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**LEADERSHIP ROWAN: IMPACT ON STUDENT DEVELOPMENT OF
SELF-AUTHORSHIP**

by

Rebecca Kraft Spinks

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Master of Arts in Higher Education
at
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Thesis Chair: Dr. Burton R. Sisco, Ed.D.

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Abstract

Rebecca Kraft Spinks
LEADERSHIP ROWAN: IMPACT ON STUDENT DEVELOPMENT OF
SELF-AUTHORSHIP
2016-2017

Dr. Burton R. Sisco, Ed.D.
Master of Arts in Higher Education

The purpose of this study was to determine the impact of Leadership Rowan on student participants in regards to development of self-authorship. The study examined students who have been involved with Leadership Rowan for at least one year to determine the impact of the program on the student's personal development of self-authorship. A survey was distributed on campus to students who were involved with Leadership Rowan for at least one year at the time of the study. Both quantitative and qualitative data were collected, and content analysis was used to identify themes in the data. Results of the data revealed that students involved with Leadership Rowan showed development of self-authorship through their experience with the program.

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Chapter I

Introduction

Formalized leadership programs have become a common component of many colleges and universities across the United States as they have been shown to have a positive impact on students (Dugan & Komives, 2007). At Rowan University, a formal leadership program exists as a part of the Office of Orientation and Student Leadership Programs called Leadership Rowan. It is open to all students at Rowan University and allows them to participate in numerous programs to assist in the development and growth of their own leadership skills.

Background of the Problem

With the growth of leadership programs in higher education, institutions are recognizing that leadership development and human development are connected (Owen, 2012). Student development has been at the forefront of leadership program implementations, as all work towards improved leadership development and self-development of students. As a way to measure and understand a student's own development, Marcia Baxter-Magolda (2008) offers the Theory of Self-Authorship. This theory incorporates both student development and leadership development, as it helps explain how students distinguish between roles and relationships, an important quality of leadership. Involvement is also an important component to measuring leadership development and self-authorship. Based on Astin (1999), campus involvement can increase a student's learning and promote student development. Astin (1999) offers, "The amount of physical and psychological energy that the student devotes to the academic experience" (p. 519). Astin's theory of involvement offers both quantitative and

qualitative data analysis in order to best understand the quality of time invested for students (Astin, 1999). The intensity of involvement can also impact a student's development (Winston & Massaro, 1987). With all of these factors, measuring student development in regards to involvement with leadership programs becomes difficult.

Statement of the Problem

Leadership programs have been increasing and growing on many college campuses across the country. These programs have been studied and their implementation processes have been based on research (Defining Leadership Language and Guiding Models, 2013; Dugan, 2006; Farrell, 2004). Rowan University has also started a leadership program with the goal of empowering students for future leadership roles (Student Leadership Programs). However, there are little data on the positive impact of these programs, specifically at Rowan University on leadership development of selected students. This study examined the development of self-authorship in selected students involved with Leadership Rowan.

Purpose of the Study

The purpose of this study was to determine the impact of Leadership Rowan on student participants in regards to development of self-authorship. The study examined students who have been involved with Leadership Rowan for at least one academic year to determine the impact of the program on the student's personal development of self-authorship. With college being a time of transition for students, self-authorship development helps them to reconsider personal role and responsibility in the world (Baxter Magolda, 2014). The students were asked to reflect upon their experiences and

personal growth through leadership experiences and answered questions regarding personal involvement.

This study also looked at the intensity of involvement of students within Leadership Rowan, and the impact this had on their own personal leadership values. The students answered questions regarding how much time they invested into Leadership Rowan and the outcomes of this time on their own leadership values.

Significance of the Study

This study examines how student's involvement with collegiate leadership programs, specifically Leadership Rowan, impacts personal development of self-ownership. It looks at the level of involvement of students with Leadership Rowan by focusing on developmental changes experienced throughout the duration of the involvement. The results of this study could help the university to improve the effectiveness of the program Leadership Rowan on its campus. As a new program on Rowan's campus, Leadership Rowan is building a successful framework, which results of this study can benefit.

Assumptions and Limitations

Students involved with Leadership Rowan willingly participated in the survey as an opportunity to reflect and discuss their own development in regards to participation in the program. This created an assumption, as there is potential that not all students involved with Leadership Rowan wanted to participate in the program.

There is also the limitation in regards to amount of involvement per student. Each student had different levels of involvement with Leadership Rowan, and outside experiences that could influence results of the study. The study also included any student

who was involved with Leadership Rowan for at least one year. The study yielded results from students of different lengths of involvement, which could impact the study.

There is also potential for researcher bias as I interned in the Office of Orientation and Student Leadership Programs, and specifically had a role within Leadership Rowan.

Operational Definitions

1. Intensity of Involvement: The relationship between the quantity and quality of a student's involvement in a student organization (Winston & Massaro, 1987).
2. Involvement: "The amount of physical and psychological energy that the student devotes to the academic experience," (Astin, 1999, p. 519).
3. Leadership Program: A formal, university recognized program in higher education which purposefully develops socially responsible leaders (Dugan & Komives, 2007).
4. Leadership Rowan: A formal program at Rowan University that was created with the mission of "recognizing the value of preparing students for leadership roles through education, enrichment and empowerment" (Leadership Rowan, n.d.).
5. Self-Authorship: The process of internally coordinating one's own beliefs and values as opposed to depending on external beliefs and values, therefore developing an internal voice (Kegan, 1994) as measured by self-reflective responses to survey instrument used in this study.
6. Student: Any current undergraduate student enrolled at Rowan University during spring 2017 semester.

Research Questions

The study sought to answer the following questions:

1. Do students get involved with Leadership Rowan to improve self-development?
2. Does Leadership Rowan promote student development?
3. Does involvement with Leadership Rowan impact a student's development of self-authorship?
4. Does students' self-authorship increase depending on their intensity of involvement with Leadership Rowan?

Overview of the Study

This study is broken down into different chapters to cover all aspects of the research. Chapter II provides a literature review of scholarly research relating to this study. It includes an introduction to leadership and leadership programs on college campuses. It also discusses two student development theories, Baxter Magolda's Theory of Self-Authorship and Astin's Theory of Involvement, and the impact of leadership programs on both theories.

Chapter III describes the methodology used to conduct the study. It covers the context of the study and describes the population and sample selected. It also discusses the instrument used in conducting the study, the data collection, and the data analysis.

Chapter IV presents the findings of the study. The section discusses the research questions and summarizes the data using statistical analysis.

Chapter V provides a summary of the study and presents the major findings. It also offers recommendations for practice and future research relating to the topic.

Chapter II

Literature Review

Introduction to Leadership

Many people believe the assumption that leaders are born rather than made (Defining Leadership Language and Guiding Models, 2013), limiting the leadership development of all. However, leadership is something that can be developed by any person willing to invest the time and patience to master. Leadership is not a skill only applicable to people holding professional roles or titles, and any organization can work to develop the leadership potential of anyone (Farrell, 2004).

According to *The Leadership Challenge*, a book by James Kouzes and Barry Posner (2012), leadership is about everyday leaders. It is about relationships, credibility, and about what an individual does. The authors state that leadership is not something which only happens at the top of organizations, but rather it happens everywhere, making leadership everyone's business, including higher education institutions. Leadership is a term used often, in many aspects of everyday life, but it is a term that is not always clearly defined. Along with a lack of clear definition, leadership is also not often fully understood (Komives, Owen, Longerbeam, Mainella, & Olsteen, 2005).

Defining leadership can be a challenge, as there are so many types of leadership and leadership models in existence. As previously stated, a large aspect of leadership is about relationships (Kouzes & Posner, 2012), as it involves collaboration among people in order to enact a process or change. Relational leadership is a primary focus of higher education institutions as both desire to help students grow in the areas of inclusiveness, empowerment, ethics, purposefulness, and process orientation (Higher Education

Research Institute, 1996). All of these skills are elements of the relational leadership model, in which leadership educators and scholars recommend basing student leadership development programs (Komives et al., 2005).

With the focus of leadership being on relationships, leadership development allows students the ability to learn how to engage with others. This can be especially impactful as students leave college and enter the workforce. Encompassing leadership allows individuals to make positive impacts in their organizations, and enact change to take the organization in new directions. Developing one's own leadership gives students the ability to become a better version of themselves and lead to a more successful and fulfilling life (Kouzes & Posner, 2012).

This mentality has resulted in many institutions adopting leadership development programs, especially since the 1990s. As higher education institutions aim to help students grow, many are recognizing that leadership development and human development are connected (Owen, 2012), which is causing leadership development programs to grow exponentially. This connection with student development and leadership programming is further discussed in the remainder of the review.

Higher Education Student Leadership Programs

In higher education, the concept of developing leaders has always been relevant, but, in recent years, has increased in importance. More attention has been given to college student leadership development programs, as the research of these programs has shown the positive impact on students (Dugan & Komives, 2007). The importance and impact of building and growing student leadership programs in higher education is crucial. Leadership programs focus on students' capacity to lead and their identity

development (Defining Leadership Language and Guiding Models, 2013). It has been demonstrated that students do increase their leadership skills during college, and that these increases impact the individual. With improved leadership, students have greater self-efficacy, civic engagement, character development, academic performance, and personal development (Benson & Saito, 2001). For these reasons, institutions across the United States have implemented numerous types of student leadership development programs.

As stated by Dugan and Komives (2007), a trend and goal of higher education is to “purposefully develop socially responsible leaders” (p. 5). It is a task that is given to the entire campus community, but oftentimes, institutions have a specific department or program that caters directly towards helping students develop their leadership skills. These programs offer a variety of experiences to students depending on the institution, but common components include retreats, trainings, classes, conferences, programs, and workshops. As co-curricular leadership programs, they often have limited ties to the academic aspect of higher education and are a part of student life or student affairs divisions. However, there are also different types of programs such as academic research centers and institutes that are non-student affairs affiliated. These academic leadership offices offer opportunities such as academic majors or minors with concentrations in leadership. The first leadership minor offered by a four year, public institution was offered at Central Michigan University in 2006. The leadership minor complements a variety of academic programs and aims to help students develop leadership, as it is one of the top skills employers look for in employees. The introductory courses offered as a part

of this minor include courses on communication, moral and ethical problem solving, and applications of leadership (Leadership Minor, n.d.).

Not only are these leadership development programs a focus of individual institutions, both through academics and student affairs, they are also a relevant topic in professional associations. For example, NASPA, the professional association for Student Affairs Administrators in Higher Education, hosts a knowledge community in which professionals are able to share ideas and resources about leadership education for students. It is an avenue for professionals to share best practices and evaluate the standards of institutional leadership programs (Student Leadership Programs, n.d.). Resources such as these are in place to help professionals maintain the effectiveness of leadership development and help students develop leadership knowledge, skills, and dispositions.

Leadership Rowan

At Rowan University, the Office of Orientation and Student Leadership Programs houses a program called Leadership Rowan. As a part of the Division of Student Life, Leadership Rowan was created with the mission of “recognizing the value of preparing students for leadership roles through education, enrichment and empowerment.

Leadership Rowan enables students to transform themselves, their communities, and the world” (Leadership Rowan, n.d.). Leadership Rowan has grown since its’ beginning, and offers numerous programs and outreach to the entire campus, providing opportunities for students to develop and discover their individual leadership potential and identity.

Some of the programs offered through Leadership Rowan include conferences such as First-Year Leadership Connection, the Emerging Leaders Conference, and the

Leadership Summit, ProfTalks, FLIP, and the leadership curriculum. The First-Year Connection Leadership offers new Rowan students the opportunity to learn how to get involved and become leaders on campus. It provides team-building exercises, seminars hosted by Rowan staff and a three day, two-night getaway to Camp Haluwasa. It allows students the opportunity to acclimate to Rowan and start the school year with new friends. The Emerging Leaders Conference is a one day conference offered in the fall semester with both professional and student presenters. Similarly, the Leadership Summit is a one-day conference offered in the spring semester. ProfTalks is a program that takes place every other week and is modeled after TedTalks. They are designed to provide the opportunity for students and faculty or staff to share a 10-15 minute speech and/or presentation on the topic at hand, and how it applies to them or their experience with that topic. FLIP, or the First-Year Leadership Involvement Program, prepares new first-year to be effective members of student organizations, develop personal leadership skills and connect with dozens of other new freshmen leaders on campus biweekly (Leadership Rowan, n.d.). All of these programs are not only completely open to all students; they are overseen by professional staff but led by students, providing additional opportunities for leadership growth and development. A study done by Farber (2010), found 96.2% of students who attended FLIP were aware of the positive impact leadership development had on students. It showed that students who were involved with Rowan's leadership programs became further involved in other co-curricular programs offered by the institution, and even moved into leadership roles (Farber, 2010).

Leadership and Self-Authorship

For many years, student development theories have been used to understand and assist students with personal growth and identity development in education. College is a time of transition for students and encourages them to reconsider their role and responsibility in the world (Baxter Magolda, 2014). One of the many student development theories is offered by Marcia Baxter Magolda, who presented the theory of self-authorship. It takes into account that college is more complicated than choosing an academic major for a future career and discusses the additional skills and qualities gained from the entire college experience (Baxter Magolda, 2014).

Baxter Magolda's Theory of Self-Authorship is built off of the original work of Robert Kegan, as well as her own previous work. Baxter Magolda conducted a longitudinal study of the development of young adults from age 18 to 45 (Baxter Magolda, 2014). Annual interviews were held with participants in order to gain the most accurate development research. Her research helped to not only better define self-authorship, but also how students and adults develop self-authorship. Possessing this skill helps improve leadership, and college is the opportune time for such development to occur.

As defined by Kegan (1994), self-authorship is the process of internally coordinating one's own beliefs and values as opposed to depending on external beliefs and values, therefore developing an internal voice (Baxter Magolda, 2008). Individuals who are self-authoring have the ability to take internal and external responsibility for their actions, thoughts, and feelings. Another large component of self-authoring individuals is the ability to reflect and hold conflicting or contradicting values from those

around them (Baxter Magolda, Creamer, & Sisk Meszaros, 2010). This theory helps to understand the process of meaning making that students go through during their collegiate years.

Baxter Magolda's theory helps to understand how college students process the three questions of "How do I know?", "Who am I?", and "How do I want to build relationships?" These questions each relate to the three dimensions of self-authorship that Baxter Magolda enumerates. The first is epistemological, meaning the knowledge or understanding of assumptions. The second is intrapersonal, which is simply a person's understanding of themselves. The third dimension, which relates to the question "How do I want to build relationships?" is interpersonal and is how one builds relationships with others (Evans, Forney, Guido, Patton, & Renn, 2010). These three dimensions along with the research, helped Baxter Magolda to create the Path to Self-Authorship, a theory to better understand identity development in students.

The framework provides the four phases of following external formulas, the cross roads, and becoming the author of one's life (Baxter Magolda, 2008). The theory contains four phases that people move through which involve moving from external influences to more internal self-identity (Evans et al., 2010). In first phase, called Following Formulas, young adults follow the path that is set for them based on what others in society tell them and seek approval from others. In other words, people simply do things because of societal expectations. In the second phase, Crossroads, people realize that the plans they were previously following might not work best for them. They discover that new plans may be needed rather than what was previously laid out for them. Phase three, Becoming the Author of One's Own Life, is when people develop the ability to choose their own

beliefs and stand up for them. They realize that beliefs can change and may not always be clear, and are able to develop strong self-concept. In phase four, Internal Foundation, people are firmly grounded in their own sense of self. People in this phase also understand that relationships are mutual and base all life decisions off their own belief system rather than that of others (Evans et al., 2010). Figure 2.1 provides an outline of the journey to self-authorship in order to better understand Baxter Magolda’s Theory of Self-Authorship.

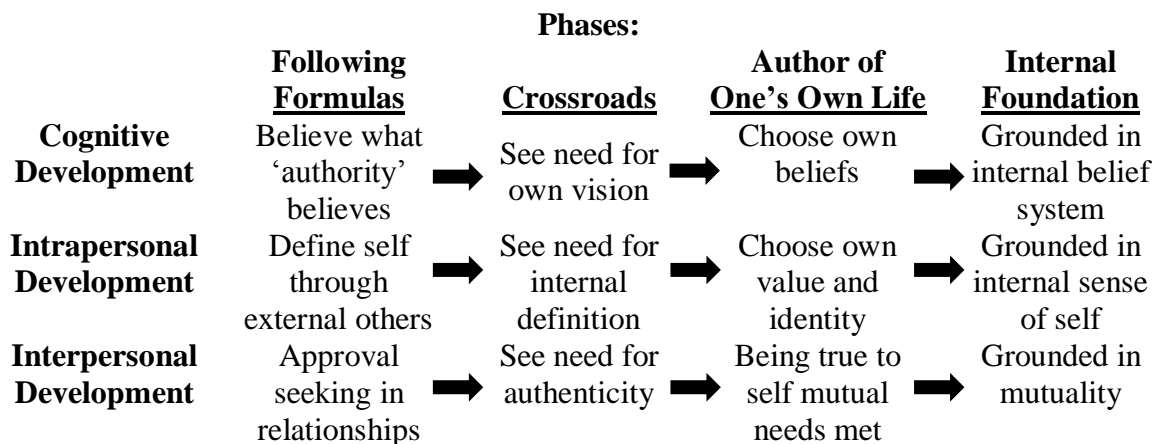


Figure 2.1. Baxter Magolda’s Theory of Self-Authorship. Adapted from Baxter Magolda, M. B. (2001). Making their own way: Narratives for transforming higher education to promote self-development. Sterling, VA: Stylus.

Baxter Magolda’s Theory of Self-Authorship explains how individuals are able to distinguish between roles and relationships, an important quality of leadership. In relationships, the self-authoring perspective allows individuals to possess an “internally generated sense of authority as a resource for setting limits, maintaining boundaries, and managing differences and different power positions that may exist” (Baxter Magolda, Creamer, & Sisk Meszaros, 2010, p. 4). Along with the relational components of self-

authorship and leadership, a key to success of student leadership development is self-awareness (Astin, 1996), another quality of a self-authoring individual. Much literature alludes to the concept that development of self-authorship in students can improve their leadership development. A study done by Cohen et al. (2013) expands Baxter Magolda's research of self-authorship from an individualistic perspective of students to a more group oriented perspective. Instead of interviewing students individually, it conducts focus groups and collaborative reflection with groups of students in order to argue that self-authorship development encompasses recognizing one's own power to change perceptions, but also seek change in the world (Cohen et al., 2013). Through this research, it was shown that the leadership programs helped students to develop the ability to engage in authentic relationships with others and "redefine leadership in terms of trust, collaboration and sharing power to forward common goals" (Cohen et al., 2013, p. 10).

Involvement

Astin (1999) states that involvement with campus activities can increase a student's learning and promote student development. He defines involvement as "the amount of physical and psychological energy that the student devotes to the academic experience," (Astin, 1999, p. 519). Astin's (1999) theory of involvement has five distinct postulates to describe involvement and states that student time is a resource. Different areas of college life are constantly in competition for student time, including leadership development programs. This theory of involvement provides an outline of how to understand and navigate the different areas of college life students are balancing.

Astin's theory of involvement has five distinct postulates. The first postulate discusses the physical and psychological energy a student devotes to college and campus

activities, including studying and clubs (Astin, 1999). The second postulate discusses how involvement is on a spectrum and different students occupy different positions on the spectrum which are fluid and can change over time (Astin, 1999). The third postulate discusses that involvement has both quantitative and qualitative features (Astin, 1999). The fourth postulate discusses that the amount of student learning and personal development with any educational program is directly proportional to the quality and quantity of student involvement in that program (Astin, 1999). Finally, the fifth postulate argues for a direct relationship between the ability of an educational policy or practice to increase student involvement (Astin, 1999).

Involvement can come in many different forms, and with many different things as campuses today have numerous opportunities for students. One of these involvement opportunities is with student leadership programs. Students who devote large quantities of time and energy into their own development will often become effective leaders, and leadership development programs often require high levels of involvement, therefore, helping to create effective student leaders (Farrell, 2004). Additionally, Dugan (2006), found “research indicates that college students can and do increase their leadership skills during the college years and that this increase can be attributed in part to collegiate involvement” (p. 335). As a part of the collegiate environment, involvement in leadership programs can help students to improve their leadership skills as was shown in a study by Cohen et al. (2013). Based on student involvement in three separate leadership programs on the campus of a school in midwestern United States, the study found that aspects of leadership were increased in involved students (Cohen et al., 2013).

Leadership development and involvement are directly linked (Astin, 1993), and other studies have explored different types of involvement and their impacts on leadership development. While many programs on campuses, including community service, positional leadership roles, and membership in student organizations increase leadership development (Dugan, 2006), a study done by Coressel (2014) showed that being involved in at least one organization influenced college student's leadership development. Further, a study by Cress, Astin, Zimmerman-Oster, and Burkardt (2001), was conducted with the focus of involvement in a formal leadership program. It showed that involvement in formal leadership programs resulted in a variety of outcomes for college students such as leadership understanding, leadership commitment, leadership skills, personal values, societal values, and community orientation (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001).

Summary of the Literature Review

Developing a student's leadership skills can give them the ability to become a better version of themselves and lead to a more successful and fulfilling life (Kouzes & Posner, 2012). With this finding, student leadership development programs have become an integral part of many higher education institutions today. They work to help students realize and develop their own leadership potential, as leadership is a skill that can be taught to anyone with a desire to learn (Farrell, 2004). At Rowan University, Leadership Rowan is a part of student affairs that implements programming in order to help students develop leadership skills through self-reflection and interactions with others. Building relationships can play a crucial role in developing leadership, and also in developing self-authorship. A self-authoring individual has the ability to internally make decisions and

hold values, which assists with leadership. Through involvement, or committed time and energy, with Leadership Rowan, the program hopes to help students develop and improve self-authorship.

Much of the completed research in the areas of leadership involvement, development, and self-authorship has focused on student outcomes. However, little research has been done on the development of self-authorship through involvement in leadership programs. With many studies showing the positive leadership outcomes from leadership programs, few expand on the suggested student development in terms of self-authorship. More research is needed to improve and create successful college leadership development programs that promote student development through self-authorship.

Chapter III

Methodology

Context of the Study

This study was conducted at Rowan University in Glassboro, New Jersey. Rowan is a “selective, medium-sized, public state comprehensive research university” (Rowan Fast Facts 2015-2016, 2015, para. 1) with over 16,000 students enrolled. About 13,000 enrolled students are at the undergraduate level, and over 2,000 are at the graduate level. These students are from multiple states and countries (Rowan Fast Facts 2015-2016, 2015).

Continual expansions have been occurring at Rowan University since 1992 when Henry M. Rowan and his wife Betty gave a \$100-million gift to the then Glassboro State College. When the Rowan gift was made in 1992, it was the largest gift ever given to a public school. The initial goal of this gift was to revitalize engineering education, but the gift has positively impacted generations of Rowan University students in numerous fields and extracurricular activities (Remembering Henry M. Rowan). It has led to initiatives outside of the development of the College of Engineering, and sparked donations from other individuals and companies. Together, the impacts of these gifts have contributed to the improvement of the student experience at Rowan University. Many initiatives, including the honors program and Leadership Rowan, have been created and expanded due to the generosity of the Rowan gift. With growth still occurring, these programs and others are still enhancing and expanding (Remembering Henry M. Rowan).

Rowan University is accredited by the Middle States Commission on Higher Education and offers over 70 undergraduate majors, over 50 masters’ programs, four

doctoral, and 2 professional programs within 14 different colleges and schools. The average classroom size is 22 students, and there is a student to faculty ratio of 17:1.

Rowan has received many awards, including ranking #19 in the 2016 *U.S. News & World Report* listing of Best Regional Universities - North, and #3 among public universities in its category (Rowan Fast Facts 2015-2016, 2015).

Rowan University also offers involvement outside of the classroom through numerous departments and student organizations. There are almost 150 registered student organizations chartered through the Student Government Association (Student Organization Services, 2015), over 40 intramural and club sports offered through the recreation center, and 8 men's and 10 women's varsity athletic teams (Rowan Fast Facts 2015-2016, 2015).

Population and Sample Selection

The target population for this study was all current undergraduate students at Rowan University who have been involved with Leadership Rowan for at least one academic year at the time of the Spring 2017 semester. The survey was directly given to students involved with Leadership Rowan during the time of the study. As students were given the survey at numerous Leadership Rowan events, it was done using convenience sampling. Approximately 45 undergraduate students of sophomore through senior class status have been involved with Leadership Rowan for at least one academic year and were surveyed.

Instrumentation

The instrument used to conduct the survey of Leadership Rowan students was adapted from a previous study done by Cohen et al. (2013) (Appendix C). Cohen et al.

(2013) conducted a case study of student experiences in leadership programs at Bryn Mawr College. It focuses on student's development through Baxter Magolda's Theory of Self-Authorship and their development as leaders. Bryn Mawr College is an all women's school, which could potentially create bias in the instrumentation.

Permission was gained from Alison Cook-Sather for use of the survey instrument (Appendix D). Cook-Sather is a Professor of Education and Director of the Peace, Conflict and Social Justice Studies concentration at Bryn Mawr College, as well as the Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges. She has collaborated on numerous publications, and is the corresponding author of *Students as leaders and learners: Towards self-authorship and social change on a college campus*, where the survey instrument was created (Alison-Cook Sather, 2016). This was a survey instrument created after themes were identified in student leader focus groups (Cohen et al., 2013), and was further adapted for use in this study. Although the survey instrument remains similar to the study utilized by Cohen et al. (2013), it was altered slightly in order to better fit the research questions posed in Chapter I. To ensure the original instrument was reliable, the authors had three faculty and seven students across different dimensions of campus read focus group transcripts and identify themes. The survey was drafted and revised numerous times until it captured the themes identified (Cohen et al., 2013).

The survey asks students to reflect and narrate on their experiences and involvement with Leadership Rowan. It also gathers demographic information from students prior to completing the survey such as age, gender, class level, ethnic background and current GPA. The survey contains two parts, all of which contain open-

ended questions as well as multi-optional questions. Questions reflect personal values, involvement, and characteristics, as well as Leadership Rowan's purpose and mission. Part I of the survey includes eight questions regarding demographics and type of involvement with Leadership Rowan. Part II includes eight questions regarding reasons for involvement with Leadership Rowan, Leadership Rowan's purpose and mission, and personal leadership experience.

The survey was pilot tested with three graduate students for face validity, all three of which have been previously involved with Leadership Rowan during their undergraduate career. The pilot test took approximately 10 minutes, and the group proposed slight changes to the questions. The final survey used in this study can be found in Appendix E.

Data Collection

Following approval of the Institutional Review Board at Rowan University (Appendix A), permission was gained from the Assistant Director of Leadership Rowan to survey students at Leadership Rowan events (Appendix B). The surveys were distributed in person to students at Leadership Rowan events during the months of March and April 2017. Surveys were only be given to current undergraduate students in attendance at Leadership Mentor meetings, FLIP meetings, and committee meetings. The students had approximately 20 minutes to complete the survey. All results were recorded through anonymous submission.

Data Analysis

The independent variables in this study included hours of involvement with Leadership Rowan, as each student could have a different level of involvement with the

organization. The dependent variables were the students' leadership values and development of self-authorship throughout their involvement with Leadership Rowan. Data were analyzed using tables and narrative interpretation of all survey results. The Statistical Package for the Social Sciences (SPSS) was used to calculate measures of central tendency using descriptive statistics including frequencies, percentages, means, and standard deviations for quantitative data. Content analysis was used to analyze the qualitative data. Once the themes were identified, the data were organized into appropriate categories.

Chapter IV

Findings

Profile of the Sample

The subjects in this study consisted of all current undergraduate students at Rowan University who were involved with Leadership Rowan for at least one academic year at the time of the spring 2017 semester. The survey was given to students following Leadership Rowan events including Leadership Mentor Training and FLIP. The surveys provide quantitative and qualitative responses with both multiple choice and open-ended questions. A total of 35 surveys were distributed with 31 being completed, yielding a return rate of 89%.

Table 4.1 shows the sample demographics of all survey responses. A majority of participants (15) identified as freshman (48.4%), followed by 7 sophomores (22.6%), 7 juniors (22.6%), and 2 seniors (6.5%). The data showed that 13 participants were female (41.9%) and 18 participants were male (58.1%), and a majority identified with race/ethnicity as white (71.0%), followed by 2 as Indian (6.5%), 1 as Filipino (3.2%), 4 as Hispanic (12.9%), and 2 as other (6.5%). Also shown is the length of time participants have been involved with Leadership Rowan, as well as hours of involvement in the last four weeks. The data show 16 participants have been involved for 1 year (51.6%), 8 have been involved for 2 years (25.8%), 6 have been involved for 3 years (19.4%), and 1 has been involved for 4 years (3.2%). In the past four weeks, 3 (9.7%) have been involved with Leadership Rowan at least 2 hours, 3 (9.7%) have been involved for 3 hours, 4 (12.9%) have been involved for 4 hours, 5 (16.1%) have been involved for 5 hours, 2

(6.5%) have been involved for 6 hours, 10 (32.3%) have been involved for 10 hours, and 4 (12.9%) have been involved for more than 16 hours.

Table 4.1

Sample Demographics (N=31)

| <i>Variable</i> | <i>f</i> | <i>%</i> |
|--------------------------------|----------|----------|
| Class Standing | | |
| Freshman | 15 | 48.4 |
| Sophomore | 7 | 22.6 |
| Junior | 7 | 22.6 |
| Senior | 2 | 6.5 |
| Academic Major | | |
| Management Information Systems | 1 | 3.2 |
| Engineering | 6 | 19.4 |
| Psychology | 4 | 12.9 |
| Economics | 1 | 3.2 |
| Music Industry | 2 | 6.5 |
| Entrepreneurship | 1 | 3.2 |
| Biological Sciences | 3 | 9.7 |
| Accounting | 1 | 3.2 |
| Marketing | 2 | 6.5 |
| Art | 1 | 3.2 |
| Education | 5 | 16.1 |
| Radio, Television, & Film | 1 | 3.2 |
| Political Science | 1 | 3.2 |
| Athletic Training | 2 | 6.5 |
| Gender | | |
| Male | 13 | 41.9 |
| Female | 18 | 58.1 |
| Race/Ethnicity | | |
| White | 22 | 71.0 |
| Indian | 2 | 6.5 |
| Pilipino | 1 | 3.2 |
| Hispanic | 4 | 12.9 |
| Other | 2 | 6.5 |

Table 4.1 (continued)

| <i>Variable</i> | | <i>f</i> | <i>%</i> |
|---|---------|----------|----------|
| Length of Leadership | 1 year | 16 | 51.6 |
| Rowan Involvement | 2 years | 8 | 25.8 |
| | 3 years | 6 | 19.4 |
| | 4 years | 1 | 3.2 |
| Hours of Involvement in last four weeks | 2 | 3 | 9.7 |
| | 3 | 3 | 9.7 |
| | 4 | 4 | 12.9 |
| | 5 | 5 | 16.1 |
| | 6 | 2 | 6.5 |
| | 10 | 10 | 32.3 |
| | ≥ 16 | 4 | 12.9 |

Analysis of the Data

Research question 1. Do students get involved with Leadership Rowan to improve self-development?

Table 4.2 shows subject responses regarding Research Question 1. Subjects were asked why they became involved with Leadership Rowan and were able to select all that applied. Responses are arranged from most to least common. A total of 30 subjects (96.8%) became involved with Leadership Rowan in order to develop leadership skills, while 24 subjects (77.4%) wanted to meet and work with other students involved. A total of 17 subjects (54.8%) were interested in changing their own circumstances on campus, 12 subjects (38.7%) indicated Leadership Rowan connected with their studies or career goals, 11 subjects (35.5%) had friends who got them involved, 4 subjects (12.9%) were selected to participate, and 3 subjects (9.7%) indicated other reasons including wanting to break out of their comfort zone and develop a sense of self and confidence.

Table 4.2

Reason for Becoming Involved with Leadership Rowan (N=31)

| Involvement Reason | <i>f</i> | % |
|--|----------|------|
| Develop leadership skills | 30 | 96.8 |
| Meet and work with other students involved | 24 | 77.4 |
| Interested in changing my own circumstances on campus | 17 | 54.8 |
| Organization connected with my studies or career goals | 12 | 38.7 |
| Friend(s) got my involved | 11 | 35.5 |
| I was selected to participate | 4 | 12.9 |
| Other | 3 | 9.7 |

Research question 2. Does Leadership Rowan promote student development?

Table 4.3 shows data regarding the positive outcomes subjects reported as a result of their work as a leader in the program. Students were asked to indicate all outcomes that applied to them based on their involvement with Leadership Rowan. The data are organized from most to least positive. All subjects completed this section, giving a total of 31 results. Over 70% of subjects indicated all positive outcomes for each option listed. The highest regarded outcome was new relationships with faculty/staff/students with 30 subjects (96.8%) selecting. This was followed by 28 subjects (90.3%) selecting opportunity to play new/multiple roles on campus. Twenty-six subjects (83.9%) indicated both the positive outcomes of increased self-confidence and a sense of belonging to a

community. Twenty-four subjects (77.4%) indicated increased sense of options/choices, and 23 subjects (74.2%) indicated increased capacity to accomplish things on campus.

Table 4.3

Positive Outcomes as a Leader in the Program (N=31)

| Outcomes | <i>f</i> | % |
|--|----------|------|
| New relationships with faculty/staff/students | 30 | 96.8 |
| Opportunity to play new/multiple roles on campus | 28 | 90.3 |
| Increased self-confidence | 26 | 83.9 |
| A sense of belonging to a community | 26 | 83.9 |
| Increased sense of options/choices | 24 | 77.4 |
| Increased sense of capacity to accomplish things on campus | 23 | 74.2 |

Research question 3. Does involvement with Leadership Rowan impact a student’s development of self-authorship?

In order to measure student’s development of self-authorship, subjects were asked to reflect on their experience with Leadership Rowan. As an open-ended question on the survey, it asked “What have you learned or gotten from your involvement with Leadership Rowan? How do/did your experiences in this program relate to your past, present, and future?” Subjects responded with a variety of answers, however, certain themes became apparent through the analysis. Table 4.3 shows the themes, frequency, and rank from most to least positive. Development of leadership skills was the most

frequent theme, followed by relationship building, discover/expand personal strengths, professional development, communication, and making a difference for others.

Table 4.4

Subject Development Areas (N=31)

| <i>Category</i> | <i>f</i> | <i>Rank</i> |
|--------------------------------------|----------|-------------|
| Leadership Skills | 17 | 1 |
| Relationship Building | 16 | 2 |
| Discover & Expand Personal Strengths | 9 | 3 |
| Career/Professional Development | 6 | 4 |
| Communication | 4 | 5 |
| Make a Difference for Others | 4 | 5 |

Growth in development of leadership skills was mentioned in capacities such as understanding different leadership roles and using Leadership Rowan to be able to take on leadership roles in other campus involvement activities. One subject responded, “I have gotten many leadership skills that helped towards an executive board position thanks to the organization.”

Relationship building was another theme identified after analysis of subject responses. Many students noted learning or improving the ability to relate to others and work on teams because of involvement with Leadership Rowan. One subject answered, “Learned how to make connections with people and most importantly how to work with other people with different leadership styles.”

The theme identified of discovering or expanding personal strengths was found in nine responses. Responses of two subjects that cogently expressed this theme were, “I have received a lot of opportunities to expand and prove my abilities to myself in a useful context that will help my future career,” and “I have come out of my shell and gained the confidence to do things I normally wouldn’t.”

Career and professional development was identified after responses that showed both how skills gained could help them in their future careers and the discovery of a new career path through involvement with Leadership Rowan. Communication was also shown in multiple ways including with peer groups, supervisors, and public speaking. With the theme identified of make a difference for others, one subject responded, “As a student you can really make a difference in students lives, and Leadership Rowan has continued to show me that.”

Research question 4. Does students’ self-authorship increase depending on their intensity of involvement with Leadership Rowan?

Table 4.4 shows the subgroup frequency of hours of involvement with Leadership Rowan and the frequency of development themes identified within the subgroup. Hours of involvement was divided into four categories based on sample size consisting of 2-4 hours, 5-6 hours, 10 hours, and greater than or equal to 16 hours. The table displays the total frequency of themes identified in each category.

Ten students indicated being involved with Leadership Rowan 2-4 hours in the last four weeks, with leadership skills being identified seven times. Seven students indicated being involved 5-6 hours with leadership skills again being identified most frequently at four times. Ten students were involved 10 hours; with the development

theme of relationship building identified eight times. Four students indicated being involved with Leadership Rowan equal to or greater than 16 hours. All six development themes were identified, however, leadership skills, relationship building, and career/professional development were all identified twice within the subgroup.

Table 4.5

Intensity of Involvement and Self-Authorship (N=31)

| <i>Hours of Involvement in last 4 weeks</i> | <i>n</i> | <i>Development Theme Identified</i> | <i>f</i> |
|---|----------|--------------------------------------|----------|
| 2 - 4 | 10 | Leadership Skills | 7 |
| | | Relationship Building | 3 |
| | | Career/Professional Development | 1 |
| | | Discover & Expand Personal Strengths | 1 |
| 5 - 6 | 7 | Leadership Skills | 4 |
| | | Relationship Building | 3 |
| | | Career/Professional Development | 3 |
| | | Discover & Expand Personal Strengths | 3 |
| | | Communication | 2 |
| 10 | 10 | Relationship Building | 8 |
| | | Leadership Skills | 4 |
| | | Discover & Expand Personal Strengths | 4 |
| | | Make a Difference for Others | 4 |
| | | Communication | 1 |
| ≥16 | 4 | Leadership Skills | 2 |
| | | Relationship Building | 2 |
| | | Career/Professional Development | 2 |
| | | Communication | 1 |
| | | Discover & Expand Personal Strengths | 1 |
| | | Make a Difference for Others | 1 |

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study examined the development of self-authorship in selected students involved with Leadership Rowan. It aimed to determine the positive outcomes, if any, of students involved with the program, specifically in the area of self-authorship development. The study also aimed to determine any personal development as a result of involvement with the program. A total of 35 subjects consented and took part in the survey, and a total of 31 completed surveys were returned and analyzed for the study. Every subject was a current undergraduate student during the 2016-2017 academic year and actively involved with Leadership Rowan at the time of survey completion.

The study had Leadership Rowan students reflect upon their experiences based on their involvement with the program, including their amount of involvement. Surveys were given in groups at various Leadership Rowan events and returned in the same location anonymously. The survey contained two parts, all of which were open-ended questions or multi-optional questions, allowing participants to narrate their reflections.

Once all surveys were returned, a blend of quantitative and qualitative analysis was used. Descriptive statistics were used to analyze quantitative data. Content analysis was used with qualitative data to determine emergent themes within the responses. The themes found were illustrated in table format, and some direct quotes were used to better describe the themes identified based on the participant responses.

Discussion of the Findings

Research question 1. Do students get involved with Leadership Rowan to improve self-development?

The study found that students got involved with Leadership Rowan to improve self-development. When subjects were asked why they got involved, 31 subjects (96.8%) of them responded with a desire to develop leadership skills. Also, 17 subjects (54.8%) got involved in order to change their own circumstances on campus.

The responses received regarding reasons for getting involved with Leadership Rowan are consistent with the knowledge base of the growth of leadership programs within higher education. As described by *Defining Leadership Language and Guiding Models* (2013), leadership programs focus on students' capacity to lead. This focus is mirrored in the students desire to get involved with the programs based upon subject responses to develop leadership skills (96.8%).

Research question 2. Does Leadership Rowan promote student development?

The study also found that Leadership Rowan promoted student development. Over 70% of subjects reported all positive outcomes when asked to indicate based on their involvement as a leader in the program. It has been demonstrated that students do increase their leadership skills during college, and that these increases impact individuals in areas such as self-efficacy, civic engagement, character development, academic performance, and personal development (Benson & Saito, 2001). When asked about outcomes, 26 subjects (83.9%) indicated positive outcomes of increased self-confidence and a sense of belonging to a community. Also, 23 subjects (74.2%) indicated increased

capacity to accomplish things on campus. This reflects the knowledge base described by Benson and Saito (2001).

Based on Astin's Involvement Theory, the study also further showed benefits of involvement with Leadership Rowan for student development. Astin (1999) states that involvement with campus activities can increase a student's learning and promote student development. Involvement is defined as "the amount of physical and psychological energy that the student devotes to the academic experience," (Astin, 1999, p. 519). Students devoting large quantities of time and energy into their own development will often become effective leaders, and leadership development programs, therefore, help to create effective student leaders (Farrell, 2004). Through devoting time and energy into Leadership Rowan, the students responded with positive outcomes for all aspects of student development indicated.

Research question 3. Does involvement with Leadership Rowan impact a student's development of self-authorship?

The study found that based upon subjects responses, involvement in Leadership Rowan promoted student's development of self-authorship. When analyzing surveys, a majority of subjects responded to the question of what they learned from their involvement with a common component of self-authorship of relationship building. Subjects responded with comments such as, "Leadership Rowan most importantly helped me to work with other people with different leadership styles," "It helped me working and interacting with all kinds of people," and "I learned how to make connections with people." These responses show the relational aspects students received from their involvement with the program.

As a commonly identified theme, relationship building was reported as the top development area for students involved with Leadership Rowan. With a focus of leadership being on relationships, leadership development allows students the ability to learn how to engage with others (Kouzes & Posner, 2012). This is consistent with the knowledge base, as the people in the fourth phase of Baxter Magolda's Theory of Self-Authorship understand that relationships are mutual and base life decisions off their own belief system rather than that of others (Evans et al., 2010). It also is consistent with the concept of relational leadership as a focus of higher education institutions and the recommendation for basing student leadership development programs (Komives et al., 2005).

Research question 4. Does student's self-authorship increase depending on their intensity of involvement with Leadership Rowan?

The study found that student's self-authorship increased depending on personal intensity of involvement with Leadership Rowan. Common development themes were identified in each level of involvement including 2-4 hours, 5-6 hours, 10 hours, and greater than or equal to 16 hours. The data show that with more hours of involvement in the program, more development themes were identified. All six development themes were identified in the student's who indicated involvement of greater than or equal to 16 hours, showing these students were able to gain more in regards to self-authorship development based on their intensity of involvement.

As described by Astin (1999), involvement with campus activities can increase a student's learning and promote student development. Also, self-authorship is the process of internally coordinating one's own beliefs and values as opposed to depending on

external beliefs and values, therefore developing an internal voice (Baxter Magolda, 2008; Kegan, 1994). Many of the themes identified supported this outcome, including the theme of making a difference. This theme shows that participants are able to utilize their own internal voice in order to make an impact on others. When answering what involvement with Leadership Rowan had taught them, one subject who has been involved with a high level of intensity stated, “As a student you can really make a difference in student’s lives.” This demonstrated how the subject has developed an internal voice to utilize in order to help others.

Conclusions

The results of this study confirmed the findings from previous research regarding positive outcomes for students as a result of involvement in a leadership program. Growth and attention has been given to college student leadership development programs, as the research of these programs has shown the positive impact on students (Dugan & Komives, 2007), which this study further confirms. Subject statistical responses and content analysis revealed that current undergraduate students involved with Leadership Rowan for at least one year in the spring 2017 semester not only became involved in order to improve self-development, but also showed positive outcomes from involvement with the program.

The subjects had varied views and experiences in terms of responses to the surveys. However, all subjects reported a positive experience with Leadership Rowan and showed one of the six identified development themes after reflection on their involvement. Multiple development themes were identified as a component of self-

authorship when analyzing subject responses, which also helped to show Leadership Rowan promoted the development of self-authorship in students involved.

Intensity of involvement with the program was shown to be a factor in the development of self-authorship. Subjects with a high intensity of involvement with Leadership Rowan discussed all six development themes identified when reflecting on their experience in the program. The high intensity of involvement subjects also developed an internal voice, a crucial aspect of Baxter-Magolda's Theory of Self-Authorship.

Overall, the data show that involvement with Leadership Rowan has a positive impact on students and their campus community. All subjects reflected on only positive experiences and outcomes as a result of their involvement with the program and valued their roles within the organization. The responses showed that Leadership Rowan is very successful in helping students to develop personally, professionally, and as leaders. Based on the data, students involved with Leadership Rowan are likely to develop a better sense of self-authorship and are better able to relate to others, and understand the impact they can have on those around them.

Recommendations for Practice

Based upon the findings and conclusions of the study, the following recommendations for practice of college leadership programs are presented:

1. Incorporate a pre and post test survey for all students who become involved in leadership positions within Leadership Rowan in order to better understand the personal and professional development as a result of involvement.

2. Provide a variety of involvement options to students in order to best target numerous student populations.
3. Provide leadership involvement opportunities for students beyond their first year.
4. Create opportunities and programs for students to reflect upon and relate to one another regarding their experiences as leaders and as a result of involvement in leadership programming.

Recommendations for Further Research

Based upon the findings and conclusions of the study, the following recommendations for further research are presented:

1. Administer pre and post involvement surveys based on self-authorship development to participants in order to compare a more accurate result of involvement outcomes.
2. Conduct surveys at different institutions to compare results of student development with involvement in other leadership programs versus with Leadership Rowan.
3. Further research into the relationship of self-authorship development and leadership programming, as well as into leadership programming offered at other higher education institutions for students.
4. A longitudinal study should be conducted to better understand and follow a student's development in regards to their involvement with Leadership Rowan, especially in the area of self-authorship development.

5. A study should be done that compares the development of students involved in Leadership Rowan and those not involved with the program to see the development differences if any.

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Appendix A

Institutional Review Board Approval

Rowan University eIRB: Study Approved

eIRB@rowan.edu

Sent: Wednesday, March 29, 2017 at 3:29 PM

To: Spinks, Rebecca Kraft



**** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office ****

DHHS Federal Wide Assurance Identifier: FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date: 3/27/2017

eIRB Notice of Approval

STUDY PROFILE

Study ID: Pro2017001621

Title: Leadership Rowan: Impacts on Student Development of Self-Authorship

| | | | |
|--------------------------------|-------------------|------------------------------|-------------------------------|
| Principal Investigator: | Burton Sisco | Study Coordinator: | |
| Co-Investigator(s): | Rebecca Spinks | Other Study Staff: | There are no items to display |
| Sponsor: | Department Funded | Approval Cycle: | Twelve Months |
| Risk Determination: | Minimal Risk | Device Determination: | Not Applicable |
| Review Type: | Exempt | Expedited Category: | 7 |
| | | Exempt Category: | 2 |
| Subjects: | 45 | Specimens: | 0 |
| | | Records: | |

CURRENT SUBMISSION STATUS

| | | | |
|-------------------------|-------------------------------|---------------------------|-------------------------|
| Submission Type: | Research Protocol/Study | Submission Status: | Approved |
| Approval Date: | 3/27/2017 | Expiration Date: | 3/26/2018 |
| Pregnancy Code: | No Pregnant Women as Subjects | Pediatric Code: | No Children As Subjects |
| Prisoner Code: | No Prisoners As Subjects | | |

| | | | | | |
|------------------|---|-----------------|-------------------------------|-------------------------------|-------------------------------|
| Protocol: | Survey Instrument Gary Approval Letter.pdf Protocol Permission to Use Survey | Consent: | There are no items to display | Recruitment Materials: | There are no items to display |
|------------------|---|-----------------|-------------------------------|-------------------------------|-------------------------------|

*** Study Performance Sites:**

Glassboro Campus

201 Mullica Hill Rd Glassboro, NJ 08028

There are no items to display

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.
3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**
4. **Amendments/Modifications/Revisions:** If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.
5. **Unanticipated Problems:** Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
6. **Protocol Deviations and Violations :** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
7. **Consent/Assent:** The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.
8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.
9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.
10. **Letter Comments:** *There are no additional comments.*

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Appendix B

Permission to Survey Leadership Rowan Students



February 11, 2017

To Whom It May Concern:

I am writing this letter to verify that in my function of Assistant Director, Office of Orientation and Student Leadership Programs, I am aware and support the research study of Leadership Rowan student development conducted by Rebecca Spinks. I have discussed the purpose of the research with Rebecca Spinks and support the study.

I am aware that all research conducted is at little to no harm to all participants, and research will be conducted in accordance to guidelines set forth by the Institutional Review Board.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Baker".

Gary Baker
Assistant Director, Orientation and Student Leadership Programs
Rowan University
856-256-4042

Appendix C

Original Survey Instrument from Cohen et al. (2013)

SURVEY

I. Please describe yourself using the following:

- a. Bryn Mawr student ___
 Haverford student ___
 Bryn Mawr alumna ___
 Haverford alumna/us ___
- b. Year of (intended/actual) graduation? _____
- c. What is your (intended/declared) major(s)? _____
 Minor(s)? _____
 Other (e.g. certification, concentration) _____
- d. How do you self-identify in terms of any or all of the following:
 - race/ethnicity/culture _____
 - gender _____
 - sexual orientation _____
 - religion _____
 - social class _____

e. Which program(s) are/were you involved with, how long have you been/were you involved with each, and what role(s) have you played/did you play?

| Program | Check if you are/were involved | How long have you been/were you involved? | Role(s) (e.g. SJPP mentor, SJPP Committee member, TLI Student Consultant, Computing Mentor, ELP Partner) |
|---------|--------------------------------|---|--|
| SJPP | | | |
| TLI | | | |
| Posse | | | |

II. Please address the following questions about the program(s) you are involved with:

A. Your involvement with the program(s):

1. Why did you become involved with the program(s)? Check all that apply.

- ___ I saw problems on campus that I wanted to be a part of changing.
- ___ I wanted to meet and work with other students involved with these issues.
- ___ My friend(s) got me involved.
- ___ I was selected to participate.
- ___ I was interested in changing my own circumstances on campus.
- ___ The project connected with my studies.

Other

Please elaborate on any of the above.

2. What have you learned or gotten/did you learn or get from your involvement with the program(s)? How do/did your experiences in/of this program relate to your past, present, and future?

B. The program(s)' purpose and mission:

1. What do you see as the purpose and/or mission of your program(s)?

2. What does/should the program(s) mean to the communities of people not involved in it/them?

3. How do the goals of the program(s) overlap or not with the academic goals of Bryn Mawr? With your academic goals?

C. Your leadership experience:

1. Have you helped to connect other people with the program(s) and with the concerns of the program(s)? If so, how? If not, what has prevented you from doing that?

2. What are some struggles or frustrations you have faced in doing/continuing this work?

Need for increased institutional understanding

Need for increased institutional support

Time issues

Uncertainty about scope and scale of goals

Pace of change

- Disconnects between you as student leaders and other members of the community who are not connected with these programs
- Other

Please elaborate on any of the above.

3. What have been positive outcomes for you of your work as a leader in the program?

- Increased self-confidence
- Increased sense of options/choices
- New relationships w/faculty/staff/students
- Opportunity to play new/multiple roles on campus
- Increased sense of capacity to accomplish things on campus
- A sense of belonging to a community

Please elaborate on any of the above.

4. What kinds of supports have you received/did you receive in your program(s), and which have been/were effective? How could you and others be better supported in your/their work with the program?


D. Making change:

1. What kind of impact has your program had on the College?


- Enriching students' academic experiences
- Promoting a community that values diversity
- Helping to create a more inclusive learning environment
- Encouraging critical thinking
- Fostering more honest dialogue about challenging issues
- Promoting divisiveness and distrust
- Making troublesome issues more visible
- Highlighting collaboration with others
- Other


Appendix D

Permission to Use Survey Instrument

 **Re: Use of Survey Instrument Request**

Alison Cook-Sather

Sent: Sunday, December 4, 2016 at 4:33 PM
To: Spinks, Rebecca Kraft
Cc: Sisco, Burton R.
 [GenericSurveyForLeadershipArticle.doc \(65.6 KB\)](#) [Preview](#)

 You replied to this message on 12/6/16, 6:48 PM. [Show Reply](#)

Hi, Rebecca,

Thank you for your interest in our work. You are welcome to use the survey. A generic form of the consent and questions is attached. We created an online survey that allowed respondents to address questions regarding the program in which they participated. On the attached, the questions appear only once per question, but on the survey, respondents addressed them for each program if they participated in more than one (you'll see what I mean when you look at the form).

Best of luck with your thesis,

Alison

Alison Cook-Sather
Mary Katharine Woodworth Professor of Education, Bryn Mawr College
Director, Peace, Conflict, and Social Justice Studies concentration, Bryn Mawr College
Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges
<http://www.brynmawr.edu/education/people/alison.html>
<https://www.brynmawr.edu/tli/>
Founding Co-Editor, *International Journal for Students as Partners*

From: Spinks, Rebecca Kraft <spinks@rowan.edu>
Sent: Sunday, December 4, 2016 1:21:06 PM
To: Alison Cook-Sather
Cc: Sisco, Burton R.
Subject: Use of Survey Instrument Request

Hello,

I am a graduate student in the Higher Education Administration program at Rowan University and am currently working on my thesis. The purpose of my study is to determine the impact of involvement with Leadership Rowan on student participants in regards to the development of self-authorship. When reviewing literature on the topic I found your article *Students as learners and leaders: towards self-authorship and social change on a college campus*. I would love to use the survey instrument used in this study that was created after focus group interviews and sent out to students at Bryn Mawr College. Would you be willing to share this survey instrument with me for use in my own research? I would also like to include it in my thesis for reference.

Looking forward to hearing from you.

Thank you,

--
Rebecca Spinks
Graduate Coordinator, Office of Student Activities
Graduate Intern, Office of Orientation and Student Leadership Programs
Rowan University | 201 Mullica Hill Rd. | Chamberlain Student Center, Suite 220 | Glassboro, NJ 08028
T: 856-256-4187 | **F:** 856-256-5635 | **E:** spinks@rowan.edu | www.rowan.edu/studentactivities

Appendix E

Final Survey Instrument

SURVEY

I. Please describe yourself using the following:

- a. Freshman _____
Sophomore _____
Junior _____
Senior _____
Graduate Student _____
Other _____
- b. Year of intended graduation? _____
- c. What is your (intended/declared) major(s)? _____
Minor(s)? _____
Other (e.g. certification, concentration) _____
- d. How do you self-identify in terms of any or all of the following:
age _____
race/ethnicity/culture _____
gender _____
sexual orientation _____
religion _____
social class _____
- e. Are you involved with Leadership Rowan? _____
- f. How long have you been you involved? _____
- g. In the last four weeks, for approximately how many hours have you been involved with Leadership Rowan and its activities or programs? _____ Hours
- h. What role do you play (committee member, FLIP, Leadership Mentor, etc)? _____

II. Please address the following questions about Leadership Rowan:

Your involvement with the Leadership Rowan:

- a. Why did you become involved with Leadership Rowan? Check all that apply.
 I wanted to develop leadership skills.
 I wanted to meet and work with other students involved with leadership.
 My friend(s) got me involved.
 I was selected to participate.
 I was interested in changing my own circumstances on campus.
 The organization connected with my studies or career goals.
 Other

Please elaborate on any of the above.

- b. What have you learned or gotten/did you learn or get from your involvement with Leadership Rowan? How do/did your experiences in/of this program relate to your past, present, and future?

Leadership Rowan's purpose and mission:

- a. What do you see as the purpose and/or mission of Leadership Rowan?

- b. What does/should Leadership Rowan mean to the communities of people not involved in it?

Your leadership experience:

- a. Have you helped to connect other people with Leadership Rowan and with the concerns of Leadership Rowan? If so, how? If not, what has prevented you from doing that?

- b. What are some struggles or frustrations you have faced in doing/continuing this work?
 - Need for increased institutional understanding
 - Need for increased institutional support
 - Time issues
 - Uncertainty about scope and scale of goals
 - Pace of change
 - Disconnects between you as student leaders and other members of the community who are not connected with these programs
 - Other

Please elaborate on any of the above.

c. What have been positive outcomes for you of your work as a leader in the program?

- Increased self-confidence
- Increased sense of options/choices
- New relationships with faculty/staff/students
- Opportunity to play new/multiple roles on campus
- Increased sense of capacity to accomplish things on campus
- A sense of belonging to a community

Please elaborate on any of the above.

d. What kinds of supports have you received in your involvement with Leadership Rowan, and which have been effective? How could you and others be better supported in your/their work with the program?

Is there any other feedback regarding Leadership Rowan you would like to share?