



## Sample Leadership for Public Purpose (LPP) Application

*Provided for Informational and Educational Purposes Only*

*This sample application from the 2024 cycle is provided to support campuses interested in applying for the **Carnegie Elective Classification for Leadership for Public Purpose (LPP)**. It offers an example of how one institution approached the application process, structured their responses, and highlighted their commitments to leadership for public purpose.*

### **Important Note:**

*While this application was successful in earning the classification, **it is not a template**. Every institution has a unique context, mission, and approach to leadership for public purpose. There is **no single “correct” way** to complete the application, and no application is without areas for growth or refinement.*

*We encourage you to use this sample as:*

- *A reference point to better understand the tone, depth, and structure of responses.*
- *A source of inspiration for how your institution might showcase its own distinctive efforts.*
- *A reminder that the classification values **authenticity, intentionality, and institutional alignment** over perfection.*

*For additional guidance, please explore our resources page or contact [Carla Ortega-Santori](#).*

*Thank you for your commitment to developing leadership for public purpose in higher education.*

# 2024 First Time Classification: Carnegie Elective Classification for Leadership for Public Purpose

Submitted by Fort Hays State University on 2/7/2023. Last modified on 12/15/2023.

Carnegie Foundation for the Advancement of Teaching Elective Classifications: The Carnegie Foundation for the Advancement of Teaching (hereafter Foundation) offers Post-Secondary institutions the opportunity to be recognized for exemplary institutional commitment and practice of particular expressions of public purpose. The Foundation does this as a means of elevating and celebrating the unique public purpose role that these institutions play in contributing to the health and vitality of a free and open democratic society. The Foundation, as part of the Post-Secondary Elective Classifications, recognizes campuses that exemplify an institutional commitment to Leadership for Public Purpose. Information about the Post-Secondary Elective Classifications can be found here: <https://carnegieelectiveclassifications.org/>. Only applications submitted through the online portal will be reviewed. Narrative responses are limited to 500 words each.

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## Appropriate Data

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID-19 has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's leadership for public purpose. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of leadership for public purpose, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

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## Use of Data

The information you provide will be used to determine if your institution's commitment to developing leadership for public purpose is deep and pervasive. The Foundation only publicly identifies classified institutions. All applications are confidential and you will have an opportunity to indicate if you would like your application to be available to qualified researchers along with other applications under the Foundation's strict research protocols.

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## Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only)

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### Title

Donnette Noble, Ph.D. - Director of Civic Learning and Engagement/Voss Distinguished Professor of Leadership Studies

### Institution

Fort Hays State University

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## Mailing Address 1

600 Park St

## Mailing Address 2

Rarick Hall # 119-B

## City

Hays

## State

KS

## Zip Code

67601-4099

## Phone Number

402-785-4415

## Full Name of Institution's President/Chancellor

Tisa Mason, Ed.D

## President/Chancellor's Mailing Address

Sheridan Hall # 312

## President/Chancellor's Email Address

tamason@fhsu.edu

## Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)

8568

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## Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)

1718

## # of Full-Time Equivalent Staff (as reported in IPEDS)

1384

## # of Full-Time Equivalent Faculty (as reported in IPEDS)

367

## I. Campus and Community Context

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### 1. Campus:

Provide a description of your campus context. Reviewers will use this information to provide a context for understanding how leadership fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of the student population served, faculty and staff demographics, and other features that distinguish the institution. You may want to consult your campus's IPEDS data

<https://nces.ed.gov/ipeds/Home/FindYourCollege> and Carnegie Basic Classification data

<https://carnegieclassifications.iu.edu/lookup/lookup.php>.

FHSU traces its roots to 1902 when it was housed on an abandoned Army Post as the Western Branch of the Kansas (KS) Normal School. In 1904 the school was moved to its current location. Over 109 years, the school evolved to become an award-winning, high-ranking, four-year, regional comprehensive institution – one of six universities in the Kansas Board of Regents (KBOR) system. Rurally located, FHSU is committed to engaging external constituencies and responding to their needs and serves 67 of 105 KS counties (the largest geographic region in the KBOR system).

Comprised of five colleges (Arts, Humanities, and Social Sciences; Business and Entrepreneurship; Education; Health and Behavioral Science; and Science, Technology, and Mathematics), FHSU (AY 2022-23) served 16,984 students including 3,770 on campus, 8,858 online, and 4,356 from its unique international partnerships with over a dozen partner universities in China, Southeast Asia, Europe, and Africa. Students hail from all 105 Kansas counties, all 50 states, and 47 nations. The scope of programming at the undergraduate level includes more than 104 majors, minors, and certificates. There are nineteen master's programs with 112 concentrations (including 11 accelerated programs), an education specialist degree program with six concentrations, and a doctoral program with two concentrations. FHSU is one of only five institutions worldwide to earn the US Distance Learning Association's rigorous 91-point certification.

Additional programs at FHSU include the: (1) Hispanic College Institute (HCI); (2) Kansas Academy of Mathematics and Science (KAMS) – the state's premier residential academic high school program that awards college credit for students earning high school diplomas; (3) Center for Entrepreneurship (CFE) promoting

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interdisciplinary innovation and entrepreneurial initiatives; (4) Robbins Banking Institute seeking to expand the industry workforce; (5) Docking Institute for Public Affairs; (6) Management Development Center (MDC); (7) Kansas Small Business Development Center (KSBDK – a statewide economic development initiative); (8) Encore (performing arts) Series; (9) Herndon Speech-Language-Hearing Clinic; (10) Wellness Center; (11) Aging Center; (12) Psychological Testing Clinic; (13) Global Affairs, and, (14) Honors College.

Furthermore, FHSU's Sternberg Museum of Natural History advances an appreciation of earth's natural history and the evolutionary forces that impact it. With more than 43,000 visitors last year, the Museum boasts a \$2.2 M economic impact on the area. FHSU's Kansas Wetlands Education Center is one of only two national and 23 international centers to receive the acclaimed Star Wetland Centre Award recognizing best practices in ecotourism and wetlands education. Additionally, the Experiential Learning Committee, a university-level committee led by the Director of Civic Learning and Engagement (CLE) fosters a multitude of service-learning and other experiential learning experiences for students through faculty and staff development and funding opportunities.

FHSU's engagement with external constituencies is a central part of its mission and identity as a public university. The University's commitment to community outreach, workforce development, and global engagement reflects its recognition of the significant role that higher education plays in promoting the common good, its responsibility in supporting leadership for public purpose, and its overall contributions to the well-being of society.

## 2. Campus Conceptual Framework or Approach for Leadership:

Campuses have their own way of articulating leadership as an institutional priority and many campuses have developed their own conceptual framework or approach to leadership. Describe how your particular campus framework or approach to leadership aligns with the Carnegie Classification definition provided.

FHSU's Strategic Plan (SP) goals include: (1) Academic Excellence; (2) Student Success; (3) Strategic Growth; (4) Resources and Infrastructure; and (5) Community and Global Engagement, and each features specific strategies with measurable outcomes. The SP centers on FHSU's mission to "develop engaged global citizen leaders" and highlights its areas of distinction. As a steward of place (AASCU, 2022), FHSU is inextricably tied to local and global communities and its achievements are rooted in steady resilience and dedication to improving people's lives through affordable and accessible educational experiences across the lifespan. The SP is demonstrative of FHSU's relentless pursuit of public goods (i.e., justice, equity, diversity, liberty, etc.) which are interlocked with FHSU's prioritization and support of 17 UN Sustainable Development Goals (UNSDGs).

In support of its mission, FHSU has identified three components that create the scaffolding for its leadership framework: (1) community engagement, (2) global learning, and (3) leadership development. The institutional definitions FHSU adopted for these components are (Assessing, 2023):

Community engagement (CE) means working to make a difference in the civic life of communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes (Ehrlich, 2000).

Global learning (GL) is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability (AACU, 2022, para. 3). Through global learning, students should: 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; 2) seek to understand how their actions affect both local and global communities; and 3) address the

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world's most pressing and enduring issues collaboratively and equitably.

Leadership development (LD) involves the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2013, p. 7).

Based on those definitions, students who are developing as engaged global citizen leaders: assess community needs leading to increased social consciousness; reflect on personal values for alignment with a commitment to be an engaged citizen; demonstrate an understanding of global systems and apply that knowledge in contemporary global contexts; demonstrate internalized global self-awareness and synthesize multiple perspectives about global issues through reflection; demonstrate various methods by which to collaboratively engage others in work; and, draw connections among ideas to use leadership strategies in a variety of contexts.

The university-wide Global Citizen Leader Program (GCLP) combines curricular and co-curricular opportunities for students to earn transcript notes that document and recognize their efforts to develop, engage, and lead not only in their local communities but on a global scale. FHSU stands proudly upon its legacy of service and purpose-driven work and its rigorous and robustly mission-themed assessed program showcases the University's work in uplifting Leadership for Public Purpose (LPP).

## Leadership for Public Purpose

### The Field of Leadership:

Leadership can be studied as behavioral skills (such as competencies), cognitive beliefs (such as leader identity), and emotional abilities (such as emotional intelligence). It can be studied as a socio-cultural and political process. Scholars also examine organizational impacts of leadership, such as the impact of leader teams on the functioning of their broader organization. Other scholars examine the historical impact of leadership, for example on the performance of states or nations under the influence of an elected leader, a monarch, an autocrat, or a governing organization. Finally, some scholars examine the contextual dynamics that shape and produce effective leadership. Leadership as a pedagogical category can include leader development (the development of leaders) - and leadership (building understanding of how leaders become leaders, in what circumstance, to what end and/or the understanding of how leaders lead) - and leadership competencies (acquisition of leadership skills, practices, and tools).

Across the spectrum, however, leadership is understood as a process of one or more people motivating other people to act in a certain way or believe a certain thing. Leadership can be accomplished through a process of influence, support, incentive, coercion or other means. Leadership may cause others to be inspired, motivated, focused on a vision or individual goals, or it may cause them to accept a new purpose or direction. Leadership can be demonstrated by individuals in formal and informal leadership roles. It can also be demonstrated by a group or team. Leadership can influence people toward socially-constructive and socially-destructive aims; and can recreate unjust social structures and processes or seek to change them. Leadership, as discussed in this framework, requires a moral obligation to others, emotional intelligence for empathy, and awareness of the social, cultural, political contexts within which leadership takes place.

To capture the breadth of scholarly and pedagogical diversity, the framework uses "leadership" to represent the activities that span this spectrum.

### Leadership for Public Purpose:

This framework focuses on leadership for public purpose as a desired institutional outcome of colleges and universities. It reflects institutional missions that claim to positively impact society. **Effective leadership for public purpose transcends functional or instrumental leadership (i.e., personal career or political gain; or narrow business or organization**

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outcomes), in pursuit of collective public goods like justice, equity, diversity, and liberty. leadership for public purpose can be manifest in all realms of social life - private business, public and nonprofit institutions, neighborhood and community life, professional associations, civil and government institutions, religious institutions, etc. Institutions earning the classification will demonstrate a commitment to leadership for a public purpose through their investments in leader development; development of ethical and moral judgement; and development of the critical thinking necessary to understand systemic and cultural aspects of power and privilege within which all leadership resides.

## **Operational Definition of Leadership for Public Purpose:**

Campuses that are committed to leadership for public purpose enhance the learning, teaching, and research mission of their institution by: developing leadership abilities in all institutional stakeholders; contributing to the public scholarly understanding of leadership as a public good, and understanding of the sociopolitical contexts, systems, and practices within which all leadership resides; and preparing students for lives of public leadership for public purpose in their careers, communities, and the broader society.

Throughout this application framework "leadership" is meant to indicate "leadership for public purpose" as specified in this above definition. All campus applications will be evaluated using this understanding of leadership. There is a link to this definition at the top of your screen throughout the application for easy reference.

For narrative questions, provide narrative description AND evidence. Evidence can be direct quotation from documents, data collected, descriptions of specific events, governance bodies, policies, etc.

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**Before proceeding, remember, all campus applications will be evaluated using the Carnegie framework definition of leadership. For narrative questions, provide narrative description AND evidence. Evidence can be direct quotation from documents, data collected, descriptions of specific events, governance bodies, policies, etc.**

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## **Foundational Indicators**

Foundational indicators are those indicators that best illustrate a broad and deep commitment to leadership for public purpose in the institution's policies, operating norms and routines, as well as organizational activities and practices.

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## **3. Institutional Identity and Culture:**

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### **3.1. Describe how leadership is explicitly a part of your institutional mission or vision. Use direct quotes from the mission and vision as evidence.**

FHSU's mission is to provide "accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders." Its vision is to be "accessible to those who seek higher education, unlocking potential aligned with the democratic, economic, and social needs of our communities, our region, and our world."

The mission and vision of FHSU are entrenched in its institutional values: (1) Knowledge and Scholarship; (2) Innovation and Entrepreneurship; and, (3) Global Engagement. Knowledge transforms the human experience. FHSU values inquiry, discovery, and the dissemination of knowledge that leads to sustained intellectual, social,

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economic advancements (i.e., public goods). Through dynamic approaches to problem solving, FHSU confronts challenges and embraces strategic risks – FHSU turns “great ideas into exceptional pathways” (Mission, 2023) for curricular and co-curricular advancements in service to the greater good by transcending geographic, cultural, real, or imagined boundaries.

FHSU’s mission is the North Star that illuminates the University’s path with an impenetrable emphasis on community, collaboration, and the ideals of democracy. FHSU’s work is intentional and not just encourages, but requires, the campus community to be omnipresent – leadership is a vital component in ensuring success at every level of the institution. Perpetual leadership development of campus stakeholders is critical for maintaining and enhancing the University’s vow of service to the public purpose, especially in light of our very large geographical and rural service region.

In fulfillment of its mission and commitment to LPP, FHSU has dedicated resources to developing the leadership capacity in our campus community. FHSU, for example, secured a Transformation Grant (\$150,000) through the Kansas Leadership Center (KLC). The KLC framework, delivered in a three-phase process, enables organizations to evolve and thrive in oft times, tumultuous environs. This program provides leadership training, coaching, and consulting. By the end of the spring 2023 semester, 84 faculty (33%), staff (27%), and students (40%) participated in the program (with more scheduled).

In 2014, FHSU announced its Civic Investment Plan (CIP) – the guiding principle and purpose of which is to improve, expand, and institutionalize CLE as a mechanism for exceptional support of FHSU’s mission. The plan is demonstrative of the institutional commitment in serving the public purpose by responding to challenges as they occur as well as providing the lens through which we view and enact our mission through the creative scaffolding of FHSU’s strategies. The CIP promotes:

- 1) The development of the engaged scholar;
- 2) An academic focus for CLE;
- 3) Institutional intentionality;
- 4) A comprehensive and cohesive approach to CLE;
- 5) A reciprocal partnership with our various communities;
- 6) A framework for CLE that educations for full citizenship;
- 7) A campus structure and culture that models CLE;
- 8) CLE strategies that address our diverse student population.

FHSU’s mission, vision, CIP, and LPP are inextricably interwoven – the University positively impacts society by harnessing the power of collaboration to deliver collective public goods. Goods that honor FHSU’s responsibility as a rural state comprehensive university, and its moral obligations.

## 3.2. Describe how leadership is explicitly a part of your institutional values.

[Note: Values are statements of what an institution finds important. They can generally be found in annual reports, promotional brochures, and other marketing material]

While the term “leadership” does not explicitly appear in the University’s value statements, its published values are evidentiary of the University’s commitment to the development and exercise of leadership – and more specifically, in terms of LPP. Unambiguously and in response to question 3.1, it is stated that FHSU’s mission and vision are situated on the University’s articulated values: “(1) Knowledge and Scholarship; (2) Innovation and Entrepreneurship; and, (3) Global Engagement. Knowledge transforms the human experience and FHSU values inquiry, discovery, and the dissemination of knowledge that leads to sustained intellectual, social, economic advancements (i.e., public goods). Through dynamic approaches to problem solving, FHSU confronts challenges and embraces strategic risks – FHSU turns “great ideas into exceptional pathways” (Values, 2023) for curricular



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and co-curricular advancements in service to the greater good by transcending geographic and cultural boundaries.

With more than 1,500 definitions and 40 models (Kellerman, 2012), leadership is widely debated, but most agree it is an influence relationship and process for facilitating change for mutual purpose (Rost, 1991). For more than 120 years, the FHSU community has nimbly responded to social, economic, and political changes and embraced technological advances that exponentially increase the University's impact as a steward of place and guardian of public goods. Effective LPP transcends functional or instrumental leadership in pursuit of these goods (e.g., justice, equity, diversity, and liberty) and is reflected of FHSU's work in support of its mission, vision, and values.

Apropos to the FHSU philosophy, context, and application of leadership, the University acknowledges that leadership is a multifaceted and organic sociological experience – it is comprised of the situations in which people find themselves that create needs, and the nature of those needs serve to determine the type of leadership required to address them along with who will emerge to guide the execution of actions (Murphy, 1941).

FHSU rewards innovation that positively impacts communities. Facilitating positive change requires resources. FHSU's President, Dr. Tisa Mason, has committed time and money to help the campus community gain traction for their amazing ideas through Innovation and Entrepreneurship Grants. The Economic Justice and Advocacy Certificate is one of many projects funded through the Office of the President. This program aims to equip professionals in business management and human resources in rural communities with the skills and knowledge to support and advocate for gender-based violence (GBV) survivors, with a focus on their financial empowerment and career development. "This widespread issue [GBV] affects individuals and families and has significant consequences for employers, with an estimated 50,000 instances of domestic violence occurring in workplaces each year. This results in a loss of 8 million days of paid work per year or \$1.8 billion loss in productivity" (News, 2023).

Time and again, FHSU has, with intention, stepped up as the preeminent guide for responding to both opportunities and challenges by leveraging its resources and working with internal and external stakeholders in symbiotic and synergistic ways to live up to the hopes and aspirations of those it serves (AASCU, 2022).

### **3.3. Describe examples of campus-wide awards and celebrations where leadership is explicitly recognized.**

Reflective of FHSU's mission to positively impact society, leadership is recognized, honored, and regularly celebrated in myriad ways at FHSU. The Alumni Achievement Award, for example, honors graduates for outstanding achievements and meritorious service to society. The award focuses on professional achievements, service to communities (including the pillars that comprise LPP) along with philanthropy and educational achievements. It is the University's highest recognition of its graduates.

Additional Alumni awards include the: (1) Distinguished Service Award; (2) Nita M. Landrum Award; (3) Young Alumni Award; (4) Torch Award; (5) Lighthouse Award; and (6) Pilot Award. The Distinguished Service Award recognizes staff who have demonstrated a perpetual concern for humanity on a universal, national, state, or community level and who support the stated spiritual, cultural, and educational objectives. Awardees exemplify the highest standards of character.

The Nita M. Landrum Award recognizes alumni who have provided sustained volunteer service for the

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betterment of the Alumni community and the University. The Young Alumni Award is designed to recognize those early in their careers who have had outstanding professional and academic achievements and accomplishments since graduating. The Torch Award recognizes an outstanding graduating senior; the Lighthouse Award recognizes an outstanding graduate student; and, the Pilot Award recognizes an outstanding faculty member – all of whom serve the public purpose in their respective disciplines.

Outstanding Teaching, Scholarly Activity, and Service Awards are presented each semester at Convocation. The President's Distinguished Scholar Award recognizes a faculty member with truly outstanding performance in scholarly or creative activities. This award is based on the quality, originality, impact, and significance of the recipient's scholarly work with "impact" being key. Past recipients of this award hail from different colleges and represent a wide variety of programs (e.g., Geosciences, Management, Criminal Justice, Art and Design, Psychology, Political Science, History, and Music, etc.).

Organized by the Student Engagement Cluster (SEC), the annual student organization awards reception (SOAR), honors students, faculty, and staff who have made outstanding contributions to student organizations and student involvement in spaces that propel the University's mission. The Civic Engagement Award is but one example of honoring leadership and public service. Some awards are based on external frameworks, while others are specific to unit criteria. When the Academic Council chooses the faculty awards, for example, it is always done so within the framework of whether or not the nominees are truly leaders in their spheres – that they influence and impact others with consistent contributions to FHSU's mission (not in terms of individual pursuits). This approach is "baked in" to the qualitative nature of how the FHSU community is recognized as opposed to having explicit criteria that mentions "leadership".

In summation, FHSU takes its role to develop leaders, create agency, and increase their capacity for collective action very seriously and takes immense pride in celebrating the change agents in its midst who bring the mission to fruition each and every day. The people of FHSU know what it means to work in tandem to serve the public purpose.

## **4. Institutional Communication:**

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### **4.1. Describe how the institution emphasizes leadership for public purpose as part of its brand message. For example, in public marketing materials, websites, or admissions packets.**

University Marketing is committed to institutional growth and provides results-based marketing strategies and tactics by partnering with dedicated professionals at FHSU. Reorganized in spring 2023, the marketing team developed new brand identity standards which are built around drivers connected to the University's mission, vision, values, and commitments. Brand drivers include quality, in-depth learning opportunities, the expectations for social, civic, and professional engagement as well as the value of educational experiences. These mission-driven brand elements connect to marketing efforts including the University Viewbook used for student recruitment.

The most visible space for drawing attention to FHSU's commitment to LPP is within the University's SP which is prominently featured on the FHSU website. Strategy 5.5 of Goal 5: Community and Global engagement, proudly declares the University's pursuit of the LPP elective classification. To ensure internal and external stakeholders understand the gravitas of this decision and in an effort to develop common language across the campus, the verbatim definition of LPP is posted along with the criteria for campuses committed to this endeavor and the benefits of achieving the classification (Strategic Plan, 2022).

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Other brand messaging can be found in Division of Student Affairs' annual report, "Story of Excellence", which highlights the Student Engagement cluster (SEC). The SEC leads co-curricular experiences on campus and emphasizes leadership training, teamwork, and collaboration to energize and bolster student development and success in spaces outside of the classroom. The SEC focuses on services (i.e., health and wellness), enrollment management, and student success metrics and other strategic initiatives. Among the initiatives featured in the most recent report are university commitments to model "Tiger Pride" across all aspects of the campus in support of FHSU's mission. The FHSU Foundation and Alumni Association regularly communicate with alumni and friends of the University to update them and keep them connected to the institutional mission and vision.

FHSU's office of University Communications routinely provides content (e.g., press releases, strategic communications) to various media outlets. The Communications Office also publishes the "Roar Magazine" twice a year. Regular features in the magazine include a column from the president, campus news, alumni news, a faculty forum, athletic updates, feature stories about the work and engagement of current students, and information about faculty led projects and programs. The publication is rounded out with public service and human-interest stories. The Office also publishes a regular Legislative Update and maintains a database of university "experts" to inform media upon request.

CLE initiatives are featured in a dedicated space on the University's website. This space also provides information about the University's commitment to LPP and hosts live links to the LPP framework, Carnegie Foundation, and the American Council on Education. This institutional self-study in conjunction with the LPP application process, however, has revealed gaps in marketing the institution's mission, vision, values, and commitment to LPP. For example, few of the marketing materials for the Admission's Office mention FHSU's mission nor its commitment to LPP. FHSU is actively engaged in the process of addressing this gap.

## **4.2. Describe ways that members of the executive leadership team (President, Provost, Vice Presidents, etc.) explicitly promote a commitment to leadership (e.g., annual addresses, published editorials, annual reports, and campus publications).**

FHSU fashioned its efforts to promote LPP around six propositions in, "To Serve a Greater Purpose" (Saltmarsh & Hartley, 2012): (1) broad-based consensus around institutional purpose; (2) co-creating different types of educational experiences for students; (3) modeling leadership according to stated values; (4) realignment of education to promote a larger public purpose; (5) validation of evolving perspectives on knowledge generation; and, (6) providing resources for professional development. The myriad ways FHSU explicitly promotes LPP and in developing the leadership capacity within the institution starts in the upper echelons and trickles down through every facet of its operation.

As addressed in question 3.2 and in alignment with the six propositions above, "FHSU rewards innovation that positively impacts communities. Facilitating positive change requires resources." President Mason rewards innovation that positively impacts the lives of people in FHSU's service areas, enhances the learning experiences of our students, and models FHSU's values. She shares those stories in her bi-weekly column, "Heart of a Tiger". This long-standing tradition highlights the people, programs, and progress of FHSU and its dedication to expanding the leadership capacity within the institution. Her columns are published in the Hays Daily News (paper), online in the Hays Post, distributed to the campus community via email, and are archived on the FHSU website.

Beyond her bi-weekly column, the president delivers a State of the University address each semester during Convocation wherein she acknowledges the work that is being done across the University (including explicit

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information about LPP and the University's pursuit of the classification to be recognized for its many accomplishments in this arena), celebrates successes, and informs the community of areas of concern when necessary. On the heels of each Convocation, she posts her presentation to the FHSU website.

Provost Arensdorf hosts regular public forums to discuss institutional priorities. For AY 2023-24 they are: (1) enhancing a results-oriented culture (connected to all five goals of the SP); (2) focused efforts on community engagement (Goal 5); and (3) maturation of data management and usage. She works tirelessly in promoting the University's commitment to leadership development, its mission, vision, values, and strategic initiatives and makes resources available to advance institutional priorities including Tiger Leaders (TL). TL is a year-long professional leadership development program for faculty and staff that recently welcomed its 12th cohort of participants. One of the hallmarks of the program is a service project designed by each year's cohort, the goal of which is to demonstrate how LPP is being addressed as the institution responds to changes in the environmental, social, economic, and political landscapes.

In commencement remarks at FHSU's partner institution, American University of Phnom Penh, FHSU's Vice President for Student Affairs acknowledged our aligned mission ("Study Locally. Live Globally") and focus on public service and described them as "breathhtaking" while commending the University and its founder, stating "his vision of educating students to be social entrepreneurs, global leaders, businesspeople, and most importantly...good citizens" made him so proud to be associated with such "transformational" public work locally and internationally.

## 4.3. Describe how leadership is defined and planned for in your institutional strategic plan.

Three cross-sections of learning and experiences at FHSU support its mission and SP. The first is to be involved in "working to make a difference in the civic life of...communities and developing the...knowledge, skills, values, and motivation to make that difference" (Ehrlich, 2000). The second is to understand the world and the issues people face in whatever space they occupy. Therefore, FHSU examines these perspectives through the lens of global learning which requires critical analysis of and an engagement with complex, interdependent global systems and legacies such as natural, physical, social, cultural, economic, and political and the implications thereof for people and earth's sustainability. Through global learning, the FHSU community should: (1) be informed, open-minded and responsible individuals who are attentive to diversity across the spectrum of differences; (2) seek to understand how their actions affect both local and global communities; and, (3) address the world's most pressing and enduring issues collaboratively and equitably. This requires one to understand how to lead. Leadership at FHSU resides in the ability to develop leadership skills and bring stakeholders together from multiple factions and collaborate until the desired change is created and sustained (Yukl, 2013).

At the intersection of Global Affairs (GA) and CLE, multiple projects to support the mission and Goal 5 of the SP are implemented. One is the GCLP (introduced in Section 2.2). Hinging on the institutional definition of leadership that FHSU has adopted, leadership development is measured according to the following learning outcomes: (1) External Commitment (i.e., leadership and inclusivity), students will demonstrate various methods by which to collaboratively engage others in work; and (2) Internal Reflection (i.e., the art and exercise of leadership), students will draw connections among ideas to use leadership strategies in a variety of contexts. To that end, FHSU provides a full range of curricular and co-curricular activities for students through two primary units – CLE within Academic Affairs and the SEC within Student Affairs.

CLE sponsors two primary programs to foster civic engagement and advance LPP: the American Democracy Project (ADP) and Campus Community Collaborative (3C). ADP was created by the American Association of State Colleges and Universities (AASCU) in 2003 to prepare the next generation of informed, engaged citizens

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for democracy. FHSU is one of four participating universities in Kansas. In 2022-23, major activities focus on increasing voter turnout (with the assistance of the Student Government Association).

Established in spring of 2021 as an advisory board, the 3C is now a participatory body comprised of 60% community members and 40% FHSU representatives. The mission is to “empower relationships between FHSU and the community” for the purpose of strengthening communities and serving LPP. The goals of 3C include supporting campus/community partnerships, ensuring clear communication among stakeholders, and foster sustainable practices to meet the evolving needs of the community. Specific objectives include data collection, increasing civic engagement through regional collaborations, cataloging community projects, and identifying new audiences and leveraging human, financial, and other resources to support new or existing projects for mutual benefit.

## 5. Institutional Infrastructure and Resource Allocations

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**5.1. Describe the structure, staffing, and purpose of the coordinating infrastructure (e.g., center, office, network or coalition of centers) for leadership on your campus. If the campus has more than one center coordinating leadership, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional commitment to leadership.**

FHSU is “sunsetting” its current 5-year SP while developing the next iteration which will be a 3-year plan to accommodate the intricacies of a dynamic and rapidly changing world. When the current SP was launched in 2019 it was deliberately focused on increasing efficiencies through the reorganization of myriad offices and divisions while scaffolding work and communication flows to ensure the sustainability of institutional priorities. FHSU’s provost, a leadership scholar who previously chaired the Leadership Program, was directly involved in creating the ethos of leadership and service at FHSU and is facilitating the work around the SP. In her current capacity, she has revitalized the importance of FHSU’s mission-driven work by explicitly involving assistant provosts and deans to restructure, elevate, and embed leadership development into LPP initiatives across campus.

Hired in 2019 to fill a new position, the Director of CLE is charged with institutionalizing the aforementioned mission-driven work by bolstering leadership development through the promotion of a campus framework, structure, and culture that models civic engagement and fosters LPP (i.e., centralizing the infrastructure that supports ongoing work in the LPP arena). The CLE office serves as the conduit for information regarding LPP throughout the campus community, facilitates collaboration among various campus units (curricular and co-curricular), fosters new partnerships, drives initiatives, and manages a variety of funding opportunities. The campus community (faculty, staff, and students) is regularly alerted to developments and opportunities in this space via email, a digital newsletter, social media, and a web presence, about opportunities to support LPP through memberships, conferences, research, service, and other impactful events and activities.

CLE is purposefully tracking data and LPP engagement across campus and routinely coordinates its work and data collection with that of the SEC. The SEC has a professional staff, graduate assistants, and numerous undergraduate student employees and manages co-curricular programming for students which includes diversity, equity, inclusion, and belonging (DEIB) initiatives, trainings, and celebrations; Greek Life support (including leadership transition training); leadership development through the Black and Gold Academy and Mountain Movers program; and supports more than 200 student organizations and initiatives. The SEC is also responsible for delivering semester long first-year seminars (UNIV 101) to all incoming students which includes a unit on the Pathways Framework for Public Service and Civic Engagement. This framework was originally

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developed at Stanford University and now administered through Campus Compact (of which FHSU is a member institution).

The University has made substantive inroads in addressing inefficiencies by pausing and/or eliminating university-wide committees that were wholly or partly duplicative efforts. Additionally, a new position was created, Assistant Provost for Internationalization and Strategic Initiatives, and multiple campus units (i.e., Global Affairs, International Student Services, and CLE) share the same reporting structure and resources to drive innovation and leadership development to better serve FHSU's local and global communities.

The provost hosts virtual monthly meetings for FHSU's administrators, faculty, and staff on campus in Hays and around the world to facilitate a free-flowing exchange of information regarding updates, concerns, and as a springboard for ideation.

## **5.2. Describe total budgetary allocations that specifically support leadership for public purpose. Describe how the allocations are used.**

Broadly speaking, the FY 2023 budget is \$154.5M, including general and restricted use funding sources. The budget by program includes about 44.2% for instruction, 0.5% for research, 3.5% for public service, 12.2% for academic support, 11.4% for student support, 8.9% for institutional support, 5.8% for physical plant, and 13.6% for capital improvements and debt service. These percentages have remained stable over the past ten years.

Leadership development and a community-focused public purpose is so embedded into the ethos of the University that it is nearly impossible to use a budget line metric that even approaches being meaningful. While it is admittedly necessary for senior administrators to provide resources for initiatives that are institutional priorities, for FHSU, leadership for public purpose is the bedrock of our very existence. With a very decentralized budget model determining dollar amounts that separate leadership into its own category is simply impossible. Each division, college, department, and unit within the University enjoys multiple streams of financial support – each with a unique budget, and each is expected to develop programs and initiatives to support the University SP, including LPP.

More than \$5M of the University's budget is dedicated to public service, but that is a drop in the bucket compared to the grants, endowments, and other funding to support FHSU's mission and commitments. FHSU has the largest geographical service area of any university in Kansas, covering 67 of 105 countries (KBOR, n.d.) and is situated in a rural region facing myriad hardships; FHSU's impact is vast despite the challenge of quantifying it within a single line item.

Leadership outcomes are embedded into almost all of the activities associated with FHSU's student engagement efforts, which accounts for 11.4% of the university's entire budget. Fifty-seven student clubs, societies, teams, and organizations, for example, requested \$1.3M in allocations from the Student Government Association (SGA) last year to support their purposes. Ultimately 55 clubs, societies, teams, and organizations received some or all of their requested funding. More than \$800,000 was distributed and of the funded entities, twelve were focused on leadership development, one addressed philanthropic training, three were DEIB related trainings, four were focused on professional development, and one addressed high-impact experiential learning.

FHSU's 23 learning communities and first-year experience courses (UNIV 101) all contain elements of leadership development. In the fall semester, 38 sections of UNIV 101 were offered, delivering leadership development and LPP content to more than 800 new students. Recent revisions to the graduation requirements now require a component of engaged global citizenship be included in every degree program; the amount of time

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and money that went into these processes to bring these goals to fruition is incalculable. Each department or unit allocates money to service in some capacity. An excellent example of FHSU's institutional investment in leadership is in its work and support over the last three years as one of nine founding institutions for the LPP classification.

## **5.3. Describe any fundraising efforts or external funding (grants, gifts, etc.) specifically dedicated to supporting the advancement of leadership for public purpose.**

The FHSU Foundation is committed to cultivating lasting relationships with alumni, friends, corporations and other organizations that have a passion for FHSU and want to continue its legacy of excellence. With its \$860M endowment, the Foundation matches donors' interests with a wide variety of initiatives across campus and provides needed support for institutional projects. All LPP activities designed and delivered through CLE at FHSU are primarily supported through a Foundation endowment in honor of Omer G. Voss. Interest on the principle is distributed twice a year into an account managed by the Director of CLE. Unlike many endowed Professorships, the Voss Funds at FHSU do not support the salary of the individual rather, the funds support programmatic efforts that benefit two constituencies: students and the communities beyond the campus.

While there are many more examples across the campus, below are excellent examples of grant and specialty funded projects at FHSU that support LPP and have broad impacts.

With a grant of \$1.2M, the Region 2 De-escalation Training Center (an affiliate of the National De-escalation Training Center – NDTC) has been operational at FHSU since 2020. Aside from faculty, nearly 30 students have been trained in de-escalation techniques. As of spring 2023, approximately 600 law enforcement personnel who are employed by 98 unique agencies located in more than 12 states have completed the training.

Starting in 2023, the Kansas Legislature has committed \$500,000 per annum for FHSU's Cybersecurity Institute and Technology Incubator (CITI). Leveraging FHSU expertise, CITI advances the Kansas economy through asset preservation and venture creation. Fifteen students were recruited in spring 2023 for the first cohort of microinternships focusing on security evaluations and vulnerability reports, deployment of data privacy and security controls, designing security training, applications of security evaluations, and software testing. CITI community partners include Grow Hays, Enterprise KC, Stem Harvest, and the KSBDC.

Partnering with resources provided by the Hays Medical Center and local technical and community colleges, the Stroup Hall Simulation Center has developed and expanded programming that provides opportunities for students and practitioners to learn and practice complex skills to improve critical-thinking abilities, and to develop collaboration skills in healthcare professions.

The state-of-the-art Herndon Speech-Language-Hearing Clinic (founded in 1954) offers extensive evaluations and treatments for the people of western Kansas. Sponsored by the Scottish Rite Foundation of Kansas the Center was named a RiteCare® Clinic in 2008 (one of 178 located throughout the United States). The clinic is also supported by the Valley of Salina Scottish Rite and has immediate and ongoing benefits for families within Hays and the surrounding area.

The Foster Grandparent Program and the Senior Companion Program at FHSU (with outside funding of \$500,000) are both part of AmeriCorps Seniors, which is administered by AmeriCorps (a federal agency). Foster Grandparents mentor and tutor children, serve as positive role models, and assist those in the child welfare system. Senior Companions, and those served, receive significant, long-term health benefits from their participation, including reduced rates of depression, increased social ties, and necessary social supports.

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## 5.4. Complete the following:

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### 5.4.1. Total Budgetary Allocation for leadership [\$ Data Specified Entry]

-- empty or did not respond --

### 5.4.2. Total Budgetary Allocation from Annual Institutional Budget [% DSE]

3.50

## 6. Human Resources (Staff & Faculty) - Development

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### 6.1. Indicate which employment categories have access to professional development related to leadership (check all that Apply):

- 6.1.1. Faculty - Tenure and Tenure Track
- 6.1.2. Faculty - Non-Tenure Track - Full-time - Continuing
- 6.1.3. Faculty - Non-Tenure Track - Part-time - Continuing
- 6.1.4. Faculty - Non-Tenure Track - Full-time - Term
- 6.1.5. Faculty - Non-Tenure Track - Part-time - Term
- 6.1.6. Exempt Professional Staff
- 6.1.7. Non-Exempt Staff

### 6.2. Describe the professional development for faculty and staff related to leadership that is provided or supported by the institution. Provide examples (e.g., workshops, mentoring, self-directed learning resources, and courses)

As highlighted in Section 3.1, "In fulfillment of its mission and commitment to LPP, FHSU has dedicated resources to developing the leadership capacity in our campus community. FHSU, for example, secured a Transformation Grant (\$150,000) through the Kansas Leadership Center (KLC). The KLC framework, delivered in a three-phase process, enables organizations to evolve and thrive in oft times, tumultuous environs. This program provides leadership training, coaching, and consulting. By the end of the spring 2023 semester, 84 faculty (33%), staff (27%), and students (40%) participated in the program (with more scheduled)."

The Office of the Provost supports multiple programs that center on LPP and developing leadership capacity. For example, after nearly one year in the planning, FHSU is under contract with the KLC to further develop the leadership capacity of Directors, Deans, Department Chairs, and unit managers (this is in addition to the KLC transformation grant, Section 3.1 as reiterated above) based on KLC's latest research and programming, "When Everyone Leads." The model views leadership through an appreciative and inclusive lens and balances pragmatism with healthy idealism as gaps are identified and the loops closed. KLC has determined that if just 25% of an organization's people are involved in this training, truly transformative change can occur – that is FHSU's goal.



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Also previously mentioned (Section 4.2), the provost funds the TL experience, "...a year-long professional leadership development program for faculty and staff that recently welcomed its 12th cohort of participants. One of the hallmarks of the program is a service project designed by each year's cohort. The goal of which is to demonstrate how LPP is being addressed as the institution responds to changes in the environmental, social, economic, and political landscapes."

Each fall and spring semester, the Faculty Development Coordinator and the Faculty Development Training Specialist organize Professional Development Day events for faculty and staff. Sessions are offered on campus in Hays, KS and virtually to accommodate FHSU faculty and staff across the country and around the world. In AY 2022-23, 76 unique sessions were offered with 456 faculty (full-time and adjunct) and staff in attendance to learn about myriad topics including DEIB and high impact practices including service and LPP related issues. Assessments are conducted utilizing Kirkpatrick & Kirkpatrick's (2016) four levels of training evaluation. Additionally, the Office of Teaching Innovations and Learning Technologies (TILT) hosted eight workshops, two orientation/on-boarding experiences, faculty mentoring opportunities, hosted workgroups (as opposed to workshops), and produced a series of podcasts. In total, nearly 500 employees participated in these opportunities registering 2,292 unique attendance experiences.

Self-directed faculty and staff development is also available through the TILT which includes the TigerLearn Blog and access to a learning cloud through Infobase where faculty can interact with a variety of courses that address learning engagement strategies, evaluation and assessment, needs of special populations, etc.

## **6.3. List the outcomes related to leadership for public purpose addressed in the professional development opportunities provided to faculty and staff of the institution.**

As shared in Section 2.2, three components create the scaffolding for FHSU's leadership framework: (1) community engagement, (2) global learning, and (3) leadership development. Those three components also inform the outcomes for LPP. As the definition acknowledges, "Leadership for public purpose can be manifest in all realms of [life]". Therefore, the art and practice of leadership in those various realms looks and feels differently. FHSU contextualizes outcomes based on the target audience and specifics of each unique environment and experience. Consequently, any LPP related outcomes are wrapped around the moral obligations to others, emotional intelligence (e.g., empathy), and awareness of the social, cultural, political contexts within which leadership takes place.

As previous sections (3.1 & 6.2) indicate, FHSU has engaged in multiple ways with the KLC to frame leadership development across the campus community. The University leverages the four KLC competencies that encapsulate FHSU's status as a regional comprehensive university (RCU) to frame professional development outcomes. Outcomes are designed to intentionally blend the eight elements of the FHSU's CIP (Section 3.1) with its SP.

Developing the leadership capacity in campus stakeholders is a worthy endeavor and the work underway is made easier by embodying the following KLC competencies (O'Malley, 2012) to refine outcomes: (1) Accurately diagnosing situations; (2) Manage self; (3) Intervene skillfully; and, (4) Energize others. Accurately diagnosing situations requires the exploration of challenging interpretations and making distinctions between technical and adaptive work. Managing self is to understanding one's strengths, vulnerabilities, and triggers to create space for becoming more adept in navigating uncertainty or conflict. Intervening skillfully embraces experimentation while holding to purpose. Finally, amplifying marginalized, disenfranchised, or unusual voices is a potent approach to energizing others to work across factions.

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In section 6.2, it was articulated that outcomes are also assessed for faculty and staff utilizing the four levels of training evaluation. These are: (1) Reaction; (2) Learning; (3) Behavior; and, (4) Results. To summarize, how engaged was the individual; what is the demonstration of their learning; what behaviors have been changed; and, how the learning is being implemented.

As evidenced throughout this application, FHSU has already made the intentional choice to serve the LPP and did so knowing this is risky business. To serve the LPP is to make a declaration that public goods such as diversity, equity, inclusion, social justice and economic justice matter and that ready access to services (like healthcare), resources (funding, for example), and opportunities (e.g., education) are liberties that should be available to all. As the social fabric of the nation has been stretched and tattered with increased polarization it is critically important that as a RCU steward of place, FHSU develops leaders, as measured by specific outcomes, who are able to navigate challenging landscapes. This specific effort will not only sustain FHSU's current LPP endeavors, it will catapult its service in LPP spaces to the next level.

## 6.3.1. Describe how the outcomes are assessed.

Higher education is currently perched atop myriad challenges as society has faced substantive "changes in the environmental, social, economic, and political landscapes" (Section 4.2). Nationally, these challenges for higher ed include declining enrollments, budget cuts, rising operational costs, racial bias and discrimination, anti-intellectualism, inequities, retention and recruitment issues in all spaces (faculty, staff, and students), advancements in AI and other rapidly changing technologies, etc. The only way to mitigate these challenges to not just survive but thrive, is for universities to develop the leadership capacity of its faculty and staff.

Developing the leadership capacity in FHSU faculty and staff, cultivating essential skills, and reframing behaviors to create a dynamic and empowering environment is critical to the University's continued success in serving its various constituencies. As discussed in Sections 3.1, 4.2, 6.6, and 6.3, FHSU, through its intentional programming and mission-focused commitments, has created and supports a full complement of professional development opportunities. This has led to the purposeful creation of space for positive leadership contagion which has had profoundly positive impacts on FHSU's key stakeholders – its students.

Outcome assessment is the process of collecting data to determine if the impact of the leadership development experience for faculty and staff met the desired goals. Historically, the qualitative and/or quantitative data to assess the outcomes has been conducted by the host entity. For example, the KLC (Sections 3.1, 6.2, and 6.3), the MDC (Section 2.1), TILT (Section 6.2), etc. Data collected in-house (i.e., FHSU units) are collected and analyzed and is shared with the relevant parties to make programmatic improvements and archived for benchmarking purposes.

## 7. Human Resources (Staff & Faculty) - Rewards

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**7.1. Describe institutional policies for recognition, reward, or promotion that specifically acknowledge staff for advancing the commitment to leadership for public purpose. E.g., practicing leadership, developing leaders, engaging in scholarly activities related to leadership.**

The Faculty and Unclassified Staff Handbook (n.d.) at FHSU states, "The University seeks to maintain good public relations with all of its publics and encourages every member of the faculty to give the matter top

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priority” and, “This is especially important in terms of the following specific situations... Participating in and providing professional expertise and leadership for community activities” (para. 1 & 2). As addressed in Sections 3.1 and 6.2, FHSU prioritizes staff development and rewards staff members for their impactful contributions to FHSU, its mission, and articulated areas of priority.

FHSU applauds the skills, and talents of the staff that constitute a significant resource for the University community. The University best fulfills its mission when all members participate in the fullest and most equitable manner possible. The Staff Senate was established to facilitate a more vital participation in the life of the University and serves as the voice to all staff, to KBOR, and the Kansas Legislature. The purpose of the University Staff Senate is to:

- (1) Support higher education by holding as foremost the mission of higher education and foster its continuance.
- (2) Provide an open forum for the expression of the interests of the staff of FHSU.
- (3) Represent the interests of the staff before the governance of FHSU and before any and all other interested and appropriate individuals and organizations.
- (4) Advise the governance of the University by acting in an advisory capacity and as an interested partner in decision-making and the effective management of the vital affairs affecting FHSU.
- (5) Work cooperatively with the Student Government Association and/or the Faculty Senate of the University for the accomplishment of common objectives.

The University invests in staff development and defines this as any activity that encourages staff to acquire knowledge, skills, techniques, and attitudes that enhance individual professional development in providing effective service at FHSU. Development is viewed as a process that is systematic and carefully planned. Staff development funds are historically underutilized, with only ten awards granted last year totaling \$5,155.09 – less than half of what was budgeted. Unused funds are carried over and there is currently more than \$40,000 from that particular cost center. However, other funding sources for training through the Management Development Center, as supported by the division VP’s, are heavily utilized, again underscoring the decentralization of budget lines and the creative use of funds for a variety of purposes.

Every year FHSU awards a Distinguished Service Award (DSA) to recognize outstanding and unusual contributions from unclassified professional staff and university support staff in support of their contributions to institutional priorities. Nominees are judged on their longevity at the University, breadth of their service over the years, and the significance of their contributions. Among the criteria are mission themed service, work with various campus groups, state or national groups, and community involvement as a representative of FHSU. The award is presented to the selected party at the spring convocation in January each year and comes with an additional cash award.

## **7.2. Describe specific institutional-level policies for faculty reward and promotion (and tenure at tenure-granting campuses) that specifically reward faculty for advancing leadership as a form of teaching and learning, research, and/or service. If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.**

FHSU expectations are that all administrators, faculty, and staff will honor and support the University’s mission, values, and articulated areas of priority as explicitly addressed in the SP – which includes FHSU’s commitment to LPP (Goal 5). FHSU currently operates under a Memorandum of Agreement (MOA) between the administration and the faculty bargaining unit (the American Association of University Professors – AAUP) as it relates to tenure and promotion. The current contract began on July 1, 2022, and ends June 30, 2025. Each academic unit determines the discipline specific criteria for merit increases and for tenure and promotion in the areas of teaching/instruction, scholarly activity.

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**Instruction:** The instructional component may include traditional and electronic learning environments, classroom and non-classroom teaching activities, and may include, but not be limited to, development of new courses or new instructional materials including software (among other items).

**Scholarly Activity:** Scholarly activities at [FHSU] are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997).

**Service:** The three general categories of service for faculty members are: service to the profession, service to FHSU, and service to the community. Community service that is a part of the evaluation process should be related to one's professional expertise.

Stellar examples of how FHSU faculty are meeting their contractual tenure and promotion obligations while elevating LPP are documented in abundance across campus; what follows is one such exceptional example.

The 2023 FHSU Presidential Scholar, Dr. Laura Wilson, founded the Wilson Paleontology Research Group which is housed within the Department of Geosciences and the Sternberg Museum (Section 2.1). The institute's research is diverse and explores the paleobiology of a variety of animals using an array of tools with the common goal of better understanding the organisms and ecology of the Western Interior Seaway of North America. This work is particularly important given that earth is facing a biodiversity crisis with extinction rates estimated to be between 1,000 and 10,000 greater than historical or "normal" extinction rates. This crisis is driven by human activities including habitat destruction and climate change. The emerging field of conversation paleobiology examines the past in order to identify patterns and principles that can guide current conservation efforts. This work addresses myriad areas of the United Nation's 17 Sustainable Development Goals (UNSDGs) including climate action, life below water, and life on land.

Non-tenure track (NTT) faculty work under the parameters of annual contracts. These contracts can vary widely based on the specific needs of an academic department. NTT faculty do not share the same work distribution in terms of teaching/instruction, scholarly activity, and service as tenure-track faculty, but all are required to contribute in some way to advancing professional development and the University's SP. A significant number of NTT faculty support our international programs and are heavily engaged in advancing intercultural competence and leadership (as defined by LPP) through global learning and engagement.

## **7.3. Describe any work in progress to revise faculty promotion and tenure (at tenure granting institutions) guidelines to reward faculty for leadership as a form of scholarly work.**

As stated in Section 5.2, "Leadership development and a community-focused public purpose [is] embedded into the ethos of the University" and FHSU's administrators make resources available to support LPP which "is the bedrock of [FHSU's] very existence." Furthermore, reviewers will discover in Section 10.1 that the academic Leadership Program (housed within the School of Criminal Justice, Leadership, and Sociology in the College of Arts Humanities and Social Sciences) is the anchor program that has had broad and profound influence in shaping leadership definition, understanding, development, and programming at FHSU. For more than twenty-years, this program has been the beating heart and driving force behind developing the leadership capacity in students and all campus stakeholders. Of paramount import is the intentional integration of three major themes that provide the foundation and purpose for FHSU's leadership curriculum, co-curriculum, and leadership development: (1) Creating change; (2) Collaboration; and, (3) Collective and common purposes.

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How leadership manifests across academic departments is profoundly different (and senior administrators are honoring the work and commitments currently underway. Changes to tenure and promotion policies and procedures are restricted by the MOA as addressed in Section 7.2 but FHSU's senior administrators are aware of the Carnegie Foundation's criteria and have taken this information under advisement in terms of future negotiations and/or iterations of bargaining agreements.

As described previously, the current MOA will be renegotiated in 2025; however, the SP, specifically the work undertaken for this application and in preparation for applying for the Carnegie Foundation's Community Engagement classification, have already provided reflection through self-study about the need to more explicitly tie faculty service requirements to the broad goals of leadership for a public purpose and community engagement within each academic department's expectations in teaching, research, and service work. Many departments are currently revising their policies at the department level and are currently having intentional conversations as they undergo annual performance reviews to have a better and more explicit understanding of those expectations.

The provost expects to see those explicit requirements evident in every academic department's policy moving forward. In fact, she is meeting personally with every department during AY23-24 to lead discussions with each Department Chair and their faculty members and is also working with all Assistant Provosts and Deans to drive more explicit outcomes in this area. As part of this effort, she also hosts monthly meetings with the Academy of Academic Leadership (Assistant Vice Presidents, Assistant Provosts, Deans, and Department Chairs) to reiterate expectations in addition to inviting key personnel (e.g., the Director of Civic Learning and Engagement) to share detailed updates in their area of responsibilities.

## **7.4. Describe any work in progress to revise staff reward and promotion policies to include leadership.**

In 2022, 522 university support staff (USS) and unclassified professional staff (UPS) received email invitations to complete a survey to gauge their satisfaction surrounding work performance, morale, wages, and job satisfaction (including incentives and benefits) as part of a statewide survey of the Regent's universities (Docking Institute, 2022). As it relates specifically to FHSU employees, level of compensation was identified as the most important element of their employment followed by recognition/appreciation for work performance, incentives/perks, and professional development opportunities. These findings were fairly consistent with the other participating universities. More than 60% of both groups (FHSU staff and statewide university staff) report that budget limitations have led to an increase in duties and an increase in the quantity of work. Work, however, is underway to enhance the professional experiences of FHSU stellar staff members.

For example, the Faculty Development Coordinator was recently promoted to the Director of Professional Development. The position was reimagined based on the increasing importance of Professional Development for all campus faculty and staff to elevate initiatives that support the University's mission and strategic plan. In this role, the director will spearhead the strategic vision for faculty and staff professional learning across campus with a fresh perspective and commitment to empowering educators and professional support staff by enhancing professional growth opportunities university-wide. The shift in this particular role is part of FHSU's intentional effort to deconstruct its spheres of excellence across the campus to create more inclusive, collaborative, and dynamic, cross-functional work in advancing leadership development and expanding its work in LPP.

The Director of Professional Development also serves as the current President of the Staff Senate. The University Staff Senate was established to facilitate a more vital participation in the life of the University by its staff and serves as the voice for all staff to KBOR and the Kansas Legislature. Among its purposes are to support

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higher education and FHSU's mission; provide an open forum for the expression of interests from staff; represent the interests of staff before the governance of the University; advise governance as a partner in decision-making and effective management of the vital affairs of the University; and, work cooperatively with the Faculty Senate and Student Government Association for the accomplishment of common objectives. Aside from tuition reimbursement, the vital role staff play in supporting the University is acknowledge by providing staff members with \$800 - \$1,000 of professional development funding each year to acquire the knowledge and skills necessary to enhance their work and leadership development. The role of staff at FHSU is so revered that a special scholarship fund at the FHSU Foundation was established to support their valuable contributions.

Additional information about professional development opportunities available to faculty and staff can be found in Section 12.2 and information about the development of alternative non-credit credentialing is addressed in Section 10.9.

## 8. Institutional Assessment

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### 8.1. Describe systematic campus-wide assessment mechanisms to measure the outcomes and impact of the institutional commitment to leadership. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?

[Note: Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the leadership for public purpose activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the leadership development and education. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of leadership for a public purpose. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. Furthermore, institutions can and should be working toward some way of measuring impact as an institution or as a member institution of a collective impact strategy.]

The University embraces both formalized structured and centralized assessment process as well as less rigid and more customized forms of assessment to both measure and evaluate the effectiveness of processes aligned with the advancement of leadership in our stakeholders. On the academic/curricular side, the University has structured assessment of student learning processes, several of which involve the assessment of courses and programs which explicitly focus on the institution's ability to advance the leadership capabilities of students. The assessment of student learning in advancing the leadership skills and abilities of students are well defined in three separate but important student learning assessment processes: General Education Assessment (so named the FHSU CORE), Program Assessment of Student Learning (i.e., academic degree programs), and Mission Theme Assessment (i.e., institutional priorities) process.

Each of the above outlined assessment processes are facilitated by FHSU's Director of Assessment who works in consultation with the University's Assessment Committee. The committee is made up of representatives from academic units spanning all the colleges. Together, they continually define the assessment processes, timelines, reporting expectations, data collection methods, and shared best practices. Both program assessment of student learning and general education assessment processes begin in early fall with course and program faculty reviewing assessment results from the previous academic year and working in conjunction with course and program assessment leads or coordinators to formalize their results, review the data, suggest changes for improvement, review results observed from any previous changes implemented, and submit a formal report

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capturing these findings.

Data is captured in several separate locations with most being facilitated through FHSU's learning management system (LMS), Blackboard, or FHSU's assessment management system, AEFIS. For program assessment of student learning all programs are provided a copy of the latest academic year's program assessment annual report template which captures the following items (some of which were listed previously): assessment period; college, department, or program; program learning outcomes (PLOs); curriculum map; assessment measures; targets/standards/benchmarks; data results; review/analysis; changes needed for improvement; action plan for next assessment period; as well as who completed and reviewed the assessment report.

In addition to the reporting of the above-listed items, the Annual Report Template also provides program faculty with a glossary of terms, an outline of the Annual Process Timeline, and a section for Best Practices Tips. The results from our General Education Program are also captured in AEFIS via connections with Blackboard but culminate in a data dashboard facilitated by Tableau (which is public facing). Faculty teaching General Education Program courses convene to review the results found on the Tableau dashboard and ultimately submit a similar reporting template. Results from these reviews are used to evaluate areas for improvement as highlighted in the data, how faculty can drive improvement with new action items, and finally, in documenting where improvement in learning occurred as evidenced by the data.

## **8.2. Describe how assessments are selected or developed to measure outcomes and impacts of institutional commitment to leadership.**

On the academic processes aligned with advancing leadership learning, outcomes and their accompanying assessments are crafted by faculty, university committees, or a combination of the two. The University ensures alignment of the academic programs with the university mission through new-program-development and academic-program-review processes. A department mission statement is developed to align with the institutional mission and to reflect the specific academic or career focus. The department then uses its mission statement to guide development of program learning outcomes. In addition, the University uses the Program Review process to ensure both academic and support programs align to the university mission.

KBOR further requires that proposals for approval of new or revised academic programs or support services specify how the program or service meets the specific college and overall university mission and vision. As the University's mission is to develop engaged global citizen leaders, program alignment encourages each unique department to infuse leadership development and leadership for public purpose into all academic programs.

This infusion of leadership across academic programs driven by the University's mission is evidenced by the 43 individual courses spanning seven programs of study within three different colleges to voluntarily agree to participate in the assessment of "community-engaged" and "leadership" assessment in those courses. These courses have been thoroughly vetted to determine if they align with the University definition of community-engagement and/or leadership advancement or if they should be modified to that end. Once a course is identified and aligned with a university mission-theme, they are tagged in the system to identify them as such and faculty are tasked to holistically assess student learning under each area for which they are tagged. When faculty assess student learning of FHSU's mission-themes, they utilize a summative and holistic approach to measure short-term and intermediate changes that occur throughout each learner's experience. Students are scored utilizing standardized rubrics indicating whether the student is proficient in the knowledge and skills identified in one or more of the mission-themes. Students are assessed on both external commitment and internal reflection dimensions of the mission-theme from a novice with a score of one (1) to distinguished with a score of four (4).

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Of note, the mission-themed assessment rubrics (and others – FHSU CORE, Section 8.1 and the GCLP, Sections 2.2 and 4.3) were adapted from AASCU rubrics. AASCU's stewardship of place is a philosophy of institutional purpose – it means forging deep ties to the region where universities are located, being responsive to communities' needs and voices, creating economic opportunities, developing the workforce, and propelling the upward mobility of students (AASCU, 2023). Currently, 517 RCUs are educating approximately 5M students (roughly 57% of baccalaureate seeking students) thus, consistencies among RCUs are important regarding shared conceptions. Anchor institutions such as FHSU have a responsibility to honor their philosophical underpinnings in all things – including the development of rubrics to address key performance indicators (KPIs).

## **8.3. Describe key findings from these assessments that relate to Student Outcomes and Impacts.**

After extensive deliberation, in December 2018, the FHSU Faculty Senate approved FHSU CORE (Common Outcomes for Relevant Education) an outcomes-based foundation developed by the University General Education Committee. FHSU CORE is based on three Goals: (1) Core Skills – written and oral communication, quantitative literacy, computing literacy, information literacy, and critical thinking; (2) Broad and Integrative Knowledge – established by six Modes of Inquiry within the Liberal Arts; and, (3) Practical Application – encompassing dimensions of wellness, financial health, intercultural competence, and engaged global citizenship. FHSU CORE represents the University's commitment to delivering 16 sets of Common Learning Outcomes to its undergraduate students.

In November 2019, the FHSU Faculty Senate approved the General Education Committee's proposed FHSU CORE Program Policies and Procedures, which specified the General Education Requirements established by FHSU CORE, as well as policies and procedures for approving courses to meet FHSU CORE requirements, and policies requiring assessment of student achievement of the associated Common Learning Outcomes. Specifically, each proposed course is required to identify at least one specific assignment that serves as an assessment artifact for each Common Learning Outcome addressed by the course, and additionally, each proposal is required to include a rubric to measure student achievement of each outcome.

In January 2020, the General Education Committee began the process of reviewing and approving courses to meet the Common Learning Outcomes of FHSU CORE. Meeting weekly through the course of two academic years, the Committee reviewed and approved more than 80 courses, ensuring that each course would fully engage its associated Common Learning Outcomes and establish a plan for assessing student attainment of outcomes.

FHSU CORE was fully implemented with the start of the 2022–2023 academic year. In the initial semester 78% of course sections in FHSU CORE successfully submitted assessment data through the integration of the Blackboard LMS with the AEFIS assessment-management system.

Although we are only in our first year of collecting data on the FHSU CORE outcomes of “Intercultural Competence” and “Engaged Global Citizens”, we were pleased to see across the 20 courses already evaluating students' abilities in these areas that nearly 80% of students were evaluated as proficient or higher (i.e., distinguished) across the Intercultural Competence outcomes. Nearly 90% of students were also evaluated as such on the Engaged Global Citizens outcomes. Although the results are encouraging, they also highlight that some courses and modalities fared better than others which highlights potential areas for improvement moving forward. FHSU mission-themed assessment is in its inaugural semester (fall 2023) of implementation and participating faculty have made the proper setups to ensure assessment data can be collected but, we won't know until the data collection period ends about the overall execution of the assessments and results of student



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performance.

## 8.4. Describe key findings from these assessments that relate to Faculty Outcomes and Impacts.

The mission and institutional core values define FHSU's commitment to both teaching excellence and to providing accessible education to Kansas and beyond. This education occurs through high-quality programs taught by faculty through our on-campus, online, and international modalities.

In 2020, President Mason appointed members of the Fort Hays State University community, including faculty, staff, and students, to serve on a University Values Committee established to drive initiatives that strengthen FHSU's alignment with its values.

During the 2021–2022 academic year, the University Values Research and Analysis subcommittee conducted a multimethodological examination including focus groups, a university-wide survey, and content analysis. This university-wide research, including students (on campus and online), faculty (on campus, online, and international), and staff, demonstrated how FHSU is in alignment with university core and aspirational values and identified misalignments.

Key Findings from that study included:

**Knowledge and Scholarship:** Findings consistently showed that this core value is strongly and authentically represented at FHSU. Most focus-group and survey participants indicated that FHSU is acting on and genuinely engaging this value, while identifying additional opportunities to engage this value.

**Innovation and Entrepreneurship:** Focus groups and survey respondents indicated that there is an opportunity for FHSU to take more action for this core value. Focus groups and survey respondents had varying opinions on the degree to which the University is engaging in this value. The content analysis results indicated a greater need to improve how the university embodies this value.

**Global Engagement:** Response to the core value varied across modalities but overall demonstrated some opportunities for growth. Focus groups and survey respondents, alongside content analysis, found very positive elements in terms of how FHSU engages globally, but indicated this value can be strengthened.

Actions taken because of these findings include the appointment of a committee to investigate inconsistent opportunities to engage in knowledge and scholarship, providing incentive grants to encourage innovative and entrepreneurial activities to inspire more grassroots idea creation and execution.

Bottom line – faculty feel that through this process and others, their voices are heard, their opinions matter, and they are empowered to drive innovation in their respective disciplines in direct support of FHSU's mission, values, and areas of priority, namely LPP – and they are being rewarded for this work. This is amply evident in the number of Experiential Learning Innovation Grant applications that are received each spring and fall – the number received has more than doubled in the last two years and greater numbers of faculty, along with their students, are implementing projects that are strengthening the communities in the University's service area.

## 8.5. Describe key findings from these assessments that relate to Staff Outcomes and Impacts.

Per the note under the heading for Section 8, "Outcomes are the short-term and intermediate changes that

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occur” with clear links to goals whereas “Impacts are the long-term consequence of leadership for a public purpose [and] are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes.” Sections 8.1 and 8.2 then request information about “systematic campus-wide assessment mechanisms” and the “institutional commitment to leadership” as well as who is responsible, how is the data managed, how often it’s gathered, and used. Additionally, information about how assessments are selected or developed is requested.

Harkening back to the definition of leadership in the introduction, it is explicit that leadership is studied in a variety of ways, across the spectrum and is understood as a process of motivating others and is wrapped around moral obligations and empathy in addition to having an astute awareness of contexts.

The “meets expectations” category of the rubric (provided November 2023) states, “The institution has established comprehensive and systematic campus-wide assessment mechanisms to measure outcomes and impacts of its commitment to leadership. The assessment processes are well-organized, involving relevant stakeholders, and provide a deep understanding of leadership outcomes and impacts. Data is gathered, managed, and used effectively, and assessments occur regularly.”

The 500-word limitation per question is insufficient to account for the differing mechanisms FHSU utilizes to assess outcomes and impacts across the myriad programs in five colleges and at more than 16 cross-border international partnerships. Any number of the key findings that shape the work at FHSU are not captured by detached metrics, rubrics, or quantitative data rather, through intentional conversations, focus groups, and committees across the campus. After all it is the momentum and connection within individual, independent, and interdependent units that create the momentum and connections to the larger ideals that define the character of FHSU and its resolute commitment to LPP.

For example, a group of administrative assistants took it upon themselves to organize a one-day leadership development conference (April 2023) for their peers, “Leading and Learning from the Middle.” They secured ten sponsorships from area businesses and brought in an internationally acclaimed conference facilitator whose interactive presentations covered attributes, skill building, mindsets, effective communication, and team dynamics with the goal of increasing impact and effectiveness in supporting FHSU’s mission and priorities. The conference was endorsed by the provost who delivered opening remarks and reiterated the importance of leading from within and at every level of the institution. She also provided copies of KLC’s “When Every One Leads” book to participants. Other speakers included campus faculty who addressed marketing needs (including social media management) and strategies for creating and maintaining harmonious work environments.

With more than 80% of the target audience in attendance, the conference was deemed wildly successful with the second iteration of planned for spring 2024.

Also, see sections 12.2 and 12.4.

## 8.6. Describe mechanisms for defining and measuring quality of leadership built into any of these assessment mechanisms.

[Note: To answer this question, it is helpful to examine the quality standards that the campus aspires towards and how those standards were determined (who was involved, what was the process, and how are they implemented).]

Both the creation of FHSU CORE (General Education) assessment and the FHSU mission-theme assessment processes intentionally address outcomes aligning with the leadership outcomes that are being instilled in FHSU students through dynamic learning experiences. The FHSU CORE process allows for consistent evaluation of

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outcomes as each course evaluating the 'Engaged Global Citizen' or 'Intercultural Competency' outcome utilizes a standardized evaluative rubric customized to their discipline's assessment tool. The FHSU mission-theme process employs a standardized rubric for all courses evaluating 'Leadership' or 'Community-Engaged' themes. Several of these rubrics have been adopted from outside well recognized organizations (i.e., AACSB) or have been formed by faculty teams and reviewed to ensure for a quality instrument.

As shared in other sections of this document, the University recognizes the need to establish standards and set a high bar for performance, student learning, and leadership development. But, it also recognizes and supports not only the desire but for the need to for campus departments, programs, or units to identify and implement the assessments that will deliver the best information for them to continuously improve upon their unique deliverables.

Additionally, the University employs a comprehensive annual evaluation of staff and faculty through its annual performance process, upon which merit is based. Every supervisor is expected to assist all employees in setting individual and unit goals that align with the University strategic plan.

See sections 2.2, 3.1, 4.3, 5.1, 6.2, 6.3, 12.2, 12.3, 12.4, 12.5, 13.4, 13.6, 13.7, 14.1, 14.2, 15.2.

## **8.7. Describe how the institution aggregates and uses assessment data related to leadership at the institutional level, to make continuous improvement.**

Sections 8.1, 8.2, and 8.3 provide rich context in terms of assessment mechanisms at FHSU. Each year the University celebrates a "Closing the Loop Award" that is presented at the fall convocation. This award recognizes degree program improvements and is based on an analysis of program and student learning outcomes. The selected department receives a monetary award to be shared with faculty members responsible for the work. These funds can be used for valid professional developmental expenses such as travel and event expenses, equipment, and book purchases. The Assessment Committee analyzes data from previous years and makes a recommendation as to which department they feel should be honored based on programmatic improvements.

In 2021, the Leadership Programs were awarded the Closing the Loop Award, which recognizes program faculty who properly utilize student learning assessment results for continuous program improvement. The award was presented for the improvements made to BA/BS in Organizational Leadership program curriculum, resulting from data collected during previous academic years. Two large-scale improvements are described in the program annual assessment report. First, to improve student learning on associated with all program goals, we needed to improve students' ability to reflect on their learning experiences and demonstrate mastery of those program goals. Subsequently, faculty implemented a revised capstone course at the senior level. Reflective practice and writing lessons were incorporated into the capstone course to help students better understand the structure of proper reflective practice. Using Gibbs Reflective Cycle, students would employ a strict writing framework to articulate how their academic and professional experiences connected to leadership concepts and skills learned in the academic program. This new framework and set of assignment requirements improved students' ability to articulate their learning from experience, and improved student learning achievement, cumulatively, at the senior level.

The second large-scale improvement that earned the leadership program the Closing the Loop Award involved a complete redesign of the leadership and team dynamics course. For three years, student learning assessment data showed low achievement in students' ability to demonstrate three competencies associated with organizational leadership—emotional intelligence, conflict resolution, and influence. Using this data, faculty

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redeveloped a course on team dynamics in which new readings and exercises were implemented that reinforced skills in interpersonal relations (emotional intelligence), having difficult conversations (conflict resolution), and influencing decision makers. Because of the changes made to this course, the leadership program has seen improvement in program goals related to emotional intelligence and conflict resolution. These curriculum changes were made because of three years of robust data collection and reflection on student learning assessment data, and therefore led to the faculty for the BA/BS in Organizational Leadership program earning the 2021 Closing the Loop Award.

## 9. Institutional Alignment

Consider how initiatives of leadership for public purpose are integrated with other institutional initiatives or priorities. E.g., leadership development programs offered to alumni, diversity initiatives that are explicitly linked to leadership curriculum or research.

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### 9.1. Describe how the institution's commitment to leadership for public purpose directly contributes to student recruitment.

With a commitment to LPP and mission to develop to “global engaged citizen leaders”, FHSU has leveraged the synergy of its domestic recruitment for expansion in its cross-border international spaces. The average national yield for US institutions is 37%; for public institutions it is 27% (UNIVSTATS, 2023). For decades, FHSU's yield has fluctuated between 46-53%. The substantially higher yield at FHSU is because of the University's culture of care, individualized attention, and the fact it delivers on its mission to provide an affordable, quality education and develop global engaged citizen leaders. FHSU honors students by meeting them where they are. There is perhaps no more profound example of this than FHSU's cross border partnerships with 16 universities across Europe, South America, Africa, and Asia.

FHSU's first international partnership was with Sias International University in mainland China. Forty students enrolled in 2000 with the goal of doubling enrollments each year for the first few. FHSU has since graduated more than 20,000 students. The faculty who teach in these programs are US citizens hired by FHSU who live onsite in China (SIAS-SNU, 2023). FHSU's second entrepreneurial cross-border partnership with Shenyang Normal University has been truly transformational for the students served by the program. The “gaokao” is China's college entrance exam. High school students can take the highly competitive exam exactly once and foretells divergent employment paths – white or blue collar (CNN, 2023). FHSU goes where the public purpose calls, driven by its commitment to access and affordability and hired exceptional faculty to facilitate the successful completion of degreed programs at Shenyang and other partner institutions for students who need more academic support by providing options not otherwise available.

FHSU has since intentionally forged partnerships in three nations considered by the United Nations (2023) among the least developed economies (i.e., Senegal, Myanmar, and Cambodia). In a bold move on the heels of the 2021 coup d'état, FHSU entered into a relationship with Taxila in Myanmar to offer a BS in Organizational Leadership. The pro-democracy push in Myanmar clearly needs the leaders FHSU is developing.

Surviving Pol Pot's murderous Khmer Rouge Communist regime, FHSU is partnering with statesman, entrepreneur, and educator, Dr. Vandeth Chea, who has dedicated his life to rebuilding his nation. His vision to open an institute of higher education came to fruition in 2013 when the American University of Phnom Pehn (AAUP) opened and pursued a partnership with FHSU, given its model of success in delivering an American-style college education in China. In 2017 the first Cambodian students enrolled in FHSU's courses at AAUP with two

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degree options. We recently added five more, including a dual-degree MBA.

With a student to faculty ratio of 17:1 domestically (virtual and on campus) and a 96% job or grad school placement, FHSU students know they will get unparalleled individual attention to help them discover their passion and unleash their purpose in life.

## **9.2. Describe how the institution's commitment to leadership for public purpose directly contributes to student retention.**

First-year retention rates increased at FHSU to 76% in 2021. This was up from an earlier benchmark of 67%. This is due in large measure to retention being embedded into every component of the University's SP. While specifically defined in Goal 1: Academic Success and Goal 2: Student Success, each of the other three goals are building blocks that support retention, persistence, and completion efforts. The University, however, recognizes that there are myriad factors that contribute to student retention.

Since 2019 when the recent iteration of the SP was launched, Student Affairs and Academic Affairs collectively set an ambitious goal to transform student retention, persistence, and degree completion by creating a student success center. In 2021, the Fischli-Wills Center for Student Success (FWCSS) opened. The FWCSS is a three-story innovative learning environment for student development. Part of the design of the FWCSS included restructuring student services.

This restructuring, for example, included the creation and implementation of a standardized academic advising model along with common training with the advising. This resulted in prioritized undergraduate degree maps and early alerts. Financial aid was strengthened with prioritized admission and aid processes and alerts available to advisors. The use of academic data were standardized and additional supports deployed. And, as part of the restructuring, online support services for students were enhanced.

Streamlining support and services for students resulted in the strategically crafted FWCSS – a one-stop shop that encircles the notion that student learning and personal development are intertwined; this concept is core to the work in the FWCSS. The FWCSS operates under the premise that by working with the various departments within the Division of Student Affairs, FHSU students will: (1) Develop their skills to communicate effectively; (2) Demonstrate intellectual growth; (3) Demonstrate continuing emergence of intrapersonal and leadership development; (4) Engage in healthy behaviors; (5) Develop meaningful interpersonal relationships; (6) Engage in matters of local, regional, and global social & civic responsibility; and (7) Appreciate diversity.

FHSU Online staff focus on the recruitment and retention of online students, who represent all 50 states and 35 countries. FHSU offers a number of student services that focus on the specific needs of online students, including military and transfer services, online tutoring, and financial assistance.

While the majority of our international students are on the campuses of FHSU's cross-border partners, the University does have 160 international students on campus as part of on-campus degree programs. As with most US universities, the number of international students has dropped in the last five years. The FHSU International Student Services office provides assistance to nonresident students through a multitude of academic and support services offered throughout each semester, including an international student orientation course, ESL through our partnership with The Language Company, and other programming.

## **9.3. Describe how the institution's commitment to leadership for public purpose directly contributes**

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## to student success.

The National Postsecondary Education Cooperative (NPEC) has identified five conditions that lead to student success (Tinto & Pusser, 2006). This was necessary inasmuch as there is substantial research on student attrition and persistence but, far less attention has been paid to the development of a model of institutional action to explicitly address increased student persistence and, in turn, student success (p. 6). The aforementioned conditions include: establishing firm commitments to ensure student success; instituting high expectations; providing robust academic, social, and financial support; providing rigorous feedback along with assessment and early warning systems to identify students who are struggling; and engaging students in curricular and co-curricular spaces (i.e., LPP). The University specifically addresses student success in Goal 2 and has created opportunities for all students and empowers them to identify, evaluate, and achieve their goals as they engage in becoming a global citizen leader.

FHSU has been intentional with regard to its focus on student success. More than ten years ago, Living Learning Communities (LLC) were launched by FHSU, which has led to tremendous retention given that service, public goods, and justice issues are a main focus for LLCs. The University has also shifted from a faculty-centric advising model to a college-centric advising model utilizing professional advisors. FHSU has signed a contract with EAB to utilize the Edify and Navigate products. These student-success and data-analytics tools will allow the University to provide collaborative and consistent communication and opportunities for continuous improvement.

Among the inputs that FHSU relies on to drive student success is the creation of unique opportunities through data collected, for example, through the National Institute for Student Success (NISS). Per NISS, 3.6 M students who registered for college in 2018 will not graduate and 57% of that cohort are African American or Hispanic students from challenged-economic backgrounds. Four years after graduation, African American students owe more than \$25K more in student loans than their White peers. There is an 18-percentage point gap between Pell and non-Pell students who graduate in six years. The NISS provides partner institutions with in-depth diagnostic analyses, implementation support, and learning pathways that enable significant improvements in graduation rates and reductions of equity gaps. At FHSU, the report was used to create a three-year plan to address four areas: standardize academic advising, strengthen financial aid, systematize the use of academic data, and strengthen online student support. This work is driven by the SP, Goal 2 teams, with four specific goals in each of the four areas in a 3-year timeline. FHSU also relies on its participation in the National Survey of Student Engagement (NSSE) to compare and contrast its student engagement with peer and aspirational institutions.

FHSU continuously examines retention, persistence, and degree completion rates across all areas of the University and launched a Student Success Committee to assist with this process. The committee assesses practices, either currently in place or under consideration, and recommends strategies and systems for enhancing and expanding student support services.

## 9.4. Describe how the institution's commitment to leadership for public purpose directly contributes to institutional diversity, equity, and inclusion goals.

The very definition of effective leadership for public purpose transcends functional or instrumental leadership in pursuit of collective public goods – diversity, equity, and justice among them. FHSU's commitment to LPP is in lockstep with its DEI goals – there is no daylight between the two – DEI is woven into the DNA of FHSU. Prior to the pandemic, FHSU's Inclusion and Diversity Excellence Advisory (I.D.E.A.) Team monitored university-wide efforts for DEI practices and recommended strategies to advance institutional efforts. The committee was comprised of faculty, staff and students who explored ideas, researched other institutions, evaluated FHSU, and

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identified best practices to enhance DEI efforts at FHSU.

In 2021, FHSU engaged Hanover Research to conduct a DEI Survey. Key among the findings is that most respondents believe FHSU's leaders consider DEI to be very or extremely important. The majority of respondents reported that faculty include DEI topics in their classes. More than 80% of respondents agree that students with diverse backgrounds have equal access to academic opportunities, are engaged on campus, and feel comfortable expressing differing viewpoints.

FHSU created strategies to attract and retain diverse, talented, and dedicated faculty and staff to support institutional growth. For example, the Justice, Equity, Diversity, and Inclusion (JEDI) Advisors program places a non-voting member on faculty search committees to help ensure equity and inclusion by increasing diverse candidate populations and reducing bias in the search process. The goal of which is to help FHSU achieve racial, ethnic, and gender diversity representative of its students and state demographics.

Retention of FHSU's diverse student populations has been an area of growth for past decade. The university has evaluated institutional strategies to retain our students of color, specifically our on-campus African American and Hispanic student populations. In 2019, the division expanded DEI support. At that time, the Assistant Vice President for Student Affairs also began leading institutional efforts serving as the Senior Diversity Officer and the institution has made a concerted effort provide additional resources to the campus community (i.e., microaggression, safe zone, and Undocumented/ DACA trainings; mentoring; advocacy; the procurement of additional DEI resources for distribution.

Two leadership faculty are qualified administrators for the Intercultural Development Inventory (IDI®), a widely used cross-culturally valid assessment for building cultural competence and have delivered workshops, professional presentations, and testing to faculty, staff, and students.

Additionally, the DEI Research Institute created by the College of Education through internal grant fosters understanding and increases advocacy for more diverse, equitable and inclusive cultures and societies. The goals of the institute include: (1) nurturing research on DEI; (2) building and maintaining a vibrant, academic journal focused on diversity, equity, and inclusion; (3) educating the campus community, state, nation, and the world about issues vital to healthy social relationships that exhibit DEI; and, (4) advocating for and promoting human interactions and public policy that support a more diverse, equitable, and inclusive society – all of which help to amplify FHSU's work in LPP spaces.

## **9.5. Describe how the institution's commitment to leadership for public purpose directly contributes to alumni engagement.**

Having a strong Alumni Association is critical to FHSU's commitment to LPP. The University routinely engages with alumni, external constituencies, and stakeholders around the world. For example, FHSU offers a variety of online degree programs and continuing-education courses that are accessible to individuals anywhere in the world and maintains strong contact with those connections. The University also hosts a variety of in-person and virtual events, such as webinars and networking sessions, that allow alumni and other stakeholders to connect with each other and with the University. In November 2022, for instance, local FHSU alumni and business leaders gathered in Salina, Kansas, to discuss how FHSU can better meet business and industry needs in that area. During summer 2022, FHSU Admissions and Alumni Association held an alumni and prospective student gathering in southwest Kansas and FHSU's Homecoming celebration draws hundreds of alumni to campus each year.

The FHSU Foundation and Alumni Association regularly communicate with alumni and friends of the University to keep the University's mission, visions, and priorities in their top of the mind awareness – this translates to

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alumni engagement and increases in giving. Alumni are featured in university and department publications and are encouraged to participate in career fairs, attend events, and support scholarships for current students. The two entities (i.e., the Foundation and the Alumni Association) have recently merged in accordance with current industry standards and to increase efficiencies and are currently operating under a “one vision, one voice” model of engagement.

Alumni have made it clear that they want to be involved in efforts that support the public purpose. An exquisite example is the Voss Endowed Professorship. The Voss Distinguished Professor of Leadership also serves as the Director of CLE and chairs or co-chairs a variety of committees and initiatives that are focused solely on fostering healthy partnerships and LPP. Unique among some endowed professorships, the endowment is entirely devoted to programmatic expenses that support leadership development and LPP (not salary) – this at the behest of the donor.

FHSU participates with the Council for Advancement and Support of Education (CASE) for reporting on alumni engagement metrics. This is an invaluable resource for benchmarking engagement alumni engagement. The 2022 data shows a resurgence of in-person engagement and in its current iteration, the report provides a more modern and robust measurement of alumni affinity rather than just participation rates which don’t necessarily predict future performance.

Alumni engaged in and of the four modes at FHSU (i.e., philanthropy, volunteer, experiential, and communication) is above 20.3% which involves a variety of activities within each of the four categories such as financial support; serving on governing or advisory boards; organizing events or activities; participating in fee-based or free events; and clicking through email or web links, responding to emails, submitting nominations etc. FHSU alumni engagement as a result of the University’s impactful work as steward of place is on par with national averages.

**Note:** At this point in the assessment, applicants should review their responses to the Foundational Indicators to determine whether leadership is “institutionalized”. If the prompts above are answered with specificity, and reflect the Carnegie definition of leadership for a public purpose provided, applicants are well on their way to a strong application. If not, applicants are encouraged to continue the process of self-study to learn how they might improve their institution’s commitment to leadership in ways that lead to a strong application.

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## Teaching, Learning, and Scholarly Activity

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### 10. Leadership Curriculum

Curricular leadership is leadership integrated into credit-bearing coursework. Curricular leadership may approach leadership from a wide variety of theoretical and educational perspectives (i.e., leader development, study of leaders, systems of leadership, leadership in cultural context).

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#### 10.1. Describe the institutional definition of a leadership course including any essential or optional components.

At FHSU, leadership as an academic discipline is grounded in the philosophy of social science. As a discipline, it is



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relatively new, taking hold within just the last 50-60 years (Guthrie & Jenkins, 2018) and is broadly viewed as both descriptive (knowledge seeking) and prescriptive (solution seeking). It's a multifaceted, organic, and complex discipline with more than 1,500 definitions and models (see Section 3.2) and examines the process of influence in multiple contexts. The humanities (sociology, philosophy, history, language, and arts) serve as the backdrop for FHSU's academic Leadership Program. This is critically important to understand inasmuch the Leadership Program (housed in the School of Criminal Justice, Leadership, and Sociology within the College of Arts, Humanities, and Social Sciences) with its certificate, minor, major, and graduate studies options, influences leadership curriculum and co-curriculum throughout the University as the anchor for leadership development, civic learning, community engagement, and LPP.

For over twenty-years, this program has been the driving force behind the integration of three major themes that provide the foundation and purpose for FHSU's leadership curriculum, co-curriculum, and leadership development: (1) Creating change; (2) Collaboration; and, (3) Collective and common purposes.

Several important elements shape the first theme. Purposefully creating change is at the very core of leadership. At FHSU, transformational or fundamental change is the goal – not small incremental adjustments. Leadership must be focused on making improvements and addressing discrepancies between what is and what ought to be, relative to the collective good. It is imperative that the methods of practicing leadership reflect new post-industrial paradigms which are characterized by cooperation, power sharing, and empowerment (i.e., theme two, collaboration). Leadership, as an influence relationship for change (theme one) and collaborative approaches (theme two) are the preferred approaches for serving collective and common purposes (theme three). These themes center FHSU's work around LPP.

These themes are infused throughout FHSU's SP (Sections 2 & 4.3), mission (Section 3.1), CIP (Section 3.1), values (Section 3.2), messaging (Sections 4.1 & 4.2), outcomes for LPP (Section 6.3), tenure and promotion guidelines (Section 7.2), assessment (Sections 8.1, 8.2, & 8.7), student recruitment and retention (Sections 9.1 & 9.2), and DEI initiatives (Section 9.4), to name a few.

Other academic departments teach industry specific leadership courses (e.g, Higher Education Student Affairs, Agricultural Leadership, Technology Leadership, and Business Management) for which they choose the courses, design them, and determine the definitions that best serve their objectives. It is, however, the Leadership Program at FHSU that has profoundly impacted the civic ethos governing campus life and is heavily involved in a plethora of inter- and multi-disciplinary collaborations with other academic departments. Some of the defining characteristics include open-mindedness, civility, critical thinking, recognizing the individual worth, ethical behavior, concern for others, acknowledging historical struggles and structures that prohibit access or opportunities for marginalized and disenfranchised populations, and respecting diverse perspectives. The end goal of which is to serve the public purpose.

This section (i.e., 10.1) provides the foundation for some of the remaining sections in this application.

## **10.2. Describe the availability of leadership courses to students.**

In terms of leadership-focused academic curriculum, FHSU offers a plethora of opportunities for individual courses and as embedded requirements in degree programs in all five colleges and the Graduate School. Introductory courses in leadership, as part of the Leadership Program curriculum, are available to all students regardless of major. There are 30 courses across six different academic departments that opted into the voluntary process to assess our institutional definition of leadership (Section 2.2). Any student, whether studying on-campus, online, or at one of FHSU's partner locations internationally, are able to choose these

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courses; some are major or concentration courses, while others are enriching elective opportunities. Additionally, the course LDRS 200: Discovering Leadership, is a general education course that is offered every semester and was designed to appeal to a wide variety of majors, types of students, and delivery modalities.

Given FHSU's historical roots as a normal school that was integral to preparing teachers in rural Western Kansas, the University has well-developed programs through the College of Education that prepare leaders at all levels. Leadership is strongly embedded within program outcomes in multiple disciplines.

One notable example is the MSE in Higher Education Student Affairs (HESA) which adheres to the ACPA/NASPA competencies. Students must complete a practicum that demonstrates meeting specific outcomes, including leadership; social justice and inclusion; ethical foundations, and values-based competencies. Many students enrolled in this program are also Graduate Assistants, and their work in applied leadership influences FHSU's co-curricular programs that emphasize leadership training and development for staff and students (described more fully in Section 11). Other programs include JROTC Instructor Prep (Educational Leadership), Building Leadership-Principal); Non-degree District Leadership (Superintendent) Endorsement, and four Education Specialist programs focused on leadership, including Business Education and Workforce Leadership; Education Administration (Superintendent); Education Innovation and Leadership; and Leadership in Reading.

Leadership courses are also available in an array of programs through the College of Health and Human Performance, all of which are focused on "enriching community health", including three undergraduate degrees (allowing four unique concentrations), four master's degrees, and six certificates. FHSU's award-winning Doctor of Nursing Practice includes an explicit program-level outcome of leadership, with the expectation that graduates will "apply leadership skills to lead health care systems to improve the health outcomes of individuals, communities, and populations through interdisciplinary collaboration and implementation of high-quality and cost-effective care."

The STEM College also contains leadership programming through its undergraduate programs in Technology Leadership, including AAS pathways in leadership studies, and a bachelor's program with two concentrations. The Agriculture Department offers a robust multidisciplinary program in Agricultural Leadership through a strong partnership with the Leadership Program, housed in the College of Arts, Humanities and Social Science (the impact of which is described in other sections within this application).

The Robbins College of Business and Entrepreneurship offers multiple programs with leadership embedded curriculum, either through major, concentration, or elective courses; again, drawing on the strength of the core courses offered in the Leadership Program. The MBA program also offers a concentration in Leadership Studies.

## **10.3. Describe the mechanism used to designate credit-bearing coursework as leadership coursework. (i.e., course designator, course prefix)**

Aside from the Common Outcomes for Relevant Education (CORE) General Education program and course mission-themed course tagging, the following is the basic mechanism and process at FHSU to designate credit bearing coursework (leadership and otherwise). Academic units at FHSU have special designation for their courses in the major, minor, or at the graduate level in a specific discipline. For example, the Chemistry Department's courses utilize the designation, CHEM; biology is BIOL; agriculture is AGRI. Similarly, leadership courses that are discipline specific are identified as, LDRS.

Further, further course specificity comes in the way of a numbering system. Course levels are identified by the

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first digit catalog course number as shown below:

000-099 for undergraduate students and non -degree credit courses.

100-299 for undergraduate, lower division students (freshman and sophomore courses).

300-499 for undergraduate, upper division students (junior and senior courses),

600-699 for combined upper division undergraduate and graduate I students

800-899 for graduate I students (less than 31 credit hours of graduate study).

900-999 for graduate II students (more than 30 hours of graduate study).

Courses in the Common Outcomes for Relevant Education (CORE) General Education program (some of which are leadership courses), are identified as such in the University's course catalog and on the syllabus. Further, a specialty rubric is attached to each of these courses to measure student outcomes. This is the established framework for what all students graduating from FHSU will need to achieve to be competitive in today's marketplace. The framework outlines three high-level goals (Core Skills, Broad and Integrative Knowledge, Practical Applications) and is designed to educate students with relevant content and concepts around nine objectives: (1) Written and Oral Communication; (2) Quantitative Literacy; (3) Computing Literacy; (4) Information Literacy; (5) Critical Thinking; (6) Knowledge of the Liberal Arts; (7) Health and Wealth; (8) Intercultural Competence; and (9) Engaged Global Citizens.

Additionally, mission-themed course tagging is addressed in Section 2.2 but, for a course to be considered for tagging, the department chair, program coordinator, or lead faculty member should assess the definition associated with the appropriate tag and do an internal evaluation to determine: (1) whether the course content is aligned with the broad goals of CE, GL, and/or LD; (2) whether it aligns with the outcomes on the associated rubrics for CE, GL, and/or LD respectively; and, (3) whether the faculty who teach the course(s) are willing to incorporate the completion of the rubrics and provide periodic feedback and input as part of a focus group to evaluate the value and impact of the results of tagged courses as the initiatives using the tagged courses continue to evolve and grow.

## 10.4. Describe the policy and protocol for determining if a course qualifies for designation.

According to the American Council on Education (ACE), James Madison proclaimed that "the advancement and diffusion of knowledge . . . is the only guardian of true liberty" (2023, p. 1). It is a position that ACE holds despite serious threats to academic autonomy and intellectual freedom in recent years. FHSU also honors academic autonomy and therefore, all courses are developed within each academic department given the specific context of its programming. That stated, FHSU does adhere to a format for both new courses and programs to ensure they meet stringent criteria and are appropriately designated once approved. The procedure as outlined in the Faculty and Unclassified Staff Handbook (chapter 2) are as follows:

1. Proposed new courses numbered 000-599, after review and recommendation by the Faculty Senate, will be submitted to the assistant provost for approval or disapproval. Proposed new courses numbered 600-699, including those in a graduate program, after review and recommendation by the Faculty Senate, will be submitted to the Graduate Council. The recommendations of the Faculty Senate and the Graduate Council will be submitted to the assistant provost for approval or disapproval. The Faculty Senate will not review new graduate courses numbered 800-999.
2. All new course proposals must be submitted through Workday (FHSU's workflow platform) using the "Create Course" or "Edit Course" business processes.
3. A syllabus of the proposed course shall be provided as part of the documentation of the request for approval of the course.
4. Neither the Academic Affairs Committee of the Faculty Senate nor the Committee on Curriculum as well as

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the Graduate Council will consider a new course proposal unless it has the prior approval of the appropriate department chair and dean.

5. New program proposals must be submitted in Workday using the "Create New Program of Study" business process.

6. All new degree program proposals require approval of the Board of Regents. Those requests are normally submitted by the provost to the Council of Chief Academic Officers (COCAO). These undergraduate proposals should be sent to the Faculty Senate president by September 15 [in a given year] in order to ensure internal approval prior to submission externally. New graduate program proposals must be sent to the Dean of the Graduate School by September 15 [in a given year] in order to insure internal approval prior to submission externally.

Stated more plainly, there is a robust process for creating curriculum at the course, program, department, degree, and institutional level, that requires broad faculty consensus that the curriculum has meaningful and measurable objectives that align with the discipline and that the assessment measures are appropriate for the level and content of the course. Institutionally-designated areas like "engaged global citizen", "leadership", and "intercultural competence" are determined first by committees made up of disciplinary experts as well as faculty outside the discipline, then move through the Academic Affairs sub-committee of Faculty Senate, then full Faculty Senate, then through the Provost and Regents, respectively, as policy dictates.

## 10.5. Complete the following for the most recent academic year:

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in the academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID-19 has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's leadership for public purpose. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of leadership for public purpose, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

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### 10.5.1. Total # of leadership courses offered: [DSE]

67

### 10.5.2. % of all courses offered, across the institution, that were leadership related [DSE]

8

### 10.5.3. % of academic departments offering leadership courses: [DSE]

14

### 10.5.4. Total # of faculty who taught leadership courses offered: [DSE]

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35

**10.5.5. % of all faculty who taught leadership courses: [DSE]**

10

**10.5.6. % of leadership courses taught by tenure and tenure track faculty: [DSE]**

57

**10.5.7. % of leadership courses taught by full-time non-tenure track faculty [DSE]**

24

**10.5.8. % of leadership courses taught by part-time faculty [DSE]**

19

**10.5.9. Total # of student enrolled in leadership courses [DSE]**

2554

**10.5.10. % of total students enrolled in leadership courses [DSE]**

15

## **10.6. Describe student learning outcomes related to leadership courses.**

An array of leadership programming in other areas of this application have been discussed; this section focuses on the anchor program that influences leadership curriculum across the institution.

The Leadership Program delivers a leadership specific curriculum that examines the theoretical foundations and practical behaviors and processes that promote positive leadership and is focused on leadership within the context of modern organizations. The purpose of this discipline is to help students understand leader/follower dynamics to improve organizations. Organizational leadership is a broad academic field that is applicable to a variety of collective entities (e.g., private sector businesses, public entities, not-for-profit organizations, and complex corporations, etc.). In the classroom or in the field, students are constantly challenged to adapt and overcome inasmuch as that is what effective leaders must do on a near constant basis.

Embracing the notion that leadership can be learned, students are challenged to think critically, collaborate

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efficiently, and communicate effectively. Skills (e.g., interpersonal relations, problem solving, team building, collaboration, motivation, and change-making) are critically important to develop. Rather than preparing graduates for a particular career, this liberal arts, cross-functional curriculum provides the knowledge and skills necessary for a broad range of positions in a plethora of industries.

The leadership curriculum concentrates on understanding and action and adopted these learning objectives:

1. Demonstrate the capacity of leadership theories and concepts in multiple contexts (e.g., civic, corporate, government, global).
2. Demonstrate emotional intelligence.
3. Demonstrate cross cultural competency.
4. Design contextually appropriate plans to overcome leadership challenges and achieve “what ought to be.”
5. Demonstrate initiative to both introduce change and persist to see change through to its completion.
6. Demonstrate ability to effectively work across factions with multiple stakeholders.
7. Deliver appropriate messages utilizing suitable communication channels in a given context.
8. Deploy appropriate influence and conflict resolution techniques for collaborative efforts.

The Organizational Leadership Major requires 27 credit hours of core courses and nine credit hours of major electives. Additionally, students must complete 12 credit hours of cognate requirements. The Master of Professional Studies in Organization Leadership guides students through more complex leadership concepts, theories, and their applications and focuses on critical research and analytical skills essential for initiating and sustaining change within organizations. According to Drucker (1994), this is an age of social transformation wherein the economic order is based on knowledge, not labor or raw material or capital, as key resources. This program is built around the popular theme of “ways of knowing” and how these inform understanding of leadership. Additionally, a new transdisciplinary Master of Science in Global Strategic Leadership will admit its first class in Fall 2024 and was designed explicitly around integrative leadership and cross-sector partnerships, in collaboration with several other departments.

“... there is a greater need than ever for effective leaders in our world” (Kolditz et al, 2021, p. 140) and FHSU leans into the “leadership reckoning” to develop leaders “in evidence-based, professionally executed ways, the outcomes of which are objectively measured” (p. 142).

## **10.7. Describe how these course-based student learning outcomes are assessed and how the assessment is used to make continuous improvement in the curriculum. Cite at least two examples of assessment driven change.**

FHSU focuses formal assessment efforts on evaluating student learning in three areas: (1) General Education Assessment; (2) Annual Program Assessment; and, (3) Specialized Accredited Programs. Although each of these assessment processes may differ from one another, all are processes led or informed by faculty and established to drive continued student learning improvement. The following are examples of assessment and/or changes specific to the Leadership Program:

Example 1: In the introductory leadership course (LDRS 300: Introduction to Leadership Concepts), students take a non-credit pre-test within the first week. They then complete a post-test during the capstone course (LDRS 493: Capstone in Leadership Studies II) at the end of the program. This information provides faculty with invaluable information about the ways in which content is delivered to students in terms of the degree to which students are demonstrating proficient or distinguished levels of competence at the conclusion of their studies.

Example 2: As per Section 8.7, “In 2021, the Leadership Programs were awarded the Closing the Loop Award,

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which recognizes program faculty who properly utilize student learning assessment results for continuous program improvement. The award was presented for the improvements made to BA/BS in Organizational Leadership program curriculum, resulting from data collected during previous academic years. Two large-scale improvements are described in the program annual assessment report. First, to improve student learning on associated with all program goals, we needed to improve students' ability to reflect on their learning experiences and demonstrate mastery of those program goals. Subsequently, faculty implemented a revised capstone course at the senior level. Reflective practice and writing lessons were incorporated into the capstone course to help students better understand the structure of proper reflective practice. Using Gibbs Reflective Cycle, students would employ a strict writing framework to articulate how their academic and professional experiences connected to leadership concepts and skills learned in the academic program. This new framework and set of assignment requirements improved students' ability to articulate their learning from experience, and improved student learning achievement, cumulatively, at the senior-level.

The second large-scale improvement that earned the leadership program the Closing the Loop Award involved a complete redesign of the leadership and team dynamics course. For three years, student learning assessment data showed low achievement in students' ability to demonstrate three competencies associated with organizational leadership—emotional intelligence, conflict resolution, and influence. Using this data, faculty redeveloped a course on team dynamics in which new readings and exercises were implemented that reinforced skills in interpersonal relations (emotional intelligence), having difficult conversations (conflict resolution), and influencing decision makers. Because of the changes made to this course, the leadership program has seen improvement in program goals related to emotional intelligence and conflict resolution. These curriculum changes were made because of three years of robust data collection and reflection on student learning assessment data, and therefore led to the faculty for the BA/BS in Organizational Leadership program earning the 2021 Closing the Loop Award.”

## 10.8. Describe how leadership is integrated into specific curricular structures (check all that apply, checking an item will give you access to a narrative box to describe):

	Selected	Description
10.8.1. Internships or Practicum	Yes	All leadership majors are required to complete an internship in leadership as part of their degree requirements. Across the campus (all programs) 1,000 students enroll (on average each year) in internship classes. Between 25-30 students are placed in grant funded or private internships each year domestically per the Office of Career Services. Numbers of students in non University sponsored internships are not tracked.
10.8.2. Student Research	Yes	Students are strongly encouraged, but not required, to participate in research through a university wide Undergraduate Research Experience Program. Further, the VALUE opportunity through the Leadership Program involves a project -- many students (particularly those preparing for graduate studies) choose to do a research project.  At the graduate level, however, students are required to complete research projects either as a thesis or capstone project.
10.8.3. Study Abroad or Away	Yes	Study abroad opportunities are provided in both curricular and co-curricular spaces. Study abroad scholarship funding has increased dramatically providing for more students to benefit from this experience. In AY 2022, 60 students participated in faculty-led study abroad activities and scholarship funding increased to \$66,000, a 220% increase from five years prior.

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10.8.4. Travel Courses	Yes	It is unclear what is meant by "travel courses" or how that differs from "Study Abroad or Away" programming.
10.8.5. Capstones	Yes	For Leadership majors (in the Leadership Program), the internship experience is considered a capstone. Myriad other disciplines at FHSU require capstone projects as well. See additional information in 10.8.6.
10.8.6. General or Core Education	Yes	In terms of the Engaged Global Citizen (EGC) CORE (General Education)/tagging requirements the following programs offer one or more courses: Anthropology Criminal Justice Economics Ethnic and/or General Studies Geography Leadership Modern and Classical Languages Music Political Science Psychology Social Work Sociology Technology in Society
10.8.7. Majors	Yes	A major in organizational leadership is available. The major requirements include 36 hours of coursework along with 12 cognate hours for a total of 48 hours. See also, Section 10.8.9. There are leadership degree programs in ten academic programs.
10.8.8. Minors	Yes	A minor in Leadership through the Leadership Program is available and includes 21 hours of coursework. Minors are available in most disciplines at FHSU.
10.8.9. Graduate Study	Yes	The Leadership Program offers a Master's degree and other academic departments offer Master's degrees with a leadership emphasis.
10.8.10. Certificate	Yes	The Leadership Program offers a Master's degree and other academic departments offer Master's degrees with a leadership emphasis.
10.8.11. Service Learning	Yes	The Leadership Program offers a Master's degree and other academic departments offer Master's degrees with a leadership emphasis.
10.8.12. Leadership Coaching	Yes	The Leadership Program offers a Master's degree and other academic departments offer Master's degrees with a leadership emphasis.
10.8.13. Other	No	

## 10.8.10. Certificate

The Leadership Program offers a nine (9) credit certificate program with a focus on theory, behaviors, and application. Additional certificate programs containing leadership components are available in the following areas: Communication Studies, Criminal Justice, English, History, Modern Languages, Philosophy, Political Science, Sociology, Applied Business, Economic-Finance-Accounting, Informatics, Management, Advanced Education Programs, Allied Health, Health and Human Performance, Agriculture, Applied Technology, Geosciences, and International Studies.



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## 10.8.11. Service Learning

A core class in the Leadership major, minor, and certificate program is LDRS 310: Fieldwork in Leadership which is a service-learning course. Other programs across campus (e.g., Communication Disorders and Studies, Criminal Justice, Art and Design, Teacher Education, Psychology, to name a few) also offer service-learning opportunities to their students.

Service-learning is also available in curricular and co-curricular spaces that involve study abroad experiences as well as those attached to the areas in the CIP (Section 3.1).

## 10.8.12. Leadership Coaching

Leadership coaching is available to students in the Live, Learn, Leadership (L3) learning community at FHSU but is not included in the Leadership Program's curriculum. Coaching options may be available in other areas of the institution but it is not readily available trackable data.

## 10.9. Describe how leadership courses appear in a student transcript or any other form of official institutional credentialing.

The official student transcript contains the list of courses a student completed that contributed to their degree credential. Each row of the transcript displays the department, course number, course title, the student's final grade, the number of units (or credit hours) earned, and the number of points contributing the cumulative grade point average. Courses associated with the academic Leadership Program, specifically, are noted with the department, LDRS (e.g., LDRS 670 Leadership and Personal Development). Other departments at FHSU may also offer leadership-themed courses, for which the course title displays the leadership theme (e.g., AGRI 338 Agricultural Leadership). Students completing the GCLP (Sections 2.2 & 4.3) will have a special notation on their official transcript indicating completion of the program. Because this is a new program, the exact location of the special note on the transcript is to be determined; however, the student records system adopted at FHSU allows the Registrar to customize the location of the notation to be prominently displayed alongside the degree credential.

FHSU is also expanding its non-credit offerings at the institution related to leadership development. The institution is expanding the offerings of the MDC (Sections 2.1 & 6.3.1), which includes training on personal and team leadership, and is adopting new technology to better document all non-credit learning and award digital credentials. This new technology will allow FHSU to offer learners a comprehensive learner record, capturing non-credit professional and continuing education experiences. Though it is not yet clear how the record will specifically display the information, all non-credit experiences, including those pertaining to leadership development, will definitely be included in the record as part of this expansion. In addition, this new technology will allow FHSU to offer digital credentials in the form of FHSU-branded badges, which makes an official credential available for non-credit leadership development experiences with the title of the credential prominently displayed in the image.

## 11. Leadership Co-Curriculum

Co-curricular leadership is leadership that is integrated into the non-credit-bearing educational activities of the institution. In order for an educational activity to be considered co-curricular it must have well articulated learning outcomes, clearly

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structured and developmental approach to learning, and assessment of student learning. Social or extra-curricular activities that do not have these essential elements are not co-curricular.

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## 11.1. Describe the institutional definition of co-curricular offerings related to leadership.

SEC drives many co-curricular opportunities (Greek Life, DEIB, orientations, student organizations) at FHSU and focuses on six strategic areas of practice, detailed in a future section. Co-curricular activities can be embedded within academic experiences such as study abroad, service-learning, or undergraduate research opportunities. Typically, they are viewed as non-credit bearing supplemental learning experiences for students that are outside of their academic programming, with the exception of Faculty-Led Study Abroad, which arranges trips to coincide with an academic offering for credit. Students and visiting faculty from more than 20 countries annually participate in the ISEP Study Abroad program as well as exchange programs with other international institutions.

Student learning outcomes for co-curricular opportunities at FHSU are determined by the sponsoring unit.

Broadly speaking, students will:

Develop their skills to communicate effectively

Demonstrate intellectual growth

Demonstrate continuing emergence of intrapersonal development

Engage in healthy behaviors

Develop meaningful interpersonal relationships

Engage in matters of local, regional, and global social & civic responsibility

Appreciate diversity

SEC is especially proud of its notable improvements in diversity programming. Student attendance at diversity-related events increased from 249-911 in one year and identified 754 students involved in diversity organizations. These organizations include: Black Student Union, Chinese Students and Scholar Association, Gender & Sexuality Alliance, Hispanic-American Leadership Organization, International Student Union, Arts for Social Change, and Muslim Students Association.

SEC also undertook an initiative to better educate and inform its large student employee base about the multitudinous community partnerships and collaborative projects across campus units. This enabled identification of gaps and overlaps in programming, which increased awareness and understanding, in turn driving more comprehensive target area and individual development goals. While attendance at campus events alone is not necessarily an indicator of quality or satisfaction, the combined effort of student surveys, a Collaborative Event Planning tool, better education and communication, as well as more targeted needs assessment of various campus units, resulted in a steady and significant increase in event participation over time. For example, Welcome Weekend drew 915 participants in Fall 2018. By fall 2022, that number had grown to 4,654.

A signature program related to leadership is the Global Citizen Leader Program (Sections 2.2, 4.3, and 8.2).

LLCs provide support for students during their first/second year at FHSU by combining the living and learning environments based on students' majors or areas of interest. Students learn how to navigate the academic and social environments of the university by relying on a cohort of peers and mentorship from a Faculty Coordinator, Peer Academic Leader, and Community Assistants. All LLCs seek to develop leadership capabilities and community-engaged activities into its programming and events. Improvements have generated a positive increase in student engagement and retention trends over the past decade. Retention rates for LLC students

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have increased by 12 points from 2013 (67%) to 2021 (79%).

## **11.2. Describe the availability of co-curricular leadership offerings to students.**

There are a plethora of opportunities for students at FHSU to engage in co-curricular leadership opportunities. As shared in Section 3.1, “In fulfillment of its mission and commitment to LPP, FHSU has dedicated resources to developing the leadership capacity in our campus community. FHSU, for example, secured a Transformation Grant (\$150,000) through the Kansas Leadership Center (KLC). The KLC framework, delivered in a three-phase process, enables organizations to evolve and thrive in oft times, tumultuous environs. This program provides leadership training, coaching, and consulting. By the end of the spring 2023 semester, 84 faculty (33%), staff (27%), and students (40%) participated in the program (with more scheduled).” This in and of itself is a remarkable opportunity that is available to students to hone their leadership skills.

The SEC hosts the Black and Gold Academy each spring at FHSU. The Black and Gold Academy is a leadership development program to assist officers and organizers of the Student Organizations and Initiatives on campus to further develop their leadership skills to facilitate positive change and create more dynamic and productive organizations. It is important to note that all these organizations require members to contribute a specific number of hours each year in supporting FHSU commitment to service and LPP.

Since 2014, FHSU has been a registered chapter of the National Society for Leadership and Success (NSLS). Under the director of a faculty advisor and an Assistant Vice President for Student Affairs, FHSU’s chapter is 1,824 members strong including 1,243 alumni of the program. The NSLS is an organization that provides a life-changing leadership program that helps students achieve personal growth, career success, and empowers them to have a positive impact in their communities. Current benefits of membership include: access to scholarships; and awards; participation in an accredited leadership development program; ability to earn digital badges to showcase competencies; networking, and mentoring.

Students may choose to involve themselves in a variety of co-curricular experiences which may involve study abroad, service-learning, research, and internships. All first-year students engage with the Pathways Framework for Public Service and Civic Engagement during their semester long orientation experience. This framework was developed at Stanford University and is now administered through Campus Compact (of which FHSU is a member institution). Via an online survey experience utilizing a code specific to FHSU, the Pathways Framework helps students to determine their areas of interest around six distinct areas: (1) Philanthropy; (2) Direct Service; (3) Policy and Governance; (4) Social Entrepreneurship and Social Corporate Responsibility; (5) Community Organizing and Activism; and, (6) Community Learning and Research. Students can access a menu of activities for each pathway on the CLE website at FHSU.

Students also have access to a full menu of opportunities that are developed and tracked by the SEC. Related details are shared in Sections 11.3 – 11.9.

## **11.3. Describe the mechanism used to designate co-curricular leadership offerings.**

TigerLink is FHSU’s digital platform that identifies and promotes co-curricular experiences for students. It serves as the central calendar for student life and is used to generate co-curricular transcripts for students that track their prolonged engagement at FHSU. TigerLink is also used to track attendance for engagement and leadership experiences related to organizing or volunteering for community service projects.

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Whether students are seeking to be involved in student organizations or discover what events are happening in and around the campus, TigerLink is their key to connecting with student life and finding the perfect co-curricular fit that coincides with their interests. The public TigerLink site is accessible to anyone but, students, faculty, and staff members may log in with their TigerNetID and password for the campus user view for customized content.

The SEC manages this system and can pull reports on an ad hoc basis for all campus events posted in TigerLink. Additionally, there is a phone app, Corq, created by CampusLabs helps the campus community to stay up to date with all events and activities on campus and with community partners.

Additionally, co-curricular leadership offerings receive a special designation in Workday, FHSU's new faculty, staff, and student information system where students plan and register for courses at FHSU, access transcripts, and manage their student records.

## **11.4. Describe the policy and protocol for determining if a co-curricular leadership offering qualifies for designation.**

The SEC is the driver for most of the University's co-curricular offerings – many of which are developed through registered student organizations of campus. The Student Engagement Handbook (2022-23) describe the process for registering new organizations and initiatives as thus (p. 3):

A student organization is an organization that is committed to serving the FHSU campus and students and the community of Hays. Student organizations must be composed primarily of currently enrolled students and must serve a purpose unique from that of an existing organization and/or academic department.

Student organizations are divided into categories in order to aid students when searching for organizations of interest. Student organization categories include: (1) Campus Wide Student Organizations – groups any student can join; (2) Departmental Student Organizations – groups associated with an academic department; (3) Honor Societies – groups that recognize student achievement; (4) Religious/Spiritual Organizations – groups that serve a religious or spiritual purpose; (5) Residence Halls – groups associated with FHSU residential life; (6) Social Fraternities and Sororities – groups which are single sex fraternities or sororities; (7) Pre-Professional Student Organizations groups that are intended to prepare students for a specific profession. Each student organization desiring to be recognized by the University must be approved by Student Engagement.

Recognized Student Organizations must meet the following requirements: (1) Have a name and purpose unique from any existing organization; (2) Secure two currently enrolled FHSU students to serve as the organization President and Treasurer. These students must have a minimum 2.0 cumulative GPA; (3) Secure three additional currently enrolled FHSU student members for a minimum total of five student members; (4) Secure a full-time FHSU faculty or staff member to serve as the on-campus advisor; (5) Develop a Constitution and/or Bylaws for the organization; (6) Complete the Student Organization Registration Form on TigerLink annually; (7) Agreement of the President, Treasurer, and Advisor to the Non-Discrimination Statement; and, (8) Attend one of the annual Student Organization Meetings.

The SEC staff assesses the program outcomes and/or learning objectives for submitted opportunities to determine if they meet the appropriate criteria. Under the leadership theme, for example, the SEC staff looks for activities where students are experimenting beyond their comfort zones, address a challenge, assume responsibility by engaging in community service projects to foster civic engagement and enhance FHSU LPP impact. There is significant emphasis on leadership focused activities that include cultural elements and provide

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students with the opportunity to engage with diverse population and experience diversity in perspectives.

## **11.5. Complete the following for the most recent academic year:**

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### **11.5.1. Total # of co-curricular leadership offerings offered: [DSE]**

196

### **11.5.2. % of all co-curricular offerings offered that were leadership: [DSE]**

25

### **11.5.3. % of academic departments offering co-curricular leadership [DSE]**

7

### **11.5.4. % of non-academic departments offering co-curricular leadership [DSE]**

7

### **11.5.5. Total # of student enrolled in co-curricular leadership [DSE]**

-- empty or did not respond --

### **11.5.6. % of total students enrolled in co-curricular leadership [DSE]**

40

## **11.6. Describe student learning outcomes specifically focused on leadership related to co-curricular leadership offerings.**

The Division of Student Affairs commitment extends to continuous learning and improvement in every aspect of its work. Each year, the Division uses strategic areas of practice to help each unit within the Division to establish its goals. The Student Affairs professional staff (including Vice Presidents and Directors) gather and examine annual reports and use the data to generate the goals for the upcoming year. The Division goals, in turn, inform the strategies surrounding each goal at the unit level. Each unit assumes responsibility for co-curricular planning and assessment. Annual reports are publicly accessible on the FHSU Student Affairs/Engagement website. This platform not only includes the unit reports but also showcases the learning outcomes collected by the Division. All of which is aimed at fostering the aforementioned continuous improvement – particularly as it relates to student learning and success.

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Learning outcomes as defined by the Division of Student Affairs, state that by engaging in its co-curricular offerings, FHSU students will:

Develop their skills to communicate effectively;

Demonstrate intellectual growth;

Demonstrate continuing emergence of intrapersonal development;

Engage in healthy behaviors;

Develop meaningful interpersonal relationships;

Engage in matters of local, regional, and global social and civic responsibility; and,

Appreciate diversity

The following experiences have been identified for students to provide them with opportunities to develop leadership skills, such as self-awareness, decision-making, problem-solving, teamwork, and effective communication.

Student Government Association: Serving as a student senator or on the leadership cabinet. Leading debates, public speaking forums, and participation in other activities that enhance leadership skills.

Organization Leadership: Participating and/or serving in leadership positions within student organizations related to specific interests, hobbies, or academic disciplines.

Event Planning: Organizing and leading teams for events, conferences, workshops, or other activities on campus.

Educational Programming: Leading or organizing learning experiences for students; such as cultural events, exhibitions, or performances.

Community Engagement: Leading or volunteering for community outreach programs or initiatives.

**11.7. Describe how these co-curricular student learning outcomes are assessed and how the assessment is used to make continuous improvement in the co-curricular leadership offerings. Cite at least two examples of assessment driven change.**

The mission of Student Engagement is to provide educational, social, and inclusive experiences for students through an innovative environment that inspires students to become trailblazers, develop integrity, and engage in a variety of spaces as citizen leaders. The unit empowers students to become champions for the greater good (i.e., LPP).

The Student Affairs Division (where Student Engagement resides) measures student learning and success across a number of metrics by percentages and in terms of concrete numbers of students (on-campus and online; including international partnerships students) retained from fall to spring (1st year, 2nd year, 3rd year, and 4th year) as well as average graduation rates by cohort (i.e., on-campus degree-seeking students or online degree-seeking students). Specific areas assessed are: (1) Engaging in programs and services to create a comprehensive educational experience; (2) Promoting an environment that embraces a commitment to diversity, equity, and inclusion; and (3) Providing and promoting community service opportunities. Student participation in these three areas has doubled over the course of the last three years.

Nearly two-thirds of FHSU's entire student population (on-campus, online, and at cross-border international partnerships) attending in-person or virtual events hosted by Student Engagement. More than 500 students

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attended DEIB related events or trainings; more than 8,000 students (a record at FHSU) are members of student organizations; nearly 2,000 in the last year served as student organization officers; \$150K was spent on leadership specific training; and, impressively, students logged more than 5,000 hours in service to the community in varied capacities. These increases are the direct result of a more intentional effort to monitor student activity which then generated the necessary information and created space to reassess the marketing of opportunities to students. With the improvements in marketing opportunities for students, Student Engagement has been able to attract more students to their programming.

That stated, the Division of Student Affairs recognizes that it needs to make additional changes to its assessment processes and procedures. A key focus and objective for the Division is to expand its measurements of student learning beyond mere participation rates. The Division is collaborating currently with Academic Affairs to identify opportunities and methods for assessing student learning within students' co-curricular experiences.

## 11.8. Describe how leadership is integrated into specific co-curricular structures (check all that apply, checking an item will give you access to a narrative box to describe):

	Selected	Description
11.8.1. Student Government	Yes	The purpose of the Student Government Association (SGA) shall be to preserve the Student Government Association as an effective means of representing students; to provide a constructive line of communication between students, faculty, and administration; to foster student involvement in all campus activities; to enhance the educational, social and cultural experience of all students; and most importantly, to provide an environment conducive to the education of all Fort Hays State University Students. SGA organizes a variety of co-curricular experiences each year for students in collaboration with other campus units.
11.8.2. Greek Life	Yes	Fraternity and sorority life at FHSU embraces five community pillars: Social, Academic, Empowerment, Leadership, and Service. These pillars guide each organization to enhance the community, university, and members. Each chapter is expected to uphold each of these pillars and is held accountable for meeting these expectations through the yearly Chapter Accreditation Program (CAP).
11.8.3. Athletics	Yes	A full range of competitive NCAA Division II athletic events are offered to the public in 17 men's and women's sports.
11.8.4. Clubs and Organizations	Yes	Membership in a student organization is a vital part of student life at Fort Hays State University, as it enhances the total educational curriculum. Through involvement in an organization, students are provided with opportunities to grow mentally, physically, socially, and spiritually. Students are encouraged to find a balance between academics and extra-curricular activities to form a well-rounded university experience. Student organizations are coordinated through Student Engagement (SE) located on the second floor of the Fischli-Wills Center for Student Success. This office maintains a master list of registered University organizations on TigerLink and is responsible for reviewing, registering, and recognizing student organizations associated with FHSU. The University currently recognizes over 120 clubs and organizations representing varied interests. Official recognition by the University is necessary for student organizations to use campus facilities, sponsor activities, participate in campus-wide activities, host fundraisers, and receive funding through the Student Government Association.

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11.8.5. Community Engagement/Service	Yes	<p>The Director of the Civic Learning and Engagement (CLE) is charged with institutionalizing civic learning and community engagement at FHSU and collaborates with multiple departments and units through the university to design and promote community engagement activities and service. For example, CLE hosts the Pathways Framework for Public Service (embedded into the curriculum for first-year seminars for all new students, UNIV 101) and offers a menu of activities for students to engage in across six pathways.</p> <p>The CLE manages the Co-Creating Community initiative. This initiative supports the successful completion of probation requirements and/or the reintegration of previously incarcerated individuals into local and regional communities in order to enhance their lives and make communities safer, healthier, and more productive. This initiative is supported by several community partners, including the Ellis County Attorney's Office, Community Corrections of Northwest Kansas, the Kansas Recovery Network, is supported by the Campus Community Collaborative (3C), and will provide positive social networking experiences that have curricular and/or co-curricular components to probationers and/or parolees. This critically important social networking initiative brings people from diverse backgrounds and life experiences together in groups to learn, share, and grow in safe spaces. Respecting the dignity and honoring the individuality of all participants be they parolees, probationers, community members, or FHSU faculty, staff, and students is paramount to this program. Everyone who is a part of the Co-Creating Community initiative, regardless of their status, is encouraged to reimagine the possibilities for their life and how they can leverage their unique and beautiful gifts to positively impact the world around them.</p> <p>All opportunities offered will support the general outcomes of the program that include but are not limited to leadership development, team building, self-awareness, education, life skills, and personal enrichment.</p> <p>Goals of this initiative include:</p> <ul style="list-style-type: none"> <li>• Create positive social networks.</li> <li>• Reduce stigma around substance use disorders.</li> <li>• Reduce stigmatization of people with corrections/justice/law enforcement entanglements.</li> <li>• Reduce recidivism.</li> <li>• Help probationers reimagine the possibilities for their lives.</li> </ul> <p>Research supports that social connectedness is related to desirable emotional and behavioral outcomes. Additionally, the US Department of Justice identifies, in Reentry Programs (n.d., p. 3), eight major risk factors that predict reoffending:</p> <ul style="list-style-type: none"> <li>• Anti-social, procriminal values and beliefs;</li> <li>• Pro-criminal associates and isolation from pro-social others;</li> <li>• Anti-social social patterns;</li> <li>• History of anti-social behaviors;</li> <li>• Family criminality and psychological factors;</li> <li>• Low levels of personal, educational, or vocational achievement;</li> <li>• Low levels of pro-social leisure involvement; and,</li> <li>• Substance use disorder.</li> </ul>
11.8.6. Residential Life	Yes	<p>The Residence Hall Association (RHA) is open to any resident living in Residential Life. The RHA engages in programming designed to enrich the lives of all residents, acts as the official voice for students living on campus, and serves as a link between on-campus residents and the administration to provide input about the dining services and overall functioning of the residence halls. Members also attend state and national conferences and the group acts as a voice for residents concerning hall matters. ResLife also oversees a</p>



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		student-led Community Council, which provides numerous opportunities to become involved and active in the residence halls. And, is an appropriate body to contact with ideas for improving the quality of life in the hall. Students are encouraged to participate in the improvement of their living spaces.
11.8.7. Events, Speakers	Yes	The Leadership Program hosts a "Speakers Series" and brings dynamic individuals from within and beyond the community to campus to address a broad range of leadership topics.
11.8.8. Conferences, Symposia	Yes	CLE hosted a two-day, interactive conference on Community Engaged Teaching, Research, and Service at FHSU in October 2023. Facilitated by Dr. John Reiff (Massachusetts Department of Higher Ed) the conference covered the five principles of service learning, effective collaboration with community partners, social justice values, and anti-racist pedagogy.
11.8.9. Other	No	

## 11.9. Describe how the co-curricular leadership offerings appear in a student transcript or any other form of official institutional credentialing.

TigerLink generates a co-curricular transcript for every student. A co-curricular transcript is a comprehensive record that highlights an individual's involvement, leadership, and achievements in various co-curricular activities during their academic journey. It goes beyond traditional academic transcripts, capturing experiences such as leadership roles, participation in clubs or organizations, community service, internships, and other extracurricular engagements. The co-curricular transcript is a university branded record of the student's co-curricular experiences. The co-curricular transcript serves as a valuable supplement to academic credentials, showcasing a holistic view of an individual's skills, interests, and contributions beyond the classroom.

TigerLink operates as a distinct platform dedicated to recording co-curricular experiences. However, the university is initiating the implementation of the EAB Navigate platform, which aims to seamlessly integrate curricular, co-curricular, and support services into a unified space for easy access by students. Utilizing supports and services through EAB Navigate will help to prepare Student Engagement by developing additional strategies to prepare for the future, offer marketing and enrolment support, build a stronger student-centric campus, advance DEIB efforts on campus and in the community, and embrace a much needed digital transformation.

## 12. Leadership Pedagogy

Leadership pedagogy is educational methodology in curricular and co-curricular leadership offerings.

### 12.1. Which of the following leadership pedagogies are used at your institution? (Check all that apply; a text box will open for each item selected where you can describe the use of that pedagogy.)

	Selected	Description
12.1.1. Coaching	Yes	A faculty member in the Leadership Program has completed leadership coaching training through the International Coaching Federation. Coaching is provided to faculty, staff, and

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		students.
12.1.2. Lecturing	Yes	Most academic courses involve some form of lecturing.
12.1.3. Seminar (discussion style)	Yes	Discussion based interactions included in on-campus and online courses.
12.1.4. Problem/Case Based	Yes	Many of the BBA and MBA programs, as well as the Master of Professional Studies programs regularly employ problem and case-based learning. Two of the 800-level courses required for MPS in OL, as well as for the MBA OL Concentration require case studies. In fact, in LDRS 801 students are required to develop a case narrative and accompanying teaching notes for an assignment. Students are encouraged to model this after real-world experiences in contemporary organizations.
12.1.5. Experiential	Yes	The LDRS 310 Fieldwork in Leadership Studies course is specifically designed to be an experiential learning course. The LDRS 677 Internship in Leadership Studies course also has experiential learning components. There are myriad courses across many academic departments that contain experiential learning components (e.g., Criminal Justice, Agriculture, Communication Science and Disorders, Applied Business, Teacher Education, and Psychology to name a few).
12.1.6. Community Engagement	Yes	There are myriad courses across many academic departments that contain community engaged work aside from the LDRS courses addressed in 12.1.6. (e.g., Criminal Justice, Agriculture, Communication Science and Disorders, Applied Business, Teacher Education, and Psychology to name a few).
12.1.7. Other	Yes	

## 12.1.4. Problem/Case Based

Many of the BBA and MBA programs, as well as the Master of Professional Studies programs regularly employ problem and case-based learning. Two of the 800-level courses required for MPS in OL, as well as for the MBA OL Concentration require case studies. In fact, in LDRS 801 students are required to develop a case narrative and accompanying teaching notes for an assignment. Students are encouraged to model this after real-world experiences in contemporary organizations.

## 12.1.5. Experiential

The LDRS 310 Fieldwork in Leadership Studies course is specifically designed to be an experiential learning course. The LDRS 677 Internship in Leadership Studies course also has experiential learning components. There are myriad courses across many academic departments that contain experiential learning components (e.g., Criminal Justice, Agriculture, Communication Science and Disorders, Applied Business, Teacher Education, and Psychology to name a few).

## 12.1.6. Community Engagement

There are myriad courses across many academic departments that contain community engaged work aside from the LDRS courses addressed in 12.1.6. (e.g., Criminal Justice, Agriculture, Communication Science and

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Disorders, Applied Business, Teacher Education, and Psychology to name a few).

## **12.2. Describe any training, professional development, and/or support available to faculty and staff that is focused on furthering their skills and abilities in leadership pedagogies. E.g. courses, workshops, support staff.**

The Leadership Program faculty routinely engage in the annual conferences, webinars, and other trainings offered by the Association of Leadership Educators (ALE) and the International Leadership Association (ILA).

In house, FHSU offers a multitude of opportunities for professional and continuing education through the MDC (Section 6.3.1) which offers an array of public and customized workshops to the public and community partners in private and non-profit sectors. These workshops are also available to all FHSU employees, through the generous support of funding through the Vice President's budgets in each of the three major Divisions: Academic Affairs, Administration & Finance, and Student Affairs.

The MDC believes harnessing the power of change begins and ends with leader development. Developing individuals who are skilled in the area of systematic change who can facilitate and guide people and organizations through the change process is the foundational tenet upon which programming is built. Workshops are designed for positional and aspirational leaders and is also heavily influenced, as discussed previously, by the philosophy of the Leadership Program as well as FHSU's strong commitment to help local and regional rural community small businesses and non-profits grow and thrive in ways that enrich the communities where are stakeholders live and work.

Below is a sampling of the rotating schedule of workshops offered – all of which fall into two of the four categories of MDC workshops, leadership and management development and personal development:

### Activating Change

Building Powerful Teams with Accountability

C to the Power of 4: Change, Communication, Customer Service, and Collaboration

Diversity Matters Series: A Framework to Build a High-Performing Diversity, Inclusion, Belonging, and Equity Culture

For Women Only: Leadership and Management Skills

ABCs of Grant Writing

How to Create an Effective Training for your Team (2 Part Series)

Human Resource Management - The Basics

Human Resource Management Series

Managing Absences in the Workplace

Managing Employee Job Performance

A Culture of Culture-Building

Leadercast Hays & Leadercast 2022: The One Thing

Leader's Guide to Managing Performance

Maintaining a Safe & Healthy Workplace

Managing Conflict in the Workplace

Managing for Employee Engagement

Managing Project Teams

Maximize Organizational Performance: Workplace Communication for Supervisors

Organizational Culture: A Leadership & Social Psychology Toolkit

Project Management Essentials

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Project Management Basics  
Scope & Requirements Management  
Supervising Virtually  
Supervising with Confidence  
Supervisor Bootcamp  
The Emotionally Intelligent Leader: Understanding Personality and Conflict  
Women & Leadership: Becoming a Person of Influence  
Agile EQ: Understanding Emotional Intelligence  
CliftonStrengths Essentials (Part 1) and Engaged (Part 2)  
Closing the Generation Gap  
Critical Conversations  
Design for Non-Designers  
Developing The Skill of Asking  
Effective Presentation Skills  
Gain Control of Your Workday: Managing Self, Priorities, and Time  
Generations in the Workplace  
Improving Time Management  
Managing Stress & Burnout  
Networking Effectively to Build Professional Relationships  
Taking Control of Conflict  
Through A Different Lens: Understanding Perspective  
You're Racist (But Then Again, We All Are): Understanding Subconscious Bias

## **12.3. Describe the training and professional development required of any faculty member offering leadership courses and/or co-curricular leadership offerings.**

Institutionally preferred or required credentials for people engaged in curricular or co-curricular leadership spaces are addressed in Section 12.5. “Required” trainings for all state employees (which FHSU faculty and staff are) include discrimination and sexual harassment awareness. Additionally, FHSU requires annual Cybersecurity training.

Beyond that, professional development is strongly encouraged for all university employees but, the expectations for those trainings are negotiated as part of annual statements of responsibilities or other contractual arrangements among individuals (based on their role at the University) and their department, program, or unit level.

As an example of how expectations are framed, the “Guidelines for Successful Faculty Performance” in the Leadership Program state, “Faculty are also expected to participate in various professional development activities to improve teaching; examples of professional development opportunities include, but are not limited to: attendance at disciplinary national or international conference, University-provided development days or training sessions, or online courses, workshops, and/or webinars hosted by internal or external associations. Integration of emerging technology through the University’s learning management system, classroom technology, or web software also demonstrates an effort to continuously improve instruction. Finally, evidence of continuous improvement may be demonstrated when faculty are recognized or honored for their instructional activity (teaching, advising, mentoring, etc.), either locally or externally” (p. 7).

Expectations apply to all FT NTT as well as PT adjuncts, as is the practice in most academic departments. TILT can support all faculty with course and assignment design ideas.

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Twice yearly, FHSU holds Professional Development Days, where staff and faculty have an opportunity to develop and attend a plethora of workshops, structured conversations, roundtable conversations, research presentations, and collaborate on pedagogies, within and across disciplines. Offerings are original every year and are categorized for various constituencies (e.g., faculty, staff, managers, all, etc.). Topics can range from Artificial Intelligence to in-depth demonstrations of educational technologies to performance evaluations to global learning to Writing Across the Curriculum. The Civic Learning and Engagement unit regularly offers workshops for community-engaged teaching, inclusive teaching practices, and frequently partners with Global Affairs in those areas of overlap between Global and Civic Engagement.

## **12.4. Describe the training and professional development required of any staff members offering co-curricular leadership offerings.**

One example as to how this is operationalized at the unit level is shared here. The Global Affairs unit is responsible for comprehensive internationalization through an array of international partnership degree programs, as well as through support services for international students and scholars (see previous section addressing these areas). The staff work across multiple internal and external stakeholders and comprise student workers, graduate assistants, full-time professional staff at all levels, as well as faculty. All must understand the various components of comprehensive internationalization with respect to curricular and co-curricular offerings. This unit is heavily engaged with the SEC for on-campus programming and partner campuses. This requires extensive training in intercultural competence and leadership development and requires a strategic plan within which ongoing professional development is a part. For example, Global Affairs has outlined these unit-specific values: excellence; relationship-focused collaboration; transparency, accountability and integrity; communication; transformational development; responsiveness; and results-oriented action. Each employee actively endorses and commits to living these values and it is an explicit part of the unit culture. Strategic priorities for the unit include:

1. Establish Global Affairs as the institutional “Hub” for global learning and engagement and comprehensive internationalization at FHSU.
2. Increase collaboration with each of the five colleges and graduate school to embed internationalization goals into unit-level strategic plans, focusing most intensely on Robbins College of Business and Entrepreneurship’s plethora of strategic partnership arrangements that overlap with Global Affairs international partnerships.
3. Increase access to global learning and global engagement opportunities for all students, faculty & staff.
4. Develop efficient and streamlined operational processes across all campus units involved in the international partnership student journey.
5. Strengthen and diversify FHSU’s strategic international partnerships and collaborations.

These strategic priorities drive specific goals. Within the third priority is “establish a structure around and develop content for professional development for faculty and staff around global learning.” This requires staff who are trained in program development, student development, intercultural competence, UNSDGs, interpersonal communication, and leadership. An assessment of each individual employee’s strengths and opportunities for growth are assessed jointly by supervisor and employee and drive individual professional development goals.

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One of the tools this unit employs as an “anchor” for interpersonal development is CliftonStrengths. Graduate assistants are in the Higher Education Student Affairs program (Section 10.2) and must meet NASPA competencies. The Global Affairs Operations Director is scheduled to attend next year’s NAFSA Leadership Academy for International Education. The Global Ambassadors in the unit attend regular trainings on intercultural competence and infuse their learning across other student groups through which they participate, which can include LLCs, diversity programming, signature events, and in the peer-to-peer support they offer to prospective and current students in Hays or at any number of our international partner locations.

This type of scaffolding of University, unit, and individual goals happens organically but intentionally across multiple campus units. One size does not fit all, and standardized goals or assessments cannot accurately capture the complex work of individual leadership development or the broader work of LPP.

## **12.5. Describe any institutionally preferred or required credential for faculty or staff responsible for leadership curriculum or co-curriculum.**

A master's degree in leadership or a closely related field is required to develop and/or teach undergraduate leadership (curricular) courses at FHSU in the discipline specific Leadership Program with its major, minor, Master's, and certificates programming. A terminal degree in leadership or a closely related field is required to teach graduate level courses. More specifically, minimal qualifications include the possession of a terminal degree from a regionally-accredited institution in leadership, communication, industrial/organizational psychology, organizational behavior, or a closely related field with at least 18 graduate credit hours in the leadership discipline or subfield in which they teach.

Preferred Qualifications include experience in: (1) developing and teaching online courses; (2) teaching graduate level courses (especially Organizational Leadership related courses); (3) advising and mentoring adult professional students; and, (4) chairing or serving on graduate thesis or culminating experience committees. Additionally, excellent communication and organizational skills are a must as is a commitment to continuous quality improvement.

It is important to note that a Master's degree to develop or teach undergraduate courses at FHSU is a standard requirement. However, other academic departments or programs that offer industry specific leadership courses (e.g., Agriculture, Business, and Education, etc.) may have different or additional criteria than in the previous two paragraphs in that academic units have autonomy in establishing the criteria to fit their specific needs.

Individuals developing or teaching co-curricular content must hold a Master's degree in Higher Education Student Affairs, Leadership, Counseling, or related field. Preferred qualifications include specific leadership experience, training, and/or certifications. Co-curricular staff are evaluated on their knowledge of leadership, teamwork, and collaboration. More specifically, being able to: (1) identify needs, consider and apply leadership theory and models in one's work; (2) identify and develop leadership skills of self and others; (3) identify one's strengths and challenges as a leader and seek opportunities to develop skills; (4) create, nurture, and advance an inclusive, cohesive team; (5) understand leadership theories and practices that can improve operations and campus cultures; (6) assess the political, social, and cultural landscape of one's campus, the context of higher education, and society; and, (7) think strategically, critically, and creatively; to exhibit confidence in the capacity of individuals to organize and take action.

## **13. Leadership Scholarship**

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Leadership scholarship and professional activity reflects the creation of new knowledge about leadership in post-secondary institutions.

## 13.1. Indicate the types of institutional support given to faculty, staff, and/or students for leadership scholarship and professional activity. (Check all that apply; a text box will open for each item selected where you can provide examples.)

	Selected	Description
13.1.1. External Grant Development Support	Yes	The Office of Scholarship and Sponsored Projects (OSSP) encourages and assists faculty and staff of Fort Hays State University in the search for external funding sources to support instruction, scholarly activities, and service. The office also administers internal grant programs for students and faculty each semester.
13.1.2. Institutional Grant Funding	Yes	Additionally, the Office of the Provost sponsors a number of grants and other funded activities or events.
13.1.3. Training	Yes	The Office of Scholarship and Sponsored Projects provides different workshops for Fort Hays State University faculty, staff and students: Grant Writing: These workshops are suitable for the beginning and experienced grant writer (Faculty and staff only) Human Subjects Research and the FHSU IRB Process: Faculty, staff, and students. Class presentations available by appointment. Responsible Conduct of Research: These workshops cover general and specific aspects of RCR (Under development) Undergraduate Research: Faculty workshops (Under development)
13.1.4. Peer Learning Communities	Yes	The FHSU Faculty Mentoring program focuses on two realms of mentoring: functional (teaching, scholarship, service) and psychosocial (relationship-building, networking, understanding university and academic norms). The Faculty Mentoring Program offers discussion-based events twice each semester, with topics including tenure and promotion, scholarly activity, student engagement, collaborative learning, online teaching, and other items relevant to FHSU faculty. The program is based on mentoring frameworks from the National Center for Faculty Development and Diversity, Labin's AXLES model of mentoring, and peer-reviewed research on mentoring for university faculty.
13.1.5. Research Coordination and Management	Yes	See 13.1.1
13.1.6. Conference Funding	Yes	The university provides professional development funds that can be used for conference funding.
13.1.7. Publication Funding	No	
13.1.8. Other	No	

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**13.2. Indicate the ways leadership scholarship and professional activity are most frequently disseminated beyond the institution. (Check all that apply; a text box will open for each item selected where you can provide examples.)**

	Selected	Description
13.2.1. Conferences - Professional	Yes	Leadership specific conferences include the Association of Leadership Educators (ALE) and the International Leadership Association (ILA). Both of which host double-anonymous, peer reviewed journals.
13.2.2. Conferences - Academic	Yes	All academic disciplines have membership organizations, many of which hosts conferences. Many faculty in the Leadership Program, for example, belong to the Association of Leadership Educators (ALE) and the International Leadership Association (ILA). Both of these entities host annual conferences wherein the faculty present their research on a regular basis.
13.2.3. Public Lectures and Symposia	Yes	See Section 13.4
13.2.4. Professional Publication - Non-Peer Reviewed	No	
13.2.5. Professional Publication - Peer Reviewed	No	
13.2.6. Academic Publications - Non-Peer Reviewed	No	
13.2.7. Academic Publications - Peer Reviewed	Yes	See Section 13.4
13.2.8. Other	No	

**13.3. Indicate the ways leadership scholarship and professional activity are most frequently disseminated within the institution. (Check all that apply; a text box will open for each item selected where you can provide examples.)**

	Selected	Description
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13.3.1. Lectures and Symposia	Yes	A faculty member at FHSU was instrumental in the creation of the The Transformational Relationship Evaluation Scale (TRES) and has shared information extensively in campus and public and professional spaces. TRES evaluates community-campus partnerships across 10 domains (e.g., goals, communication, conflict). An unpublished version of TRES (now referred to as TRES I) was used by a variety of partnerships for multiple purposes including knowledge generation, relationship development, program capacity building (see Kniffin et al., 2020 for examples). The next iteration of the scale, TRES II, was developed in light of the use cases and practitioner-scholar feedback and published in Kniffin et al. (2020). The TRES II Reflection Framework is a critical reflection tool, in which TRES II is embedded, designed for members of community-campus partnerships to reflect on their partnership using the DEAL Model of Critical Reflection (Ash & Clayton, 2009). The tool is designed to facilitate collaborative reflection among participants of community-campus partnerships. Ending with key take-aways and action steps, the tool aims to generate actionable learning that can lead to deepening partnerships and moving them toward more transformational and democratic engagement. In a recent study (Kniffin et al., in press anticipated December 2023), twelve partnerships connected to five institutions used the TRES II Reflection Framework for critical reflection. Key findings indicated using the TRES II Reflection Framework improved aspects of the community-campus relationship such as participants' commitment to, clarity around, and perspectives on their relationships as well as influencing practices within the relationships related to work, interactions, communication, and outcomes. Members of the partnerships identified key action steps and in as little as one-week, the majority of respondents indicated they had initiated actions and held conversations related to their change goals.
13.3.2. Internal Publications	Yes	The Teacher Scholar Journal: The Journal of the State Comprehensive University is published annually by FHSU and fully peer-reviewed. Teacher-Scholar is a national, interdisciplinary journal focused on any and all issues pertaining to State Comprehensive Universities. The journal welcomes submissions of reflective essays that explore the satisfactions and frustrations of careers spent at SCUs, studies of specific topics based on quantitative and/or qualitative research, and articles that focus on application and pedagogy.
13.3.3. Learning Communities	No	
13.3.4. Social Media and Web	Yes	
13.3.5. Other	No	

## 13.4. Describe at least a total of five examples, from as many different disciplines as possible, of faculty scholarship focused on leadership. The examples can be listed as scholarly references.

Below is a representative alphabetical list of faculty scholarship focused on leadership from variety multiple colleges (e.g., Arts, Humanities, and Social Sciences; Education; Health and Human Performance; and Business) as well as scholarly production through the Office of the Provost and Graduate Studies.

Chance, N.L. (2022). Resilient leadership: a phenomenological exploration into how black women in higher education leadership navigate cultural adversity. *Journal of Humanistic Psychology*, 62(1).  
<https://doi.org/10.1177/00221678211003000>

El-Amin, A. (2022). Leadership and Ethical Analysis of the Scholar-Practitioner. *International Journal of Responsible Leadership and Ethical Decision-Making*, 4(1).

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Goertzen, B. J., & Klaus, K. (in press). Is it actually reliable? Examining statistical methods for inter-rater reliability of rubrics in graduate education. *Research & Practice in Assessment*.

Greenleaf, J., Kniffin, L. E., Klaus, K., & Rust, M. (2023). Viewing leadership holistically: Using mind maps to teach leadership. *Journal of Leadership Education*, 22(2), 75-90.

<https://doi.org/10.12806/V22/I2/A1>

Jochum, C. (2022). *The department chair: A practical guide to effective leadership*. Rowman and Littlefield Publishers.

Kastle, S.D., Moon, H., McRay, J. (2022). Faculty Perceptions of the Essential Elements of Leadership across Generations and Sex. *Journal of Higher Education Management*, 37(2), 80-96.

Klaus, K., McRay, J., & Bourgeois, J. (2022). Assessing leadership education in three instructional modalities: Lessons learned. *Journal of Leadership Education*, 21(2), 146-163.

<https://doi.org/10.12806/V21/I2/A1>

Klaus, K. & Moon, H. (2023). Examining dark personality traits and leader-member relationships. *Open Access Journal of Addiction and Psychology*, 7(3). <https://doi.org/10.33552/OAJAP.2023.07.000661>

Klaus, K. & Steele, S. L. (2022). An exploratory and descriptive study of destructive leadership in U.S. higher education. *International Journal of Leadership in Education*, 25(5), 704-724.

<https://doi.org/10.1080/13603124.2020.1795272>

Kniffin, L.E. & Greenleaf, J. (2023). Hybrid Teaching and Learning in Leadership Education: An Appreciative Inquiry. *International Journal of Teaching and Learning in Higher Education*.

Kniffin, L. E., & Priest, K. L. (2022). Qualitative inquiry in leadership development: An overview for practitioner-scholars (pp. 93-103). In D. M. Rosch & L. J. Hastings (Eds.). *New Directions for Student Leadership: No. 175. Research and assessment methods for leadership development in practice*. Wiley.

<https://doi.org/10.1002/yd.20523>

Noble, D.J. & Kniffin, L. E. (2021). Building sustainable civic learning and democratic engagement goals for the future. *New Directions for Higher Education*, 1–9. <https://doi.org/10.1002/he.2042>

Noble, D.J. & New, J.J. II (in press). Fostering civility and constructive debate in a polarized society: How leadership educators can leverage diverse perspectives. *Journal of Leadership Education*.

Noble, D.J. & McRay, J. (2023). Defining my values. In Matkin, G., Headrick, J., & Sunderman, H. *Developing human potential: A personal approach to leadership*. Pressbooks.

Noble, D.J. & Vaidyanathan, G. (2022). A framework of leadership cultural dimensions in outsourced projects. *Issues in Information Systems*, 23(1), 256-267. DOI:

[https://doi.org/10.48009/1\\_iis\\_2022\\_120](https://doi.org/10.48009/1_iis_2022_120)

Pool-Funai, A. & Summers, T. (2023). *The reflective administrator: A leader-centered focus*. Routledge.

Whitaker, B., & Kniffin, L. E. (2022) *Crisis in pedagogy: Recommendations for using the pandemic in leadership*

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education. Journal of Leadership Education, 21(3), 1-16. <https://doi.org/10.12806/V21/I3/A2>

## **13.5. Describe at least a total of five examples, from as many different areas of the institution as possible, of staff professional activity focused on leadership.**

The following entries are opportunities created by and/or for staff in across a variety of units at FHSU that address a variety of topics that are focused on individual or team leadership development.

1. Presented by the MDC, Leadercast 2022: The One Thing, is an annual energetic seminar where some of the world's most influential and acclaimed leaders share the virtual stage to answer the same question: What is the one thing that makes a leader worth following? The session includes facilitated peer-peer discussion around the invaluable content. Leadercast participants walk away inspired, transformed, and better equipped, and motivated to lead in new ways. This workshop was open to all faculty and staff, with funding available through divisions. It was delivered over multiple sessions and several "middle managers" were encouraged to participate and bring takeaways back to their individual units.

2. Tiger Leaders supported by the Office of the Provost is program is to facilitate campus-based leadership development for FHSU staff in any capacity. Specifically, this program seeks to: (1) Facilitate leadership development in participants; (2) Greatly expand formal and informal cross-campus networking connections; (3) Create a culture that values leadership, self-development, and a climate of continuous improvement; and (4) Empower greater participation in university decision-making by qualified and prepared professionals. Approximately 100 faculty and staff participated in AY22-23 Tiger Leaders service project – a strategic visioning for FHSU in 2050.

3. In conjunction with the Society for Human Resource Management, How to Create an Effective Training for your Team, is designed to help professionals in creating dynamic training sessions for their units by incorporating best practices in facilitation and presentation skills, adult learning strategies, and content development.

4. Organized by professional staff in Global Affairs, an interactive workshop, Strategies for Achieving FHSU's Mission to Develop Engaged Global Citizen Leaders, was designed to help university employees understand the intersection of global civic engagement, student engagement, and leadership development in supporting FHSU's mission. The workshop explored ways in which the University's Global Ambassadors can serve to assist professional staff as they work to expand the ways in which the mission is operationalized.

5.  
The ACE Internationalization Lab provides customized guidance and insight to help colleges and universities achieve their internationalization goals. FHSU is one of more than 200 institutions that have participated in the program to date and has sent groups of employees to participate on more than one occasion.

Working closely with ACE experts, participating institutions:

Assemble an internationalization leadership team on their campus;

Analyze current internationalization activities and articulate institutional goals; and,

Formulate a strategic action plan to take internationalization efforts forward.

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Results from this experience drove a multi-year effort to restructure internationalization at FHSU and was directly responsible for the addition of global engagement as a University value and a renewed focus on developing engaged global citizen leaders. It also drove operational and curricular reforms to some of the curriculum in our international programs as well as a strategy to diversify our international partnerships.

## **13.6. Describe how the knowledge produced internally through scholarship and professional activities that is focused on leadership is used within the institution.**

While not inclusive of all the ways knowledge and professional activities focused on leadership are used at FHSU, the following examples provide depth to this question.

The academic excellence of the University's students, faculty and staff is showcased each year at the John Heinrichs Scholarly and Creative Activities Day (SACAD). SACAD was started in 2005 and highlights the significant scholarly and creative work produced at the University. FHSU is particularly proud to support opportunities for students to conduct research, engage in scholarship opportunities, and present creative works with guidance from their faculty mentors. The SACAD activities include empirical and non-empirical scholarly and scientific poster presentations, oral presentations, and a creative works exhibition available through an in-person and on-line format. In AY2023, there were 2,583 unique views of the symposium's presentations. Total submissions to the event were 138 oral and poster presentations and 94 art exhibits (232 total submissions).

The Scholars Repository hosted by FHSU's Forsyth Library is another venue to showcase the scholarly and creative works produced at the university. The repository debuted in January 2016 as a permanent, open access, digital showcase of the FHSU community's creative, scholarly, and research productivity. It is important to note that while the content is utilized to spur innovation at FHSU, it is also being accessed to spur innovation elsewhere. The repository is primarily open access and is designed to make FHSU scholarship easy to find, share, cite, and use. The repository surpassed one million downloads in AY 2023. Faculty and staff are not required but encouraged to submit their scholarly activities to the Repository. The related Readership Activity Map is a live interactive map on the Repository site where viewers can click the pins on a global map as they drop and the title of the work is displayed as well as the specific location where the file was accessed. This powerful tool demonstrates the global reach of FHSU's scholarship and unique collections.

The ACE Model for Comprehensive Internationalization (see #5 in Section 13.5) is a strategic, coordinated process that aligns and integrates policies, programs, and initiatives to position institutions as more globally oriented and internationally connected. The work done internally as a result of the training, development, and staff participation in this program resulted in multiphase restructuring of Global Affairs at FHSU. Now under the direction the Assistant Provost for Internationalization and Strategic Initiatives, the Global Affairs unit is "wholly guided by and committed to the University's central mission of developing engaged global citizen leaders and the University's vision for providing accessible higher education and unlocking untapped potential in our community, region, and world through the values of global engagement, innovation & entrepreneurship, and knowledge [and] scholarship" (Global Affairs, 2023). The unit adheres explicitly to the value of excellence, relationship focused-collaboration, communication, accountability and integrity, responsiveness, transformational development, and resulted oriented action.

Knowledge produced internally through scholarship and professional activities continues to be among the driving forces for external grant funding for special projects and/or the expansion of current initiatives.

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## **13.7. Describe institutional goals for scholarship and professional activities focused on leadership and how those goals are assessed.**

As discussed in multiple sections (i.e., 7.3, 10.1, & 10.6) the Leadership Program has, for decades, had a profound influence in shaping leadership definition, understanding, development, and programming at FHSU and has been instrumental in shaping goals for scholarship and professional development.

Scholarly activity is guided by a series of strategic decisions about what to research or create, how to conduct the work, how to obtain funding for the work, and where to disseminate the work. Some scholarly activities lead to easily measured and highly regarded outcomes, such as publishing peer-reviewed articles in selective and widely read journals, publishing books, or obtaining competitive federal research grants. Other scholarly activities lead to outcomes that may be strategically important but are not awarded at the same level of meritorious points in annual evaluations.

Discipline-based scholarship contributions add to the theory or knowledge base of the discipline. Published research results and theoretical innovation qualify as discipline-based scholarship contributions. Examples include refereed presentations at academic conferences and seminars, refereed articles in academic journals, refereed books, monographs, and chapters, major editorial responsibilities such as editor-in-chief or executive editor of academic journals, reports from sponsored research, etc.

Learning and pedagogical contributions influence teaching and learning activities. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as learning and pedagogical scholarly contributions. Examples include refereed articles, textbooks and chapters, presentations to education seminars or conventions, teaching cases, major editorial responsibilities such as editor-in-chief or executive editor of pedagogical or learning-focused journals, new learning materials, new curricula development, or course creation.

Contributions to practice influence professional practices and improve disciplines. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on applied consulting all qualify as contributions to practice. Further, contributions to practice might include significant projects completed by campus members that improve students' experiences. This may involve the creation and delivery of new, and sustained, academic or co-curricular programs, or significant contributions to the University's success.

Scholarship of engagement, according to the National Review Board for the Scholarship of Engagement (Boyer, 1996), captures scholarship in the areas of teaching, research, and/or service by engaging the campus community in academically relevant work, which simultaneously meets university and college missions and goals, as well as community needs. In essence, it is scholarly activity that integrates community issues. In this definition, community is broadly defined and includes audiences external to the campus that are part of a collaborative process and contribute to the public good. The scholarship of engagement involves connecting the resources of the university to the most pressing social, civic, economic, and ethical problems facing students, communities, and society by generating research and teaching that supplies civic purpose and public meaning to the production of knowledge. Scholarship of engagement encompasses not only the quality and impact of public service work, but also the dissemination of public service as expressed through intellectual contributions and interaction among academic scholars.

## **Success and Reflections**

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Congratulations! If you have reached this point in the application, you are almost done. This section is for reflection on the process of self-study and the overall institutional approach to leadership.

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## 14. Success

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### 14.1. Describe how your institution defines success with regard to its commitment to leadership.

Obviously, achieving the Carnegie Foundation's LPP elective classification will be a public facing affirmation of the incredible work the institution has done in this area. In many ways, FHSU has already defined its success with regard to its commitment to leadership. For more than 100 years FHSU has established a solid track record of success despite the ebb and flow of the times, programmatic starts and stops, and the necessary adjustments along the way. As it relates to developing the leadership capacity in our campus stakeholders (faculty, staff, and students) and our impact regarding LPP, we have data (as discussed in this application) that demonstrates the University's levels of success in myriad areas. For example, we can track student voting trends, recruitment, retention, graduation rates, internships, scholarship that is produced at the University, grants and other funding, alumni engagement, courses offered, majors pursued, attendance at events, achievements, awards bestowed, collegiate records being broken, numbers of people served through the institution's clinics and initiatives, and FHSU's economic impact as RCU. For all intents and purposes, FHSU is an incredibly successful institution with a clear purpose, vision, and mission. What has been identified above are quantifiable direct impacts. What cannot be measured and what is perhaps monumentally even more important in terms of FHSU's commitment to leadership development, LPP, and the related successes are the indirect impacts that cannot be measured – the broken heart of an incarcerated mother who sleeps behind bars instead of tucking her child in at home at night. The same mother who now has hope for a better future and learned to read in prison because of grant funded joint literacy project developed by dedicated faculty in Education and Criminal Justice. The same mother who just sent an audio recorded book home to her child because of FHSU's unwavering commitment to LPP. FHSU will never know how many lives have been saved as a result of more than 600 law enforcement personnel attending the University's de-escalation training. The pride a family feels when their daughter, granddaughter, and great granddaughter – a fourth generation FHSU Tiger from a tiny town in Kansas is elected SGA President as she prepares for a career in public service. The thrill a student feels while traveling abroad for the first time with their classmates and faculty mentor because the University offset expenses. The happiness the elderly man experiences when students come to clean up his yard in the spring and give his house a much-needed new coat of paint. LPP is messy work and it seems counterintuitive to gauge success only in terms of a "precise definition" or "seamless alignment". In the end, FHSU's commitment to leadership and LPP is about our collective humanity, human interactions, building relationships, preserving dignity, honoring difference, and improving lives in every space and in every way we can. FHSU prides itself on the culture of care it has created and we measure that in tiny moments – one at a time – because those tiny moments

### 14.2. Describe how your institution assesses if the approach to leadership is successful.

The Provost/VP of Academic Affairs has a robust set of expectations for senior leaders (i.e., Deans, Associate/Assistant Provosts, Center/Unit Directors) that involves extensive developmental and ongoing attention to and improvement. Senior leaders are required to set individual and unit level goals relative to leadership and professional development. This process is robust, and tremendous attention is paid to measurable outcomes that are specific. This is designed in a way that ensures not only the individual leadership development of the senior leader, but also takes an institutional and unit-level approach to collective leadership.

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This is not a process that happens once a year. Bi-weekly one-on-ones with each leader, as well as group meetings (e.g., Senior Leadership Team, Academic Council, Dean's Meetings, and the Academy of Academic Leadership) ensure a developmental approach. Themes are explicitly aligned with LPP. Academic/Programmatic

- Maintain support for activities relevant to research, professional development, community service/involvement, and campus activities for faculty and staff
- Ensure quality and assessment of unit processes and programs
- Support marketing and recruiting activities for the unit as appropriate
- Seek opportunities for continuous quality improvement
- Oversee program and curriculum development (as necessary)
- Facilitate student relationships and initiatives that serve the purposes of the university
- Leadership/Communication/Building Relationships
- Facilitate collegial/unit governance and healthy morale of the college/library/unit
- Support institutional diversity and inclusion
- Advocate, represent, and serve as the voice of the college/library/unit
- Assist in conflict management and resolution within the college/library/unit
- Develop collegial working relationships with administration, college, other academic affairs units, and university support units
- Develop and maintain professional relationships and proactive communication with faculty, staff, students and other constituents
- Cascade communication from upper administration to direct reports, ensuring faculty and staff are receiving information
- Communicate successes and concerns of unit programs, chairs, direct reports, faculty and staff to upper administration
- Attend and participate as a team player in Cabinet and Academic Council focusing on the good of the institution
- Maintain open and honest two-way communication with the provost
- Lead with accountability, courage, and be solution-focused
- Seek opportunities for collaboration across the institution
- Promote faculty, staff, and student morale, academic citizenship and institutional values within the college and university learning community
- Oversee college/library/unit governance
- Assist with external relations and advocacy Strategy/Vision
- Recognize that FHSU is dedicated to being accessible to those who seek an education that will help meet the democratic, economic, and social needs of our communities, our region, and our world
- Lead the vision, strategy and goal setting for the college/library/unit in alignment with the university vision, mission, values, and strategic plan
- Ensure college/library/unit alignment with institutional and Regents' goals and strategic plans
- Keep abreast of the developing needs of future students and others whom we serve, and work to have the resources ready to meet those future needs
- Lead innovation, as appropriate, for the unit
- Commit to succession planning for the unit as needed Professional Development

## 15. Reflections

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### 15.1. (Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

This was an exhausting process however, those involved in drafting this application were truly enthused and inspired by the institutional self-study in that it provided us with the space to reflect on processes, procedures, outcomes, and impacts. After a few tumultuous COVID and post COVID years, it was invigorating to be reminded of what a special institution this is and of all the amazing inroads it has made, and will continue making in LPP spaces.

There are, however, a few frustrations having gone through this process -- primarily, leadership for public purpose is about passion behind the preservation of our collective humanity -- righting the ships of wrong -- lifting people up -- deconstructing oppressive structures -- confronting power and privilege head on. That's emotional work but, this application seems to lack a certain element of concern with impact and is more focused on quant material.

As an institution, we understand the need to explain processes and use data to make informed strategic

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decisions but, is the number of curricular or co-curricular offerings or the number of full-time tenure track v. part-time non tenure track or the number of different programs that are focused on leadership on a campus what makes the difference? Or, does the difference reside in the innate desire to be an agent of change and to serve the public purpose in faculty, staff, and students who choose to be a part of a particular institution?

## **15.2. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).**

The following references are cited in various sections throughout this application:

ACE (2023). Making the Case for Academic Freedom and Institutional Autonomy in a Challenging Political Environment: A resource guide for campus leaders. Retrieved from: <https://www.acenet.edu/Documents/Academic-Freedom-Resource-Guide.pdf>

AASCU (2023). Funding stewardship of place: Public policies to advance the regional stewardship mission. Retrieved from: <https://aascu.org/resources/funding-stewardship-of-place-public-policies-to-advance-the-regional-stewardship-mission/>

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Kirkpatrick, J.D. & Kirkpatrick, W.K (2016). Kirkpatrick's four levels of training evaluation. ATD Press.

Kolditz, T., Gill, L., & Brown, R. (2021). Leadership reckoning: Can higher education develop the leaders we need? Monocle Press.

MOA (2022-25). FHSU-AAUP Memorandum of Agreement. Retrieved from: <https://www.univstats.com/academic/admission-yield/>

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O'Malley, E. (2012). The competencies for civic leadership. The Kansas Leadership Center.

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**15.3. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's commitment to leadership? If so, please provide the information in this**

# 2024 First Time Classification: Carnegie Elective Classification for Leadership for Public Purpose

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space.

The broad impact of the Docking Institute of Public Affairs at FHSU necessitates additional space to explore its gravitas. The primary mission of Fort Hays State University's Docking Institute of Public Affairs is to facilitate effective public policy decision making among governmental and non-profit entities. The Institute's four primary programs are:

1. Public policy and public opinion, survey research for governmental and nonprofit entities
2. Strategic planning and consulting
3. Public affairs programming through conferences, speakers, forums, television and radio programming, newspaper columns and scholarly publications
4. Public administration and leadership training programs

This is a unique unit at the college, and FHSU employs the skills of the institute in ways that support and augment institutional quality, effectiveness and assessment, and most of the ways in which they do so directly relate to the goals of LPP. In fact, the work of Docking heavily influences all aspects of SP because the Director is the co-Chair (along with the provost) of the University SP. That is by design. To provide you with an understanding of the scope and type of work Docking performs for the institution, community, region and state, here is a sample of their work performed in 2022:

For FHSU: four research projects on faculty perceptions and outcomes, institutional effectiveness, assessment of institutional values, and SBDC; six Program Evaluations including College of Education, KAMS, Health & Wellness Services, Advanced Educational Programs, and Geosciences; one economic impact report for Office of President at FHSU; one strategic planning study for Robbins College of Business & Entrepreneurship.

External entities served include:

Kansas Ground Water Association Sawyer, Kansas  
Kansas Department of Wildlife and Parks Topeka, Kansas  
United Way of Central Kansas (UWCK) Great Bend, Kansas  
Grow Hays, Inc. Hays, Kansas  
Kansas Small Business Development Center Topeka, Kansas  
Kansas Department of Health and Environment, Office of Primary Care and Rural Health  
Kansas Speaks Poll  
Docking Institute of Public Affairs Fort Hays State University and Wichita Journalism Collaborative  
Locust Grove Village and Rush County Memorial Hospital  
Hays Recreation Commission  
Regional Economic Development, Inc. Columbia, Missouri  
Boonslick Community Development Corporation Boonville, Missouri  
City Of Mexico Audrain County, Missouri  
Barton Community College Barton, Kansas  
Strataca Hutchinson, Kansas  
City of Hays  
Shawnee Town 1929 Shawnee, Kansas  
Phillips County Economic Development Phillipsburg, Kansas  
Arts & Memories Museum Riley, Kansas  
Kansas County Treasurers Association

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Kansas County Treasurers Association  
Smoky Hills PBS Bunker Hill, Kansas

The collective efforts of the research gathered, results analyzed, and economic/social outcomes revealed in Docking's work contribute collectively contribute to providing FHSU with a comprehensive view of its impact and drives our strategic planning as well as the scholarly and service work needed in order to serve the public good as a steward of place and a rural RCU

## **15.4. (Optional) Please provide any suggestions or comments you may have on the application process for future classifications.**

Making guidelines/rubric available at the same time the framework is available would be helpful.

There is a problem with the algorithm in the drop down section of 10.8 in that some of the boxes contain narrative that was not entered and what was entered shows up in the "download PDF" file as a few separate items below the table of dropdown choices.

## **15.5. Request for Permission to use Application for Research:**

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released. We encourage you to indicate your consent below to advance research on community engagement.

**Please respond to A, B, or C below:**

A. I consent to having the information provided in the application used for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.