### STUDENT AFFAIRS 07-08 ANNUAL REPORT DATA

**IMPORTANT:** Please submit by August 20, 2008 and be sure to read the form instructions. As you prepare this be sure to refer to last year's division report and the departmental reports by clicking the link below (will open up in new window).

2006-2007 Division of Student Affairs Annual Report
(http://saweb.memphis.edu/studentaffairs/annualreport0607.htm)

<table>
<thead>
<tr>
<th>Department/Sub-Department Name</th>
<th>Student Leadership and Involvement / Student Leadership Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location:</strong></td>
<td>800 Wilder Tower</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>8679</td>
</tr>
<tr>
<td><strong>Web Site:</strong></td>
<td><a href="http://saweb.memphis.edu/leadership/LeadershipPrograms.html">http://saweb.memphis.edu/leadership/LeadershipPrograms.html</a></td>
</tr>
<tr>
<td><strong>Director Name:</strong></td>
<td>Justin Lawhead</td>
</tr>
<tr>
<td><strong>Director Email:</strong></td>
<td><a href="mailto:jtlawhed@memphis.edu">jtlawhed@memphis.edu</a></td>
</tr>
<tr>
<td><strong>Number of Full-Time Staff:</strong></td>
<td>2</td>
</tr>
</tbody>
</table>

**Mission:**

The Center for Student Leadership and Involvement strives to cultivate a campus community where students can achieve success and become socially responsible citizens. Our purpose is to support the college's mission by providing services and programs while fostering student learning in and out of the classroom. The Center for Student Leadership and Involvement provides assistance to individual students and student organizations in the planning, management, and evaluation of programs and organizational activities directed toward meeting the wide variety of student needs and interests represented on this campus. By encouraging student leadership and social skills, student leadership and involvement cultivates a personal standard of ethics and values while providing opportunities that enhance the sense of community at the University of Memphis.
1. **Major departments/functions/offices/responsibilities - brief listing:**
   - Coordinate the Emerging Leaders Scholarship Program, including the selection of new Emerging Leaders and the implementation of program requirements
   - Instruct to leadership courses: Leadership & Communication and Leadership & Social Change
   - Provide leadership training to the student body through the Student Leadership Summit, LeaderShape Institute, Leadership Workshop Series, and Memphis Lead Team
   - Advise Up 'til Dawn

2. **Up to 3 student learning objectives and outcomes for 07-08:**

   **Student Learning Objective #1**
   Students will understand ways in which they can develop positive change in the community.

   **Outcome #1 (with supporting data)**

   **Explanation of Efforts Made during 2007-2008**
   **Emerging Leaders**
   In order to create change within a community, a person must first possess knowledge about the community and its needs. Once that has been achieved, a person can apply his/her strengths to appropriately address those needs. Throughout the four years of the program, community service is huge component, but teaching students how to carry out community change, as it is explained in the first two sentences is a process that progresses over the four years of the program.

   As a part of the ACAD 1100 experience, first-year students have a group community photo project, in which they take pictures from around the city and explain why those pictures represent community to them. In the sophomore class, students are asked to do something similar but more expansive; they must provide context for each of their photos and explain the connections among the pictures that make them link to form community. As a new project this year, the junior class worked throughout the spring semester to research local neighborhoods and identify the assets and the needs of those areas. They then developed relationships with agencies in those communities to develop potential projects that carried out during the next year. Findings were presented as the final project in the COMM 3341 course, with the class voting on which project to support in 2008-2009 as the Senior Emerging Leader Capstone Service Project. Additionally, the sophomore and junior classes spent a significant amount of time learning the Social Change Model of Leadership. When this topic was covered in the junior class, a group of community advocates was brought to class to meet with students and answer questions that they had about driving change in a community.

   **Other Initiatives**
   During the fall semester, there was a workshop on the Social Change Model of Leadership that was included as a part of the Building Better Leaders Workshop Series. Also in the fall, a Community Leader Panel Session was held to let students hear from community members that have been able to make positive
change in Memphis as working professionals and active citizens. Finally, a large portion of The LeaderShape Institute was devoted to teaching the participants how to develop a grand vision for community change and how to build smaller actions steps to carry out that vision.

**Supporting Data**

**Emerging Leaders**

Since many of the community change activities were included as a part of the program’s coursework, the SETE is relied upon for much of the assessment, and that is specific to the effectiveness of the class and its instructors. Third-year Emerging Leaders were specifically asked as a part of their spring reflections, “How will you make an impact on your organization, campus or community experience during your final year in this program?” Many of the responses refer to the project that those students had developed for their senior capstone experience. In all likelihood that common theme is present because of the large amount of time they had just spent on that project during the spring semester. As leaders, positional or otherwise, in their student organizations, many of the students speak of great plans that they have for their organizations in the upcoming year, and the impact those plans will have on the campus community:

“I really hope that through our project can unify the program and create a lasting connection between Binghampton and the University of Memphis.”

“We were able to create a day of leadership activities for soon-to-be college students and had the opportunity to find a need in the Memphis community that needed addressing and, through a lot of learning and brain-storming, came up with an implementation plan to impact that community”

“Through visiting and talking to many of the children and volunteers at the Lester Community Center in Binghamton, TN, I became very aware of the need and encouragement the Lester Community Center needed. Specifically, I am excited about what the Emerging Leaders can do in the “Read to Succeed” program. I believe that the continual or ongoing mentorship style of volunteering will be the most impact-full method in terms of encouraging the children to read. I am also looking forward to the book drive. I believe that this book drive will also stimulate the excitement of reading throughout the community center. All of these things and more will greatly impact both the Lester Community Center and each emerging leader that commits to helping change the lives of the students at the center.”

“In the International Student Association as the newly elected Special Events Chair...I hope to help to improve our weekly programming to retain members, and I hope to work with other internationally themed student organizations to pool resources and members to increase our total attendance at each other’s events. I think there is a great deal of potential within the international community each semester at the U of M, but we have not been able to properly tap into that potential this year. We need to work with others in order to attract the students that are here and keep them engaged in the U of M international community. I hope to have more ISA members become speech partners in order to share culture and make strong bonds of friendship that hopefully will last the whole year and will carry over into the personal lives of the students.”
### Other Initiatives

Students at the Social Change workshop reported learning:

“to basically work on myself internally so that I can be more effective in the aspect of social change”
“that every aspect of getting involved in the community is very important”

Assessment of activities completed at The LeaderShape Institute was collected and tabulated by LeaderShape, Inc. While that organization will send those results to the University, they have not yet been received. An additional assessment of those activities will be completed by LeaderShape Inc. in May 2009. Even though, an assessment of the vision-crafting exercises from LeaderShape are unavailable, the following are examples of some the visions that were developed by students at the Institute:

“A world where minority students are graduating from colleges and mentoring younger minority students (creating a cycle of networking)”

“All students at The University of Memphis feel free to and want to interact and socialize with different racial and ethnic groups.”

“The ideal future that I wish to create is one in which the achievement gap is closed. One where after school and summer programs are instituted by community leaders to focus on improving literacy, leadership and closing the achievement gap which exists in our society today.”

“To positively change perceptions of the Memphis community (metropolitan area) and its members from the negative perceptions by others and themselves today”

- A link to the on-line work toward this vision: [http://mpcquality.com/](http://mpcquality.com/)

### Student Learning Objective #2

Students will articulate a heightened sense of self-awareness.

### Outcome #2 (with supporting data)

**Explanation of Efforts Made during 2007-2008**

Several personality-type and/or leadership practices assessments were utilized throughout the year within the Emerging Leaders program and other programs. Debriefing and discussion sessions followed each of the exercises to ensure that evaluation results were placed into proper context.

**Emerging Leaders**

Self-Awareness activities were incorporated into all Emerging Leader classes.

**First-Year** – The freshman class completed the True Colors assessment.

**Second-Year** – In COMM 3342, the sophomore class completed the Willingness to Communicate instruments, and each class member wrote a personal vision statement.

**Third-Year** – In COMM 3341, the junior class completed Strengthsfinder 2.0,
read the accompanying text, and had a class period centered on strengths-based leadership.

**Fourth Year** – The senior class worked with Career and Employment Services to update their resumes so that they focus on unique abilities and leadership experiences they possess.

Additional emphasis was placed on self-awareness for freshman Emerging Leaders by devoting a portion of the ACAD 1100 curriculum to developing a basic sense of strengths, weaknesses, and values. Students were asked to journal their first-semester experiences on a weekly basis, and fall semester reflection questions specifically asked students to identify strengths, weaknesses, and ways that they felt their individual skills could help them improve as leaders.

**Other Initiatives**

Beyond the Emerging Leaders program, two Building Better Leaders workshops in the spring semester were developed around the Student Leadership Practices Inventory, and participants at the LeaderShape Institute completed the DiSC instruments.

**Supporting Data**

**Emerging Leaders**

Since the majority of the Self-Awareness activities were completed as a part of the program’s coursework, the SETE is relied upon for much of the assessment. Since first semester freshmen were asked to identify strengths, weaknesses, and ways that they felt their individual skills could help them improve as leaders as a part of their fall reflections we were able to gather information about self-awareness from those students.

Most of the reflections have some mention of a maturation that took place during their first year in college. Explanations of the maturing process included an exposure to new concepts of diversity, understanding of personal values and how those values are shaped, and ever-increasing knowledge of ability. Many freshman described community service experiences that put them around groups of people that were different from what they were accustomed to seeing. Several also acknowledged that their principles and values directly influenced their daily actions and their beliefs about leadership. All freshmen were able to identify the things that they were asked, and several added further detail of how they have recognized their strengths and weaknesses impacting their collegiate experience. Here are some examples of articulating that impact:

“I believe that one of my strengths is trying to collectively connect each member of a particular group. I personally would never want to feel left out, and I want to know others’ opinions.”

“My weakness would probably be me wanting to work alone sometimes. I have realized very quickly that you can get more done in a group than you can individually.”

“One asset that I have reaped throughout this fall semester is understanding and growing to know the authentic...I learned that I have to look beyond the
interpreted value of my action by others and realize what the value of these things is to me. With saying that I must admit I have with no doubt learned that one of my weaknesses is actually sitting back after engaging in activities and analyzing how effective or ineffective my actions were. Because of the lack thereof, I have wasted precious time continuing in countless acts that only had mystical meanings.”

“I realize that I have spent the past eighteen years developing my conscience. Therefore, when making decisions I attempt to choose the side that will allow my conscience to be satisfied at the end of the day.”

For the fourth-year students, simply submitting the original and revised copies of their resumes satisfied an evaluation component.

**Other Initiatives**
Assessment of activities completed at The LeaderShape Institute was collected and tabulated by LeaderShape, Inc. While that organization will send those results to the University, they have not yet been received. An additional assessment of those activities will be completed by LeaderShape Inc. in May 2009.

Students attending the workshops related to the Student Leadership Practices Inventory generally spoke highly of the workshop. Here are examples of student responses from the evaluations about how they feel that they will be able to apply the workshops’ teachings:

“[I have benefitted through...] taking a look at other ways to improve through more interaction with my group members and executing for the betterment of others.”

**Student Learning Objective #3**
Students will have an understanding of methods to sustain leadership beyond college.

**Outcome #3 (with supporting data)**
**Explanation of Efforts Made during 2007-2008**

**Emerging Leaders**
Within the Emerging Leaders program, efforts to aid in the understanding of sustained leadership were focused on the third and fourth-year students. Third-year students aided instructors with COMM 3341 course development by submitting articles about leadership within professions of interest that were then used to develop a curriculum highlighting practical leadership in a multitude of contexts.

Fourth-year students worked with Career and Employment Services in the fall semester to review and update their resumes. Original and revised copies were then submitted to leadership staff. In the spring, these students partnered with service agencies in the Binghampton community to complete their capstone community service project.
Other Initiatives
Representatives from several professional leadership training organizations in the city sat on a panel session on October 25, and they spoke of their own experiences with leaders, professionally and in the community. Students were given an opportunity to ask questions of the panel and had a chance to engage them in one-on-one conversations toward the end of the session. The program was intended to give students an opportunity to see that leadership outside of college exists beyond the realm of CEOs, professional sports team captains, and motivational speakers.

Supporting Data

Emerging Leaders
The majority of the assessment of COMM 3341 was conducted through the SETE, but some members of the class also included positive thoughts about the course structure in their spring reflections:

“I liked that way that the Junior class was designed. It allowed for involvement and empowerment from the EL’s, and it allowed for plenty of flexibility for the three projects worked on simultaneously.”

Other Initiatives
There was no formal evaluation completed at the Community Leader Panel Session, but conversational feedback from the session leads us to believe that a similar program should be conducted during the 2008-2009 Academic Year; at which point, a formal assessment can be completed.

3. 3 main departmental goals and related accomplishments/results for 07-08:

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Expand Opportunities for students to participate in leadership training beyond the Emerging Leaders program</th>
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<tbody>
<tr>
<td>Results/Accomplishments #1A</td>
<td>The workshops series was marketed to all student organizations and across campus. Additionally, the Community Leader Panel Session was made available to all students.</td>
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<tr>
<td>Results/Accomplishments #1B</td>
<td>As will be mentioned in Goals #2 &amp; 3, we were able to host a campus-based session of the LeaderShape Institute and developed a peer resource team to assist RSOs.</td>
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<tr>
<td>Goal #2</td>
<td>Host a campus-based session of The LeaderShape Institute</td>
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<tr>
<td>Results/Accomplishments #2A</td>
<td>Our session of The LeaderShape Institute was held May 5-10 at For the Kingdom Camp. Sean Connable, Dwayne Scott, Teanca Shepherd, Kate Howard, and Melissa Campbell served as Family Cluster facilitators, and 51 student participated in the week-long institute</td>
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<tr>
<td><strong>Results/Accomplishments #2B</strong></td>
<td>During Day 3 of the Institute, there is a Guest Leader panel; Our session guests were Austin Baker, Stephanie Simpson, Dr. Raines, Douglass Scarboro, and Susan Stephenson.</td>
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<tr>
<td><strong>Goal #3</strong></td>
<td>Develop a peer resource team that is available to provide workshops for Registered Student Organizations</td>
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<td><strong>Results/Accomplishments #3A</strong></td>
<td>During the fall 2007 semester, a basic structure for the team was developed, including, the mission of the team, potential workshop topics that the team will offer, qualifications and expectations of team members, and the process for joining the team. The name “Memphis Lead Team” was selected for the group, and an initial recruitment process was completed, which netted six members for the new team.</td>
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<tr>
<td><strong>Results/Accomplishments #3B</strong></td>
<td>Training of the new team members began in January 2008, with weekly meetings being held to prepare the group for developing workshops. Team members piloted two workshops at the end of the spring semester as a part of the Building Better Leaders Series, “Fund-raising for Student Groups“ and “Stress Management.” Evaluations were generally positive, showing that the team is ready to increase its marketing to develop workshops for RSOs.</td>
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4. **Individual staff and student accomplishments:**

5. **3 main bragging points for department – What top administrators should know about your area:**

**Bragging point #1**
Emerging Leaders are working to develop an ongoing community-building relationship with the Binghampton neighborhood. The 2007-2008 Senior Capstone project was in this neighborhood, and members of other Emerging Leader classes aided them in their efforts. The upcoming Senior class will again be working in Binghampton, carrying out a project that they developed as a part of COMM 3341. They intend to include other classes on an even larger scale.

**Bragging point #2**
Staff worked throughout the year to develop relationships with community agencies; those organizations include: The Leadership Academy, NEXUS, University Neighborhood Development Corporation, Highland Area Renewal Corporation, Leadership Memphis, Memphis Sexual Assault Resource Center, local branches of the YMCA and YWCA, MPACT Memphis, Rotary Club of Memphis, and others. Many of these relationships have developed into strong partnerships to develop programming and training opportunities for University students.

**Bragging point #3**
As a first-year host of a campus-based session of The LeaderShape Institute, we recruited at had 51 students attend the program. The maximum allowable attendance is 60 students, and Lead Facilitators for the session spoke of assisting other campus-
based sessions with first-year attendance below 20 students.

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<tr>
<th>6. <strong>Revenue Producing Initiatives and Results:</strong></th>
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<tbody>
<tr>
<td>7. <strong>Community Involvement and Partnerships:</strong></td>
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<tr>
<td>• Staff members participated in meetings with the University Neighborhood Partnership.</td>
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<tr>
<td>• Worked with University Neighborhood Development Corporation and Mason YMCA staff to include students in fall and spring beautification projects in the University District.</td>
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<tr>
<td>• Brought together representatives of The Leadership Academy, Leadership Memphis, MPACT Memphis, and NEXUS for a panel session with students in the Fall semester.</td>
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<tr>
<td>• Attended the Bonner Scholars Recognition Ceremony at Rhodes College.</td>
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<tr>
<td>• That meeting led to developing an opportunity for three students from Rhodes College to attend The LeaderShape Institute.</td>
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<tr>
<td>• Developed and facilitated two days of staff and student-led training activities for high school students attending the local Rotary Youth Leadership Conference.</td>
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<tr>
<td>• Partnered with the YWCA and Memphis Sexual Assault Resource Center to host and provide staff resources and student mentors for the Memphis Youth Leadership Institute for middle school-aged girls.</td>
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<tr>
<td>• Fourth-Year Emerging Leaders completed a service project in the Binghampton community during the spring semester.</td>
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<tr>
<th>8. <strong>Collaborative Efforts:</strong></th>
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<tr>
<td>• Included the Associate Dean for Judicial and Ethical Programs and Assistant Director for Recruitment and Orientation as Family Cluster Facilitators as The LeaderShape Institute.</td>
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<td>• Attended several of Recruitment and Orientation’s local recruitment receptions throughout the fall semester to meet potential students.</td>
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<tr>
<td>• Attended the opening and closing events for the MILE mentoring program in the Fogelman College.</td>
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<tr>
<td>• Brought together representatives of The Leadership Academy, Leadership Memphis, MPACT Memphis, and NEXUS for a panel session with students in the Fall semester.</td>
</tr>
<tr>
<td>• Worked with University Neighborhood Development Corporation and Mason YMCA staff to include students in fall and spring beautification projects in the University District.</td>
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<tr>
<td>• Communicated with staff members from Ole Miss, Rhodes College, Lemoyne-Owen College, Christian Brothers University, Arkansas State University, and Middle Tennessee State University to invite students to participate in The LeaderShape Institute; Rhodes College was able to pay to send three students.</td>
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<tr>
<td>• Developed and facilitated two days of staff and student-led training activities for high school students attending the local Rotary Youth Leadership Conference.</td>
</tr>
<tr>
<td>• Partnered with the YWCA and Memphis Sexual Assault Resource Center to host and provide staff resources and student mentors for the Memphis Youth Leadership Institute for middle school-aged girls.</td>
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Leadership Institute for middle school-aged girls

- Made participation in at least one Service on Saturday event a requirement toward the 10 hours of community service each semester for Emerging Leaders

9. If applicable, 3 major 07-08 events/programs/etc. with description and assessment data (attendance info, funds raised, etc.):

**Event #1**
The LeaderShape Institute

The LeaderShape Institute is an intensive, energizing, integrity-based educational experience designed to equip young adults to become extraordinary leaders. The University of Memphis session will be comprised of 50-60 students and have a curriculum that is presented by a group of facilitators, who are able to serve as excellent role models for the students.

Much of the week's work is done in small groups called "Family Clusters," which create a safe, supportive learning environment that allows participants to work together, form close friendships, and benefit from new perspectives. Each student in the cluster works to define his/her personal vision - an extraordinary commitment to changing or contributing to the world in a positive way.

Based on that vision, participants then develop a blueprint for the action that they will undertake when they return home - with the objective of effecting meaningful, measurable change in their organization during the next 9-12 months. With the guidance of LeaderShape facilitators, participants complete a blueprint that identifies the goals, relationships, and action steps that are essential to the project's success.

Dynamic, challenging, and exciting, the week is intended to produce a breakthrough in the leadership capacity of participants - benefiting the students themselves, their respective organizations, and the institutions that they will go on to lead and serve in the future.

The session was held May 5-10, with 51 student participants. Those students had the following demographic breakdown:
- 17 males/34 females
- 20 Freshmen / 15 Sophomores / 9 Juniors / 5 Seniors / 2 Graduate Students
- Ethnicity / National Origin:
  - African-American / Black – 20
  - Asian-American – 2
  - Caucasian / White – 20
  - Hispanic – 2
  - Other – 3
  - International Students – 4
- Representatives from all undergraduate colleges

Assessment of learning outcomes was completed by LeaderShape, Inc.
Event #2
In October 2007, representatives from MPACT Memphis, NEXUS, The Leadership Academy, and Leadership Memphis participated in a Community Leader Panel Session. Students were given an opportunity to ask questions of the panel and had a chance to engage them in one-on-one conversations toward the end of the session. The program was intended to give students an opportunity to see that leadership outside of college exists beyond the realm of CEOs, professional sports team captains, and motivational speakers. 18 students attended this session.

Event #3
In the spring of 2008, Fourth-year Emerging Leaders partnered with several service oriented organizations in the Binghampton community to host events to assist that neighborhood as a part of their Senior Capstone Project. They worked on several blighted properties to assist with re-development of those buildings, and they worked with Service of Self to host a block party in Binghampton to build a sense of community.

10. Detailed utilizations numbers (contact summaries) for 07-08 as applicable – headcount counseling sessions, cases, programs held, students housed, children cared for, tests administered, interviews hosted, internships posted and filled, etc.
The LeaderShape Institute – 1 session held May 5-10 with 51 students in attendance Specific demographic information is as follows:
• 17 males/34 females
• 20 Freshmen / 15 Sophomores / 9 Juniors / 5 Seniors / 2 Graduate Students
• Ethnicity / National Origin:
  o African-American / Black – 20
  o Asian-American – 2
  o Caucasian / White – 20
  o Hispanic – 2
  o Other – 3
  o International Students – 4
• Representatives from all undergraduate colleges

Building Better Leaders Workshop Series (Fall) – 16 workshops held on various dates with a total attendance of 191 students

Building Better Leaders Workshop Series (Spring) – 15 workshop held on various dates with a total attendance of 187 students

Community Leader Panel Session – 1 session held October 25 with 18 students in attendance

Student Leadership Summit – 1 session held August 16 with 89 students in attendance
11. Last year we asked you, “In planning for 07-08, what intentional data can you collect to produce and analyze retention data and results?” If you have not already addressed this in your submission, did you do this? What did you collect and what retention and graduation data do you have?

**Emerging Leaders**

Retention rates

04-05
17/19 - 89.5%

05-06
23/23 - 100%

06-07
21/23 - 91%
One academic issues

07-08
29/33 - 88%

**Four average – 92%**

Graduation Rates

02-03
88% of retained students graduated in five years or less

03-04
94% of retained students graduated in five years or less

04-05
53% of students graduated in four years

12. Please review your 07-08 planning document and discuss your achievement of your goals or any departures from your plans.

Identify programming responsibilities for new leadership programs coordinator
The Coordinator of Leadership Programs was hired and began working in July 2007. **Implement resume writing workshop as a mandatory program for Emerging Leader Seniors**

Emerging Leader Seniors were required to meet with a member of the Career and Employment Services staff for a resume review. They submitted a copy of the original and revised versions of their resumes to our office for additional review.

**Implement use of social change model beginning in Junior Year of the Emerging leader program**

The Social Change Model of Leadership was added to the curriculum of the COMM 3342 and 3341 courses that Emerging Leader Sophomores and Juniors take. It was introduced to the sophomores in COMM 3342 and offered in expanded detail for the juniors in COMM 3341. Additionally, a workshop was conducted on the Social Change Model during the fall Building Better Leaders Workshop Series.

**Implement a leadership portfolio program for the emerging leader program using the UM Drive.**

Emerging Leaders submitted all semester reflections during the 2007-2008 Academic Year via UMDrive. The process for those submissions was explained at the Emerging Leader kick-off and within the Emerging Leader ACAD 1100 course. A rubric to assess progress within the program was developed and will be piloted with the freshman Emerging Leader class during the 2008-2009 Academic Year.

**Continue to work with leadership case statement and identify programs that will attract donors**

13. **Please reiterate from your 08-09 planning document your 3 main initiatives for 08-09 and explain any revisions made to your plans since your 08-09 planning meeting with the AVP group.**

**Initiative #1**

Create more opportunities, beyond the kickoff each semester, for Emerging Leaders of all classes to meet with one another.

There have been no revisions made to this plan since the meeting with the AVP group.

Several current Emerging Leaders were involved in the retreat for new Emerging Leaders that was held in July. The senior class is seeking volunteers from all other classes to assist with their Senior Emerging Leader Capstone Service Project. We are also planning to implement a mentoring program for the first-year students that will increase interactions with upper-class members.

**Initiative #2**

Implement changes to the format of the August Student Leadership Summit that will use the program to facilitate a discussion of key campus issues between student leaders and campus administrators

While no adjustments to the format have been given final approval, the Summit has been moved from August to November as a means to better market it to students and improve attendance. The current tentative format includes sessions intended to facilitate the discussion of key campus issues and offer sessions related to leadership training.

**Initiative #3**

Explore other opportunities to support fundraising initiatives for leadership programs.
Identifying membership for leadership advisory board by end of Fall 08.
Identify date for emerging leader reunion for Spring 08.