# Student Leadership and Involvement
## Leadership
### 2010-11 Annual Report

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<th>Divisional Goal</th>
<th>Goal</th>
<th>Strategies</th>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>Unintended / Other outcomes (not listed in the Planning Document)</th>
<th>Evidence of whether or not outcomes were achieved*</th>
<th>How will your assessment data shape this strategy in the future?</th>
<th>How did this strategy support the Strategic Plan? The Vision for Students?</th>
<th>If you did not undertake the strategy please explain</th>
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<tbody>
<tr>
<td>Increase student retention and graduation</td>
<td>1. Recruit at least 50 freshmen participants for Level I of the Tiger Leadership Institute each semester</td>
<td>1a. Work with Bobby King to develop additional marketing materials specifically for this program</td>
<td>Students will... 1a. Articulate self-awareness 1b. Demonstrate an understanding of the importance of involvement and possessing tools to make that involvement more successful 1c. Apply skills related to classroom</td>
<td>1) In their end of semester reflection papers, all spring TLI Level I graduates indicated some improvement in self awareness, including an increased understanding of personal</td>
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*The recruitment of 50 participants for Level I of Tiger Leadership Institute was a success; however, not every recruited student was retained until the program’s graduation. With that in mind, student self-awareness increased considerably during the course of the program.*

**Understanding and Managing Self**
- Develop and apply knowledge of self, including personality, values, interests and aptitudes.
- Demonstrate autonomy and personal...
Communicate directly with fraternities and sororities to build interest among their new members – provide information on bid day

values, the role experiences have played in shaping them, and/or who has helped them develop

“Talking about our own personal experience during one of the first lessons really helped me to evaluate my past accomplishments and my future goals while also illustrating how I have grown as a person within the last few years.”

mind, the goal for 2011-2012 is to graduate at least 50 students from Level I. One step being taken to work toward this updated goal is to add a third cohort and use graduates of the program to assist in the recruitment efforts at New Student Orientation.

Engaging Others in a Diverse World
Develop an inclusive and interactive community focusing on understanding and respect of individual and group differences
2) All Tiger Leadership Institute Level I graduates completed a person involvement map based on the curriculum and self-awareness activities of the program.

“Utilizing the things I learned through the Tiger Leadership Institute, I hope to increase my involvement on campus while hopefully holding a few leadership positions.”
within my organizations. I hope that through the use of my newly acquired skills, my organization can evolve into something bigger and better.”

“All of the experiences we have had in the Tiger Leadership Institute helped to shape us and [have given] us pause to think about our lives and our goals. [TLI taught us to] be more
conscious about our leadership styles and how we can be the best leaders of tomorrow.”

3) In their end of semester reflection papers, 59% of spring TLI Level I graduates indicated some improvement in self management, including time management, task management, stress management and/or goal setting.

“I [learned] that I can become a
better leader by improving my time management skills and setting specific goals. Setting goals keeps you focused on what your top priorities are. When others see you trying to better yourself, they are likely to want to do it also.”

“The most influential topic and the one that I found to be most applicable to daily life was the discussion of time, stress, and goal management. Managing one’s time is a
necessary process if one expects to be successful at the college level and beyond. The class activities and discussion were successful in demonstrating how to be organized with one’s time.”

4) In their end of semester reflection papers, all spring TLI Level I graduates indicated an increase in their ability to critically think by applying the concepts discussed in TLI to other areas of life, including
“I learned to set goals for myself. I learned that they should be a) written, b) challenging, c) believable, d) specific, e) measurable, and f) have a specific deadline. [This was very similar to what I learned when I worked at AutoZone’s corporate office.] I saw that what Tiger Leadership Institute taught us is actually in place in the workforce, and it really works.”
| Increase student retention and graduation | 2. Continue improvements to the Emerging Leaders mentoring partnership, including mentor selections and pairings, updating partnership guidelines, and developing more appropriate activities to support the programs intended outcomes. (on-going) | 2a. Utilize data obtained from assessing the 2009-2010 mentoring program. 2b. Complete list of potential mentors prior to the end of the spring 2010 semester. 2c. Include potential mentors to a greater degree during the freshman Emerging Leaders retreat to observe possible. | 2a. Freshmen will identify actions to improve relationship building. 2b. Upperclass mentors will apply personal development tactics to assist the persistence of a freshman protégé. 2c. Mentors and protégés will stimulate a stronger sense of community among all Emerging Leaders. | 5) 94.1% (16 of 17) of spring TLI Level I graduates earned a 2.0+ semester GPA. | The Emerging leaders Mentoring Partnership will not be continued in the 2011-2012 academic year because a significant number of freshman Emerging Leaders discussed a lack of connection with their upper-class mentor, calling into question the value and format.
| Increase student retention and graduation | 3. Grow Professional Mentor Program to include 50 students per semester | 3a. Work with Bobby King to develop additional marketing materials for this program | Students will...  
3a. Practice professional communication  
3b. Integrate leadership skills based on the mentoring relationship  
3c. Participate in conversations | The Professional Mentor Program curriculum was adapted this year to increase the focus on skills improvement with networking, résumé development, interview preparation and professional communication | Succeeding as a Professional  
Understand the concept of professional identity and develop appropriate professional behaviors |
<p>| Increase the number of students participating in key* co-curricular activities and programs | 4. Develop a Level III for the Tiger Leadership Institute, focusing on social change, with a start during the fall 2010 semester |
|   | Students will... 4a. Communicate comprehension of the Social Change Model of Leadership Development 4b. Include information about Level III in marketing materials for the Tiger Leadership Institute 4c. Consult Leadership Advisory Board for curriculum |
|   | 4a. Increase interest and involvement in community service programs 4b. Demonstrate application of the social change |
|   | Tiger Leadership Institute Level III participants studied the Social Change Model and interviewed someone they consider an agent of change |
|   | Engaging Others in a Diverse World Become engaged citizens locally and globally and Develop effective social change skills |</p>
<table>
<thead>
<tr>
<th>Departmental Goals not related to a Divisional Goal</th>
<th>input and guest speaker suggestions</th>
<th>competencies</th>
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<tbody>
<tr>
<td>Cultivate a welcoming, safe and respectful campus environment (e.g. civility campaign)</td>
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<td>5. Expand the Day 7 program for The LeaderShape Institute (on-going)</td>
<td>5a. Collect, from each LeaderShape participant, the names of at least three University students and staff who may be able to aid with the completion of their Breakthrough Blueprint(visio n) when it is submitted on Day 3</td>
<td>Students will... 5a. Demonstrate commitment to visionary leadership 5b. Produce results toward vision 5c. Exhibit understanding of large scale planning</td>
<td>5a. Increase awareness of The LeaderShape Institute 5b. Develop faculty relationships that will aid in facilitator recruitment</td>
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<td>5b. Host a vision showcase in the University Center that will allow</td>
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<td>The LeaderShape Day 7 program was expanded from a single reunion event for recent graduates of the program to include a “Vision Showcase” where Breakthrough Blueprints from the 2010 session were shared with stakeholders in the campus community. Over 100 individuals, including faculty, staff, students, and community members, recommended by the graduates were invited to attend and offer</td>
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</table>
members of the University community, especially those collected from LeaderShape participants, to gain a greater understanding of the Breakthrough Blueprints and offer suggestions and/or encouragement.

5c (optional). Provide an opportunity for LeaderShape graduates to apply for a small grant ($500-1,000), funded for 1-3 students through the feedback on the Blueprints. Nearly 40 attended throughout the program, which was held November 4, 2010.
1. Please include highlights from 2010-2011 about programs/services not included in your Planning Document below:

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Intended Outcomes</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
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<tbody>
<tr>
<td>Emerging Leaders - Freshmen</td>
<td>Students will... • Articulate what skills they have as a leader, who their influences are and what impact personal history has had on them as a leader • Focus and reflect on personal vision and values</td>
<td>A rubric is utilized to provide a standardized method of measuring progress and learning within the freshman experience. Three key components are considered to track learning for the intended outcomes: • Analysis of personal values and history • Understanding of strengths and weaknesses • Personality-type (True Colors) comprehension As reflection papers are read, students are rated on a 0-2 scale using the rubric (0=limited or no discussion related to the outcome [not meeting responsibilities]; 1=identifies the possession and characteristics of the outcome, internally [meeting responsibilities]; 2=extensive discussion related to the outcome, including its impact on experience and relationships</td>
<td>There are still students who score as not meeting expectations on the rubrics because they do not include any mention of the learning related to the outcomes in their papers. It is important to continue helping students understand and value the reflection papers so they will be more intention of at least meeting the baseline for responsibilities. It will be valuable to expand the look at personal values and history so more students are able to articulate the impact they have on the collegiate experience.</td>
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Emerging Leaders - Sophomore-Senior

Students will...

**Sophomores**
- Be able to discuss their communication skills as leaders including strengths and weakness.
- Be able to integrate leadership competencies with practical experiences.
- Demonstrate the ability to think critically, act ethically,

In addition to writing reflection papers each semester, Emerging Leaders are asked to respond items on a likert scale and rate their abilities (1=low ability; 5=high ability) in specific learning areas prior to and after participating in the program’s educational activities each year. The following are selected

**Sophomores**

1. **Articulate your strengths as a leader**
   a. Mean (Pre) – 2.89
   b. Mean (Post) – 3.94
   c. Response of 4 or 5 (Pre) – 14%

While there appears to have been significant movement in sophomore and junior students’ self-rated ability to think critically and engage in effective conflict resolution & incorporate varying perspectives when responding to complex situations, respectively, these areas will continue to see an increased focus because critical thought can greatly impact all areas of the student experience and engaging in effective conflict resolution &

[exceeding responsibilities]). The following is a breakdown of the performance across the freshman class:

- Analysis of personal values and history –
  - Students scoring a 2=25%
  - Students scoring a 1=66%
  - Students scoring a 0=9%
- Understanding of strengths and weaknesses
  - Students scoring a 2=70%
  - Students scoring a 1=30%
  - Students scoring a 0=0%
- Personality-type (True Colors) comprehension
  - Students scoring a 2=50%
  - Students scoring a 1=48%
  - Students scoring a 0=2%
and make individual decisions.
- Participate effectively in group decision-making.
- Build relationships and learn from a diverse group of people from different backgrounds, beliefs, and cultures.

Juniors
- Engage in successfully resolving difficult change or conflict in an organization.
- Respond appropriately to complexity, ambiguity and conflicting perspectives.
- Express an understanding of the relationship between power and leadership and relate that understanding to practical experience.
- Design and implement projects using collaborative leadership concepts.

d. Response of 4 or 5 (Post) – 80%

2. Integrate leadership concepts and/or theories into organizational experiences
   a. Mean (Pre) – 2.48
   b. Mean (Post) – 3.8
   c. Response of 4 or 5 (Pre) – 8%
   d. Response of 4 or 5 (Post) – 71%

3. Align your values with your actions
   a. Mean (Pre) – 3.6
   b. Mean (Post) – 4.38
   c. Response of 4 or 5 (Pre) – 51%
   d. Response of 4 or 5 (Post) – 95%

4. Think Critically
   a. Mean (Pre) – 3.08
   b. Mean (Post) – 4.01
   c. Response of 4 or 5 (Pre) – 38%
   d. Response of 4 or 5 (Post) – 76%

5. Build teams within an organizational context
   a. Mean (Pre) – 2.57
   b. Mean (Post) – 3.81
   c. Response of 4 or 5 (Pre) – 14%
   d. Response of 4 or 5 (Post) – 68%

Junior
1. Engage in effective conflict resolution
   a. Mean (Pre) – 2.89
   b. Mean (Post) – 4.11
   c. Response of 4 or 5 (Pre) – 25%
   d. Response of 4 or 5 (Post) – 93%

incorporating varying perspectives when responding to complex situations have a natural relationship to the University’s campaign to improve civility.
<table>
<thead>
<tr>
<th>Seniors</th>
<th>2. Incorporate varying perspectives when responding to complex situations</th>
<th>3. Relate personal experience to leadership growth</th>
<th>4. Utilize collaborative leadership concepts in project design and implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effectively communicate vision for organization and engage other members accordingly to carry out that vision.</td>
<td>a. Mean (Pre) – 3.26</td>
<td>a. Mean (Pre) – 3.35</td>
<td>a. Mean (Pre) – 2.59</td>
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<tr>
<td>• Demonstrate an understanding the responsibility for continuous learning.</td>
<td>b. Mean (Post) – 4.25</td>
<td>b. Mean (Post) – 4.54</td>
<td>b. Mean (Post) – 4.18</td>
</tr>
<tr>
<td>• Articulate knowledge about the interconnectedness of local and global communities through active citizenship.</td>
<td>c. Response of 4 or 5 (Pre) – 39%</td>
<td>c. Response of 4 or 5 (Pre) – 50%</td>
<td>c. Response of 4 or 5 (Pre) – 14%</td>
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<tr>
<td>• Articulate the responsibility to lead positive change in the community through active citizenship.</td>
<td>d. Response of 4 or 5 (Post) – 96%</td>
<td>d. Response of 4 or 5 (Post) – 96%</td>
<td>d. Response of 4 or 5 (Post) – 86%</td>
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<thead>
<tr>
<th>Senior</th>
<th>1. Communicate the value of your undergraduate experiences to others</th>
<th>2. Contribute to the process of helping others learn or further develop</th>
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<tbody>
<tr>
<td>1. Communicate the value of your undergraduate experiences to others</td>
<td>a. Mean (Pre) – 3.25</td>
<td>a. Mean (Pre) – 3.25</td>
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<tr>
<td>a. Mean (Pre) – 3.25</td>
<td>b. Mean (Post) – 4.58</td>
<td>b. Mean (Post) – 4.25</td>
</tr>
<tr>
<td>b. Mean (Post) – 4.58</td>
<td>c. Response of 4 or 5 (Pre) – 42%</td>
<td>c. Response of 4 or 5 (Pre) – 42%</td>
</tr>
<tr>
<td>c. Response of 4 or 5 (Pre) – 42%</td>
<td>d. Response of 4 or 5 (Post) – 100%</td>
<td>d. Response of 4 or 5 (Post) – 100%</td>
</tr>
<tr>
<td>2. Contribute to the process of helping others learn or further develop</td>
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The LeaderShape Institute

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<tr>
<th>The LeaderShape Institute</th>
<th>Students will</th>
<th>The evaluation instrument for The LeaderShape Institute contains 16 items, and those items are group into 4 categories (Personal Values, Team Work, Ethical Decision-Making and Commitment to Action) All LeaderShape graduates indicated an increased confidence level (comparing self-reported confidence ratings before and after the experience) in at least one of the categories measured. Individual</th>
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<tbody>
<tr>
<td></td>
<td>• Demonstrate commitment to visionary leadership</td>
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<td></td>
<td>• Produce results toward vision</td>
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<td></td>
<td>• Exhibit understanding of large scale planning</td>
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3. **Understand the responsibility of continuous learning**
   - **Mean (Pre) – 3.58**
   - **Mean (Post) – 4.75**
   - **Response of 4 or 5 (Pre) – 58%**
   - **Response of 4 or 5 (Post) – 100%**

4. **Articulate the responsibility to lead positive change in the community through active citizenship**
   - **Mean (Pre) – 3.42**
   - **Mean (Post) – 4.3**
   - **Response of 4 or 5 (Pre) – 50%**
   - **Response of 4 or 5 (Post) – 92%**
assessment items with the largest improvements include:

- Identify community partners and support systems that share your vision (average increase of 1.59 on a scale of 0=no confidence at all – 4=complete confidence)
- Take steps toward goals even when you are frustrated and not supported by others (average increase of 1.49 on a scale of 0=no confidence at all – 4=complete confidence)
- Make a plan with concrete steps to accomplish short-term and long-term goals (average increase of 1.46 on a scale of 0=no confidence at all – 4=complete confidence)
- Discuss values with peers even when you feel uncomfortable (average increase of 1.32 on a scale of 0=no confidence at all – 4=complete confidence)
- Recognize others’ strengths that contribute to a goal even when it is difficult to acknowledge personal weaknesses (average
increase of 1.22 on a scale of
0=no confidence at all –
4=complete confidence)

Since students were able to select a confidence ranking between 0 and 4 on each item and there were 4 items per category, each category had a maximum of 16. The following average improvements were seen across the 4 categories:

- **Personal Values** – 37.93% improvement (10.609 pre-average; 14.634 post average)
- **Team Work** – 38.81% improvement (10.244 pre-average; 14.219 post average)
- **Ethical Decision-Making** – 46.10% improvement (10.0 pre-average; 14.609 post average)
- **Commitment to Action** – 70.06% improvement (8.146 pre-average; 13.854 post average)

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<thead>
<tr>
<th>Tiger Leadership Institute Level II</th>
<th>Students will...</th>
<th>When asked to rate their ability levels in considering the needs of others when affecting change in an organization before and after the experience, 77% of TLI Level II respondents expressed some improvement, with an average</th>
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<td></td>
<td>Display increased levels of self awareness, articulating its impact on relationships and organizational experiences.</td>
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</table>
- Integrate leadership competencies with practical experiences.
- Exhibit comprehension of strategic change concepts.

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<tr>
<th>Improvement of 2.3 on a 7 point likert scale.</th>
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<tr>
<td>When asked to rate their ability levels in identifying core values before and after the experience, 92% of respondents expressed some improvement.</td>
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<tr>
<td>When asked to rate their ability levels in adapting leadership practices for team development, 85% of respondents expressed some improvement.</td>
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<tr>
<td>When asked to rate their ability levels in leading positive change within an organization, 85% of respondents expressed some improvement, with 31% indicating an increase of at least 3 points on a 7 point likert scale.</td>
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"Understanding and seeing value in every team member is very important. Knowing my own values is important in knowing how I will lead."

"I improved the way I thought about..."
conflict management and how I thought about the needs of others and consideration of those needs.”

“The two things I have learned are the importance of identifying our values and how they enable personal fulfillment in your everyday life. I have also learned the reason behind how and why power and authority is distributed.”

“I have learned how there are different types of leadership and which one is my strong suit.”

“I learned about leadership that takes place in everyday life and I learned more about myself in groups and leadership.”

At the end of this one day program, students completed evaluations about the overall experience and individual breakout sessions. Included in the evaluation was a 5 point likert scale, measuring students level of agreement with specific statements (1=strongly disagree; 5=strongly agree). The following displays some overall reactions to the program:
   Emerging Leaders – 170
   Tiger Leadership Institute – 129 initial participants; 88 graduates
   Professional Mentor Program – 55 protégés
   Student Leadership Summit – 132 registered; 80 participants
   The LeaderShape Institute – 43 graduations
   Organizational consulting and activities (including staff and Memphis Lead Team) – 550 (est.)
   Leadership Learning Community – 25
   Leading Tomorrow Lunch Series – 80 (est.)
   Lunch with a Leader – 250 (est.)

   In addition to students participating in our leadership education opportunities, several partnerships have been developed with groups off-campus, and staff provided leadership education consulting and facilitation to 8-10 unique groups, and over 300 people.

7. Provide any of the following data your office collects:
   a. Number of students participating in community service and hours of service per student. Explain student populations participating (e.g. Alternative Spring Break participants). Provide information on types of community service in which the students participated.
Emerging Leaders – 170 students (representing all classes and those receiving a scholarship extension) complete over 3900 hours of community service during 2010-2011 at over 100 unique agencies throughout the City of Memphis and Shelby County.

8. List any awards or other notable accomplishments by the department, individual staff, or students.
   The Up ‘til Dawn program raised $152,143 in 2010-2011, making it the top fund-raising chapter in the nation. Additionally, the University of Memphis Chapter was recognized in July 2010 at the ALSAC/St. Jude Collegiate Leadership Seminar for having the Best Finale Event, Best All Team Meeting and the Advisor of the Year.