

Report from the Provost's Task Force on Leadership

March 2016

Charge to the Task Force:

The Provost's Task Force on Leadership was comprised of 12 faculty and staff drawn from across the university and chaired by Jim Brodzinski, the Dean of the College of Business. The other members of the Task Force include: Edward Armstrong, English and Core; Tom Cedel, University Professor; Charlene Cox, University Pastor; Sara Danger, English; Scott Duncan, Engineering; Steven Janowiak, Harre Union; Andrea Lyon, Law; Elizabeth Lynn, Institute for Leadership & Service; Carolyn Whittier, Student Affairs; Traci Young, Athletics; Joseph Zart, Nursing and Health Sciences.

The task force commenced on August 28, 2015, receiving its charge from Provost Biermann. Specifically, the Task Force was charged to review leadership development and educational programs on other campuses and other resources to develop recommendations for similar programming at Valparaiso University. The charge further clarified that the resulting program should be *holistic*, encompassing all students and both curricular and co-curricular activities, although students may be impacted in different ways. That is, while core leadership programming will include all students, additional programming should be available for students who want to pursue greater study and development in leadership. The task force was also tasked to recommend an approach that simultaneously educates students about the nature of leadership *and* develops their leadership abilities. Lastly, any proposed program should have appropriate and measureable *outcomes*.

In addition to reviewing leadership programs on campus and elsewhere, the task force should make use of the recent report to Valparaiso University by Dr. Rich Morrill.

The task force should work actively during the fall semester so as to be able to complete its work and submit a report the Provost's Council in February. That body will be responsible for moving recommendations through the appropriate governance committees.

Background:

Meeting on a bimonthly basis throughout the fall, the task force utilized multiple sources to collect and analyze data related to leadership opportunities for students. Data sources included a variety of university documents and reports, an internal university survey, and a review of programs and best practices at other institutions.

Review of Internal Documents and Data:

The initial meetings commenced with discussions of current leadership education understandings and opportunities at Valparaiso University. Throughout this internal review, the task force asked itself several questions:

- What do we mean when we say we prepare students to lead and serve?
- Is the "and" in "lead and serve" constitutive, defining the meaning of both "lead" and "serve"?
- How do university stakeholders define leadership?
- How do we understand vocation in the context of leadership?
- What are the overarching components of leadership education at Valpo?

The task force began by reviewing a July 2015 report from Richard L. Morrill to President Heckler (*Appendix A*) and discussing its findings, which focus on strengths of current leadership programming as well as opportunities for improvement. *Strengths* identified by President Morrill include numerous courses on leadership, specific leadership degree and certificate programs, and the Institute for Leadership and Service. *Opportunities for improvement* identified by President Morrill include investigating how various leadership courses, programs, and other experiences now available to students might better build upon one another to develop greater synergy and cohesiveness in the student leadership experience.

The task force also reviewed “Leaders, One and All,” an article on the transformative leadership gift to Rice University (*Appendix B*), the university’s mission statement, and the Lutheran Position Statement for prospective students and Lutheran laity (*Appendix C*).

Along with looking at internal documents, the task force administered a *Survey of Leadership Programs and Curricula at Valpo*, designed to gather information about current curricular and co-curricular leadership programs and approaches. The survey also probed interpretations of the mission statement and invited respondents to list specific student learning outcomes related to leadership development. The survey was sent to 55 faculty and staff members with responsibility for programs and curricula; in total, 33 responses were received (a 60 percent response rate). (The survey form and the summary of the survey data can be found in *Appendix D* and *Appendix E*.)

In this way, information was assembled to provide a rich picture of internal stakeholder perceptions of how leadership is addressed at Valparaiso University.

Current Context of Leadership at Valparaiso University

The University has two primary areas that are charged with providing formal programming in the area of leadership: The Institute for Leadership and Service and the Leadership Programs area within the Division of Student Affairs. Prior to the work of the Task Force, the following is a snapshot of the leadership programming taking place in both areas:

- Institute for Leadership and Service
 - CAPS Fellow Program
 - Pathways to Purpose Speaker Series
 - Luminars
 - Center for Civic Reflection
 - Student Research Conference on Faith and Civic Engagement

- Leadership Programs area within Student Affairs
 - LEADValpo student leadership workshops series
 - Fall Student Leadership Conference
 - Fraternity and Sorority Leadership Development continuum
 - LEADValpo GS 390 courses (2)

In addition, the following is a listing of the academic initiatives that involve a direct connection to leadership at the University:

- Health Care Leadership major in the College of Nursing and Health Professions
- Philanthropic Leadership and Service minor in the College of Arts and Sciences
- Ministry and Leadership Certificate in the Graduate School
- Journal of Values Based Leadership out of the College of Business
- Freshman CORE segment on Leadership and Service
- Dr. Tom Cedel, Visiting Professor of Leadership

One of the initiatives that has developed during the work of the Task Force was a review of all of the courses at the University that involve leadership instruction (*Appendix E*). Tom Cedel completed the task for reviewing all courses listed in the Valparaiso University catalog, and has invited all of the faculty members to meet quarterly as a Leadership Instruction Group. This group has met twice and is engaged in dialogue about different theories of leadership that are being used as part of the curriculum at the University.

Review of Other Leadership Programs and Approaches

During the internal review and stakeholder perception of leadership development, external leadership programs were investigated simultaneously to identify alternate approaches to delivering leadership education to students. Tom Cedel held a conversation with Dr. Tom Kolditz, Director of the Doerr Institute for New Leaders, Rice University and shared insights back to the task force (*Appendix B*). The task force also began assembling a database of institutions that have leadership as a major, minor, core, certificate, or non-credit co-curricular program. Over 95 institutions were identified by task force members and made available to the entire task force via Google Drive to review courses offered, philosophy/mission statements, and program objectives.

All of the assembled data was reviewed in subsequent meetings and an attempt was made to develop a general leadership definition.

After much discussion related to the difficulty to simply list a narrow definition of leadership it was agreed to develop a leadership statement at Valparaiso University. This statement would be more comprehensive and provide a holistic picture of the dynamic approaches that the university as a whole provides leadership education to students. Additionally, the Task Force listed key features of the University context that should be kept in view as the Task Force crafted recommendations. These included:

- Does it apply to everyone at Valpo? (undergraduates, graduate students, commuters). Does it reflect our diverse institution? Race and ethnicity, nationality, religiosity).
 - Can it be integrated in all we do?
 - Does it connect to our Lutheran identity as illuminated by four key terms? (pursuit of faith, paradox, grace, and vocation).
 - Does it start from our mission statement?
 - Is it graspable?
-

During the discussions, the Task Force also developed a number of ideas that framed the context of the leadership proposal for Valparaiso University. These are:

1. The leadership development process should be intentional
2. Service and leadership are linked
3. The leadership development process begins with a student's first interaction with Valparaiso University and continues to graduation
4. The leadership development process applies to all students at the University
5. Students will appreciate that understanding leadership makes them a better follower
6. Each student will develop a personal leadership model
7. There will be intentional "touch points" during a student's career at Valpo—initial, midpoint and before graduation—to reflect their vocation and leadership.

Utilizing all of this information, and the context of the discussion, the Task Force is providing the following recommendations for consideration by the University to advance the institutions work in the area of leadership and to work toward a stronger alignment with the University mission.

TASK FORCE RECOMMENDATIONS

The following recommendation is divided into four parts:

1. Recommended Leadership Statement for Valparaiso University
2. Recommended Elements of Leadership Development at Valparaiso University
3. Recommended Infrastructure to Support Leadership Development at Valparaiso University
4. Additional Recommendations to Support the Implementation Process

1. Recommended leadership statement for Valparaiso University

The Task Force developed the following leadership statement to summarize the kind of leadership Valparaiso University seeks to develop in its students. This statement directly affects what Task Force members heard from stakeholders.

Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society.

Lead. Serve. Act.

If leadership means creating opportunities to serve, then Valparaiso University graduates will be prepared to lead:

- **Actively**, creating opportunities to serve;
- **Intentionally**, addressing clear goals and purposes in their leadership;
- **Ethically**, drawing on faith and moral commitments to guide their action;
- **Responsibly**, using their gifts and talents to make a difference for good and holding themselves accountable for results;
- **Relationally**, engaging others in dialogue and empowering them to lead and serve as well; and
- **Reflectively**, continually learning from experience and growing in knowledge, character, integrity and wisdom.

In addition, the Valparaiso University definition assumes that leadership is:

- process oriented, meaning actions rather than position;
- messy, complex, and takes time;
- values based;
- concerned with effecting change on behalf of and with others;
- idiosyncratic (individual, personal), meaning there is more than one way to lead.

2. **Recommended elements of leadership development at Valparaiso University:**
Given the above leadership statement, the Task Force believes that the elements of leadership education/development at Valparaiso University should include:

Foundations of Leadership: A set of courses and/or experiences that provide a broad understanding of the theories of leadership and the implications of choices of leaders. Elements may include:

- Examination of Leadership Theories and Concepts
- Examination of Implications of Leadership Decisions
- Creation of a Leadership Portfolio (co-curricular transcript)

Personal Leadership: A set of courses and/or experiences that aid individual students in their understanding of themselves as a leader, and their own personal leadership skills and style. Elements may include:

- Examination of Personal Leadership Skills
- Experiences and Practice (developing skills and attributes, understanding one's self)
- Reflection on Practice

Group Leadership: A set of courses and/or experiences that aid individual students in their understanding of themselves as a leader in the context of others. Elements may include:

- Examination of Organizational Dynamics
- Experiences and Practice (working in a team, working with different people and understanding difference)
- Reflection on Practice

Community Leadership: A set of courses and/or experiences that aid individual students in their understanding of themselves as a leader in the context of the larger community and set in a global environment. Elements may include:

- Examination of Culture and Current Conditions
- Experiences and Practice (engaging in service and community initiatives)
- Reflection on Practice

Capstone Experience/Medallion in Leadership (optional): An experience that allows for the individual student to understand all of the elements of leadership and how they will leave Valparaiso University with the skills to lead and serve in both church and society. Elements may include:

- Strategic thinking
- Purpose and calling
- Evidence based practice of leadership
- Reflection on Practice

3. Recommended infrastructure to support leadership development at Valparaiso University:

In light of the leadership statement and elements identified above, the Task Force recommends that the University invest in the following infrastructure to support leadership development at Valparaiso University:

1. Form a cross-campus implementation team that identifies what student experiences qualify as a leadership experience.
2. Procure software that tracks student engagement in a wide variety of leadership and involvement opportunities.
3. Develop a transcript that records and reflects the experiences of students, with potential certificates or medallions to recognize levels of achievement.
 - a. Investigate the possibility of developing a certificate in leadership.
4. Provide events, awards, and a communication strategy that celebrate student accomplishments.
5. Develop an intentional onboarding program for new faculty and staff to ensure understanding of the University leadership philosophy.

Note: these could be viewed as outcomes of a developed leadership development program at the University

4. Additional recommendations to support the implementation process:

1. As needed: undertake additional research on current leadership development approaches in different units of the university, in order to facilitate integration of recommendations within those units.
2. Develop a leadership narrative so that all at the University can explain to internal communities (faculty, staff and students) and external communities (donors, partners and others) what the Valparaiso University mission means and how it is implemented. The narrative will include how the leadership development model takes into account the University's identity--faith based, Lutheran, private, mid-western, etc.
3. Develop a mechanism to increase the leadership capacity of the faculty and staff, which may take the form of an internal leadership development program. This is critical because students will learn about leadership by seeing it.

APPENDIX A:**Leadership Report**

July, 2015

From: Richard L Morrill

To: Mark Heckler

I had a very worthwhile and cordial set of meetings at Valpo for three days at the end of April, and I deeply appreciate your hospitality and that of your colleagues. We have had a chance to discuss several aspects of my visit, and I thought it might be helpful if I shared some thoughts about Valpo's initiatives and programming in leadership. I learned from several conversations that the Provost intends to convene a task-force on leadership. Several of the individuals with whom I met or spoke on the phone had visited the Jepson School of Leadership Studies last year so we had some common points of reference. I continue to be struck by the strong commitment of the faculty and staff at Valpo to the good of the whole University and their willingness to consider new approaches to serve the institution's needs. Several of my conversations focused on the various ways that Valpo provides students opportunities to study and develop leadership abilities, and to relate leadership to vocation and service. I discussed these questions with the very knowledgeable staff involved in leadership programs, including Tom Cedel, Elizabeth Lynn, Brian Johnson, and Carrie Whittier, and less directly with the deans of several of the colleges. I also had a good and helpful phone call with Pete Racquet. As everyone is aware, Valpo provides a wide variety of ways for students to study leadership in specific courses in various colleges and programs, including a minor in philanthropic leadership and service in Arts and Sciences. The term "leadership" figures prominently in several undergraduate and graduate degrees and certificate programs, and there are one or more courses on leadership in some form in many of these offerings. In the student life area, Carrie Whittier offers leadership workshops regularly and teaches a leadership development course in General Studies. The Institute for Leadership and Service is a visible and effective focus for connecting, coordinating and convening leadership and service awareness and action, and it engages students in a wide variety of service projects, including the growing CAPS summer internship program.

The interest of Lutheran Services in America in Valpo's Leadership and service programs was mentioned several times as a promising possibility. Valpo faculty and staff are aware of the general attractiveness to contemporary students of leadership study, development and service, which has become widely evident in higher education during the past 25 years. Dozens of leadership programs cutting across student life, academic study and community service have burgeoned on American campuses in various forms during this period. Rice University's recent announcement of a major gift to create a central focus on leadership as a four-year educational and developmental objective for all of its undergraduates highlights recent trends.

In my view, it would be a worthwhile initial step for a working group to build on the survey that was scheduled to be undertaken this summer by creating an analytical inventory of the different approaches to leadership that are now available in academic courses and programs, as well as provided in student life and in the Institute for Leadership and Service. As they now stand, the individual courses on leadership in various contexts have different origins and purposes, and it is not obvious how they might relate to one another, or whether they share common goals and methodologies. They might have more connections than one can see in a cursory review, but it is not clear that they do. In several degree programs with a leadership reference there appears to be only a single course explicitly on leadership. In other cases, some of the courses that are listed as part of a course of study on leadership have been drawn from different fields and it is not immediately obvious how they fit within a connected sequence.

As the members of a task-force will know well from their own experience, the usages of the term “leadership” are always ambiguous, but the threads can usually be sorted out fairly easily. Many times leadership courses or programs are about the ways leaders in different fields from health care to business to government should exercise their authority and meet the responsibilities of the positions they hold. Much of the recent study of leadership, however, focuses less on authority by itself, and more on how individuals and groups can influence others to fulfill common purposes through reciprocal and interactive social and cognitive processes. A third set of concerns, to be sure, has to do with the characteristics, skills, abilities, self-awareness, methods and knowledge that leaders (whether by position or influence) tend to use to be effective, which often then creates a focus on leadership development. The focus then turns more to preparation for the tasks and responsibilities of leadership, especially as a form of service to others and typically through active forms of learning and protocols of good practice.

So, the field includes both learning “about” leadership and “for” leadership.

Leadership studies and service are typically closely connected on most campuses of which I am aware, both in theory and practice. In practice, community service and internships are often a program focus, and ties to centers of civic engagement are often close. One of the most influential bodies of literature and practice features the motif of “servant leadership,” and many influential leadership scholars, like James MacGregor Burns, define transformative leadership in terms of values and ethics.

As the working group completes its analysis and decides it wants to sharpen the University’s focus on leadership it could consider several possibilities. In general terms, many existing programs of interdisciplinary study at Valpo and elsewhere offer models for bringing together courses from different fields into a program that is under the supervision of a faculty committee. One possibility is to think about how several “core” leadership courses might be developed, perhaps revising one or more of those now in place to serve a larger audience, and to be useful in several contexts. Some interdisciplinary programs develop several “tracks” that allow a student to focus on a particular area of interest, such as, for example, on “East Asia,” or “Africa,” within a broader interdisciplinary program on international studies. There are obviously lots of ways to bring different areas of interest into focus around the themes of leadership and service, such as the existing theme of “philanthropic leadership,” and others like “public leadership,” “leading organizations,” or “leadership development.”

Students who want to attend to developing their own leadership skills development could be encouraged to take the workshops offered in student life, to be active in student organizations or to assume off campus responsibilities, and to complete several courses with a leadership focus. The Institute for Leadership and Service offers a good resource to coordinate, connect and extend the study and development of leadership as a structural element of the University, and through building relationships with external organizations, including Lutheran Services in America. The continuing development of the Institute and a leadership program represents a good opportunity for philanthropic support with likely appeal to major donors and to foundations. All these emphases seem to fit well with the distinctive identity, mission and vision of Valpo as a faith-based Lutheran institution, and with its competitive position and strategic aspirations.

APPENDIX B:**Leaders, One and All**

Inside Higher Education, May 14, 2015 By Jake New

Rice University will use a \$50 million gift -- the largest in its history -- to create a new institute aimed at developing the leadership skills of every student at the university. On Wednesday, David Leebron, Rice's president, described the institute as "a reconceptualization" of what an undergraduate education is meant to provide. The institute will assess the strengths of each student as a freshman and then develop those strengths over four years through a custom plan that includes classroom instruction, personal coaches and real-world experience.

Rice is one of a growing number of colleges and universities that have in recent years devoted significant resources to real-world, or experiential learning. It's also one of the most selective universities to try this approach. The institute will help continue and broaden those efforts, Leebron said. "This is part of a larger initiative at Rice that emphasizes the importance of opportunities outside the classroom," he said. "We're now in a time where if institutions are really going to deliver the value that students expect, they must place front and center the development of skills and characteristics that are key to our graduates living lives of impact."

The funding and intellectual seeds for the project come from Rice alumni John Doerr, a venture capitalist who helped build Amazon and Google, and his wife, Ann, the current chair of Khan Academy. The couple previously donated \$15 million to an earlier leadership initiative at the university, the Rice Center for Engineering Leadership. In a statement, John Doerr said today's students "want to see the big picture and their role in it, get frequent feedback and be empowered -- not micromanaged."

The Doerr Institute for New Leaders will be directed by Tom Kolditz, a retired brigadier general in the U.S. Army who has headed leadership training at Yale University and the United States Military Academy at West Point. The institute will not focus on just one kind of leadership style, nor will it focus just on creating leaders in typical areas like military, government and finance, Kolditz said. It's about cultivating the leadership skills of all Rice students in their respective areas of study. The institute also will focus on cultural and global diversity and inclusion. "We want to give students the ability to be effective wherever they are going to lead," Kolditz said in a statement. "Style suggests a consistent way to behave, but we want to teach students to be adaptive in the way they lead people. A failure to lead is a failure to adapt."

Leebron said an underlying premise of the initiative is that leadership is primarily a learned skill, and that all Rice students can be leaders in their respective fields. While many colleges and universities have sought to develop select students into leaders -- sometimes from the moment they arrive on campus, through initiatives like honors programs -- Leebron said it's time for institutions to treat all students as though they have the potential to be leaders, not just a predetermined few. "There's one model where you look at undergraduates and you find the 17- and 18-year-olds who you somehow think will be leaders of the future," he said. "You give them special privileges and cultivation over the next four years that other students don't receive. Then there's another model where you consider that every student has the capacity to be a good leader at whatever they do. And that's the model that this institute represents." Leebron said the university's new focus on leadership mirrors an earlier focus on writing and communication

skills. A chemistry student might say he or she is not a natural communicator or a talented writer, but both skills are important to the profession, Leebron said, so the skills should be developed regardless.

That was the idea behind Rice's Center for Written, Oral and Visual Communication, which opened its doors in 2013. Effective communication is critical to student success both at Rice and after they leave campus, Leebron said, so the university created a space that signaled that importance to students.

The new leadership institute has a similar goal. "We expect people to take note that this is a conscious part of their education at Rice," he said. "We want to emphasize that whatever a student chooses to do, whether they're going to be in an academic or corporate environment, or a nonprofit environment, or in government, or in the military or athletics, that all those environments demand leadership. We expect students who are rightfully demanding of their educational institutions to look at this aspect of what Rice has to offer and say, 'yes, that's what I want from an education.'"

APPENDIX C: Mission and Lutheran Positioning Statement**Valparaiso University Mission Statement**

Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society.

VALPARAISO UNIVERSITY "LUTHERAN POSITIONING STATEMENT"

Steeped in the Lutheran tradition of scholarship, freedom and faith Valparaiso University is a place for people of many backgrounds and beliefs to inquire into truth and discern meaning and purpose/or their lives. Bring your passions gifts and abilities to Valpo; leave energized and empowered to claim your part and change the world.

Freedom. Every university proclaims its commitment to academic freedom. Valpo does that-and much more. The Lutheran tradition holds that because this freedom is a precious gift from a forgiving God and not the product of our own success, each person is free to fearlessly pursue knowledge and truth wherever they may lead and to choose any path to follow. But the Lutheran tradition of Valpo emphasizes that our freedom is to be used not to benefit ourselves only, but to serve others and build a better world.

Diversity. Every university proclaims its commitment to diversity. Valpo does that-and much more. With all of Christianity, the Lutheran tradition holds that because every person is made in the image of God, all people are of infinite dignity and worth. Valparaiso University, therefore, is constituted by people of varied backgrounds and beliefs who join equally in building a rich, diverse, interreligious community that mirrors the fullest expression of our common humanity. By drawing on the courage and wisdom of faith, the best of human reason, and the beauty and inspiration of the arts, Valpo works to build a University for a world where all people will be equally honored and loved.

Vocation. Every university seeks to prepare its students for work and career. Valpo does that and much more. The Lutheran tradition holds that each person is called not only to earn a living, but to discover what gives work meaning and purpose. Therefore, while educating for excellence and success in every field of study and work-science, the arts, law, engineering, religion, health care, public affairs, and many more-Valpo continually encourages students to discover how their own deepest passions and abilities can serve the genuine needs of the world. At Valpo, we learn not only how to make a living but how to make a life.

Integrity. Every university upholds academic integrity. Valpo does that-and much more. The Lutheran tradition understands "integrity," in the deepest sense, in reference to each of us as fully "integrated" whole beings. We therefore emphasize and foster the interdependence among our intellectual pursuits, our social lives, our spiritual formation, and our physical well-being. At Valpo, many students have found their horizons expanded and their lives enriched by the quality and character of the community that surrounds and uplifts them in every respect. Here attention to one's whole self matters, and you can grow to become all you are meant to be.

Tradition. Every university honors its history and tradition. Valpo does that-and much more. Lutheran Christianity, a reforming movement, was itself born in a university. Valparaiso University continues this reforming tradition as an independent Lutheran university unaffiliated with any specific church body. Critical reason and faith are continually nurtured and renewed in a climate of freedom, thoughtfulness, and mutual respect. By taking your own part in the living Valpo tradition, you will join in the exciting task of forming and reforming its future.

Committee-approved Draft/29FEB2012

APPENDIX D: Survey Form**Survey of Leadership Programs and Curricula at Valpo**

Greetings. The Provost's Task Force on Leadership is conducting a preliminary survey of leadership programs and curricula at Valpo. We recognize that there are a variety of courses on leadership already in place, and a variety of programs that seek to develop students' leadership skills, and we want to learn more about these offerings so that we can support the work effectively going forward. Please help by taking ten minutes to fill out this survey on behalf of your department or division. If you think another person in your department or division would be better equipped to answer these questions, please let us know and we will forward them the survey at your request.

We ask that this survey be completed by September 16, 2015.

1. **What is your department or division?**

2. **“Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society.”**
In a few sentences, please tell us: what does “prepares students to lead” mean to you in the context of this statement?

3. **Does your division/department/program offer specific courses that help prepare Valparaiso University students to lead? ***

4. **If so, please list course title(s) and any other information you would like to provide.**

5. **Does your division/department/program offer on-campus training opportunities that help prepare Valparaiso University students to lead? ***

6. **If so, please briefly describe these on-campus training opportunities.**

7. **Does your division/department/program support or partner with any off-campus training and conferences that help prepare Valparaiso University students to lead? ***

8. **If yes, please briefly describe these off-campus training opportunities.**

9. **Does your division/department/program offer any other programs or initiatives that develop students to lead, even if they do not have "leadership" in the title? ***

10. **If yes, please describe these other programs or initiatives.**
11. **Does your department/division have specific learning objectives related to leadership development?**
12. **If yes, what are they?**
13. **How are resources allocated to support student leadership development in your department or division?**
14. **Do you currently share resources with other departments/divisions to accomplish your work in this area? If so, what departments do you work with?** 15. **Are there specific concepts, theories, or models of leadership that have informed your division/department's efforts in the area of student leadership development?**
16. **What more could you be doing with additional financial and/or human resources to prepare students for leadership?**
17. **Would you like us to send this survey to someone else in your department or division? If yes, please provide name(s) below.**

[END]

APPENDIX E:**Survey of Leadership Programs at Valpo
Summary of Findings**

The Survey of Leadership Programs included in Appendix D was sent to 55 faculty and staff members with responsibility for programs and curricula; in total, 33 responses were received (a 60 percent response rate). Below we provide brief summaries of the following findings:

1. Stakeholder Understanding of University Mission Statement
2. Student Learning Outcomes Identified in Survey
3. Leadership Opportunities Offered to Students
4. Leadership Models and Theories

1. Stakeholder Understanding of University Mission Statement

In brief, the survey found reasonable coherence in the understanding, across departments and divisions, of what the university mission statement means when it says we “prepare students to lead. Such preparation means:

Providing students with **knowledge** related to leadership theory and practice, as well as knowledge of the world: and knowledge specific to their field.

Providing students with **skills** that will enable them to identify opportunities and act on them; create vision and strategy; set goals and make decisions; think critically and analyze information; work well with others, especially across difference; communicate; and influence others:

Providing students with **practice**, supported by reflection and feedback, both in the classroom and in co-curricular settings.

Helping students to cultivate specific **dispositions**, including: self-awareness; a sense of purpose and vocation; an attitude of responsibility toward self and others; and respect for others.

Helping students to discern fitting **ends or purposes** for their leadership, such that they will serve church and society and fulfill their own sense of vocation in their lives going forward.

In addition to asking about stakeholder interpretation of the university mission statement, the survey asked about student learning outcomes. As shown below, these corresponded closely to interpretation of the mission statement.

2. Student Learning Outcomes Identified in Survey

Does your department/division have specific learning objectives related to leadership development? If yes, what are they?

18 (55%) replied yes.

15 (45%) replied no.

A few of the SLOs listed are highly discipline-specific. However, most focus on general knowledge, skills, and dispositions—and these are largely the same kinds of knowledge, skills and dispositions that define the university's own mission statement, according to respondents (see Summary of Answers to Question #1). **Thus there appears to be strong internal coherence between respondents' interpretation of university mission statement and program-level SLOs SLOs focusing on the acquisition of knowledge:**

- Discipline-specific knowledge (political science, music, health care, computer science, etc.)
- Ethical knowledge (leadership ethics, concepts of personal and civic responsibility)
- Self-knowledge (understanding of own leadership style, strengths, values etc.)

SLOs focusing on the acquisition of skills:

- Critical analysis
- Communications
- Lifelong learning
- Teamwork skills, esp. across difference
- Effective management.
- Ability to advocate for own personal needs
- Appropriate and confident interpersonal skills.

SLOs focusing on the cultivation of dispositions:

- Commitment to being politically responsible citizens
- Positive attitude towards, and commitment to, giving back to communities
- Ownership of personal decisions and resulting outcomes.
- Make meaning of one's values and experiences when developing solutions to conflicts.
- Ability to consider and apply ethical behaviors that demonstrate excellence in character, personal responsibility, integrity and respect.

SLOs focusing on the cultivation of specific ends or purposes:

- Articulate meaningful ways to serve and lead their current and future communities.
- Utilize your skills strengths and experiences within the context of a global community.
- Relate management & leadership theories ...to promote health in dynamic healthcare environments
- Identify opportunities to help extracurricular and co-curricular commitments better serve others.
- Lead productive and satisfying lives, congruent with their personal values, and balancing educational, work, leadership and leisure activities while pursuing their life goals.

3. Leadership Opportunities Offered to Students

The Survey also identified leadership opportunities available to students. This data led to the creation of a more comprehensive student engagement profile, which can be found in draft form in Appendix G.

4. Leadership Models and Theories

The survey also asked about “specific concepts, theories, or models of leadership” that have informed the respondent’s efforts in the area of student leadership development.

Leadership Theories and Models:

- Challenge & Support Model (2)
- Emotional Intelligence Model (3)
- Hersey and Blanchard: Management of Organizational Behavior (situational leadership theory)
- Kouzes and Posner: The Leadership Challenge (6)
- Lutheran and other conceptions of calling, purpose, vocation
- Servant Leadership Model (2)
- Shared Governance Model
- Social Change Model - 7C's: Consciousness of Self, Congruence, Commitment, Common Purpose, Collaboration, Controversy with Civility, Change (2)
- StrengthQuest inventory
- Transformational Leadership Model
- Work of faith-based community organizers

Readings:

- Reinhold Niebuhr (Moral man and Immoral Society)
- Saul Alinsky (Rules for Radicals)
- Jane Addams (Twenty Years at Hull House)
- Tocqueville (Democracy in America)
- Parker Palmer (Leading from Within)
- Ron Heifetz (Leadership Without Easy Answers)
- Jim Collins (Good to Great)

Finally, the survey revealed a set of 30 courses focused on teaching leadership; these are summarized in Appendix F.

APPENDIX F:
University Courses that involve Leadership Instruction

Comm 345	Leadership Communication	L. Steinwart
Comm 382	Digital Media Leadership Communication	not offered last 3 terms
Comm 371	Case Studies in Leadership Communication	not offered last 3 terms
CORE	Leadership and service section in spring term	various instructors
Hcl 105	Fundamentals of Health Care Leadership	J. Zart
Hcl 153	Comm Proc in Hlt Care Leadership	C. Florence
Hcl 211	Principles of Health Care Supervision	C. Florence
Hcl 213	Social, Behavior and Cultural Facets of Hlth	C. Cavinder
Hcl 255	Comm Proc Hlth Care Ldrship II	T. Blodgett
Hcl 390/395	Topics and Independent Study in Hlth Care Ldrship	not offered last 3 terms
Hcl 470	Health Care Leadership Strategies	J. Zart
Hcl 480	Health Care Leadership Practicum	J. Zart
ICP 620	Cross-Cultural Management	A. Clark
ICP 621	Leadership and Global Team Management (also cross listed as LS-421)	C. Schaefer, T. Cedel, C. McQuillin
Kin 354	Recreational Leadership	not offered last 3 terms
GS 220A	Contemporary Issues in Philanthropy and Services	E. Lynn. M. Buinicki
GS 390	LEADValpo (two courses)	C. Whittier
LS 695	Ministry Leadership	J. Moore
Mgt 315	Leadership and Interpersonal Skills	D. Schroeder
Mgt 304	Management and Organizational Behavior	J Trendowski, M. Luth
Mgt 305	Business Ethics	M. Luth
Mgt 440	Cross Cultural Management	J. Stuck
Mgt 650	Cross Cultural Leadership	J. Stuck
Nur 470	Management and Leadership Strategies for The Professional Nurse	J. Zart
Nur 712	Org & Syst Leadrshp in Hlthcar	J. Brand
Phs 318	Health Services Leadership and Admin	not offered last 3 terms
Pols 560	Public Administration	J. Hora
Psy 270	Introduction to Industrial/Organizational Psychology	E. Corcoran
Socw 493	Event leadership/Organization for Communities	J. Barden
Theo 451/551	Theology of Diaconal Ministry	not offered last 3 terms

Faculty/Staff who taught leadership/leadership related topics for the last three academic terms: Jane Barden SOCW, Tom Blodgett CON, Julie Brandy CON, Martin Buinicki GS, Christina Cavinder, CON, Tom Cedel GRAD, Abir Clark, GRAD, Elizabeth Corcoran, PSY, Candace Florence CON, Erik Froelich GRAD, Jennifer Hora POLS, Matthew Luth COB, Elizabeth Lynn, GS, Chris McQuillin GRAD, James Moore THEO, Chuck Schaefer GRAD, Dean Schroeder COB, Lanie Steinwart, COMM, Jim Stuck COB, Joseph Trendowski COB, JD (John) Ward COB, Carrie Whittier GS, Joseph Zart CON, , and two folks from CORE (Ted Armstrong, Debra Dew).

APPENDIX G:
Student Engagement Profile [draft]

One of the primary points of involvement for many students is through student organizations. Valparaiso University hosts more than 150 student organizations for undergraduate, graduate and law students. Each of these organizations offers the following leadership opportunities:

<u>Formal Leadership Roles</u>	<u>Informal Leadership Roles</u>	<u>Other leadership development opportunities</u>
<ul style="list-style-type: none"> • President • Treasurer • Executive Officers • Committee Chairs 	<ul style="list-style-type: none"> • Project Leader 	<ul style="list-style-type: none"> • LEADValpo Student • Organization Leadership Conference • LEADValpo Workshop Series • Organization specific regional and national conferences

Undergraduate/Graduate Student Organizations (122)

Acabellas Alliance	National Association of Music Education	Valparaiso University Chinese Students Association
Alpha Lambda Delta	NRHH	Valparaiso University Circle K
Alpha Phi Omega	Phi Beta Lambda	Valparaiso University Club of Constitutional Law Club
Alpha Psi Omega	Pi Delta Chi	Valparaiso University College Democrats
American Choral Director's Association	Pi Sigma Alpha	Valparaiso University College Republicans
American Society of Mechanical Engineers Student Chapter	Pre-Medical Arts Club	Valparaiso University Commuter Student Organization
Asian American Association (AAA)	Psi Chi	Valparaiso University Dance Marathon
Athena Society	Public Relations Student Society of America	Valparaiso University Human Protection Society
Bacchus/Gamma	SAAFE Advocates	Valparaiso University Kinesiology (KIN) Club
Biology Club	Scandinavian Klubb Of Linde	Valparaiso University Meditation Group
Black Student Organization	Senior Planning Council	Valparaiso University Model United Nations Club
BridgeMe	Sexual Assault Awareness and Facilitative Education (SAAFE)	Valparaiso University Pre-Law Society
Brothers Reaching Out and Sisters in Spirit	Sigma Tau Delta	Valparaiso University Pre-Physical Therapy Club
Campus Crusade for Christ	Social Action Leadership Team (SALT)	Valparaiso University Quizbowl (VUQB)
Chi Epsilon Pi	Social Work Student Organization	Valparaiso University Science Olympiad
Chinese Club	Society of Automotive Engineers	Valparaiso University Storm Intercept Team
Club Educate	Society of Physics Students	Valparaiso University Student Against Destructive Decisions
College Mentors for Kids	Society of Women Engineers	Valpo German Club
Colleges Against Cancer	Spanish Club at Valparaiso University	Valpo Swim Club
Criminology Club	Student Alumni Association	VISA
Crusader Film Militia	Student Nurse Association	VU Ballroom
Delta Sigma Pi	Student Social Work Organization	VU Club Tennis
Earthtones	Tau Beta Pi	VU H.A.U.N.T.
Enactus	The Beacon	VU Handbell Choir
Engineers Without Borders-VU Chapter	The Lighter	
Eta Sigma Phi	The Pokemon Brigade	
Federation of Authors	The Source 95	
Fellowship of Christian Athletes	The Torch	
Financial Management Association	The Valparaiso University Student Chapter of The College Music Society	
Geography Club	University Programming Council	
Greek InterVarsity (Greek IV)	Valparaiso Independent Robotics Team	
Health Care Leadership Student Association	Valparaiso Karate Club	
Honor Council	of the American Society of Civil	
IEEE: Institute of Electrical and		

Electronics Engineers
InterVarsity Christian Fellowship
Intramural Advisory Council
Lambda Sigma Chapter of Kappa
Delta Pi
Latinos In Valparaiso for Excellence
League of Gaming
LUX
Men's Ultimate
Mock Trial Association
Mortar Board
Music Enterprise Student Association
Muslim Student Association

Engineers
Valparaiso University African Student
Association
Valparaiso U Amateur Radio Club
Valparaiso League of Gaming
Valparaiso Transfer Student
Organization
Valparaiso U Student Chapter
Valparaiso American Red Cross Club
Valparaiso U Chemistry Club
Valparaiso University Chi Alpha

VU Men's Club Soccer
VU St. Baldrick's
VU Students for Life
VUDU Improv Comedy
VUSSA (Secular Student Alliance)
VUTV
VuVox (Male Acapella Group)
VuVox male acapella
Wakabakai/Japanese Club
WeDfy
Women's Club Soccer
Yu-gi-oh! Central

Law School Organizations (38)

Amnesty International
Black Entertainment & Sports Law
Association
Black Law Students Association
Business Law Society
Catholic Law Students Association
Christian Legal Society
Equal Justice Works
Federalist Society
The Forum
Illinois Bar Association/Law Student
Division
Indianapolis Bar Association
Indiana State Bar Association
Intellectual Property Law
Association

International Law Society
International Moot Court
Jus Vitae
Lambda Student Association
Latino Law Students Association
Law School Running and Fitness
Club
Military Veterans Law Association
Moot Court Society
Muslim Students Association
National Lawyers Guild
Parents Attending Law School
Phi Alpha Delta Law Fraternity
Real Property Law Society

Richard Blennerhassett Tax Law
Society/VITA
Sports & Entertainment Law
Association
Student Animal Legal Defense Fund
Student Bar Association
Trial Advocacy
University Intramural Program
Valparaiso Environmental Law
Society
Valparaiso Law Democrats
Valparaiso Law Republicans
Valparaiso University Law Review
ValpoLawBlog
Women Law Students Association

Individual colleges and departments host student engagement opportunities beyond student organizations. This may include the following:

Athletics:

Valparaiso University offers 19 athletic programs to students. Each program is structured differently to meet the goals and objectives of the program, however the following leadership opportunities are available:

- Crusader LEAD Team
- Student Athlete Advisory Committee
- Team Captain

Dean of Students:

- University Judicial Board
- Student Senate

Chapel of the Resurrection:

- Bible Studies
- Church Vocations Symposium
- Civic Reflection Initiative
- Contemporary Worship musicians
- Lutheran Leaders
- Morning Prayer leaders
- Peer Ministers

Christ College:

- Christ College Mentor program
- Freshman Production
 - Director
 - Actors
 - Production
 - Promotion
- Student Advisory Board

Fine Arts:

Valparaiso University offers a robust set of opportunities for students to be a part of musical ensembles, theater productions, and other involvements through the fine arts.

- Ensembles
 - Chamber Concert Band
 - Chorale
 - Jazz Ensemble
 - Kantorei
 - Symphony Orchestra
 - The Luce Band
- Ensemble Leadership
 - Conductor
 - Manager
- Theater Productions

Fraternity and Sorority Life:

Valparaiso University hosts 15 fraternities and sororities and two governing councils for undergraduate students. Each of these organizations is directly connected to an inter/national organization that provides organizational structure, governance and oversight. Every fraternity/sorority organization provides the following leadership opportunities:

Chapter Executive Board Officers

- President
- Vice President
- Standards Board Chair
- Risk Manager
- Treasurer
- Recruitment Chair
- Scholarship Chair
- Alumni Relations Chair
- New Member Educator
- Philanthropy and Community Service Chair
- Public Relations Chair

Governing Council Executive Board Officers

- President
- Vice President of Standards
- Vice President of Operations
- Vice President of Recruitment
- Vice President of Programming
- Vice President of Public Relations

Other leadership development opportunities

- Association of Fraternal Leadership and Values Conference
- Council Delegate Training (monthly)
- Fraternity and Sorority Leadership Retreat
- Fraternity and Sorority Mid-Year Leadership Retreat
- Fraternity and Sorority Spring Service Trip
- Inter/National Organization Convention, Leadership School, and other trainings
- Order of Omega Honorary
- Undergraduate Interfraternity Institute

International Programs:

- International Orientation Assistants

Law School:

- Law Clinic
- Law Review

Multicultural Programs:

- SMART Connection Mentors

Residence Life:

- Residence Hall Judicial Board
- Residence Hall Council

Volunteer Programs:

- Service Project Team Leaders
- Site Coordinators

Valparaiso University offers a wide variety of on-campus student employment opportunities. These position range in responsibility, training and development. Examples of on-campus student employment positions include:

Academic Programs

- Language Partner
- Nursing Help Session Tutor
- Peer Tutor
- Peer Learning Assistant
- Program Assistant
- Supplemental Instruction Leader
- Teaching Assistant

Admission Office

- Ambassadors in Admission (AIA)
- Phoning staff
- Valpo Overnight Visit hosts (VOV)
- Visit Day Coordinators

Career Center

- Career Ambassadors
- Chapel of the Resurrection*
-
- First Year Programs*
- Orientation Assistants
- Harre Union*
- Building Manager
 - Desk Attendants
 - Events Services Staff
 - Games Room Manager
 - Games Room Staff

Library

- Recreational Sports*
- Referees

Residence Life

- Area Coordinators
- Resident Assistants
- Desk Attendants
- Student Media

Organizations

- The Torch
- WVUR
- VUTV
- The Beacon

University Wide

- Student Assistants
- Office Assistants
- Work Study Program:
 - Area non-profits

Undergraduate Research and Internships:

Valparaiso University offers a wide array of opportunities for students to engage in research and/or internships both locally and globally.

- College of Arts and Sciences
 - Internship is mandatory for all Communication majors
 - Lutheran College Washington Semester Program
- College of Business
 - Internship is mandatory for all business majors
- Institute for Leadership and Service
 - CAPS Fellowship
- College of Engineering
- College of Nursing and Health Professions
 - Nursing Practicum
- Law School