<table>
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<th>Project Title</th>
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<td>Titans Leading with Integrity: Creating High Impact Engagement</td>
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<th>Team</th>
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<tr>
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<th>Abstract</th>
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<td>We envision a multiyear plan that will train targeted students by sending them to two well-respected training programs (one national and one local); and then empower the students to develop grassroots leadership initiatives of their own at IUSB (with our guidance). Two programs we have identified are Leadershape and Indiana Campus Compact. The aim would be to ensure the students chosen for this opportunity feel empowered to develop additional campus leadership programs to address our first year retention needs, and the unique needs of our underserved populations. We also discussed how these purposeful programs can prepare students for exiting the university and confidently enter the work force.</td>
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<th>Narrative</th>
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*Impact*

As Indiana University South Bend continues to work towards its strategic plan, we feel there is a critical need for high impact leadership opportunities for students on campus that follow them from matriculation to graduation. We want to emphasize these efforts to be targeted with underserved student populations in mind. Our Vision 2020 grant proposal will provide the opportunity for 4 students each year to attend high impact leadership development training at the national and local level, and empower these student to explore developing similar programs at the campus level and make a meaning impact on their future communities.

We feel the following campus strategic plan initiatives will be met by funding these programs for students:

1. Improve student success via increased recruitment, retention, and graduation rates for all populations, increased merit- and need-based financial aid, and strengthened and more proactive advising
2. Become truly student-centered by enhancing and expanding student support and career services, particularly among underrepresented populations, increasing the flexibility of curricula and transferability, and expanding campus activities like athletic and clubs
IV. Increase high impact educational including student research, learning communities, internships, service learning, international experiences, and other experiential learning opportunities

VII. Advance diversity and open mindedness and create civil, welcoming and caring culture for all

Student engagement is a key factor in student retention, persistence and timely graduation (Kuh 2005; Astin 1984). Indiana University South Bend has increased student engagement through the implementation of First Year Experience initiatives targeting student retention needs, but this proposal seeks to create a more comprehensive and community-based approach to engagement. As stated in Tinto’s Completing College: Rethinking Institutional Action (2012 pg.66) “Involvements, academic or social, do not occur in a vacuum. They take place within specific social and cultural settings and among individuals whose values give them meaning.” Tinto also goes on to state “Decisions to stay or leave are shaped by, in part, by the meaning students attach to their involvement, the sense that their involvement is valued and that the community with which they interact is supportive of their presence on campus.”

Successful projects at Indiana University South Bend that can serve as a model for students is Making a Difference Day, Unity Garden Spirit Week Service Day, various academic unit service-learning opportunities, Organization Officer Training, and Leadership Academy among others. We also want to acknowledge student organizations often request funding for external leadership development programs that are not or cannot be provided within the institution. Some examples include: national and regional association conferences and professional conferences specific to an academic major.

The two programs that have been identified as high-impact leadership development opportunities for student engagement are Leadershape and Indiana Campus Compact. These programs have been attended or facilitated by members of the proposal team, and also been integrated into Indiana University’s history. More specifically, Indiana University Bloomington hosts a campus-based Leadershape session for approximately 65-70 student leaders every year (run through the organization), and Indiana University South Bend is a member of Indiana Campus Compact.

**Leadershape** “challenges participants to lead with integrity while working towards a vision grounded in their deepest values. Participants explore not only what they want to do, but who they want to be. Dynamic, challenging and exciting, the week is intended to produce a breakthrough in the leadership capacity of participants-benefiting them individually, as well as their respective communities and the organizations they will go on to lead and serve in the future.”

**Indiana Campus Compact (ICC)** “is a partnership of Indiana’s public, private, and community college higher education institutions focused on advocating, implementing, and improving service engagement, so that students graduate as well-informed, engaged and productive members of society, who are fully enabled
“to provide leadership and service that advances the public good in their communities.”

Attendance at external high-impact programs will provide a safe place for students to continue to discover their own meaning making and how that can impact their communities as they grow. Underrepresented students in particular need the opportunity to find their voice, then share their meaning making with others that have experienced similar experiences. (Hausemann, Ye, Schofield, and Woods, 2009). We feel funding this program for entry level students (freshman or sophomores) for two years will build a small cohort of students that will be empowered to develop a high-impact leadership conference or program for Indiana University South Bend by the third year. Another alternative that may come from the attendance of core participants, is they will be empowered to seek funding to bring the external organizations on campus to host campus-based sessions, pending the institution’s financial growth.

This type of leadership and civic engagement programming will be a catalyst to developing a more comprehensive approach to engagement on campus. Having this grant will allow us to create buy-in with students and have this grassroots initiative be peer led. It is our intent that this type of initiative or program can be integrated into various co-curricular and first year experience programs. Our expectation is that these students attending, will share their experience and knowledge gained with other student organizations and high-impact groups such as Student Government, Residence Hall Association, Titan Productions, New Student Orientation and Making the Academic Connection among others. Should students be motivated to bring the programs on campus for a one-day or multiple day experience, that will impact and grow to approximately +60 participants per program.

Assessment & Goals

Our assessment plan will be to evaluate co-curricular involvement. Assessment will focus on campus-community aggregate data as well as individual self-disclosures. We will look to work with the Registrar’s Office and the Office of Institutional Research to begin collecting and tracking data on students already in campus leadership positions. We would define leadership positions as any position on campus where students serve either voluntary or in a paid capacity in a co-curricular activity that creates student engagement on campus. This would include students who are members of Registered Student Organizations, Student Government Members, Peer Mentors, Resident Assistants, Student Programming Board members, athletes, and others.

1. Collect Aggregate Data of students who are involved in Leadership positions that track persistence, GPA, and course load.
   - Year(s) 1, 2, & 3
   - Goal: Determine if our co-curricular involvement follows national research trends that lead to greater retention and success on campus.
Goal: Compare students in co-curricular involvement with composite student data in regards to persistence, GPA, and course load.

2. Either create, adapt, or purchase a Leadership Competency Inventory or Organizational Skills Inventory such as the Authentic Leadership Questionnaire or the Leadership Member Exchange Inventory (LMX-7) to administer to students in leadership positions.
   - Year(s) 1, 2, & 3
     - Administer pre and post test voluntarily to students engaged in leadership training programs.
     - Administer inventory to small sample of students who self-identify as not being involved in a co-curricular activity.
   - Goal: Determine strengths and weakness of our students in leadership positions when it comes to creating agency on their part.
   - Goal: Determine what needs are students will need to develop their own grass roots leadership programs.

3. Conduct focus groups for students who attend conferences to collect reflections, goals, and visions for future programs held on campus.
   - Years 1 & 2
   - Goal: Determine if students feel empowered to create leadership program. Have students enact on their experiences and begin the process of developing a student led leadership program.

4. Have students who attend the conferences keep and record journals. Students will submit a 5 to 10 page journal at the end of fall and spring semester that outlines: Reflections on own personal journey with leadership, thoughts on how their experience relates to other students’ experiences, how their experiences relate to research found in academic journals on student co-curricular experiences, and ideas on how to implement a leadership program on campus.
   - Years 1, 2, & 3
   - Goal: Determine if students feel empowered to create leadership program. Have students enact on their experiences and begin the process of developing a student led leadership program.

5. Have students who attend conference create in collaboration with administration a Leadership Program Plan
   - Year 1, 2, & 3
   - Year 1—Rough draft of program that involves leadership skill development, service, and reflection.
   - Year 2-Finalized Plan of Leadership Program that focuses on leadership skill development, service and reflection that outlines date, activities, target audience, speakers, budget and location.
   - Year 3 collect pre/post-test leadership skills inventory of attendees of Leadership program.
Year 4 collect data of persistent rates, GPA, and course load of attendees. Administer voluntary post-test leadership skills inventory. Track what co-curricular activities they are involved with.

Goal: Determine if participants in student led leadership program report having gained skills or knowledge to assist in creating self-agency.

Support mechanisms for these goals and assessment points will be given by the grant team. We will monitor the journals and presentations that students will be working on following their attendance, and maintain direct oversight of their proposed programs and events. This will be to ensure financially and logistically students are given the appropriate support from the campus administration.

**Budget**

**Year 1 $4,778.55**

Marketing and recruitment materials $168 
(11.22 an hour project specialist at 15 hours) = online only

Conference Costs: $4,376.16

Leadershape, 2 participants: $3371.20
  - Registration (inclusive of lodging, meals, and materials): $1475 X2 = 2950
  - Travel: $210.6 (195 miles each way at .54 rate) X2 421.20

Indiana Campus Compact, 2 participants: $1004.96
  - Registration $125 X2 = $250
  - Lodging $128X 2=256 (no tax)
  - Per Diem 108 (54X2) X2= 216
  - Travel $141.48 (131 miles X2) X2 = 282.96

On campus reflection retreat $234.39
  - Box Lunch: $9.49 per attendee at 11 = $104.39

Supplies $75

Printed Materials $55

**Year 2: $4,778.55 (Same estimate)**

Marketing and recruitment materials $168
(11.22 an hour project specialist at 15 hours) = online only

Conference Costs: $4,376.16

Leadershape, 2 participants: $3371.20
  - Registration (inclusive of lodging, meals, and materials): $1475 X2 = 2950
  - Travel: $210.6 (195 miles each way at .54 rate) X2 421.20

Indiana Campus Compact, 2 participants: $1004.96
  - Registration $125 X2 = $250
  - Lodging $128X 2=256 (no tax)
Fiscal Sustainability

Use data collected from program to create funding request from Student Government Association to develop a leadership program that is funded from Student Activity Fee money. Having it be a student led program, there would be justification to use Student Activity money. Also if we can show effectiveness, the Office of Student Life, Student Services, and other departments will be most likely to assist in funding an annual leadership conference/program that occurs on campus. Office of Student Life would be willing to look at funding at least one student to attend a National Conference if data shows effectiveness.

Timeline of Project

Year 1

Selection/Application review process open: April 2016
Selection of students made: May 2016
Leadershape Conference Attendance: May-July Summer 2016 (specific dates not yet posted)
Indiana Campus Compact Attendance: Spring 2017
Reflection Retreat: August 2016
Journal entry submissions: at the end of the semester of attendance at the program

Year 2

Selection/Application review process open: April 2017
Selection of students made: May 2017
Leadershape Conference Attendance: May-July Summer 2017 (specific dates not yet posted)
Indiana Campus Compact Attendance: Spring 2018
Reflection Retreat: August 2017
Journal entry submissions: at the end of the semester of attendance at the program

Routing sheet

Attached

References

