plan for 2016*



LEHIGH UNIVERSITY.

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Introduction

Throughout 2009-2010, the Office of Student Leadership Development (OSLD) carefully engaged in an internal strategic planning process, beginning with an honest evaluation of current offerings and ideal visioning for the future by office staff, feedback and brainstorming from the Campus Involvement and Leadership unit, and insight from experienced and knowledgeable university faculty and staff. Following these important considerations from Lehigh constituents, two external experts, Dr. Nance Lucas, Associate Dean and Professor of New Century College at George Mason University and Dr. David Rosch, Assistant Director for the Illinois Leadership Center, were contracted and charged with critically examining and evaluating the current office structure, programs and resources to provide recommendations that would guide the OSLD through 2016, toward its greater vision. Finally, the OSLD visioning team reconvened to incorporate recommendations into a finalized strategic plan that respects Lehigh culture and inspires distinctiveness in the field of leadership training, education and development.

OSLD Internal Strategic Planning Process

Phase 1: Office of Student Leadership Development Visioning

The OSLD exempt professional staff and Associate Dean for Campus Involvement and Leadership will work as an OSLD visioning team to determine the ultimate direction for the OSLD beginning in Fall 2010 through Spring 2016. This will include self-identifying gaps in current leadership programs, delivery options, and constituents. This phase of the process also encompasses ideal visioning of the components necessary to keep the OSLD on the cutting edge of leadership training, education and development and aligned with the current office vision and mission.

Phase 2: Campus Involvement and Leadership Review & Brainstorming

The offices that comprise the Campus Involvement and Leadership Unit (Student Center Facilities, Student Activities, and Community Service) will be presented with the gaps and visions identified by the OSLD visioning team. They will be asked to evaluate the current offerings by the OSLD and brainstorm the ideal partnerships, collaborations and consulting practices they would like to see the OSLD be able to offer to their unit and the campus community.

Phase 3: Lehigh Constituents Review & Brainstorming

A group comprised of approximately six faculty & staff with a considerable bit of knowledge or experience in the discipline of leadership will be presented with a compiled list of gaps and visions from the OSLD visioning team and the Campus Involvement and Leadership Unit. This group will be asked to bring their experience, knowledge and passion for leadership to the table and provide further insights about what creative, innovative and cutting edge options the OSLD could utilize to advance their mission.

Committed Constituents (title at time of review):

Katrina Zalatan, Associate Dean College of Business & Economics,



Andrew Ward, Associate Professor Management,
George White, Professor of Education,
Greg Tonkay, Associate Professor Industrial and Systems Engineering,
Nancy Ross, Lecturer Journalism & Communication,
Sharon Basso, Associate Vice Provost & Dean of Students,
Jame'l Hodges, Director of Multicultural Affairs,
Michelle Rebholz, Greek Life Coordinator

Phase 4: External Consultant Audit and Visit

A team of 2-3 external experts and educators in the leadership discipline will be contracted to audit, visit and assess the “state of the OSLD.” This team will be asked to compare the OSLD to top notch and cutting edge leadership offices and programs and identify any missing programs, delivery options or constituents. They will also be asked to analyze the OSLD resources and the appropriateness of their allocation within the office structure. Lastly, this group will provide written feedback and recommendations for increasing the effectiveness of leadership development at Lehigh, specific to the Lehigh culture and context (See Appendix I).

Consultant Charge: Through a partnership with the Office of Student Leadership Development visioning team, the consulting team will critically examine and evaluate the current office structure, programs and resources and provide recommendations that will guide the OSLD, through 2016, toward its greater vision: “To prepare students to be positive examples of leadership excellence and social consciousness in a complex and ever-changing global community.”

External Consultants:

Dr. Nance Lucas, Associate Dean and Associate Professor of New Century College at George Mason University (See Appendix II)

Dr. David Rosch, Assistant Director for the Illinois Leadership Center (See Appendix III)

Phase 5: Office of Student Leadership Development Refinement

The OSLD visioning team will reconvene to examine the recommendations provided by the external consulting team and make determinations about incorporating those recommendations into a finalized OSLD Internal Strategic Plan that respects Lehigh culture and pushes innovation aiming to keep the OSLD at the forefront of the field of leadership training, education and development.

Phase 6: Strategic Plan Communication

The Assistant Dean of Students will work in coordination with the DOS Leadership team to approach communicating the new OSLD plan both internally to all DOS units and externally to important Lehigh constituents. Some of those external constituents may be: Alumni, Athletics, and the faculty and staff of the colleges. This phase of the process is aimed at garnering enhanced support and buy in for current and new initiatives by constituents seeing their work in the smaller and ultimate vision of the OSLD.



Phase 7: Component Incorporation into Student Affairs Strategic Plan

The Assistant Dean and OSLD Coordinators will determine an ideal implementation time line for the components associated with the new internal strategic plan. The first pieces and immediate components will be included in the 1 year learning outcomes of the Student Affairs Strategic Plan and the second level more time intensive components will be included in the 3-5 year learning outcomes for the 2010-2011 plan as appropriate. These components are not limited to learning outcomes; they may also include program or service utilization outcomes that could appear only in the internal OSLD strategic plan.

Institutional and Historical Context

An important notation to make within this new strategic plan is the foundation on which this plan is being built. Based on a great deal of research and an inventory of leadership programs across Lehigh's campus during the inception of the Office of Student Leadership Development in 2003, there were three "target populations" identified to which the office began outreach immediately. These included "first year students", "Greek students", and "athletes." Since that time, a number of programs have evolved to meet the needs of these students in particular. We are proud of the programs that have been developed and we believe that they continue to be critical to the current and future plans of the OSLD at Lehigh. Though our new strategic plan rarely explicitly makes reference to the Athletics and Greek Leadership programs, the overall set of strategies we have developed for the future are intended to either supplement and/or be implemented across all office programs including the athletic and Greek initiatives in different and meaningful ways. Ultimately, as we continue to look toward new directions for leadership development for Lehigh students, we are also committed to continually improving our current programs, particularly the athletics and Greek leadership programs that have become hallmarks of our overall success.

Transformational Leadership: A Theoretical Framework

The visioning team undertook an essential review of the theoretical framework, which guides the office. The core philosophy, vision, and mission of transformational leadership were deemed relevant to guide the new internal strategic plan.

Transformational Leadership Theory describes a course of action where both leaders and participants engage in a mutual, ongoing process of raising one another to higher levels of motivation, moral reasoning, and self-consciousness. By appealing to social and community values, this process encourages collaboration and interdependence. Within this theory, every participant has the potential to lead and leadership is not based on position or title, but rather on positive action that contributes to common goals and greater good for the larger community. There are four primary components of Transformational Leadership including:

1. **Idealized Influence:** Leaders behave in ways that allow them to serve as role models and that result in admiration, respect, and trust for participants.
2. **Inspirational Motivation:** Leaders behave in ways that motivate and inspire those around them by providing meaning, purpose and challenge for participants.



Enthusiasm and optimism are displayed as participants are engaged in helping leaders create an exciting and attractive future.

3. **Intellectual Stimulation:** Leaders and participants' efforts are more creative and innovative as a result of questioning assumptions, reframing problems, and encouraging creativity in one another. Each person's knowledge and abilities are enhanced through this process.
4. **Individualized Consideration:** Leaders grow future leaders by paying attention to each individual participant's needs for achievement and growth. They serve as a support, mentor, and coach for participants, thereby increasing those individuals' potential for growth and development.

In addition to Transformational Leadership Theory, several models and approaches to leadership are utilized to help implement these concepts, which include:

- Leadership Challenge Model
- Relational Leadership Model
- Social Change Model

The findings of this report continue to support the use of this theory and these complimentary models in our efforts to support leadership development throughout the campus community. In order to provide contextual relevance to the theoretical curriculum, feedback was solicited from across the campus community through both an internal assessment and external review.

Use of the knowledge produced from these evaluations cannot be limited to our efforts with students, but must be infused in all aspects of the Office of Student Leadership Development. The vision and mission express this commitment to promoting positive behaviors that create societal change throughout the global community (See Appendix IV).

Four guiding principles (See Appendix V) were developed to enhance the framework by adding value statements and action to the philosophy. We hope to give life to our mission and vision through the following guiding principles: access, approach, connections, and outreach:

- Creating additional points of *access* to programmatic initiatives
- Continual evaluation and diversification of our *approaches* to leadership education and instruction
- Enhancing *connections* throughout the campus community
- Expanded *outreach* to include diverse perspectives and backgrounds

Reconstruct the Construct: A Strategic Plan for 2016

In order to prepare students to be positive examples of leadership excellence the OSLD aims to provide all students with various opportunities to examine, critique, dialog and practice leadership. These experiences provide students an avenue to examine personal constructs of



leadership, and thoughtfully reconstruct these definitions to be successful citizens in a complex and ever-changing global community.

As a result of the internal strategic planning process, strategic actions were developed in conjunction with programmatic level student focused learning outcomes. In addition, a timeline for executing the plan was also identified and characterized into three strategic action stages; immediate, two to four years, and four to six years, allowing this plan to be the framework as the office progresses forward to 2016.

The below strategic planning rubric chronologically outlines the strategic actions, viewed as critical steps toward enacting the OSLD vision in partnership with Lehigh community. These strategic actions can also be categorized into three broader themes:

1. Broaden the scope of leadership development to engage a broad cross section of university constituents creating a holistic curricular and co-curricular leadership experience.
2. Expand the breadth of leadership experiences to increase engagement from a broader base of students throughout their Lehigh experience.
3. Explore and integrate processes and programs that will further institutionalize the discipline of leadership throughout the Lehigh culture.

Strategic Planning Rubric

Immediate Strategic Action Stage

Immediate Strategic Action	Resource Recommendations	Guiding Principle(s) Addressed	Measurable Outcome(s)
Increase the engagement of under-represented students (individuals and groups) in both existing and new leadership development experiences and opportunities	\$7,000	Outreach	By increasing intentional outreach efforts that are inclusive of all members of the Lehigh community, students and their organizations will be aware of new leadership development opportunities and able to articulate and participate in those that best meet individual and group needs.
Implement committee structures to assist with revisions to major office program elements and creation of new collaborative endeavors	No monetary funding required	Connections Outreach	By recruiting faculty and staff members to actively engage in Office of Student Leadership program revisions and collaborations, University community members will be able to express and integrate their unique points of view on the discipline of leadership in the creation of options for delivering leadership education to various student participants.



Immediate Strategic Action	Resource Recommendations	Guiding Principle(s) Addressed	Measurable Outcome(s)
Connect with and provide faculty who are meaningfully engaged in leadership focused research and pedagogy an opportunity to dialog and connect with each other and students in a scholarly fashion	\$1,000	Connections Approach Outreach	By engaging faculty, staff members and students in discussions and professional development on leadership as and integrative and interdisciplinary subject, community members will be able to articulate and demonstrate a respect and appreciation for leadership as a discipline and the value it adds to an institution of higher education.
Create a database of current credit bearing courses that intentionally touch on leadership specific topics to inform creation of an OSLD run reflection/certificate program for students that participate in the courses	\$1,500	Approach Access	Through participation in critical thinking and reflective course audits facilitated by Office of Student Leadership Development staff members, students will be able to discuss and explain the concrete intersections of their personal curricular and co-curricular leadership development experiences.
Revise OSLD overall learning outcomes and implement intentional assessment strategies aimed at understanding student learning of these outcomes	No monetary funding required by utilizing Student Voice	Approach	As are result of revising overall office learning outcomes and creating intentional assessment measures for these outcomes, the Office of Student Leadership Development will be able to articulate student satisfaction, engagement and learning as a result of participation in programs.
Immediate Financial Resources Needed	\$9,500		

Two – Four Year Strategic Action Stage

2 - 4 Year Strategic Action	Resource Recommendations	Guiding Principle(s) Addressed	Measurable Outcome(s)
Expand options for entry points into the Leadership Lehigh program	Utilize current resources from Leadership Lehigh budget	Access Outreach	By intentionally expanding leadership development opportunities, a wider range of students will be able to examine, articulate and enact their personal philosophy of leadership and transfer skills and experiences from one opportunity to another.
Integrate excursion based experiential learning opportunities	\$5000 per trip 2/year total of \$10,000 by end of year 4	Approach Outreach	Through enhanced integration of highly experiential learning activities and programs that foundationally incorporate all stages in Kolb's Learning cycle, students participating in Office of Student Leadership Development excursion programs will be exposed to high quality inclusive learning experiences that develop leadership capacity based on sound educational pedagogy.



2 - 4 Year Strategic Action	Resource Recommendations	Guiding Principle(s) Addressed	Measurable Outcome(s)
Position OSLD as the "hub" of leadership development activities and resources for the campus community	No monetary funding required	Connections Approach Access	By creating a storehouse for leadership resources on campus all members of the university community will be able to seamlessly access tools to further their personal leadership development and the leadership development of the students they most directly interact with.
Construct opportunities for students, faculty, staff members and alumni to engage in intentional mentoring & coaching experiences and dialog around leadership skills, experiences and personal development translating LU experiences to practical skills and real world uses	\$10,000	Connections Access Approach	(1) Through the development of intentional individual one on one leadership consulting opportunities coordinated by the Office of Student Leadership Development, students will be able to create a personal leadership development plan and progress toward individual leadership identity development in a way that is most salient for each individual. (2) By enhancing outreach and development efforts with Lehigh University Alumni, both Lehigh graduates and undergraduates will be prepared to translate theoretical and practical leadership skills and experiences to future life and professional situations.
2-4 Year Financial Resources Needed	\$15,000-\$20,000		

Four – Six Year Strategic Action Stage

4 - 6 Year Strategic Action	Resource Recommendations	Guiding Principle(s) Addressed	Measurable Outcome(s)
Engage in and support a "global leadership experience" for students	\$10,000-\$15,000	Connections Approach Access	Through a meaningful integration of cultural exploration and immersion opportunities with leadership education and reflection, students participating in globally based experiences will be able to appreciate and respect different viewpoints and identities and articulate their personal development as a citizen and leader and the interconnectness between these dimensions.
Initiate discussions surrounding the creation of a campus wide leadership advisory committee which the Assistant Dean for Student Leadership Development would be a part of	No monetary funding required	Connections Outreach	By recruiting faculty and staff members to actively engage in discussions and professional development on leadership as an integrative and interdisciplinary subject, students will be exposed to a more seamless integration of curricular and co-curricular leadership education and development options.



Reconstruct the Construct: A Strategic Plan for 2016

4 - 6 Year Strategic Action	Resource Recommendations	Guiding Principle(s) Addressed	Measurable Outcome(s)
Build a network of university constituents (alumni, staff, faculty, Student Affairs Board of Trustees members etc.) with accurate knowledge of OSLD programs allowing them avenues to meaningfully engage with OSLD curriculum and initiatives as relevant to each individual	\$10,000	Connections Outreach	(1) Through expanding the breadth of knowledge of key University constituents with regard to Office of Student Leadership programs and initiatives, University community members will be able to accurately articulate the individual and group opportunities for students and staff members to engage in enhancing leadership development. (2) By engaging key University constituents in the Office of Student Leadership program revisions and initiatives, University community members will be able to express and integrate their unique points of view on the discipline of leadership in the creation of options for delivering leadership education to various student participants.
Initiate discussions about the prospects of an interdisciplinary leadership minor that cuts across all colleges and majors	No monetary funding required	Connections Approach	By recruiting faculty and staff members to actively engage in discussions and professional development on leadership as an integrative and interdisciplinary subject, students will be exposed to a more seamless integration of curricular and co-curricular leadership education and development options.
Expand OSLD staffing to include one additional coordinator level professional or an academic coordinator for interdisciplinary course initiatives	\$50,000 - \$100,000 depending on level	Connections Approach	By expanding Office of Student Leadership Development staffing resources to include an additional professional level exempt staff member or faculty member, a wider range of students will be able to examine, articulate and enact their personal philosophy of leadership and transfer skills and experiences from one opportunity to another.
House all OSLD offices in one common student center focused building	Not OSLD allocated funding	Connections Outreach Access	By physically locating all Office of Student Leadership Development offices in one central, student centered facility, students will be able to access all leadership development resources at one time and be visibly reminded of the inclusive nature of leadership being taught by the OSLD.
4-6 Year Financial Resources Needed	\$70,000-\$125,000		
Total Financial Resources Needed	\$94,500-\$154,500		

Closing

The Office of Student Leadership Development at Lehigh University aims to prepare students to be positive examples of leadership excellence and social consciousness in a complex and ever-changing global community. While we stand firm in this vision, we also recognize that progress is impossible without change and as such, we are committed to continuous improvement through intentional planning and action. Our recent internal strategic planning process has yielded four guiding principles, serving as a compass for our office: access, approach, connections and outreach. We are inspired to act in congruence with these guiding principles to achieve our aggressive and attainable goals. It is our commitment to cutting edge leadership



that will enable us to contribute significantly to the achievement of the larger Student Affairs goals and the overall mission of Lehigh University.

Supplemental format

An electronic version of this report can be found online at the www.lehigh.edu/leadership



Appendix I
External Program Review

**OFFICE OF STUDENT LEADERSHIP
DEVELOPMENT**

LEHIGH UNIVERSITY

EXTERNAL PROGRAM REVIEW

16 MAY 2010

REVIEWERS

**DR. NANCE LUCAS, DEAN OF NEW CENTURY COLLEGE
GEORGE MASON UNIVERSITY**

**DR. DAVID ROSCH, ASSISTANT DIRECTOR OF THE ILLINOIS
LEADERSHIP CENTER
UNIVERSITY OF ILLINOIS**



EXECUTIVE SUMMARY

An onsite external review of the Office of Student Leadership Development (OSLD) was conducted on February 3-5, 2010. The external reviewers were Drs. Nance Lucas and David Rosch (Appendix A). Key to our findings and recommendations were interviews with approximately 50 students, deans, faculty, OSLD staff, student affairs staff, and senior administrators. The reviewers analyzed OSLD publications, reports, and strategic plans.

This report is organized in six sections:

- A. Methodology
- B. Context of the Office of Student Leadership Development
- C. Program Strengths
- D. Program Limitations
- E. Recommendations
- F. Conclusion

The external reviewers' collective expertise and experiences in leadership education, development, and scholarship combined with observations from approximately 50 campus interviews and document analysis formed the basis of this report.

Overall, OSLD received a positive evaluation given the comprehensive nature of the student leadership offerings, the expertise and dedication of the OSLD staff, and the support of the program by the leadership of the Division of Student Affairs. OSLD has grown steadily over the last several years and has the commitment for the Division's leadership and expertise of the OSLD director (Jessica Manno) to continue to grow and expand. The program serves a variety of student constituencies and has contributed to creating and sustaining community for students on campus.

The following is a summary of *key* recommendations based on the reviewers' data analyses, onsite interviews, and collective experiences in leadership education, development, and research:

1. The programs sponsored by OSLD have been effective in facilitating students' learning and development in various areas of leadership (personal development, organizational development, etc.). OSLD needs to engage in a strategic planning process that would involve key campus stakeholders (students, faculty, staff, and possibly alumni) who can contribute new perspectives and directions toward the year 2016. There are a significant number of individuals who want to be involved in shaping the future directions of leadership initiatives at Lehigh University. We recommend this as an immediate priority.
2. A campus-wide leadership advisory committee should be formed as a way to continually engage the program's major stakeholders. OSLD has been successful in launching and maintaining a number of leadership initiatives over the last several years. We recommend that this committee be established as a campus-wide entity with its charge provided by the Provost and Vice President for Student Affairs. This campus-wide committee on leadership could model a partnership between Academic and Student Affairs on a topic that has wide appeal to faculty, staff, students, and alumni.
3. OSLD receives strong support from the leadership of the Division of Student Affairs. The program's success and growth is attributed to the advocacy of the Division's senior leadership



and the director of OSLD. However, the program is limited to its growth without the partnership and collaboration from the academic affairs units at Lehigh University. The national trends in leadership education and development in higher education indicate a growing number of exemplary leadership programs characterized by collaborations and investment from both student and academic affairs. The Council for the Advancement of Standards and the Kellogg Foundation of Hallmarks of Exemplary Leadership Programs support collaborative efforts between academic and student affairs in designing and implementing leadership programs that provide a union between thought and action. An increase in faculty involvement in OSLD and collaboration with academic affairs is highly recommended.

4. Programs sponsored by OSLD would benefit from a systemic and ongoing assessment plan of the intended student leadership learning outcomes. OSLD has identified 11 student learning outcomes. While all of these learning outcomes are important to the understanding and practice of leadership, it is challenging to adequately assess this number of outcomes for a program of this size. We recommend that a more focused and realistic of essential learning outcomes be identified (5-6) and rigorously assessed over time.
5. Access to OSLD programs needs to be explored. Given the structure of various student leadership programs sponsored by OSLD, a large population of students is unable to participate at various entry points at any given year during their undergraduate experience. Given the program content and structure, some students automatically self-select out of any of the OSLD programs because either they believe they need to hold a formal position of leadership, the content does not resonate to them, and/or they are not ready to make a long-term commitment to the program in their freshman year.
6. OSLD offices and its small number of staff are dispersed in various parts of the campus, which segments the subpopulations the office serves (athletes and Greeks). With increased responsibility for campus-wide coordination of leadership education as well as assessment, a requisite increase in staffing is recommended. Moreover, OSLD would benefit from a centralized location that increases its visibility and provides common space for students, staff, and faculty to engage in formal and informal learning – a place where a community of learners and educators can be created and sustained. As the institution plans toward the future for a new student center on campus, it would be beneficial to bring all of the various OSLD program areas (Greek, athletic) into a campus commons such as a student center. This would increase the visibility of OSLD and would provide greater opportunities for diverse student groups and constituencies to convene informally on topics and issues related to leadership.



Most men and women go through their lives using no more than a fraction – usually a rather small fraction – of the potentialities within them. The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for humankind. Among the untapped capabilities are leadership gifts.

John W. Gardner (1990). *On Leadership*, p. xv.

INTRODUCTION AND BACKGROUND

Lehigh University requested an external consultation to review the Office of Student Leadership Development (OSLD). The overall charge was to interview the program's major stakeholders and provide recommendations as the program staff plan toward the year 2016.

METHODOLOGY

The two external reviewers, Drs. Nance Lucas and Dave Rosch, interviewed approximately 50 members of the Lehigh University community on February 3-5, 2010 (see Appendix A for external reviewer biographical summaries). Each interview was approximately one hour in length with the majority of interviews conducted in small groups. Some interview sessions included both external reviewers while most were facilitated by one reviewer. The consultants reviewed the program website, self-assessment and planning reports from the OSLD staff, and a wide range of OSLD documents (marketing materials, reports, etc.).

The major OSLD program components included for review included:

- Leadership Lehigh (L.L.)
- Experiential Training (Ropes Challenge Course)
- Greek Life Leadership Development Program
- Greek Emerging Leaders
- Athletics Leadership Development
- Urban Ops (collaboration between the Office of Student Activities and OSLD)
- P.E.E.R. (Prepare. Emerge. Engage. Reflect)
- Leadership Core Skills and Cluster Training
- Student Life Leadership Awards Celebration
- Student Leadership Conference

The reviewers interviewed staff and students who were involved or affiliated in some way with one or more of these programs or highly involved in other leadership programs within the Division of Student Affairs.

The external reviewers used a mixed appreciative inquiry and qualitative interview approach. A sample of general interview questions included:

1. Describe your relationship with the leadership program (OSLD). If you could have it any way, what would the ideal relationship look like?
2. Tell us your personal best story of your participation in the leadership program. What made it so positive?



3. What do you believe are the strengths of the program overall?
4. What is your ideal outcome for students? What do you hope participants will say in general when they complete any components of the program?
5. What are the points of pride used to describe this program off-campus? (alumni, community members, businesses, internship sites, etc.)
6. Dream: Imagine you have an opportunity to create a University-wide culture of leadership at Lehigh University. What would it look like? What specific things could faculty, staff, and students do to make this a reality? What does the ideal program look like?
7. What competencies (learning outcomes) do we want students to know as a result of the program? To what degree are these learning outcomes being achieved?
8. What are the program's top 3-4 assets?
9. What's missing from the program that you would like to see included in the future?
10. What are the challenges and/or limitations of the program?
11. What might need to change to achieve your ideal vision/dream for the program?

Appendix B includes a full list of interview questions. General interview questions were included in the majority of the interviews with specific questions tailored for various audiences (e.g., students, faculty, staff).

CONTEXT OF THE OFFICE OF STUDENT LEADERSHIP DEVELOPMENT

The context of the program was important to the external review team. Lehigh University is a private, residential research university located in Bethlehem, Pennsylvania. The university offers majors and programs in four colleges: Arts and Sciences, Business, Education, and Engineering. The founder of Lehigh University, Asa Packer, was committed to providing an education to young people, allowing them to combine formal knowledge with practical skills. We see the founder's vision from 145 years ago relevant today in the mission of OSLD and Lehigh University. The university aims to prepare its graduates to "tackle complex challenges and to lead change." The OSLD mission statement supports and complements the University's mission and upholds the original vision of Asa Packer. The OSLD mission is as follows:

The Office of Student Leadership Development utilizes innovative, educational, and experiential teaching methods to facilitate students' leadership development. As every individual has the potential to lead, we strive to help all students shape their personal definition of leadership through critical thought and meaningful action. Through a set of comprehensive leadership opportunities, students cultivate leadership skills and abilities to work interdependently, serve as meaningful contributors, visionary thinkers, and exceptional leaders in a global community.



The University's strategic plan released in 2009, *Advancing Our Intellectual Footprint*, calls for greater collaboration and partnerships among faculty, staff, and students. "The ultimate objective of those partnerships is to ensure that students leave Lehigh as academically accomplished, self-confident, creative, and productive leaders, citizens, and persons of sound character" (p. 13). Also at the time of this review, the University was engaged in a strategic planning process for its First-Year Experience Program. We believe that the timing of these two major reports provides opportunities for greater alignment between OSLD initiatives and the university's strategic directions.

OSLD is located in the Division of Student Affairs and is led by Jessica Manno, Assistant Dean of Students. There is significant program support from the Division's leadership, including sufficient financial resources for current programs. The Division's leaders recognize that the program provides considerable outreach to students and is a strength of the unit. Given the context and size of the University, the support from the unit's leadership, the staff expertise, and the program's overall success, the Division of Student Affairs is the appropriate administrative location for OSLD. Another advantage of its place in Student Affairs is that the program is not tied to any one academic discipline or limited by students' majors.

The following program strengths and limitations emerged from our collective analysis of interviews and program documents.

EXTERNAL REVIEW OBSERVATIONS

This section includes the reviewers' observations about OSLD and limitations gathered by triangulating the data. These observations are followed by recommendations for future directions.

OSLD PROGRAM STRENGTHS

Overall, a large majority of interviewees viewed the program positively using descriptors such as, "OSLD is a positive outlet for Greeks", "student-centered approach", "student staff have pride in OSLD", "program based on theory and research", "competent professional staff", and "excellent involvement opportunity." A number of student participants commented that the program gave them opportunities to establish relationships with students from diverse majors and interests. The opportunity for students to serve as peer educators was a salient theme among the student interviewees. Specific strengths included the following:

1. Theoretical program foundation

- a. Clear connections to well regarded published leadership models such as the Social Change Model, the Leadership Challenge, and other foundations of student leadership development, which is a hallmark of forward-thinking leadership development programs nationally
- b. All programs are designed to teach the foundations of leadership as these models describe
- c. OSLD programs expose students to leadership in a formal, systematic way.

2. Leadership Lehigh is comprehensive in nature

- a. Four-year program that delves deeply into various aspects of leadership
- b. A wide range of programs allow for multiple types of involvement.

3. Institutional support for growth

- a. OSLD has grown substantially in size, budget, and reach on campus in only a few years.



- b. Many faculty and student affairs staff recognize the importance of developing leadership competencies as part of a successful Lehigh undergraduate educational experience.
- 4. Staff competence**
 - a. All staff in OSLD are viewed as competent in what they do, knowledgeable about their area, and excellent resources as leadership educators.
 - b. OSLD staff excel at selecting students in LL who show leadership potential along with students who have formal leadership experienced gained during high school.
 - c. Overall, those interviewees who knew about OSLD and its programs strongly believe the staff are student-centered and the quality of their work is high.
 - d. The leadership of OSLD has the requisite combination of education credentials and a command of contemporary leadership models and theories.
 - 5. Athletic program is respected by both student participants and staff**
 - a. Program is connected to respected national programming efforts
 - b. Both student athletes and responsible staff can point to benefits of services
 - c. Involved student athletes report positive experiences with the program
 - d. Several potential plans to expand and become more comprehensive with regard to student development, especially in the area of young alumni involvement
 - 6. Strong programs within overall structure**
 - a. Students who have utilized their services point to consulting-style programs as helpful and timely.
 - b. Students who participated in orientation events that included OSLD (such as UrbanOps, for example) felt they were beneficial and helped them create a system of support for their first semester on campus. Examples include Urban Ops and Leadership Lehigh publicity.
 - c. OSLD is a positive educational outlet for Greek students to come together from various sororities and fraternities.
 - d. The Ropes Challenge Course (experiential learning) continues to be a steady source of revenue for the program and is a high impact leadership development initiative within OSLD. This challenge course is a distinguished component of OSLD and is well managed by the staff and student facilitators.
 - 7. Diversification of financial resources**
 - a. OSLD currently collects revenue from Athletics, Auxiliary Services, and it Ropes Challenge Course in addition to more typical student fees. This is a national trend in student leadership development offices.
 - b. Such externalized funding paves the way for OSLD to more fully examine a structured relationship with the Office of Development as a means for program revenue growth.

PROGRAM LIMITATIONS

The program limitations are based on themes that emerged during the site visit interviews, an analysis of the OSLD program documents, the external reviewers' collective experiences, and national trends in student leadership programs. The Council for the Advancement of Standards (CAS) Student Leadership Program Guidelines notes a shift in colleges from preparing students who are high potential leaders toward an egalitarian approach to student leadership development. This current approach calls for college campuses to provide opportunities to undergraduate students in general, preparing them to serve as responsible global citizens. While programming for positional student leaders and high potential leaders



is essential, college campuses are encouraged to provide leadership development opportunities to all students through coordinated campus-wide efforts.

A seminal report that shaped the current generation of student leadership programs on college campuses was sponsored by the W. K. Kellogg Foundation and entitled, *Leadership in the Making: Impact and Insights from Leadership Development Programs in U.S. Colleges and Universities* (1998). Based on an analysis of leadership programs across the country, the report investigators identified hallmarks of exemplary leadership programs (Appendix C). Two of those hallmarks include an area of Lehigh University's leadership program efforts that should be addressed in the near future. The first is that the leadership program needs a strong connection between academic and student affairs. Our observations from interviews with students, faculty, staff, and academic leaders is that OSLD has little connection with academic affairs. A stronger connection would lead to greater levels of program sustainability and a campus culture that supports students' leadership development in and outside of the classroom.

The second hallmark is that leadership programs that have high impact on students' learning and growth include academic components *and* cocurricular experiences that link theoretical foundations with applied experiences. A growing trend in leadership education and development programs includes academic courses and undergraduate minors in leadership. This nexus of leadership programming connects faculty with student affairs leadership educators and provides a stronger connection between the institutional mission and the leadership program mission.

The following is a summary of program limitations based on a comprehensive understanding of national trends in leadership program, the CAS standards, and the W. K. Kellogg Foundation reports.

1. Access

- a. Lack of entry points for LL, the flagship program within OSLD
 - After the first few weeks of first semester on campus, the opportunity is lost to join.
 - Several students receive rejection letters soon after this time, which turns them off to participating in other programs OSLD offers (and may serve as a detriment to their development).
- b. Lack of participation by specific student groups
 - Students of color and other underrepresented populations
 - Students highly involved in other areas (Gryphons and Orientation Leaders as examples)
 - Results in reinforcing a "silo" atmosphere of student involvement that limits engagement across student groups
- c. Lack of alumni involvement, especially young alumni, outside of the UrbanOps program

2. Limited opportunities to apply theory with practical experiences (experiential learning)

- a. Programs have limited practical value beyond theoretical knowledge - students cannot point to specific skills they learn and can apply after participating.
- b. Some programs seen as overly structured – not applicable enough to specific students attending and seen as having been developed for too broad of an audience.

3. Limited connection with Academic Affairs

- a. Lack of connection seen among academics to specific mission of OSLD – general lack of engagement of faculty in areas of OSLD and student affairs; faculty are not affiliated with the program and generally are not promoting the ideals of OSLD's mission inside the classroom.



- b. Lack of academic credit offered for learning formalized leadership development theory and skills
 - c. Other Student Affairs staff recognize they do not know all services provided by OSLD.
 - d. The institution views leadership development and leadership education in the context of co-curricular activities.
- 4. Sense of competition for scarce resources**
- a. OSLD is seen as privileged by some within the Division of Student Affairs, which creates low-level tension with other professional staff and less motivation for investing in the program. While staff had positive comments about the overall program, they questioned the perceived disproportionate support OSLD receives. At the same time, these staff members would like to be meaningfully involved in creating and sustaining leadership programs versus being asked to market existing programs to their students. From a funding/resources perspective, OSLD receives funding from diverse sources from within as well as outside Student Affairs. Additionally, this funding strategy could be used as a model for various units within Student Affairs. This misperception about OSLD's funding, at least, could be addressed by greater awareness among the staff in the Division of Student Affairs, especially in the context of using this as a model for other Student Affairs units.
- 5. Physical space**
- a. OSLD not located in a central location related to other student-centered offices. Highly involved students in other offices (such as cultural offices, Housing, etc.) do not come in contact with OSLD office.
 - b. Neither OSLD office space nor surrounding space allows students to formally meet in groups nor congregate and the offices are dispersed throughout campus.
 - c. A central hub or commons where students, faculty, and staff can gather as an extension of informal leadership learning communities lacks within the existing physical space for OSLD.

PROGRAM RECOMMENDATIONS

The following recommendations are organized in three categories: (1) Programming Structure, (2) Campus Stakeholders and Engagement, and (3) Assessment.

PROGRAMMING STRUCTURE

As the OSLD is currently designed, there are not enough entry points for the larger campus population.

1. ***Revise Leadership Lehigh program so that there are more opportunity points for students beyond the first semester in the freshman year (non-athletes).*** Many Lehigh freshmen are delaying cocurricular involvement decisions until later in this first year or early in their sophomore year. A number of Lehigh freshmen who do apply to Leadership Lehigh and are rejected develop a negative impression of OSLD and its services, which can negatively impact their future involvement in other OSLD programs.
 - a. Consider creating leadership programs that any first-year student can participate in and make the selective program components available for upper-class students (e.g., juniors and seniors). Selection in upper-class years could ensure that students who are apply are more knowledgeable about the experience, and therefore more motivated to participate over the course of a year or two.



- b. Integrate leadership modules in the University's First-Year Experience Program as a way to expose all freshmen to leadership.
- c. Building on the popularity of the Office of Campus Activities "Make It And Take It" Program, consider the creation of short marketing strategies to increase OSLD program's visibility with students. For example, providing a 5 minute mock interview session with a staff person to learn how to talk about one's leadership development in an interview session.
- d. Consider creating more structured collaborations with other organizations of student leaders (Gryphons, Orientation Leaders, Student Leadership Council members, etc.).

2. *Review and revise the content of the program.*

We recommend that a small group of committed faculty, staff, and students assume the task of reviewing and providing content revisions in each of the major program elements. Many student participants and staff reflected on the need to include more content focused on self-awareness, self-assessments, and self-discovery followed by feedback and developmental interventions that would allow students to learn and grow in their reflections about their leadership.

Another enhancement to the content would include increasing opportunities for students to apply their formal learning through internships, active learning activities within the program content, credit-bearing courses, and other ways for students to make connections between their formal learning and application.

- a. Consider more active, practical, and skill-based sessions within Leadership Lehigh, while de-emphasizing the theory undergirding the session. Transform OSLD into a laboratory for students to apply what they're learning; students want to be inspired to participate versus feeling like it's an obligation.

Consider teaching explicit concepts such as collaboration, opportunities for structured self-assessment (Strengths, Values in Action, DiSC, MBTI, SLPI, etc.), conflict management, simulations, training for group/team projects, role playing, internship preparation, student employee supervisor training, etc. It could be beneficial to explore a *Know-Be-Do-Grow* model of leadership development that does not follow a strict timeline or order and one that moves away from traditional leadership development approaches. A major focus of program enhancement is in the area of intrapersonal development where students explore identity development, spiritual awareness, self-appraisal, values, self-understanding (CAS Standard).

- i. Weave issues of social justice throughout the program, rather than waiting to introduce these concepts in advanced sessions.
 - ii. Include an integrated component on student reflection throughout the majority of program components that would allow students to make intentional connections to their academic majors. Integrate more content related to reflection on meaning and purpose (e.g., Why do you lead? What purpose does your leadership serve?) and Spirituality and Leadership.
- b. Include specific entry points that would involve interested alumni in various stages of their professional development. A specific group that could be targeted for engagement includes the Board of Trustees Student Affairs Committee.
 - i. These alumni could provide mentoring, coaching, and practical skill development training, while allowing them to connect to the university at a time when financial contributions are minimal.
 - ii. Include a special focus on engaging alumni of color to interact with students in various program elements (speakers, panels, leadership coaches).



- iii. Sponsor an annual leadership seminar for alumni during alumni reunions that could feature various themes on leadership such as strengths-based leadership, social responsibility and leadership, and panels of experienced leaders from diverse industries and sectors. This approach would support the concept that leadership development is a lifelong journey.
 - iv. Convene a meeting with the University's Board of Trustees Student Affairs Committee and OSLD staff to explore ways to meaningfully involve this committee in the leadership program. For example, members of this committee would be invited to speak with OSLD students about leadership experiences (both students and committee members). This committee also could provide suggestions on how to involve alumni and board members in OSLD programs.
3. ***Create and engage in more targeted and intentional outreach to students of color.***
- a. OSLD should seek ways to be more inclusive and accessible to students of color by encouraging and seeking out underrepresented populations (CAS Standard).
 - b. Letters of nomination to these students from staff who students have relationships with.
 - c. Create specific partnerships with the Office of Multicultural Affairs, the Women's Center, and the LGBTQA Services Office.
 - d. An integration of social justice content and experiences in the leadership program would attract a diverse group of students. While there is a loose connection with service-learning and community service activities and the leadership program, a more intentional connection would attract a more diverse student audience. Some students who do not see themselves as formal leaders but who might be interested in engaging in leadership development, might be more drawn to a service-learning experience, a civic engagement model, or an experiential leadership program based on the Social Change Model philosophy and constructs. Program elements that might attract greater diversity include an understanding and appreciation of cultural and human differences, social responsibility, and understanding leadership through a global perspective. Overall, OSLD program components can be revised to include opportunities for students to develop multicultural awareness, social identities, and a deeper understanding of how cultural influences leadership.

CAMPUS STAKEHOLDERS AND ENGAGEMENT

Through the review process, we discovered a wide range of interest from Student Affairs staff and students who want to be engaged in OSLD strategic planning, especially in the formation of new initiatives and the recruitment of students of color into the various programs. Several students, staff, and a number of academic affairs representatives expressed interest in shaping the future directions of the program. We believe greater ownership and campus-wide engagement will result by including students, staff, faculty, and alumni who are not centrally involved in OSLD in the vision and planning process toward the year 2016. OSLD would be strengthened by an institution-wide commitment that transcends its own boundaries and the greater boundaries of the Division of Student Affairs (CAS Standard).

The external review process piqued their interest about the future but more importantly provided a vehicle for them to express how they would like to be engaged in OSLD. Several commented that they were not aware of opportunities to help shape OSLD directions. They indicated that they were asked to help market existing OSLD programs, but many of them were interested in more substantive involvement. Therefore, we recommend the following:



1. **Create a campus-wide OSLD advisory committee that would include faculty, Student Affairs staff, and students (OSLD students and non-OSLD students).**
 - a. This group could provide specific feedback on OSLD's strategic initiatives.
 - b. Through the recruitment of student-centered faculty and academic administrators, this group would help develop advocates for student leadership development initiatives across campus.

2. **Position the OSLD as the "hub" of leadership development initiatives, not the sole provider or only unit positioned for this purpose.** A critical role that OSLD can assume is in providing faculty and staff development through leadership learning communities. In conjunction with a campus-based committee (above), these initiatives could serve to alleviate low-level tension among staff in Student Affairs over perceived resource inequities, involving them more in leadership education in their own areas as well as within the auspices of OSLD.
 - a. For example, OSLD can sponsor brownbag lunches that feature a faculty member talking about the major leadership issues and questions in his/her field or the implications of his/her research on leadership.
 - b. Another example is providing a common reading (book, journal article, etc.) on leadership and inviting interested faculty and staff to engage in a conversation.
 - c. As the institution plans a future student center, it would be beneficial to bring the various OSLD offices together in this student center. Housing the existing program components (Greek, athletic) together with the OSLD office would increase opportunities for student groups to collaborate on various leadership initiatives and provide a "commons" where they can informally connect and continue their learning across identity-based boundaries.

3. **Capitalize on Lehigh's strength in liberal education by creating an interdisciplinary academic leadership minor open to students from all majors (major theme from students).**
 - a. Integrate these courses in the general education program or make a case for this minor to be a strategy for achieving additional successes in the quality of undergraduate education at Lehigh.
 - b. Introduce introductory and advanced leadership courses that are sequential and developmental in nature. These courses would deepen students' learning about leadership while allowing them to apply formal knowledge to practical settings such as service-learning, experiential learning activities, campus-based projects, and internships, to name a few.

4. **As Lehigh strives to achieve a bigger research footprint, consider creating opportunities for faculty engaged in research that is or can be connected to leadership.** For faculty in the social and behavioral sciences and business management as examples, this might be a good opportunity to come together around topics of interest related to leadership. Given the interdisciplinary nature of leadership, a wide range of faculty from diverse disciplines and fields could be interested if the activities are viewed as relevant and supported by the institution.
 - a. One possible way to achieve this is through offering small (\$2-3K) research grants in leadership or ways to "affiliate" faculty to OSLD.
 - b. Consider forming partnerships with academic departments, programs, and centers to host research/scholarly colloquia on leadership topics that would be of interest to faculty.

5. **Engage faculty through leadership curriculum transformation projects (mini segments on leadership that faculty can integrate into their existing course) or faculty brownbag lunches to discuss prevalent leadership issues in their disciplines and fields.** The overall outcome is to increase the number of faculty and academic units involved in leadership education and scholarship on campus through greater collaborations between Student and Academic Affairs.



- a. These curriculum transformation projects or brownbag lunches could be co-hosted once a semester in the first year by the Provost and Vice President of Student Affairs as a way to start this tradition); start with the experiences of the faculty; faculty focus groups on how students' understanding of leadership might engagement them differently or enhance the quality of their academic performance and what they're learning in the classroom.
- b. Find ways to explore academic leadership initiatives with academic affairs and faculty versus marketing what currently exists to them. Consider curriculum transformation projects on leadership where faculty can explore ways to integrate leadership in existing courses and/or create new courses on leadership related to their disciplines and fields.
- c. Appoint faculty as senior scholars or leadership faculty affiliates using the University's cluster hiring/teaching model to engage faculty in the life of OSLD. Faculty incentives such as release time from teaching and/or stipends should be explored as a way to sustain faculty involvement over time.

ASSESSMENT

1. Design a plan to assess student learning outcomes on leadership

OSLD has identified 11 student learning outcomes. While all of these learning outcomes are important to the understanding and practice of leadership, it is challenging to adequately assess this number of outcomes for a program of this size. We recommend that a more focused and realistic list of essential learning outcomes be identified (5-6) and rigorously assessed over time.

- a. Provide professional development opportunities for both OSLD staff as well as others on the assessment of student learning and leadership development.
- b. For leadership program components that span a period of time (e.g., one semester, one year), consider creating and administering pre-post assessments designed from the program's learning outcomes. We recommend surveying students at the beginning and at the end of their participation. While this is an indirect method of assessing learning, it yields valuable information about students' learning and development that can be used in strategic planning, program redesign, development of new programs, etc.
- c. Invite faculty and Academic Affairs to participate in focus groups to explore what they hope Lehigh students would be able to do and know related to leadership by the time they graduate; ask faculty where they think students are learning this or where this is being reinforced on campus.
- d. Create strategic alignment with the institution's focus on student learning outcomes and accreditation.
- e. Implement more continuous feedback systems so that OSLD staff have ways to receive ongoing student feedback, enabling changes throughout the semester.

RESOURCES

In summary, these recommendations will require additional financial support for staffing to coordinate these broad-based initiatives and incentives for greater faculty involvement. Some of these recommendations call for resources where particular experiences and expertise are needed. For example, the program staff do not have the requisite resources to implement a systematic assessment of students' learning and development in the leadership program. Meaningful and sustained faculty involvement in OSLD might require stipends and/or release time in addition to staff coordination of this aspect of the program. For a number of the proposed actions in this report to be realized, additional staff support is strongly recommended.

A greater alignment between OSLD and the Office of Development could result in external funding in the form of endowments, corporate gifts, grants, alumni giving, and foundation support. The alumni of



OSLD could be involved in fund raising activities both as donors and advocates for external support through their networks. Lehigh's leadership program is well positioned for external funding and would need the involvement of the institution's development to be successful. We recommend that OSLD and the Office of Development design a fund raising plan that would benefit both the leadership program and the institution overall.

CONCLUSION

We found substantial strengths in the OSLD given the commitment and talents of the staff, institutional support through allocation of resources, and interest in expanding the program's reach through greater involvement from invented students, staff, and faculty. Overall, the students involved in OSLD programs have a positive experience. OSLD staff and the leadership of the Division of Student Affairs provide a strong foundation for leadership development and education at Lehigh University. The program is well positioned to grow and to accommodate new initiatives and directions through greater involvement and collaborations from campus stakeholders. Lehigh University has a distinct advantage to build upon the impressive array of leadership programs sponsored by OSLD and other units on campus. We see a bright future with significant opportunities to enhance the program toward the year 2016.



APPENDIX A

EXTERNAL REVIEWER BIOGRAPHIES

Nance Lucas is the Associate Dean and Associate Professor of New Century College at George Mason University and former Interim Director of the Higher Education Program and the Bachelor of Individualized Study Program at George Mason University. Dr. Lucas is an Adjunct Faculty member with The Gallup Organization and an Affiliate Faculty member of graduate Higher Education Program. She received a Ph.D. in College Student Personnel with a concentration in Leadership Studies and Ethics at the University of Maryland; a master's degree in College Student Personnel Administration, and a Bachelor of Arts degree in Industrial Psychology both from The Pennsylvania State University. Her teaching and scholarship interests focus on ethics, leadership, and positive psychology.

Nance is the co-author of the book *Exploring Leadership: For College Students Who Want To Make A Difference* (1st and 2nd editions) and author of chapters in edited books. She was the co-editor of the *Journal of Leadership and Organizational Studies* for special issues and a member of the Journal's Editorial Board. She was a contributing author of *Leadership Reconsidered* and *The Social Change Model of Leadership Development*.

Nance was the creator and convener of the 1997 Global Leadership Week Program (a world-wide leadership program initiative that spanned five continents), co-founder of the National Leadership Symposium, co-founder of the National Clearinghouse for Leadership Programs, and a past chair of the National InterAssociation Leadership Project. She served on the W. K. Kellogg Foundation Leadership Studies Project Ethics Focus Group, W. K. Kellogg Foundation College Age Youth Leadership Program Review Team, and the Kellogg Forum on Higher Education National Dialogue Series Planning Team.

Dave Rosch is the Assistant Director of the Illinois Leadership Center at the University of Illinois at Urbana-Champaign, and serves as an instructor in the College of Agricultural, Consumer, and Environmental Sciences there. He is also an Adjunct Faculty member in the Higher Education Program at Loyola University Chicago. Dr. Rosch received his Ph.D. in Higher Education Administration at Syracuse University; a Master's Degree in Student Affairs in Higher Education from Colorado State University, and a Bachelor of Arts Degree in Psychology from Binghamton University (NY). His teaching and scholarship interests include leadership, group dynamics, emotional intelligence, and the intersection of ethics and multiculturalism.

At Illinois, Dave chairs a committee responsible for campus-wide assessment of leadership outcomes, is responsible for academic leadership initiatives within the Leadership Center, and consults with a wide variety of units, including the Division of Intercollegiate Athletics. Dave is active within the International Leadership Association (ILA) and chairs the committee for Membership Services within the Leadership Education Member Interest Group. He has also authored a number of articles and book chapters on student leadership and assessment.



APPENDIX B

INTERVIEW QUESTIONS

A. Appreciative Inquiry Questions

1. Describe your relationship with the leadership program (OSLD). If you could have it any way, what would the ideal relationship look like?
2. Tell us your personal best story of your participation in the leadership program. What made it so positive?
3. What do you believe are the strengths of the program overall?
4. What is your ideal outcome for students? What do you hope participants will say in general when they complete any components of the program?
5. What are the points of pride used to describe this program off-campus? (alumni, community members, businesses, internship sites, etc.)
6. Dream: Imagine you have an opportunity to create a University-wide culture of leadership at Lehigh University. What would it look like? What specific things could faculty, staff, and students do to make this a reality? What does the ideal program look like?

B. Program Content Questions

7. What competencies (learning outcomes) do we want students to know as a result of the program? To what degree are these learning outcomes being achieved?
8. What are the program's top 3-4 assets?
9. What's missing from the program that you would like to see included in the future?
10. What are the challenges and/or limitations of the program?
11. What might need to change to achieve your ideal vision/dream for the program?

C. Future Direction Questions

12. What are the opportunities for the program?
13. As the OSLD staff plan toward the Year 2016, what do you believe should the top priorities for the future?
14. What are the ideal collaborations and partnerships for this leadership program?
15. What relationships already exist that are valuable and which need to be cultivated?
16. What additional resources are needed that would allow program to reach goals over the next six years?



17. As the University addresses the “changing faces of the Lehigh student, what recommendations or ideas to you have for the leadership program staff? What should the staff tend to given the student demographics at the University?

D. Academic Affairs Tailored Questions

18. What role can the leadership program play in academic affairs/in your academic college/department? How can OSLD help advance the goals and objectives of your college?
OR – How can OSLD advance your students’ learning about leadership?

19. In what ways can leadership programs be tied to areas such as the general education curriculum, student learning outcomes, academic majors, etc.?

20. What’s the temperature for leadership development in your department/college?

21. What would the ideal relationship look like between your college/department and OSLD?



APPENDIX C

KELLOGG FOUNDATION HALLMARKS OF EXEMPLARY PROGRAMS

Leadership in the Making: Impact & Insights From Leadership Development Programs in U.S. Colleges & Universities 1998

I. Context

- A. Strong connection between institutional mission & mission of the leadership program or institute
- B. Program's approach includes an academic component as well as theoretical underpinnings that link curricular & cocurricular activities
- C. Program has a home above the departmental level – ideally under the auspices of both academic and student affairs
- D. Program has strong leadership (faculty and/or staff personnel)

II. Philosophy

- A. Program staff have strong commitment to the concept of leadership development for young adults
- B. Program leaders have a clear theoretical framework, command of the literature, and well-defined values and assumptions
- C. Working definition of leadership is developed by consensus of key stakeholders
- D. There is a comprehensive, coordinated educational strategy, which includes experiential learning as well as intellectual development
- E. Participants are encouraged to develop specific skills and acquire formal knowledge on leadership

III. Sustainability

- A. Faculty and administrators from across the institution are involved in and committed to the program
- B. Process, outcome, and impact objectives are clearly stated and measurable
- C. There is a clearly stated evaluation plan, which includes ongoing dissemination to stakeholders



- D. Program's original design ensures institutional impact and sustainability (strategic vision and plan)
- E. Program involves capacity building for the institution and community it serves (not just individual skill development); culture change occurs in institutions that develop leaders for social change

IV. Common Practices

- A. Self-Assessment & Reflection
- B. Skill Building
- C. Problem Solving
- D. Intercultural Issues
- E. Service Learning & Servant Leadership
- F. Outdoor Activities (ropes courses, retreats, team building exercises)
- G. Student Leadership of Programs
- H. Mentoring
- I. Community Involvement
- J. Public Policy
- K. Targeted Training & Development
- L. Faculty Incentives
- M. Student Recognition
- N. Co-curricular Transcripts & Portfolio Development
- O. Capstone Experiences



Appendix II

Nance Lucas PhD Curriculum Vitae

NANCE LUCAS, PhD

25975 Glasgow Drive · South Riding, VA 20152
 office: (703) 993-4810 · cell: (301) 873-5520 · home: (703) 542-8877
nlucas2@gmu.edu

EDUCATION

PhD, College Student Personnel Administration [Professional Concentration: Leadership Studies] Dissertation – <i>Lives of integrity: Factors that influence moral transforming leaders</i> 1999	University of Maryland, College Park, MD
MA, College Student Personnel Administration 1984	Pennsylvania State University University Park, PA
BA, Industrial Psychology 1982	Pennsylvania State University University Park, PA

SUMMARY OF ACADEMIC AFFAIRS EMPLOYMENT HISTORY

GEORGE MASON UNIVERSITY, FAIRFAX

Associate Dean and Associate Professor, New Century College and the College of Humanities & Social Sciences	August 2005-Present
Affiliate Faculty, Higher Education Graduate Program	July 2007-Present
Interim Director, Bachelor of Individualized Studies Program	July 2007-May 2008
Interim Director, Higher Education Program	July 2006-June 2007

THE GALLUP ORGANIZATION Adjunct Faculty	April 2003-Present
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UNIVERSITY OF MARYLAND, COLLEGE PARK

Special Assistant to the Provost	July 2003-July 2005
Director, Academy of Leadership	July 1999-June 2003
Affiliate Faculty, Robert Smith School of Business	June 2003-June 2005
Acting Director, Academy of Leadership	March 1998-June 1999
Associate Director and Direct of Faculty Affairs, Academy of Leadership	July 1994-February 1998

ACADEMIC ADMINISTRATIVE EXPERIENCE

ASSOCIATE DEAN AND ASSOCIATE PROFESSOR New Century College and the College of Humanities and Social Sciences George Mason University, Fairfax, VA	August 2005-Present
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Provide leadership in an academic degree-granting Integrative Studies college of 550 students, 22 faculty, 5 administrative staff, and seven graduate teaching assistants. Lead the college in areas of strategic planning, academic program review, faculty development, alumni outreach, fund raising, program development, and external relations. Successful in raising more than \$10M in external funds and establishing the college's first external advisory board.

- responsible for curriculum development, human resource management of faculty, staff, graduate, and student employees, and financial management of the college
- facilitate shared governance in the college while creating new involvement opportunities for faculty, staff, and students
- manage state, foundation, and endowment budgets, resulting in increases in faculty lines, foundation accounts, and endowments
- develop marketing and promotional strategies that increase the visibility of the college in admissions activities and external relations
- lead major curricular changes that resulted in new minors, a new first-year experience program, new courses, and an expanded living-learning program
- teach undergraduate and graduate courses in ethics and leadership studies, including the development of four new courses
- supervise three research and programmatic centers while securing a \$10M gift to establish a new center in the college
- participate in the leadership team of the College of Humanities and Social Sciences

SPECIAL ASSISTANT TO THE PROVOST

July 2003 – July 2005

Office of the Senior Vice President for Academic Affairs and Provost
University of Maryland, College Park

With primary responsibility for academic policy and program development, assisted in developing the University's first undergraduate academic minor policy. Instrumental in developing a policy passed by the campus senate to require course evaluations for all undergraduate and graduate courses. Responsible for launching the President's Promise, a presidential initiative guaranteeing all new entering freshmen an enrichment experience to complement their academic majors.

- participated as a member of the Provost's senior staff
- participated in academic reviews of colleges
- wrote and co-edited policy proposals, reports, and surveys for academic reviews
- assisted on content and policy procedures for establishing undergraduate academic minors
- planned and implemented the President's Promise initiative and served as the chair of the President's Promise Steering Committee, composed of faculty, staff, and students
- assisted in developing a policy and implementation plan for adoption of a new campus-wide policy to require student course evaluations for all undergraduate and graduate courses
- experienced in developing campus-wide student learning outcomes for data comparison and accreditation purposes
- assisted faculty in developing new academic programs
- facilitated a campus study on part-time instructors; assisted in creating a new electronic information dissemination of instructional policies and instructional materials

DIRECTOR

July 1999 - June 2003

ACTING DIRECTOR

March 1998-June 1999

James MacGregor Burns Academy of Leadership
College of Behavioral and Social Sciences



University of Maryland, College Park

After serving as acting director of the Academy, was hired to serve as the permanent director. Since 1999, the Academy raised more than \$5M in external funds, increased enrollment and funding for academic programs and scholarships, and experienced a 100% increase in executive education clientele.

- responsible for the overall leadership and management of a comprehensive research and educational institute
- provided overall fiscal responsibility for a multi-million dollar budget, which included state, foundation, grant, private, and endowment funds; created diverse revenue and funding models
- secured external funds for research activities and program development; endowed two of three student scholarships at the \$50,000 level
- led the organization in strategic planning processes that resulted in a new four-year vision and new set of priorities
- re-established a Board of Directors with primary responsibilities for fund raising; transformed an inactive board into a fully engaged board that met regularly
- managed communications outreach, including media and an award-winning web site that grew to a level of more than 1.5 million hits per month
- directly supervised 12 faculty and staff

ASSOCIATE DIRECTOR AND DIRECTOR OF ACADEMIC AFFAIRS
Academy of Leadership

July 1994-February 1998

Increased overall student enrollment from 150 to 500 students as director of Academic Affairs. Enhanced faculty engagement through the introduction of curriculum committees, institutes and seminars for teaching faculty, and a teaching assistant orientation program. As Associate Director, successfully managed the organization's programmatic and faculty/staff growth, resulting in a 150% increase in employees over three consecutive years. Improved organization's budget processes that resulted in cost savings and annual surpluses.

- served in the absence of the Director
- managed Academy's budgets, which increased annually
- coordinated organization's long and short range planning, resulting in six core organizational values and a new vision for academic programs
- participated in fund raising activities with a core team that resulted in a \$5.6M Kellogg Foundation grant
- managed a \$1.3M building renovation project that included the creation of a comprehensive leadership library and state-of-the-art leadership training facility; successfully lobbied state legislators for renovation funds
- hired faculty and staff in consultation with the Director
- supervised full-time faculty, staff, and graduate assistants
- provided overall leadership and management to the educational division of the Academy of Leadership, which included undergraduate and graduate credited courses
- created and led Global Leadership Week, an educational outreach program that spanned five continents

FACULTY DIRECTOR OF THE COLLEGE PARK SCHOLARS
PUBLIC LEADERSHIP PROGRAM
Division of Undergraduate Studies
University of Maryland, College Park

July 1994-June 1998



College Park Scholars is a campus-wide, academic living-learning program for academically talented students. As faculty director, exceeded enrollment goals and contributed to the overall retention efforts of students. The College Park Scholars Public Leadership Program enrollment doubled within the first three years.

- provided leadership and vision to the Public Leadership Program in the development of curricular and cocurricular offerings
- created a two-year interdisciplinary undergraduate curriculum involving faculty from various disciplines
- coordinated the Public Leadership Program recruitment and selection processes with the goal of attracting diverse and academically talented students
- developed relationships with parents and involved them in various aspects of the program

RECENT TEACHING EXPERIENCE

GEORGE MASON UNIVERSITY

Ethics in Higher Education (Graduate-level)	Fall 2009
Applied Ethics in Organizations	Spring 2009
Leadership for the IT and Engineering Professional (Graduate-level)	Fall 2008
Ethics and Leadership	Spring 2008
Global Ethics	Spring 2007

UNIVERSITY OF MARYLAND

Global Ethics: Examining Contemporary Major Dilemmas	Spring 2004, 2002
Leadership: Transforming Ourselves, Our Organizations, and Our Communities	Summer 2001, 2000, 1999

SELECT PUBLICATIONS

BOOKS

Komives, S. R., Lucas, N., and McMahon, T. R. (2007). *Exploring leadership: For college students who want to make a difference* (2nd ed.). Jossey-Bass Publishers.

Owen, J.E., Komives, S. R., Lucas, N., & McMahon, T. (Eds.). (2007). *Instructor's guide for Exploring Leadership: For college students who want to make a difference*. (2nd ed.). San Francisco: Jossey-Bass Publishers.

Komives, S. R., Lucas, N., and McMahon, T. R. (1998). *Exploring leadership: For college students who want to make a difference*. Jossey-Bass Publishers.

JOURNAL ARTICLES, BOOK CHAPTERS, AND REPORTS

Lucas, N. (2009). The influence of integrative and interdisciplinary learning on civic engagement. In B. Jacoby (Ed.), *Civic engagement in higher education: Concepts and practices* (pp. 99-116). San Francisco: Jossey-Bass.

Lucas, N. & Chambers, T. (Eds.). (2004). Values, ethics, and leadership [Special issue]. *Journal of Leadership and Organizational Studies*, 11 (1).



- Lucas, N. (2004). An interview with Senator Paul Sarbanes. Values, ethics, and leadership [Special issue]. *Journal of Leadership and Organizational Studies*, 11 (1), 3-8.
- Lucas, N. & Koerwer, V. S. (2004). An interview with Sherron Watkins. Values, ethics, and leadership [Special issue]. *Journal of Leadership and Organizational Studies*, 11 (1), 38-47.
- Lucas, N. (2003). An interview with Mary Robinson, former president of Ireland. *Journal of Leadership and Organizational Studies*, 9 (3), 2-7.
- Chambers, T. & Lucas, N. (Eds.). 2003. Leadership in diverse societies [Special issue]. *Journal of Leadership and Organizational Studies*, 9 (3).
- Chambers, T. & Lucas, N. (2003). An interview with Ambassador James A. Joseph. *Journal of Leadership and Organizational Studies*, 9 (3), 94-102.
- Lucas, N. (2002). An interview with Donna Shalala. *Journal of Leadership and Organizational Studies*, 8 (3), 3-10.
- Lucas, N. J. (2000). Doing the right thing: The intersections between ethics and leadership. In Kellerman, B. and Matusak, L. R. (Eds.). *Cutting Edge Leadership* (pp. 69-72). University of Maryland: Academy of Leadership.
- Astin, A. W. & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. (Contributing author). Battle Creek, MI: W. K. Kellogg Foundation.
- Lucas, N. (1997). Comparing managerial ethical practices and propensities across nations. In S. J. Carroll & M. J. Gannon, *Ethical dimensions of international management*. Thousand Oaks, CA: SAGE Publications.
- Astin, A. W. & Astin, H. S. (1996). A social change model of leadership development. (Contributing author). University of California, Los Angeles: Higher Education Research Institute.

SELECT PROFESSIONAL PRESENTATIONS

KEYNOTE SPEECHES

Topics include ethics and leadership, leading with your talents, contemporary leadership models, higher education leadership, and women in leadership. Presented over 100 keynote addresses.

Texas A&M 2008; North American Association of Commencement Officers, 2004; Dickinson State University, 2003; Northern Illinois University, 2003; University of the District of Columbia, 2003; Salisbury University 2003; West Chester College, 2003; American Association of Colleges of Pharmacy National Convention, 2002; Pennsylvania State University, 2002; National Collaboration for Teaching & Learning Annual Meeting, 2002; Kent State University, 2001; Northern Michigan University, Marquette, 2001; Phi Theta Kappa National Leadership Conference, 2000; Radford University & Virginia Tech Leadership Conference, 1999; Phi Beta Kappa National Leadership Conference, 1998; Gettysburg College, 1998

PEER REVIEWED PRESENTATIONS, INVITED SPEAKER, AND CONSULTATIONS

Papers and consultations on leadership and leading with integrity: National Association of Student Personnel Administrators, 2009; American College Personnel Association, 2009; Harper College, 2007; Experience Corps, 2007; American Association of Colleges of Pharmacy Faculty Leadership



Institute, August, 2004, 2005, 2006, 2007, 2008, 2009; American Association of Teachers of German Faculty Institute, April, 2004, 2003, 2002, 2001; American Association of Higher Education, 2000; Montgomery College Faculty Scholars Program, 2003; American Association of Higher Education National Conference, 2003; Salzburg Seminar Leadership Institute, Salzburg, Austria, 1995

PAPERS (PEER REVIEWED) ON PROGRAM ASSESSMENT AND EVALUATION

American Association of Colleges and Universities, 2008 & 2007; International Leadership Association Conference, 2001

EXTERNAL PROGRAM REVIEWS

Utah Valley University, 2009; Morehouse College, 2003; Army Corps of Engineers Leadership Institute 2003; Samford University Leadership Program, 2001; Gettysburg College Leadership Program Evaluator, 1993

SELECT AND RECENT UNIVERSITY SERVICE

GEORGE MASON UNIVERSITY

University-wide

- Provost's Public Policy Committee
- Provost Office Interim Coordinator of Postgraduate Fellowships & Scholarships Search Committee
- Higher Education Program Executive Committee
- Co-chair, Campus-Wide Leadership Steering Committee
- Faculty Senate External Relations Committee
- Continuing Professional Education Academic Council
- College of Education and Human Development Tenure Appeal Committee

College of Humanities and Social Sciences

- Former Interim Director, Higher Education Program
- Dean's Senior Leadership Committee
- Chair, Interdisciplinary Curriculum Programs Committee
 - Created *Moments of Truth* interdisciplinary ethics lecture series
- Dean's Curricular Program Committee
- Chair, Assistant Dean of Academic Student Affairs Search Committee

New Century College

- Chair, Dean's Advisory Council (shared governance)
- Chair, Academic Program Review Committee
- Chair, Strategic Planning Committee
- Chair, Center for Consciousness and Transformation Faculty Advisory Committee
- Chair, First-Year Experience Task Force
- Chair, Dean's Student Advisory Council

UNIVERSITY OF MARYLAND

Office of the President

Prince George's County Higher Education Visionary Board	6/04-6/05
Baltimore Incentive Awards Scholarship Mentor Program	9/02-6/03
Terrapin Pride Day Committee	10/97-4/01

Office of the Senior Vice President for Academic Affairs & Provost

Graduate School Review Committee	8/04-5/05
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President's Promise Steering Committee Chair	8/04-6/05
Course Evaluation and Teaching Task Force	9/03-6/05
Campus Assessment Working Group	9/03-6/05
Civic Engagement and Leadership Steering Committee	9/03-6/05
Civic Engagement and Leadership Student Learning Outcomes	8/04-6/05
President's Promise Planning Team Convener	6/04-8/04
College of Journalism Dean's Review Committee	9/03-2/04
Behavioral and Social Sciences Dean's Search Committee	12/02-6/03
Dean of Behavioral and Social Sciences Five-Year Review Committee	11/97-3/98

PROFESSIONAL AFFILIATIONS AND SERVICE

American Association of Colleges and Universities

Consortium for Innovative Environments in Learning

International Positive Psychology Association

The Journal of Leadership and Organizational Studies

Co-Editor of Special Thematic Issues

Editorial Board Member

Associate Editor

4/01-5/05

5/00-5/05

12/97-6/98



Appendix III

David Rosch PhD Curriculum Vitae

David M. Rosch

1401 West Green Street
Urbana, IL 61801
315-380-5685
dmrosch@illinois.edu

EDUCATION

Doctor of Philosophy, *Syracuse University*, Syracuse, New York, *December 2007*

Higher Education Administration

Dissertation: *The Relation of Campus Involvement to the Practice of Socially Responsible Leadership Capacity*

Master of Science, *Colorado State University*, Fort Collins, Colorado, *May 1999*

Student Affairs in Higher Education

Thesis: *Intellectual Development and Distance Education*

Bachelor of Arts, *State University of New York at Binghamton*, Binghamton, New York,
May 1996

Major: Psychology

Minor: Sociology

Magna Cum Laude, Phi Beta Kappa

CURRENT EXPERIENCE

Assistant Director, Leadership Center, University of Illinois at Urbana-Champaign, Sept. 2006 – present

- Supervise the office Consulting Program, responsible for offering structured and unstructured consulting workshops and meetings open to all Registered Student Organizations
- Coordinate all logistical details for i-programs (1-3 day leadership workshops open to all Illinois students), including curriculum modification and evaluation, facilitator and volunteer recruitment, and budget management
- Responsible for coordinating the assessment and research efforts of the Leadership Center, including serving as the office liaison to the Illinois Leadership Coordinating Committee subgroup for assessment
- Coordinate LeaderShape, a six-day leadership institute with a competitive selection process for 65 students, in collaboration with staff representing all University of Illinois at Urbana-Champaign colleges
- Develop and modify the leadership curriculum for Integrity, a leadership workshop that focuses on ethics and values in leadership theory and practice, and Imprint, a one-day institute focusing on leading in new and unfamiliar environments, as well as mentoring and coaching skills
- Serve as leadership consultant to various campus units, including the Accountancy and Music Education Departments, the Institute for Chemistry Literacy, the College of Engineering Summer Bridge Program, and the University Counseling Center.



- Hire, train, supervise, and evaluate a team of four undergraduate John Graf office interns, who share responsibility for marketing, outreach, and logistical programming details within the office
- Serve as an active member on the Illinois Leadership Coordinating Committee, a group of 90 faculty, staff, and students from all academic college and student affairs units responsible for providing strategic direction to the Illinois Leadership Center
- Where applicable, represent the Illinois Leadership Center on various committees, and in the absence of the director, provide day-to-day supervision within the Center

Adjunct Professor, College of Education, Loyola University Chicago, Fall 2008

- Course: Administrative Leadership in Higher Education, Educational Leadership and Policy Studies (ELPS) 429
- Open to graduate students enrolled in the Higher Education MA and PhD programs
- Curriculum blends administrative theory with current leadership development theory in examining the intersection of both within a higher education context

Instructor, College of Engineering, University of Illinois at Urbana-Champaign, Spring 2007 and 2008

- Course: Leading Sustainable Change, General Engineering (GE) 498
- Open to student with Junior and Senior class standing from all colleges within university
- Curriculum builds on itself by beginning with personal change techniques to change within complex organizations, culminating in societal change management skills

Instructor, College of Agriculture, Consumer and Environmental Sciences, University of Illinois at Urbana-Champaign, Fall 2007 - present

- Course: Leadership and Social Responsibility, Agricultural Education (AGED) 199 (created course in Fall 2007)
- Course: Leadership in Groups/Teams, Agricultural Education (AGED) 380 (helped create course Spring 2007)
- Curriculum focuses on power and privilege issues associated with leading organizations in industrialized societies, examining leadership from lens of pluralism and servant leadership theory

Editorial Consultant, National Clearinghouse for Leadership Programs, Summer 2008 – present

- Assist in editing the manuscript “The Social Change Model of Leadership Development”, designed as a textbook for introductory leadership classes (currently in press)

PAST TEACHING EXPERIENCE

Adjunct Professor, College of Arts and Sciences, Syracuse University, Fall 2001 – Fall 2006

- Course: Introduction to Leadership; a six-week one-credit leadership development and service-learning class taught each semester and open to all students, housed in the Department of Public Affairs (PAF 240)
- Responsible for syllabus development, administration, and coordination of the class
- Created the course curriculum to reflect the tenets of the Social Change Model of Leadership Development and service learning experiences



Instructor, Environmental Science and Forestry Learning Community Class, Syracuse University, Fall 2000

- Developed and implemented weekly lesson plans that focused on personal, academic, and social development

Instructor, Introduction to Student Leadership, Colorado State University, Fall 1999

- Taught a one credit half-semester class (ED 296) open to all students
- Responsible for syllabus development, administration, and coordination of the class, involving six instructors

Guest Lecturer, Syracuse University Higher Education Program

- HE 600: Introduction to Learning Communities, responsible for a theory-to-practice lecture using the Environmental Science and Forestry learning community as a case study
- HE 700: Moral Development and Education, responsible for various lectures regarding applying moral development theory to residential learning environments

PAST PROFESSIONAL EXPERIENCE

Assistant Director for Leadership, Office of Residence Life, Syracuse University, June 2003 – August 2006

- Supervise, train, and evaluate 5 full-time Residence Directors and the Graduate Assistant for Leadership, while indirectly responsible for 5 full-time Assistant Residence Directors, 68 Resident Advisors and 1,600 - 2500 residents in a residential housing complex
- Chair departmental Leadership Team, a committee consisting of ten professional staff members and student leaders, which coordinates all hall council training, support, and recognition, departmental service projects, and professional staff leadership development initiatives
- Responsible for large-scale leadership development programming for all residential students, including topics such as personal and group leadership training, service learning, and civic engagement activities.
- Responsible for creating and implementing comprehensive assessment plan for departmental leadership initiatives, including the assessment of programs and services, the training of staff advisors, as well as overall program effectiveness
- Coordinate the Leaders Emerging and Developing (LEAD) residential living-learning community, consisting of a group of 44 students, and serve as the chair of the LEAD Advisory Board, a group of interdisciplinary students, faculty and staff focused on bringing leadership theory to practice
- Serve as the main advisor to the Residence Hall Association (RHA), a student leadership group that coordinates social, educational, multicultural, and service programs for residential students. In 2002, 2004, and 2005, RHA was named “School of the Year” by the Northeast Affiliate of College and University Residence Halls
- Coordinate “JumpStart”, a Division of Student Affairs-wide four-phase comprehensive leadership and personal development program for SummerStart residents, a group of 180 - 250 academically at-risk pre-first-year students. In 2003, the JumpStart program was awarded a University Exemplary Achievement Award for excellence in programming.
- Share responsibility to coordinating the Students of Color Leadership Retreat, an annual overnight off-campus retreat



Coordinator for Leadership, Office of Residence Life, Syracuse University, July 2001 – May 2003

- Shared responsibility (with Assistant Director for Leadership) for the overall management, supervision, and marketing of departmental leadership initiatives
- Co-chaired departmental Leadership Team and supervised the Graduate Assistant for Leadership
- Responsible for bringing the theory of the Social Change Model of Leadership Development into the practice of the office's leadership curriculum, including programs and initiatives, professional staff and student training sessions, and official marketing promotions
- Co-advised the Residence Hall Association, along with the Graduate Assistant for Leadership

Residence Director, Office of Residence Life, Syracuse University, June 1999 – May 2003

- Responsible for the overall management of residence halls of 400-500 students
- Supervised, trained, and evaluated an Assistant Residence Director and 8-15 Resident Advisors
- Served as primary-level Judicial Hearing Officer for students violating university policies and procedures
- Coordinated all hall programming and indirectly supervise main desk staff of 12-15
- Advised the hall Community Council, a group of students who program and act as the voice of students in the hall
- Served as a rotating member of a crisis-response team responsible for 4 residence halls housing 1,600 students

Coordinator for Central Programming and Staff Development, Office of Residence Life, Colorado State University, July 1998 – May 1999

- Coordinated and chaired a variety of cross-campus events, including leadership classes and conferences, diversity initiatives, and service projects
- Hired, trained, supervised, and evaluated a staff of four paraprofessionals
- Provided programming activities and resources on a central level for Residence Life Staff
- Created and implemented a leadership seminar series in conjunction with Apartment Life Staff

RamFest Coordinator, Colorado State University, Summer 1998

- Coordinated a campus-wide welcome-week of events for 5,000 incoming first-year students
- Supervised a staff of fifty faculty, staff, and students to implement a Casino Night involving 2,000 students
- Planned and implemented first-ever “El Mercado” – a daylong marketplace for students involving the city community
- Collaborated with Orientation, Residence Life, the Vice President for Student Affairs, Food Services, and Facilities offices

Hall Director, Colorado State University, July 1997 – May 1998

- Supervised and evaluated a staff of 12 Resident Assistants in a Residence Hall of 400 primarily first-year students
- Supervised all staff programming initiatives and managed a \$2,500 operating and programming budget
- Shared responsibility for policy reinforcement and student conduct hearings



Residence Hall Coordinator, The Sage Colleges, June 1996 – May 1997

- Supervised and trained a staff of five Resident Assistants in a Residence Hall housing 100 students
- Responsible for front desk operations and supervision of desk staff
- Chaired the Sage Junior College Academic Standards Committee

RELATED SERVICE EXPERIENCE

Overall Advisor, National Association for College and University Residence Halls

(NACURH) 2005 Annual Conference, Syracuse University, October 2003 – August 2005

- Served as the overall advisor to a group of 22 students to host an annual international leadership conference that includes undergraduate students from almost 300 institutions and 3,000 delegates
- Supervised the NACURH Conference Assistant, a 30-hour per week university staff member, as well as a practicum student from the Higher Education Master's program
- Coordinated an advising team consisting of 24 university staff and faculty member advisors from various units, as well as serving as liaison to university offices ranging from facilities, housing, and dining, to risk management and public safety
- Managed the two-year process from planning a 200-page written bid and 60 minute presentation to hosting the conference
- Responsible for an operating budget totaling over \$500,000

The LeaderShape Institute, Summers 2003 and 2006 – 2008

- A weeklong comprehensive leadership development experience for men and women in college
- Serve as a co-Lead Facilitator for a group of approximately 60 students
- Served as a Cluster Facilitator for a group of 12 students in the summer of 2003 at a national institute session

New York Leadership Educators Consortium (NYLEC) Board of Directors, July 2004 – September 2006

- A regional professional organization for faculty and student affairs professionals involved with student leadership development
- Served as the Host Committee Chair, 2006 annual conference, held at Syracuse University in July
- Responsible for recruiting and choosing major speakers and organizing entertainment and logistics

Conference of Living and Learning Programs and Residential Colleges, October 2005 – September 2006

- Served as the Programming Chair on the conference host committee
- Responsible for creating programming tracks, recruiting and managing program submissions, and coordinating major speakers and presenters
- The conference was part of the Association of College and University Housing Officers, International (ACUHO-I) professional organization



Advisor, Pi Kappa Phi National Fraternity, November 2002 – May 2004.

- Served as a District Counselor for Region 1B (Central New York)
- Provided support and training for chapters and chapter advisors

PUBLICATIONS

- Rosch, D.M. & Schwartz, L.M. (2009). Potential issues and pitfalls in outcomes assessment in leadership education. *Journal of Leadership Education*, 8(1), 177-194.
- Rosch, D.M. (2008). Can student leadership development be measured? *Interchange: ACPA Commission on Student Involvement Newsletter*, 3(2), 4+18-22.
- Rosch, D.M & Nocerino, T. (2007). Knowing the path and walking the path: Entering the matrix of education. *About Campus*, 12(5), 17-20.
- Rosch, D. M. (2007). Analyzing single-institution results within the Multi-Institutional Study of Leadership. *Concepts and Connections*, 15(3), 15-16.
- Rosch, D.M. & Coplin, W.D. (2007). Student organizations: Realizing the potential. *Campus Activities Programming*, 40(1), 50-53.
- Coplin, W.D. & Rosch, D.M. (2007). Student organizations: The wasted potential. *Campus Activities Programming*, 39(6), 33-38.
- St. Onge, S., Nestor, E.D. & Rosch, D.M. (2006). Assessing student leadership programs. In *Advice for Advisors*, 3rd Ed. Dunkel, N.W. & Spencer, C.L. (eds.) Columbus, OH: ACUHO-I Press.
- Rosch, D.M. & Peter, P. (2002). When is the practice of student development theory practical? *ACUHO-I Talking Stick*, Spring 2002.
- Rosch, D.M. (2001). The Community Action Plan: Adding intentionality to the residence life experience. *Journal of Student Affairs*, 9, 24-32.
- Rosch, D.M. (1998). Morals in motion: The flexibility within student moral development. *Journal of Student Affairs*, 6, 13-25.

PRESENTATIONS

- Owen, J., Komives, S., Rosch, D.M., Wagner, W., & Osteen., L. (2008). Connecting Actions and Outcomes: Examining the design and delivery of collegiate leadership development programs. Presented at the International Leadership Association annual conference. Fall 2008.
- Thompson, S.E., Rosch, D.M. & Phelps, K.C. (2007). Utilizing Alumni to Maximize Student Leadership Development. Presented at the International Leadership Association annual conference, Fall 2007.
- Rosch, L.J. & Rosch, D.M. (2006). Membership Recruitment: Bridging the Gap Between Housing and Greek Life. Presented at the Association of College Personal Administrators annual conference, Spring 2006.
- Rosch, D.M. (2006). I Believe There IS an “I” in “Team.” Keynote address: Binghamton University Housing Staff Winter Conference, Spring 2006.
- Rosch, D.M (2005). Assessing Student Leadership Programs. Presented at New York Leadership Educators annual conference, June 2005.
- St. Onge, S. & Rosch, D.M. (2004). Creating a Developmentally Impactful Residence Life Curriculum. Coordinating Faculty: State University of New York Residence Life Consortium annual retreat, August 2004.
- Rosch, D.M. & Cutler, D.S. (2003). The SummerStart JumpStart Leadership Development Experience. Presented at the American College Personnel Administrators annual conference, Spring 2003.



Rosch, D.M. (2003). Social Change: Reinventing an Approach to Student Leadership and Learning. Presented at the American College Personnel Administrators annual conference. Spring 2003.

Rosch, D.M. & Ellett. T.E. (2002). Actualizing a Departmental Guiding Philosophy for Scholarship, Wisdom, and Inclusion.” Presented at the American College Personal Administrators annual conference. Spring 2002.

AWARDS

Professor of the Year. Awarded by Psi Chapter, Sigma Pi Fraternity, 2008.

“Students First” Award. Presented by the Vice President For Student Affairs, Syracuse University, 2003 and 2006.

Excellence in Supervision. Awarded by the Office of Residence Life, Syracuse University, 2005 and 2006.

Advisor of the Year. Awarded by the Northeast Affiliate of National Association of College and University Residence Halls. 2002.



Appendix IV

Office of Student Leadership Development Internal Report Summary

In an effort to gain a more complete understanding of both the strengths and opportunities for growth within the Office of Student Leadership Development, various constituencies from across the university were asked for their feedback. The following are the general themes that emerged from their conversations.

The first two discussions, involving the vision team and Campus Involvement and Leadership Unit, were conducted under the framework of reconstructing the construct of leadership and the initiatives of the Office of Student Leadership Development. Two common themes between these groups emerged:

- 1) A sufficient and sound theoretical foundation exists and,
- 2) Students report positive experiences after working with OSLD.

Both groups also recognized that there are many constituencies who are not currently being reached by these offerings, and there exists a need to expand partnerships with all areas of campus moving forward.

OSLD Visioning Team

- The office's construct of leadership is that leadership is a transformational process and offerings should be based in theory
- Purpose of OSLD is to support development that will continue after students leave Lehigh
- The more expansive vision for the office does not match what is currently available
- New initiatives need to make the office much more inclusive and need to more effectively initiate changes in thinking and behavior
- Hope to have students connect with others who have different opinions and customs, but all feel comfortable engaging in meaningful dialog
- Leadership development should be much more inclusive to students, faculty, staff, and alumni
- A wider variety of offerings should be available both on and off the campus to provide impactful experiential learning opportunities
- There needs to be more collaboration so that OSLD can serve as a hub of leadership education and learning rather than operating outside the realm of other departments and offices
- Constant assessment of programs is essential for understanding the impact of initiatives on student learning and development



Campus Involvement and Leadership Unit

- There is consistent recognition by staff members that OSLD uses theory to enhance the developmental process and operates under the assumption that anyone can be a leader.
- While programs are congruent with the office's leadership construct, there is a lack of effective communication to those not directly in contact, who don't understand or know what opportunities are available.
- The biggest key moving forward will be to expand the participant constituency and look to include both undergraduate and graduate students, staff, faculty, and alumni in the programs offered by the office.

The third piece of the internal discussion represented various key constituencies throughout the Lehigh University community. These conversations did not follow the same pattern that the first two groups out of respect for the organic flow and group dynamic that occurred between individuals. This group was however able to offer information about the current initiatives and framework for their respective areas, and proposed ways that the Office of Student Leadership Development could partner in those efforts. The other two groups had a more in-depth working knowledge of the office and were able to think more comprehensively about the ways in which the office could grow and improve as part of this strategic plan.

LU Constituents Focus Group

- Current definitions vary by department and college, but most include a belief that leadership is a values-based developmental process through which others are motivated to achieve a common goal
- Too often there is a focus on organizations and positional leaders because they are most readily available and seek out leadership development opportunities
- There is a need to help connect student affairs and academic initiatives to prevent redundancies and help connect student experiences
- Students often struggle to connect single experiences with more general applications of the concepts
- Theory should be indirectly taught through intentional programmatic learning outcomes
- While current offerings are fantastic, there is still the opportunity to engage an even wider range of students



Appendix V

Office of Student Leadership Development Guiding Principles

Access

The Office of Student Leadership Development sees it as our charge to actively seek out students, faculty and staff members that have a desire to explore leadership development. Our approaches, programs and staff members strive to be available and flexible in order to meet the needs of any community member along the continuum of their individual leadership development journey. We truly believe that everyone has the potential and capability to be a leader. It is our vision that all community members will be able to find the appropriate avenue to explore this potential and that we can provide a vehicle to help them cultivate and enhance any leadership capability they choose.

Approach

At the core of the Office of Student Leadership Development is our attention to providing high caliber and quality experiences that inspire creative learning around the topic of leadership. We strive to integrate various individuals, points of view and experiential learning pedagogies in order to transcend the barriers created by utilizing one single approach or point of view to leadership education and instruction. We also hold ourselves to a high standard and expect that our delivery options clearly reflect our values and the evolving landscape of higher education. In order to ensure cutting edge experiences; feedback, evaluation and assessment are integral to the fiber of all the approaches utilized by the Office of Student Leadership Development.

Connections

The Office of Student Leadership Development has a commitment to all University community members and constituents to expose them to opportunities to examine and shape their personal philosophy of leadership in community with others. We also see it as our responsibility to act as a connective hub that brings together and infuses the common thread of leadership development and learning throughout the campus community in unique and diverse ways that center on bringing individuals together based on the power of collective learning.

Outreach

Bringing the dynamic University community together around the shared value of leadership is a priority of the Office of Student Leadership Development. We intentionally aim to integrate diverse perspectives and backgrounds represented at Lehigh to heighten the overall leadership development of our entire community. Through this thoughtful exploration of our unique differences coupled with the shared value of leadership we hope that all those in the Lehigh community will develop an enhanced understanding of the importance of critically engaging with diverse perspectives.





Office of Student Leadership Development

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