Exhibit 1:

Course Highlight: SAHE 7335 Leadership in Student Affairs
Paige Haber-Curran, Ph.D.

Each Spring I teach SAHE 7335: Leadership in Student Affairs. Each time I have taught the course I adjust and add new assignments and curriculum based on student feedback, assessment of students' learning, and new literature in the field. This exhibit highlights this course including:

- Syllabus
- Examples of continued improvement and innovation of course assignments
- Overview of the learning outcomes and associated course assignments
- Overview of assignments with a focus on real-world application and connections
- Student Self-Assessment Tool used throughout the program and completed in this course
- Examples of student work with my feedback

SAHE 7335: Leadership in Student Affairs

Spring 2014; Mondays 3:30-6:20
Classroom: ED 4039

INSTRUCTOR INFORMATION

Instructor: Paige Haber-Curran, Ph.D.
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Office Phone: 512.245.7628
Office: ED. 4039
Office Hours: Mondays and Thursdays, 12-3pm

COURSE DESCRIPTION

This course provides an examination of leadership in student affairs and higher education through the study of leadership and organizational theory. Additionally, the course focuses on student leadership development. Students will be prepared to utilize their knowledge of leadership theories and models to practice leadership and develop leadership in others.

COURSE OBJECTIVES

By the end of this course, students will be will be able to:
*   Describe the major categories of leadership theory
*   Apply organizational theory to student affairs practice
*   Demonstrate an understanding of leadership through the analysis of leadership theories and leadership models
*   Develop resources for a student leadership development educator
*   Develop strategies to communicate leadership theories to university students in a student leadership program environment or other higher education intentional learning environment
*   Synthesize leadership theory as a personal leadership philosophy

READINGS

Required

Komives, S. R., Dugan, J.P., Owen, J. E., Slack, C., & Wagner, W. (Eds.). (2011). *The handbook for student leadership programs* (2nd ed). San Francisco, CA: Jossey-Bass.

Kuk, L., Banning, J. H., & Amey, M. J. (2010). *Positioning student affairs for sustainable change.* Sterling, VA: Stylus.

Articles and readings available on our TRACS site under the *Resources* tab.

COURSE EXPECTATIONS

Attendance & Presence

It is expected that you are in attendance for all classes. Should you need to miss class you are responsible for discussing this absence with me ahead of time and arranging to turn in assignments due that day. It is also expected that you arrive to class on time. Absences as well as a pattern of tardiness can negatively affect your course grade. When in class it is expected that you are present and engaged with the classroom discussion, refrain from side conversations, and refrain from use of technology when it is not in line with the purpose of class.

Preparedness for Class

It is expected that students come prepared to class. Students are expected to read all assigned materials and complete all assigned tasks before the class period starts. Additionally, students are expected to come to class with ideas and questions to discuss related to the course material. See below under Graded Components section for information on Reading Notecards.

APA Format

Unless otherwise stated, it is expected that you adhere to APA guidelines for all assignments in the class. This includes formatting papers as well as citations. Refer to the APA book and helpful online resources (see for example http://owl.english.purdue.edu/owl/section/2/10/).

Treating Each Other with Dignity and Respect

Throughout the semester we will be working very closely together and may be discussing sensitive subjects. It is expected that each member of the class treats other members with dignity and respect. Individuals' opinions should be respected and valued, even if they are not in line with one's own opinions.

Late Assignments

Course assignments are expected to be turned in on time. Late assignments turned in within 3 days of the due date will have a 10% grade deduction (i.e. out of a possible of 90%). Late assignments turned in between 4-7 days of the due date will have a 20% grade deduction (i.e. out of a possible of 80%). If there is a known special circumstance that will inhibit your ability to turn in an assignment on time please talk to me *prior* to the due date.

Students with Disabilities

If you are a student with a disability who will require an accommodation to participate in this course, please contact me as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact me in a timely manner may delay your accommodations. For more information, refer to the Office of Disability Service's Website: www.ods.txstate.edu or call the office at 245-3451.

Academic Honesty

Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. All work submitted for credit (individual and group assignments) must be the student's original work. Violations of academic honesty include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. *Any* instances of academic dishonesty will automatically result in a grade of zero on that assignment and may also result in a failing grade in the course and/ or disciplinary actions recommended under the Texas State Honor Code. The following are some instances of academic dishonesty not tolerated by the instructor:

- *Plagiarism*:   Plagiarism consists of using another author's words without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, or passing another author's work off as your own are also considered to be plagiarism.
- *Falsification*: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a sources' intent by misquoting or taking out of context.
- *Multiple submission:* If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

It is recommended that you keep all notes, written documents, and electronic devices as documentation of your work. Students who are unfamiliar with the University's Honor Code policy should review UPPS 07.10.01 http://www.txstate.edu/effective/upps/upps-07-10-01.html

GRADED COMPONENTS

Class Participation (10 points)

This includes in-class exercises, preparedness for class, participation in class activities and discussions, overall demonstrated engagement, and showing respect for your peers, the instructor, and the classroom environment.

Reading Notecards (*10 Points*)

Since there will be significant reading in this class, reading notecards provide an opportunity for students to identify important information from the material and identify key questions or items for discussion. On the notecards students will overview three key points from the reading, identify a significant sentence or quote from the text that can spark thoughtful conversation, and a question or critical thought you have about the reading.

The notecards should be completed **before** class and for each chapter or reading. They will be used during discussion in class, will be collected for review, and will be returned to you. Keep these notecards, as they may be helpful for you to review for other assignments during the class. If you miss class and would like to get credit for notecards, you can send them to me (the information typed into an email or scanned) BEFORE class. Late notecards will not be accepted.

| Your Name |
| Due Date |
| Author, Title of Chapter or Article, Page #s |
| |
| 3 Key points from the reading |
| |
| 1 Significant sentence (including page #) |
| |
| 1 Question or critical thought you have as a result of this reading |

Leadership Workshop Facilitation (15 points)- Due Dates Vary

Student affairs practitioners are often tasked with creating and delivering a presentation or educational session on a leadership topic. In collaboration with Texas State's Leadership Institute, groups will be tasked with designing and facilitating a leadership workshop. Groups will work directly with me and administrators in the Leadership Institute to meet student learning and development needs. The assignment includes development and assessment of learning outcomes, creating an outline and any relevant handouts/ worksheets, and facilitating the workshop.

Personal Philosophy of Leadership (15 points)- Due 2/24

This 3-5 page (double spaced, APA format) paper focuses on your personal philosophy of leadership and an assessment of yourself as a leader. By pulling from leadership theories, models, and concepts covered in this class as well as your own beliefs, values, and experiences, you will construct a personal philosophy of leadership that represents your thinking about what leadership is and how it should be practiced. Additionally, you will provide an assessment of yourself as a leader including a discussion of your leadership strengths and areas for continued improvement with examples to demonstrate these strengths and areas for improvement.

Student Leader Interview & Assignment (10 points) – Due 3/3

For this assignment you will interview a student leader at Texas State or another institution. In this interview you will seek to learn about the student's leadership journey and experiences; views on/ ideas about leadership; and leadership learning. Then, in a short paper (3-4 pages double spaced) you will apply leadership frameworks and models from the class to the student's experiences and thoughts about leadership. You must apply Leadership Identity Development (LID) as well as at least 2 leadership theories/ models.

Learning From Leadership Educators Assignment (5 points) – Due 3/31

This assignment involves interviewing a leadership educator on a college campus to learn more about their roles, background, and the leadership programs that they coordinate. Each person will be assigned a specific leadership educator. Students are responsible for setting up a time to interview the leadership educator over the phone, via skype, or another virtual means. An email interview is **not** acceptable. Please contact the leadership educator to whom you are assigned with ample time to schedule a conversation. In addition to interviewing the leadership educator, students may need to read about and research the different programs from websites and/ or materials provided by the leadership educators. Students will share their findings from the interview in an online discussion.

Organizational Frames Assignment (15 points) – Due 4/7

This 3-4 page assignment (double spaced, APA format) involves applying Bolman & Deal's organizational frames to a student affairs organizational setting. Select an organization (i.e. student affairs department) in which you have worked or currently work (i.e. job, assistantship, or internship). Using the four organizational frames/ lenses provided by Bolman & Deal, you will identify and discuss three key aspects from each frame that apply to your organization.

Organizational Change Interview & Assignment (15 points) – Due 4/28

This presentation and executive briefing involves applying organizational change frameworks to cases of real change in student affairs organizations. In small groups of 2 or 3 you will be assigned an organizational change that has taken place at Texas State. Your task is to identify two people who were part of this change process (with different roles and perspectives) and interview them about the change. Then, you will prepare a 20-minute presentation to the class that (1) overviews the change effort with an emphasis on perception, (2) applies at least two change frameworks from the class (Kotter's framework on organizational change; Bridges' framework on transition; decision downloading; or adaptive leadership and (3) critiques the organizational change process, identifying at least two things that could have been done differently to better affect the change process – this critique should be grounded in/ informed by one or more of the frameworks.

Personal & Professional Competency Assessment & Reflection Questions (5 points)- Due 5/5

Complete the fourth and last column in your Personal & Professional Competency Assessment. Additionally, complete a short reflection questionnaire.

GRADE SCALE

90-100 – A	70-79 – C	0–59 – F
80-89 – B	60-69 – D	

COURSE SCHEDULE

Week 1: January 16

Topic: Welcome, Introduction, and Overview of Class
        What is leadership?
        Leadership challenges/ issues facing college students

Week 2: January 20 (MLK Day- No Class)

Week 3: January 27

Topic: Introduction to Leadership Models
Leadership vs. Management

Readings Due:
- ☐ Northouse- Introduction (TRACS)
- ☐ Handbook Chapter 1- Advancing Leadership Education (Komives)
- ☐ Handbook Chapter 2- Leadership Theories (Dugan)
- ☐ Kotter- What Leaders Really Do (TRACS)

Assignments Due:
- ☐ Reading Notecards

Week 4: February 3

Topic: Emotionally Intelligent Leadership
5 Exemplary Practices of Leadership
Student Leadership Practices Inventory
Followership

Readings Due:
- ☐ Shankman, Allen, & Haber-Curran- Emotionally Intelligent Leadership (TRACS)
- ☐ Kouzes & Posner- The Five Practices of Exemplary Leadership (TRACS)
- ☐ Kelley- Followership (TRACS)
- ☐ Northouse- Servant Leadership (TRACS)

Assignments Due:
- ☐ Reading Notecards
- ☐ Completed Student Leadership Practices Inventory

Week 5: February 10

Topic: Social Change Model
Relational Leadership Model

Readings Due:
- ☐ Cilente- Overview of Social Change Model (TRACS)
- ☐ Komives et al.- Relational Leadership Model (TRACS)

Assignments Due:
- ☐ Reading Notecards

Week 6: February 17

Topic: Leadership & Student Development

Readings Due:
- ☐ Komives et al.- Developing a Leadership Identity (TRACS)
- ☐ Handbook Chapter 4- Considerations of Student Development in Leadership (Wagner)

Assignments Due:
- ☐ Reading Notecards

Week 7: February 24

Topic: Assessment and Research on Student Leadership

Readings Due:
- ☐ CAS Standards for Leadership Programs (TRACS)
- ☐ Handbook Chapter 8- Assessment & Evaluation (Owen)
- ☐ Multi-Institutional Study of Leadership Insight Report (TRACS)

Assignments Due:
- ☐ Reading Notecards
- ☐ Personal Philosophy of Leadership Assignment

Week 8: March 3 (SAHE Program Interviews- Class to be held from 7-8pm in LBJ Student Center Room 3-14.1)

Topic: Student Leadership Development & Social Identities

Readings Due:
- ☐ Handbook Chapter 14- Consideration for Culture & Social Identity Dimensions (Ostick & Wall)
- ☐ Gender and Leadership Reading (TRACS)

Assignments Due:
- ☐ Student Leader Interview & Assignment

Week 9: March 10 (Spring Break- No Class)

Week 10: March 17 (NASPA)

Topic: Student Affairs Organizations

Readings Due:
- ☐ Kuk, Banning, & Amey- Chapter 1- The Student Affairs Organization as Context
- ☐ Kuk, Banning, & Amey- Chapter 3- The Organization
- ☐ Kuk, Banning, & Amey- Chapter 5- Structure and Design of Student Affairs Organizations

Assignments Due:
- ☐ Reading Notecards

Week 11: March 24

Topic: Organizational Theory and Organizational Frames

Readings Due:
- ☐ Kuk, Banning, & Amey- Chapter 2- Seeing Student Affairs Organizations Through the Lens of Organizational Theory
- ☐ Boleman & Deal (TRACS)

Assignments Due:
- ☐ Readings Notecards

Week 12: March 31 (ACPA- Virtual Class)

Topic: Leadership Educator Interviews

Assignments Due:
- ☐ Leadership Educator Interviews Discussion on TRACS

Week 13: April 7

Topic: Organizational Change
        Decision Downloading

Readings Due:
- ☐ Kuk, Banning, & Amey- Chapter 6 -Organizational Process and Change Theory
- ☐ Kotter- Leading Change (TRACS)
- ☐ Bridges- It Isn't the Changes (TRACS)

Assignments Due:
- ☐ Reading Notecards
- ☐ Organizational Frames Assignment

Week 14: April 14 (Comps Week)

Topic: Activity: Adaptive Leadership

Readings Due:
- ☐ Heifetz & Laurie- The Work of Leadership (TRACS)

Assignments Due:
- ☐ Reading Notecards

Week 15: April 21

Topic: Organizational Culture

Readings Due (by April 21):
- ☐ Schein- Concept of Organizational Culture (TRACS)
- ☐ Schein- Levels of Culture (TRACS)

Assignments Due:
- ☐ Reading Notecards

Additional Assignments Due (TRACS)
- ☐ Listen to Podcast "#1 Party School" - http://www.thisamericanlife.org/radio-archives/episode/396/1-party-school
- ☐ Listen to Podcast "Back to Penn State" – Prologue and Act One-http://www.thisamericanlife.org/radio-archives/episode/451/back-to-penn-state
- ☐ Watch YouTube Video- "Penn State, Paterno, & Power"-http://www.youtube.com/watch?v=A10oA5LuHiw
- ☐ TRACS Discussion- Case Study: Organizational Culture & Penn State

Week 16: April 28

Topic: Organizational Change Presentations
       Toward the future of Student Affairs Organizations

Readings Due:
- ☐ Kuk, Banning, & Amey- Chapter 8- Securing Leadership for Organizational Fit
- ☐ Kuk, Banning, & Amey- Chapter 9- Navigating the Future for Student Affairs Organizations

Assignments Due:
- ☐ Organizational Change Presentation and Handout
- ☐ Reading Notecards

Week 17: May 5

Topic: Reflection and Celebration

Assignments Due:
- ☐ Personal & Professional Competency Assessment & Reflection Questions

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Note: Course plans and/ or assignments may change during the semester to best serve the learning of the class.

Continued Improvement & Innovation

Each year I make modifications to course curriculum and assignments based on feedback and assessment of learning. One assignment in particular that I have adapted and improved over time is highlighted below:

Spring 2012- *Teaching a Leadership Model & Informational Handout.* Groups of students were assigned a leadership model and were tasked with creating a 15-minute interactive presentation and handout to teach the model to the rest of the class.

Students were receptive to this assignment, and they demonstrated some innovative and creative ways to deliver the content. The assignment did not sufficiently meet the course objective of "develop strategies to communicate leadership theories to university students in a student leadership program environment." Thus, I made modifications the next year:

Spring 2013- *Leadership Topic Facilitation Guide and Demonstration*. Groups of students could pick a leadership topic and developed a facilitation guide and materials for a 1-2 hour session on the topic. They also demonstrated a 20-minute segment of the session for the class.

This assignment allowed for deeper thinking and application in developing a leadership workshop or presentation. Students created well thought-out facilitation guides and engaged the class effectively in their demonstrations. Feedback suggested the 20-minute demonstrate was not a sufficient amount of time and it was difficult to gauge students' facilitation skills in the time frame.

Continued Improvement & Innovation (cont.)

Spring 2014- *Leadership Workshop Facilitation.* This assignment is in partnership with Texas State's Leadership Institute in the Dean of Student's Office.   Groups of students work together with the Leadership Institute to identify a leadership topic. Then, the groups facilitate a 1-1 ½ hour workshop for student leaders through the Leadership Institute. Each group will develop an outline of the session, deliver the session, and develop an evaluation that reflects learning outcomes.

These presentations will take place staring April 2014. I have already received positive feedback from both the students and the administrators in the Leadership Institute that it is a meaningful project. Students are excited to get real-world presentation experience, and the Leadership Institute is excited to have a group of dedicated facilitators for their leadership workshop series.

Pathfinder: Texas State Emerging Leaders Program

The Pathfinder: Texas State Emerging Leaders Program takes place throughout the Spring semester and is designed to help first year students explore leadership at Texas State University and beyond. We meet once a week on Wednesdays for two hours in a formal setting during which participants will meet with their team leaders and small groups, as well as guest speakers and Leadership Institute staff. The program fuses leadership development with an orientation into Texas State's leadership opportunities via a mentorship program with on-campus leaders. At the end of the program, students will understand nuances of leadership theory and will begin to put them into practice on campus as they join some of Texas State University's many student groups.

The program provides a community on campus for students who are interested in being leaders on campus, wish to learn

The Groups will be presenting for the Pathfinder Emerging Leaders Program and the Student Leadership Board

leadership theory and would like to be paired with an upperclassmen mentor. The mentorship component of Pathfinder will pair six to ten participants with a student leader that is active on campus and has successfully completed a Leadership Institute program. Participants will exit the program with a better understanding of their leadership skills and a commitment to excellence.

Learning Objectives & Course Curriculum

All course curriculum including course topics, readings, and assignments can be directly mapped to the course learning outcomes.

Below is a list of all learning outcomes with corresponding assignments:

Course Learning Outcome	Course Component Associated with Learning Outcome
Describe the major categories of leadership theory	Reading Notecards
Apply organizational theory to student affairs practice	Organizational Frames Assignment Organization Change Interview
Demonstrate an understanding of leadership through the analysis of leadership theories and leadership models	Personal Philosophy of Leadership Paper Reading Notecards Student Leader Interview & Assignment In-Class Small Group Activities
Develop resources for a student leadership development educator	Leadership Workshop Facilitation
Develop strategies to communicate leadership theories to university students in a student leadership program environment or other higher education intentional learning environment	Leadership Educator Interview In-Class Small Group Activities
Synthesize leadership theory as a personal leadership philosophy	Personal Philosophy of Leadership Paper

Assessment of student learning for each assignment demonstrated that the learning outcomes were successfully accomplished.

Real-World Application and Connections

When learning about an applied field such as student affairs- and specifically leadership education and development, it is imperative that students have the ability to apply their learning to "real-world" examples. Here are two "mini-assignments" in the class that encourage students to apply class content and learn more about the applied nature of the field. The first assignment listed is new this year, and I introduced it because I felt students needed a more "real-life" situation for applying the leadership models. The second assignment I have done each year, and it is consistently one of the students' favorite assignments- they express a great deal of learning and also make meaningful connections with professionals in the field- many have maintained these relationships and still speak regularly and meet up at professional conferences.

Student Leader Interview & Assignment -For this assignment you will interview a student leader at Texas State or another institution. In this interview you will seek to learn about the student's leadership journey and experiences; views on/ ideas about leadership; and leadership learning. Then, in a short paper (3-4 pages double spaced) you will apply leadership frameworks and models from the class to the student's experiences and thoughts about leadership. You must apply Leadership Identity Development (LID) as well as at least 2 leadership theories/ models.

Learning From Leadership Educators Assignment- This assignment involves interviewing a leadership educator on a college campus to learn more about their roles, background, and the leadership programs that they coordinate. Each person will be assigned a specific leadership educator. Students are responsible for setting up a time to interview the leadership educator over the phone, via skype, or another virtual means. An email interview is *not* acceptable. In addition to interviewing the leadership educator, students may need to read about and research the different programs from websites and/ or materials provided by the leadership educators. Students will share their findings from the interview in an online discussion.

Student Self-Assessment Throughout the Program

A recent document was introduced into the student affairs professions that outlines the key competencies for our field- [The Professional Competency Areas for Student Affairs Professionals](#). In an effort align the SAHE Program with these competency areas I have recently led an examination of program curriculum alongside the competency areas. Additionally, I created a *Personal and Professional Competency Areas Assessment,* which is informed by the Professional Competency Areas. SAHE students complete the assessment each semester and engage in reflection related to the growth and development each semester in the program.

The following is a student's completed *Personal and Professional Competency Areas Assessment.* This demonstrates students' growth throughout the program- and not just this specific course. They completed the final column in this course accompanied by a final paper reflecting on their learning and goals for continued personal and professional development.

Personal and Professional Competencies Assessment
Student Affairs in Higher Education Program
Department of Counseling, Leadership, Adult Education, and School Psychology

This assessment tool allows you the opportunity to assess your skills, competencies, attitudes, and knowledge key to being an effective student affairs professional. This assessment can help you identify strengths as well as areas for continued improvement. The different items are framed within some of the key competency areas for student affairs practitioners identified by the American College Personnel Association (ACPA) and the National Association for Student Personnel Administrators (NASPA) and include areas that are helpful to consider for personal and professional development. While the instrument is not validated, it is a useful tool for reflection and goal setting in the program.

Instructions: At various points throughout the program you will assess yourself on the follow items ranging from weak (1) to very strong (5). You will assess yourself each semester, and at the end you will also retroactively assess yourself when you entered the program (called a *then-now* evaluation technique).

Be honest with yourself; it is expected that you will have varied responses, which will allow you to identify areas to focus on during your time in the program. The only people who will see this are you and your instructor/ advisor (unless you choose to share it with others).

Name: [student name removed]

(1) weak   (2) relatively weak   (3) acceptable or average   (4) strong   (5) very strong

1. Advising and Helping	Fall '11	Spr '12	Fall '12	Spr '13	Fall '11
1.1 listening attentively and actively	3	3	4	4	2
1.2 giving effective feedback to others	3	3	4	4	3
1.3 establishing rapport with students, groups, colleagues, and others	4	4	4	4	3
1.4 being perceptive of others' feelings, words, and actions	4	4	4	4	2
1.5 engaging and drawing others out	2	3	3	4	2
1.6 motivating others	2	3	3	3	2
1.7 assessing talents, abilities, and reliability of others	2	2	3	4	2
1.8 helping others with personal problems	3	4	5	5	4
1.9 being aware of the needs of others	3	3	4	4	2
1.10 expressing praise or appreciation	4	4	4	4	2
1.11 ability to face closeness and affection	4	4	5	5	4
1.12 facilitating problem solving	3	3	4	4	2
1.13 facilitating individual decision making and goal setting	3	3	3	4	3
1.14 challenging and encouraging students and colleagues	2	3	3	4	2
1.15 perceiving and analyzing unspoken dynamics in a group setting	3	3	3	4	2
1.16 noting who is included and who is left out	4	4	4	4	4
1.17 facilitating group decision making, goal setting, and process	3	3	3	4	3
1.18 handling personal conflict with others	2	3	3	4	2
1.19 managing group conflict	2	4	4	4	1
1.20 mentoring students	3	4	4	4	2
1.21 ability to handle group silence	2	3	3	4	2
1.22 being assertive with people when necessary	3	3	3	3.5	2
1.23 designing and implementing training programs	2	2	3	3	1
1.22 other:					

(1) weak   (2) relatively weak   (3) acceptable or average   (4) strong   (5) very strong

2. Assessment, Evaluation, and Research		Fall '11	Spr '12	Fall '12	Spr '13	Fall '11
2.1	gathering pertinent information to better understand a situation	3	3	4	4	3
2.2	understanding data from assessment, evaluation, or research reports	2	2	3	4	2
2.3	using technology to reach a wide range of stakeholders	2	3	3	3	1
2.4	assessing the quality and trustworthiness of data and research	2	2	3	4	2
2.5	determining learning outcomes for a program or activity	2	2	3	3	2
2.6	aligning learning outcomes with organizational goals and values	2	2	2	3	2
2.7	other:					

(1) weak   (2) relatively weak   (3) acceptable or average   (4) strong   (5) very strong

3. Equity, Diversity, and Inclusion		Fall '11	Spr '12	Fall '12	Spr '13	Fall '11
3.1	aware of multiple aspects of my identity (e.g. race, gender, sexual orientation, ability, class, ethnicity, spirituality)	4	4	4	4	2
3.2	assessing my own multicultural competence and areas for growth	3	3	4	4	2
3.3	aware of the differences of others	4	4	5	5	4
3.4	supporting the differences of others	4	4	4	4	3
3.5	identifying the contributions of similar and diverse people	3	3	4	4	3
3.6	integrating cultural knowledge with specific and relevant diverse issues on campus	3	4	4	4	2
3.7	recognizing the intersectionality of diverse identities possessed by an individual	4	4	4	4	2
3.8	establishing meaningful relationships with people different from me	3	3	4	4	2
3.9	implementing programs, services, and activities that reflect and understanding and appreciation of cultural and human differences	4	4	3	4	2
3.10	able to create a safe environment for the discussion of multiculturalism	4	4	4	4	3
3.11	challenging others to deal critically with multiculuralism	4	3	3	4	2
3.12	facilitate dialogue effectively among disparate audiences	2	3	3	3	2
3.13	able to identify the role of social justice in my personal/ professional values	3	3	3	4	2
3.14	other:					

(1) weak   (2) relatively weak   (3) acceptable or average   (4) strong   (5) very strong

4. Ethical Professional Practice		Fall '11	Spr '12	Fall '12	Spr '13	Fall '11
4.1	aware of my personal values	4	4	4	4	3
4.2	acting in congruence with my personal values	3	3	4	4	2
4.3	acting consistently in the personal and professional arenas of my life	2	2	3	3	1
4.4	identifying ethical issues in the workplace	2	3	3	3	2
4.5	assisting students with ethical decision making	3	3	4	4	2
4.6	addressing issues that are unethical in nature	3	3	4	4	2
4.7	other:					

Dr. Paige Haber

(1) weak   (2) relatively weak   (3) acceptable or average   (4) strong   (5) very strong

5. Human and Organizational Resources	Fall '11	Spr '12	Fall '12	Spr '13	Fall '11
5.1 supervising others effectively	3	3	2	3	1
5.2 seeking opportunities for professional development	2	4	4	4	2
5.3 using basic accounting techniques for budgeting, monitoring, and processing expenditures	2	2	3	3	2
5.4 using technological resources to increase the efficiency and effectiveness of my work	2	3	4	4	2
5.5 communicating effectively through writing (email, memos, reports)	3	3	4	4	3
5.6 incorporating a focus on sustainability in my work	4	4	4	4	2
5.7 setting challenging yet realistic goals	2	3	3	4	2
5.8 organizing a project (details, schedules, time-lines, etc.)	2	3	4	4	2
5.9 organizing and implementing a program	2	3	4	4	2
5.10 managing time effectively	2	3	3	3	2
5.11 preparing an agenda	2	3	4	4	2
5.12 conducing a meeting	3	3	4	4	2
5.13 defining tasks	3	3	3	4	2
5.14 following through on responsibilities	4	4	4	4	3
5.15 identifying problems, solutions, and alternatives	3	3	4	4	3
5.16 knowing and using campus resources	3	4	5	5	3
5.17 summarizing discussions	2	2	3	4	2
5.18 expressing ideas in formal discussion	2	2	3	3	2
5.19 persuasive or informative speaking before a group	2	2	3	4	2
5.20 understanding job responsibilities and how to prioritize them effectively	3	3	3	4	2
5.21 other:					

(1) weak   (2) relatively weak   (3) acceptable or average   (4) strong   (5) very strong

6. Leadership	Fall '11	Spr '12	Fall '12	Spr '13	Fall '11
6.1 awareness of my strengths and limitations as a leader	3	3	3	3	2
6.2 awareness of the strengths and limitations of others	4	3	3	3	2
6.3 finding common purposes with others	2	3	4	4	2
6.4 handling conflict with respect and civility	2	2	3	4	2
6.5 working effectively with others in a group or team setting	3	3	4	4	2
6.6 ability to build community within a group	4	3	4	4	3
6.7 collaborating effectively with others	3	3	4	4	3
6.8 thinking critically to better understand a situation	2	3	4	4	2
6.9 thinking creatively and imagining new ideas and solutions	3	3	4	4	3
6.10 seeking out multiple perspectives to make informed decisions	4	4	4	4	3
6.11 understanding how change occurs in organizations	3	3	3	4	2
6.12 affecting change within a larger organization	3	2	3	3	2
6.13 other:					

Dr. Paige Haber

(1) weak   (2) relatively weak   (3) acceptable or average   (4) strong   (5) very strong

7. Personal Foundations, Attributes, and Skills	Fall '11	Spr '12	Fall '12	Spr '13	Fall '11
7.1 understanding how my attitudes, values, beliefs, assumptions, biases, and identify affects my work with others	4	4	4	4	2
7.2 demonstrating balance in my personal and professional life	2	2	3	4	2
7.3 focusing on my emotional/ psychological wellness	2	2	3	4	2
7.4 focusing on my physical wellness	2	2	3	3	2
7.5 focusing on my spiritual wellness	2	3	4	4	2
7.6 focusing on my vocational/ professional wellness	2	2	3	4	2
7.7 feeling a sense of meaning and purpose in my work	2	2	3	4	2
7.8 being flexible and willing to change	3	3	3	4	2
7.9 making effective personal decisions	3	3	4	4	2
7.10 responding effectively to criticism	2	3	3	3	1
7.11 directing my life and actions with confidence	2	3	3	4	2
7.12 being open and approachable	4	4	5	5	3
7.13 motivating myself	2	3	3	4	2
7.14 understanding the reasons for my actions	3	3	3	4	2
7.15 willingness to take risks	3	3	3	4	2
7.16 effectively expressing my emotions	4	3	3	4	2
7.17 being reflective and thoughtful	2	2	3	4	1
7.18 thinking before I talk	3	3	3	3	1
7.19 other					

Adapted from:
Personal Growth Checklist (Komives, 2010)
Professional Competency Areas for Student Affairs Practitioners (ACPA & NASPA, 2010)

Dr. Paige Haber

Student Work with Feedback

One of the cornerstones of my teaching is helping develop students to be stronger writers. I have a saying with my students that I write on the board the first semester I have them in class:

Feedback = Love

What I mean by this is that I give them feedback on their writing because I care about them and want to help them grow. Students really resonate with this learning-centered approach, and some have said that they really look forward to receiving my feedback and learning how they continue to grow as writers.

I intentionally craft meaningful assignments, and I know that students spend considerable time and energy on the assignments. Thus, I am committed to proving thorough and constructive feedback. The following are examples of students' assignment in this class along with my feedback.

Alexandra Ewing

Texas State University

February 24, 2013
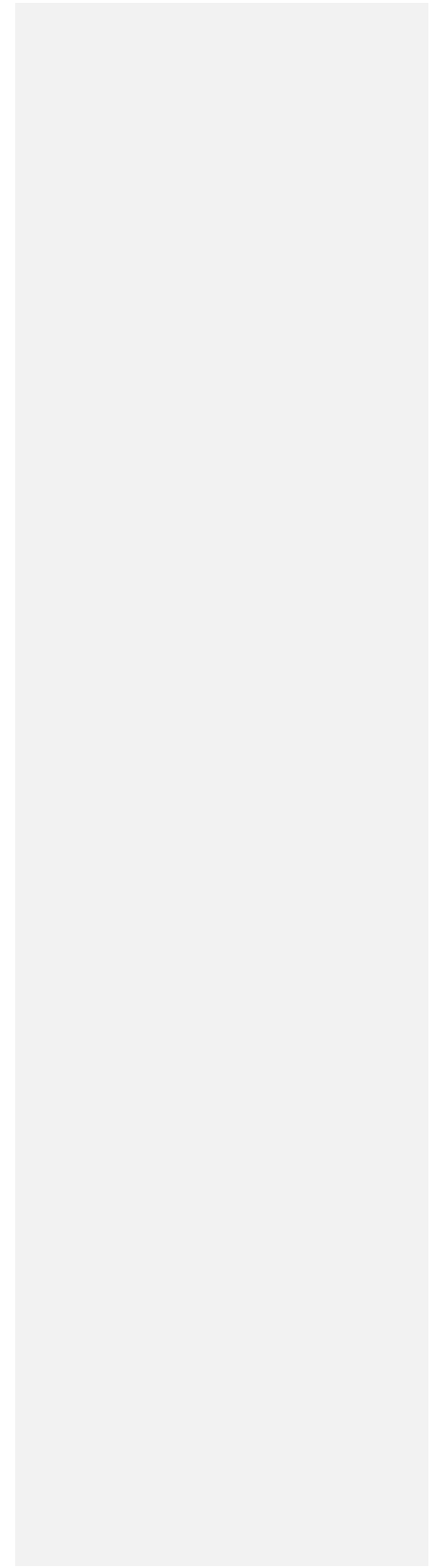
Personal Philosophy of Leadership

Positional leadership, this was my context of leadership until the start of this semester. I knew what I felt a leader possessed, but I had never thought about the path that got them there, were they a natural born leader, or a leader created through skill building and education? When asked to define leadership at the start of this school year the entire class created a laundry list of qualities that a good leader possesses. Is this all that leadership embodies? No. A simple definition is that "leadership is a process whereby an individual influences a group of individuals to achieve a common goal "(Northouse, 2010, p. 3). Leadership is about a process, about forming relationships with a group, about coming together to make positive change, about learning something along the way, and about knowing yourself and others through the experience.

In pulling from three different models of leadership I have shaped my personal vision of leadership, and it has been an exciting and eye opening experience. To begin, industrial leadership theories gave me a great foundation to understand where the field has been, where it is going, and why it is so imperative to leave that way of thinking in the past. The notion of leaders being born rather than made was the general agreement amongst leadership theorists; this created leadership to be an exclusive club that someone could only be born into, and marginalized a number of groups including women and underrepresented populations. Leadership is not about being tall, charismatic, and a great public speaker, while that may help some people get the leadership role in their organizations; it is much more important what the leader does with the team. Defining leadership as a process makes it much less about traits and characteristics and much more about relationships between leader and group members (Northouse, 2010, p. 3). Once I

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PERSONAL PHILOSOPHY OF LEADERSHIP

was able to understand the leadership process, I could make sense of what this process meant for me.

My personal philosophy and approach to leadership is grounded in the relational model in that leadership is more about a process of a group forming relationships, interacting together to affect change. Furthermore, leadership is about affecting positive change and understanding our social responsibility. Lastly, I hope to manifest this type of leadership by demonstrating the five exemplary practices of leadership to encourage my students by leading by example, inspiring the organization members for the future, being willing to take risks and make changes, empowering my students to share in the leadership process, and reminding the group that we recognize and celebrate all contributions.

I pulled from three models in creating my view of leadership, because I see all three working harmoniously together. The Relational Leadership Model and the Social Change Model create a solid foundation for how I see leadership, and I hope to exemplify leadership in my work and myself with my students. The Relational Leadership Model is based around the interactive context between leader and group members, and less about making great persuasive speeches (Komives, Lucas, & McMahon, 2007, p. 74). In my personal and professional life I place a strong value on relationships and how those relationships are interrelated, which led me to strongly identify with this aspirational model of leadership. The Relational Leadership Model challenges both leaders and group members to be engaged participants in the leadership process, which requires a level of "knowing-being-doing" on each member's part (Komives et al., 2007, p. 76). For example, one would need to know themselves to work effectively with the group, be open to differences of attitude, diversity and perspective, and do/practice the skills necessary to

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Comment [2]: Good integration of these models; citations here would be good to include

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Comment [3]: ?

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PERSONAL PHILOSOPHY OF LEADERSHIP

achieve common goals. Each skill of "knowing-being-doing" is practiced within the five

components of Relational Leadership, purposefulness, inclusiveness, empowerment, ethical

practices, and a process orientation (Dugan & Komives, 2011, p.44). This was the first time

that ethics had been mentioned in leadership, which is why it pairs seamlessly with some

components of the Social Change for Leadership Model.

The second model I identified with is the Social Change Model of Leadership. This

model approaches leadership as a "purposeful, collaborative, values-based process that

results in positive social change" (Dugan & Komives, 2011, p.45). I feel that this model

lends itself very well to the leadership education seen on college campuses across the

country, in shaping global citizens that are going to positively impact their community, the

emphasis on affecting positive social change is imperative. Leaders in this model are

change agents, and this requires a conscious focus on values of the leader and the

organization (Cliente, 2009, p. 45). Combined with the ethical piece in the Relational

Leadership Model and the social change aspect in this model, we are teaching students to

not only work collaboratively but to also affect change within our communities.

I have never in my life considered myself a leader, so assessing my leadership

strengths is daunting and nerve wracking. For me, the best way to "live" my philosophy of

leadership would be to exemplify it through the five exemplary practices of leadership

because these five practices can support the mission and overarching themes of the

Relational Leadership Model and the Social Change Model. The five practices support the

notion that "leadership is not about personality, it's about behavior" (Kouzes & Posner,

2007, p. 15). The five practices include model the way, inspire a shared vision, challenge

the process, enable others to act, and encourage the heart (Kouzes & Posner, 2007, p. 14). I

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Comment [5]: good!

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Comment [6]: Burns first introduced this in the 1970s; perhaps you mean in our class?

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Comment [7]: Agreed!

Paige Haber-Curran 3/17/13 3:18 PM
Comment [8]: Really? I definitely see you as a leader, particularly though the more post-industrial perspectives on leadership.

feel that my two biggest strengths within this model are inspiring a shared vision and encouraging the heart. Based on my strengths as defined by *Strengths Quest* I possess a number of strengths that deal with interpersonal skills and my affinity for harmony and empathy. These skills will guide me in my attempt to inspire my students with the future of our organization, which I can see currently in my role as Cat Camp graduate advisor. Secondly, encourage the heart speaks directly to the appreciation and recognition of all members, something I practice daily through gifts to my students, positive messages, and emails to say thank you and recognize a job well done. While I love to have a harmonious personal and professional life, I believe that an area for improvement would be challenge the process. I love to change things up and have made some significant changes to Cat camp during my time here. However, I value harmony greatly, and I can see how my emphasis on this can have an affect on my willingness to speak up in times of crisis. This to me is a major area of improvement, as I am leading my students I need to be able to stand up for them and for the organization I represent.

   In closing, I value the interpersonal relationships in my personal and professional lives, and I want to ground my leadership style and philosophy in the same way. It is important that leadership is seen as more than a list of traits that someone can list on a resume, rather emphasis should be placed on ones ability to connect with a group, and their ability to instill a passion inside the team to enact positive changes in our organizations and our communities.

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Northouse, P.G. (2010). *Leadership: Theory and practice.* (5th ed.). Thousand Oaks, CA: SAGE Publications.

Alex, you did a very nice job- I think you really integrated in class concepts to your philosophy and discussed how your understanding of leadership has vastly shifted. I think you also did a nice job assessing your leadership strengths and areas for continued improvement. It would have been good to see more of a statement of "Leadership is…" when discussing your philosophy. I think this is probably because you are still working on figuring out what it really means to you, which is OK.

Nice job, 14.5/15

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Paige Haber-Curran 3/17/13 3:21 PM
Comment [12]: Note that for the editors the initials are before the last name

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LEAD

Leadership Experience and Development

An Emerging Leaders Program

By

Shanna E. Brown
Reed C. Rallojay
Kevin R. Baker
SAHE 7335 – Dr. Haber

Table of Contents

<h1 align="center">Delbert University Profile</h1>

Stanley Delbert founded Delbert University in 1880. Located in Metropolis City, Texafornia, Delbert University (DU) is at the heart of the city. A four year, secular, private university, DU is a premier institution that continues to raise the standard among small private colleges and universities. DU is member of the North-Central Association of Colleges and Schools, and a member of Division III athletics Valley Ridge Athletic Conference. DU is an eight-time national chess champions and two-time national women's' water polo champions. DU currently has five residential halls that house 1,500 students including all incoming freshman. Most recently, the university has acquired a new president who is focused on student leadership opportunities and on-campus living.

Mission Statement
As a leading urban university with a distinctive commitment to undergraduate education, Delbert University aspires to provide unsurpassed teaching practices and contributions to the betterment of our world. This mission will be fulfilled by cultivating a diverse community of learning and discovery that produces leaders across the spectrum of human endeavor.

Vision Statement
Delbert University will transform lives and serve the diverse and global society by educating, creating and putting knowledge to work with excellence.

<div align="center">Demographics</div>

Race	Enrollment	Percentage
White (Non-Hispanic)	3,761	82%
Black	321	7%
Hispanic	321	7%
Asian/Pacific Islander	138	3%
Native American	46	1%

Gender	Enrollment	Percentage
Male	1,904	41.5%
Female	2,2660	58%
Unknown	23	.5%

<div align="center">3</div>

Target Students: Emerging Leaders

In the First-Year Experience Office at Delbert University, an **emerging leader** is defined as an incoming freshman student who is committed to getting involved on campus, desires to connect with other DU students, who may or may not have been leaders in high school but wants to take that step in college.

Participant requirements

To be eligible to apply for the LEAD program, the applicant must be full-time, first-year student admitted to Delbert University for the fall 2012 semester, with less than thirty (30) college credits completed by August 30, 2012.

Participants will be selected based on the applicants with the greatest potential for leadership development. Applicants who are not selected for this program will be strongly encouraged to pursue other leadership development opportunities offered within the Dean of Students Office.

Students who are selected for participating in the LEAD program will be required to live in the LEAD Learning Community in Haber Hall for the academic year; attend the LEAD Orientation and Welcome; monthly workshops; complete 10 community service hours per semester; and participate in the end of the year trip.

Preview of LEAD Application

First Name:
Last Name:
Student ID Number:

List organizations, teams, programs and events which you were a member/participant during the years you were a high school student. Briefly describe any roles, either formal or informal, you had with each activity. [*Limit your response to 1,000 characters.*]

What would you hope to get out of participating in a leadership program during your first year at Delbert University? [*Limit your response to 1,000 characters.*]

Please describe one of your passions and why you care about this topic/issue. [*Limit your response to 1,000 characters.*]

4

LEAD Program Acceptance Rubric

Demographic information (GPA, class rank, ethnicity, etc.) collected from university database. Participants will be selected based on the applicants with the greatest potential for leadership development.

	3	2	1	Score
Student status eligibility	Student is: -full-time -first-year -admitted -less than 30 college credits		Student is not: -full-time -first-year -admitted -less than 30 college credits	
Potential for increased leadership	Student was not involved in organizations, teams, programs and events during high school	Student was involved in organizations, teams, programs and events during high school	Student held leadership positions in organizations, teams, programs and events during high school	
Articulates passion	Student clearly identified an area of interest and why it was a passion and provided examples.	Student identified an area of interest and why it was a passion, but didn't provide examples.	Student poorly or did not identified an area of interest and why it was a passion, nor were examples provided.	

P Haber 5/8/12 2:43 PM
Comment [4]: rather than have this as a rubric item you may just want to not look at applicants who don't meet the eligibility criteria

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Comment [5]: I'm not sure how I feel about this... I feel that even students with lots of leadership experience in high school have a great deal of potential to continue to grow (see, for example, the Leadership Identity Development model). Maybe the rubric should solely be on answers of the things they are passionate about, their future goals, ways in which they want to grow, etc. I just don't know if practically excluding students from the program who had past leadership positions is the best route

Leadership Experience and Development

Mission
Leadership Experience and Development (LEAD) creates an opportunity for first-year students to become actively engaged in the campus community through leadership development, civic engagement and self-discovery. It is through academic achievement, mentoring and co-curricular involvement that students experience a holistic approach to college life and later as civic leaders in society. Emerging Leaders seeks to help participants identify their leadership style and continue to develop personally as a leader.

Vision
LEAD aspires to be a nationally recognized emerging leaders program.

Purpose
The Delbert University community believes in addition to achieving academic excellence, students should exercise their leadership and involve themselves in activities outside the classroom. LEAD encourages students to engage in extracurricular activities that foster intellectual and personal growth. Activities promote the development of the characteristics associated with self-knowledge, relationships and accountability.

Delbert University's LEAD Program has the following purposes:
- Increase students' self-awareness through values clarification, exploring personal ethics and belief systems and identifying personal strengths
- Develop a greater understanding and acceptance of cultural diversity
- Increase awareness, understanding and appreciation for perspectives, experiences and values different from ones own.
- Introduce students to leadership concepts and theories
- Develop skills and competencies needed as a leader or active participant in a group process

Guiding Principles
- Everyone has the capacity to lead
- Leadership is multifaceted
- Leadership is collaborative
- Leadership is a process
- Leadership strives to create positive change
- Leadership strives to reach shared goals

Overarching Theoretical Frameworks
- Formal Leadership Program Model[12]
- Servant Leadership[3]
- Social Change Model of Leadership[4]

Program Summary
LEAD is a leadership program that will take place over the participant's first-year at Delbert University culminating with a service-learning trip to an underprivileged grade school. This living-learning leadership opportunity will be house 30 resident-participants on the second floor of Haber Hall. Student will participate in monthly activities and events planned to enhance the LEAD program experience.

Outcomes
As a result of participating in LEAD, students will:
1. Be able to recognize and identify different leadership styles and skills within self and other
2. Demonstrate a deeper understanding of self, including personal strengths and weaknesses in the context of leadership
3. Demonstrate critical thinking skills in the context of leadership and learning
4. Demonstrate an understanding of leadership responsibility including: identifying resources, time management, delegating responsibilities, managing conflict, goal-setting, managing group dynamics, etc…
5. Demonstrate the ability to develop effective communication styles and strategies within a leadership role and/or group setting
6. Demonstrate an understanding and responsibility of cultural diversity and healthy, meaningful, and respectful relationships
7. Engage in community service
8. Come to see themselves as leaders and change agents capable of actualizing their aspirations

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[1] Dugan, J.P. & Komives, S.R. (2011). Leadership theories. In S.R. Komives, J.P. Dugan, J.E. Owen, C. Slack, & W. Wagner (Eds.) *The handbook for student leadership programs* (2nd ed). San Francisco, CA: Jossey-Bass. 35-53

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[3] Greenleaf, R.K. (2010). Servant leadership. In G.R. Hickman (Ed.) *Leading organizations: Perspectives for a new era* (2nd ed, pp. 87-95). Thousand Oaks, CA: SAGE Publications.

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Staff

Associate Director
- Oversees the LEAD budget
- Supervises the 2 coordinators

Coordinator-Workshops
- Coordinates the monthly workshops
- Supervises the graduate research assistant
- Responsible for monthly workshop assessment
- Serves as a mentor to students in LEAD

Coordinator-DURO Trip
- Coordinates the DURO trip
- Liaison supervises the resident assistant
- Checks monthly journal entries
- Responsible for LEAD program assessment
- Serves as a mentor to students in LEAD

Graduate Research Assistant
- Coordinates the mandatory social events for LEAD students
- Checks progress and completion of LEAD Students service hours
- Outreaches to the civic community to identify service opportunities for LEAD students
- Serves as a mentor to students in LEAD

Resident Assistant
- Builds community with residence in LEAD through engagement and programs
- Monitors the day-to-day residential environment of students in LEAD
- Serves as a mentor to students in LEAD

LEAD Planning Committee

The Leadership Experience and Development program is a collaborative effort between the First-Year Experience Office, Department of Housing, Student Activities and Leadership Office, Office of Volunteer Services and the Office of the Dean of Students. The LEAD Planning Committee was formed to help aid in the planning and support of the program. With the exception of the First-Year Experience Office, each participating office has one staff member serving on the committee.

Associate Director of FYE
Coordinator
Coordinator
Graduate Assistant
Resident Assistant
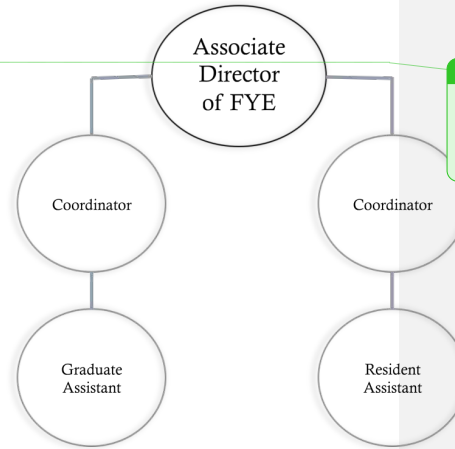
P Haber 5/8/12 2:47 PM
Comment [7]: It's not clear if all of this staff is devoted to this one program or not- I know this came up in your Q&A- that should be clearer here

LEAD Program Overview

- **10 community service hours per semester**- Participant is required to complete 10 hours of community service a semester around the Metropolis City area. Service projects can vary depending upon students' interests, and can be pursued individually or in groups.

- **Living learning community residency**- Each student accepted in the LEAD program must live in the LEAD Living Community in an Residence Hall

- **Student organization involvement** – LEAD requires each participant to be seek membership and active involvement in one student organization while in the LEAD program.

- **Monthly workshops** - The First-Year Experience Office staff will facilitate workshop sessions with guest speakers from various offices on campus. Based on the topic and content area for each workshop, guest speakers will be invited to present on their experience, share their knowledge, serve on a panel, etc.

- **Mid-semester interview**- Students will participate in 30-minute interviews with LEAD staff members during the month of October. Interview questions will assess students perceptions of their academic success, social integration and progress in the program. LEAD staff will use this information to identify where additional support is needed.

- **Weekly online reflective journal entry**- Students reflect on the monthly workshops by journaling online each month. They are writing about what they learn monthly and how it impacts their philosophy of leadership. This is not a graded assignment, but will be checked by the LEAD coordinator at the end of each month to assess the students' learning and progress.

- **DURO trip**- The Delbert University Reaching Out (DURO) trip is the final project of the LEAD program. Students will take a trip into an underprivileged area and hold workshops for eight graders. The students will be able to give advise based on personal experiences preparing for college and student insight into the college life.

LEAD Program Timeline

August
- Move-In
- Welcome!
- Fall Retreat
- *Monthly Workshop*: What is Leadership to Me?
  - This session is all about taking a look in the mirror and discovering who you really are as a leader, exploring what you believe in, and identifying what you value most!
  - StrengthsQuest
- Online journal entry

September
- *Monthly Workshop:* Communication and Active Listening
- Student organization involvement
- Community service hour opportunity
- Online journal entry

October
- *Monthly Workshop:* Time/Stress Management and Decision-Making
- Student organization involvement
- Community service hour opportunity
- Online journal entry
- Mid-Semester Interviews

November
- *Monthly Workshop:* Teamwork and Conflict Management
- Student organization involvement
- Community service hour opportunity
- Online journal entry
- Social

February
- *Monthly Workshop:* Diversity
- Spring Retreat
- DURO Discussion
- Student organization involvement
- Community service hour opportunity
- Online journal entry

March
- *Monthly Workshop:* Professionalism
- Student organization involvement
- Community service hour opportunity
- Optional Alternative Spring Break
- Online journal entry

April
- *Monthly Workshop:* Apply Your Skills
  - DURO Training Day
- Student organization involvement
- Community service hour opportunity
- Online journal entry
- Social

May
- *Monthly Workshop:* Final Thoughts
- Student organization involvement
- DURO – Delbert University Reaches Out trip
  - Rewarding week-long outreach program aimed to mentor underrepresented middle school students
    - Goal is to show these students that college is a possibility for them, and to give them the necessary knowledge to reach their goals in seeking higher education
- DURO report

Assessment

Budget
LEAD staff will present and evaluate an annual budget for the LEAD program.

Budget		
Appropriation		21,000
GRA Salary	10,000	11,000
Speaker Fees	2,000	9,500
Programing Budget	5,000	4,500
DURO Funds	4,500	0
Balance		0.00

Journal Assignments
Students reflect on the monthly workshops by journaling online each month. They are writing about what they learn monthly and how it impacts their philosophy of leadership. This is not a graded assignment, but will be checked by the LEAD coordinator at the end of each month to assess the students' learning and progress.

Workshop Quizzes
Students will take 10-question paper and pencil quizzes after each workshop they attend. Quiz questions will be based on key content of each workshop presentation and accompanying activities.

Mid-semester Interviews
Students will participate in 30-minute interviews with LEAD staff members during the month of October. Interview questions will assess students perceptions of their academic success, social integration and progress in the program. LEAD staff will use this information to identify where additional support is needed.

DURO Reports
After the DURO trip, students will write a report about their experience leading the middle school students and how they have personally grown as a leader as a result of DURO. At the end of the report, each student will write his/her personal definition of leadership; once the LEAD coordinator reviews each report, he/she will return the students' leadership definitions from the first month of the program and the last, showing students their development and growth as leaders.

Post Program Satisfaction Survey
After the completion of the program (July), students will be asked to complete a satisfaction survey regarding the LEAD program and staff.

Second-year Leadership Involvement Survey
November of the participants' sophomore year, students will be asked to complete a survey asking about their involvement and leadership roles attained during the semester.

LEAD Planning Committee Member Survey
LEAD Planning Committee Members will be asked to complete an evaluation of their contributions to the program, observations and suggestions for improvement.