

OUTREACH INCENTIVE GRANT FUNDING: END-OF-YEAR PROJECT REPORT

Title of Proposal: Leadership and Service Ambassador Funding

Your Name: Sally Parish & Alicia White

Project Date: Spring 2013

Please use this sheet to answer each of the following questions about your project (1-2 pp total)

1. ASSESSMENT: How did this project document or assess its engagement with the community?

The Center for Leadership & Service assessed the Leadership and Service Ambassador's (LSAs) work in the campus community through the use of post-assessments for programs and workshops (*please see Appendix 1*). Additionally, the CLS distributes both a student and a community partner survey once every semester to measure the impact of UT volunteerism in the Knoxville community (*Appendix 1*).

Some of the key findings for UT student volunteerism includes:

- 98% of participants can define a heightened self-awareness as it relates to personal strengths, privileges, preferences, and challenges as a result of service experiences
- 98% of participants can identify their core values and commit to act on them as a result of service experiences
- 98% of participants can articulate a heightened sense of civility, justice, and respect for those around them as a result of service experiences
- 100% of participants strive to better their community and those around them as a result of service experiences

"I feel as if I can serve the greater community and make a positive difference in the lives of others. This has resulted in me feeling that UT is a home, and having stronger relationships with those in the community and on campus." -2012-2013 UT Student Volunteer

Additionally, the key findings of the community partner survey includes:

- 85% of community partners agree or strongly agree that engaging with the Center for Leadership and Service makes them feel more connected to the UT community
- 80% of community partners agree or strongly agree that the Center for Leadership and Service and its student volunteers have helped to meet a critical community need through service
- 80% of community partners agree or strongly agree that UT student volunteers are valuable to the activities and mission of their service organization
- 85% of community partners value their relationship with the University of Tennessee

"The Center for Leadership & Service has helped us complete various needed projects at the Knoxville Zoo. As a nonprofit, we could not get a lot of our projects done without groups like these. Requests are simple and response is timely. The groups have always done a great job. Volunteers also help us greatly with Bool! at the Zoo, an event that would be impossible without volunteers." - 2012-2013 Community Partner

2. PARTNERSHIP/RECIPROCITY: How did the university and community work together?

Through collaboration between the Leadership and Service Ambassadors and community partners, the LSAs provided 64 program offerings surrounding topics such as diversity, teambuilding, conflict management, etc. and also three separate workshops for 87 total UT students: the Servant Leadership Academy, the Social Justice Academy, and the Executive Leadership Academy. In addition, the LSAs provided 95 separate service opportunities to 410 different students, working with 33 Knoxville community agencies (*see Appendix 2*), which totaled around 800 hours of service carried out by UT Volunteers alongside the LSAs during the academic year.

3. BENEFITS: What were the benefits (University/community) of this partnership?

As a newly combined entity from the former TeamVOLS Leadership Board and the SOLD Leadership Guides, the LSAs were able to lead UT students in carrying out around 22 hours of service per week, which is a 120% increase from the former TeamVOLS Office. The LSAs were also able to increase the number of community partners engaging with the Center for Leadership & Service by reaching out to all 60 agencies during each semester. In the community service world there is an equation which compares service hours to economic impact; through the LSAs, UT students have carried out \$17,712 in the Knoxville community this academic year. In addition, the LSAs hosted roughly the same number of programs in the campus community as the former SOLD Leadership Guides, but offered more variety in the program topics such as: Power & Privilege, A Lesson on Stereotypes, Understanding Community Needs, and Creating Social Change.

4. SHARED DECISION-MAKING: Did the community have a "voice" or role for input into this project?

All service opportunities utilized through the Leadership and Service Ambassadors were a joint effort between individual LSAs and community agencies. The LSAs worked along the community partners to secure volunteers to carry out service work needed by the agency, on the day that was best for the agency, at the time that the agency needed. Every partner had both a role and a voice in each of the service project offerings.

5. SCHOLARSHIP: Are there any examples of faculty scholarship that will be informed by this project?

The Leadership and Service Ambassadors were enrolled in a 1-credit hour training course that focused on theory, the practice of social justice, social change, servant leadership, facilitated reflection, and also the logistical components of being an LSA. The course was housed in the College of Education and featured various academic readings from Robert Greenleaf's servant leadership, Tuckman's Model of group development, the Student Leadership Challenge, and values-based leadership, to name just a few. The readings helped to enhance the knowledge and experiences of LSA student leaders to create intentional service and program experiences for student participants.

6. CONCLUSIONS: What conclusions and best practices can be drawn from the partnership?

Through the partnership between the Leadership and Service Ambassadors and the Knoxville community, the LSAs have been afforded the knowledge and hands-on experience to engage peers in educated, meaningful, and intentional service opportunities. Research has shown that volunteerism in the community serves as a form of involvement for students and an opportunity for growth, development, and active learning (Astin, 1999). In addition, best practices calls for students to develop coherent values and ethical standards, and the reflection associated with the LSA programs and service opportunities provides student participants with an avenue to enhance personal efficacy, personal identity, and moral development (Astin et al., 2000; Eyler & Giles, 1999).

7. FUTURE PLANS: What are the future plans for this partnership?

The Leadership and Service Ambassadors will continue to provide programs and service outreach in the community for years to come. We hope to continue to expand the number of offerings in the Knoxville and campus community to effect a wider demographic of UT students and Knoxvilleians alike.

As a result of my service experience this semester, I am able to:
(italicized outcomes indicate associated Division of Student Life Learning Outcomes)

1. Describe and employ my personal leadership style (*Leadership*)
93% agree or strongly agree
2. Identify areas of community need and means in which to serve it (*Social Responsibility & Service*)
95% agree or strongly agree
3. Articulate a heightened sense of civility, justice, and respect for those around me (*Intercultural Comp*)
98% agree or strongly agree
4. Define and practice the tenets of positive social change (*Social Responsibility & Service*)
93% agree or strongly agree
5. Identify my core values and commit to act on them (*Self Knowledge*)
98% agree or strongly agree
6. Define heightened self-awareness as it relates to personal strengths, privileges, preferences and challenges (*Self Knowledge*)
98% agree or strongly agree
7. Articulate a greater sense of belonging on campus and in my community (*Student Engagement*)
89% agree or strongly agree
8. Serve as an authentic servant leader committed to social change (*Leadership*)
92% agree or strongly agree
9. Strive to better my community and those around me (*Social Responsibility & Service*)
100% agree or strongly agree
10. Understand that leadership is a process that can be both learned and practiced (*Leadership*)
97% agree or strongly agree
11. Advocate for social justice and the inclusion of all people (*Social Responsibility & Service*)
94% agree or strongly agree
12. Have access to meaningful leadership and service experiences (*Student Engagement*)
96% agree or strongly agree

What has been the greatest impact that your service experience has had as your overall experience as a student?

- Greater sense of community and belonging to the University of Tennessee and the city of Knoxville
- "I feel as if I can serve the greater community and make a positive difference in the lives of others. This has resulted in me feeling that UT is a home, and having stronger relationships with those in the community and on campus."
- "I feel everyone has a place at this university."
- "I feel that I am more a part of the university and the Knoxville area being a freshman here. It feels more like home now."

- "I think volunteering with fellow UTK students made me feel more a part of the school."
- "It has made me feel more comfortable on campus."
- "It has taught me how to relate to people of different backgrounds."
- "It helped for a feeling of inclusion."
- "made me cherish what I have" reoccurring theme of feeling thankful
- "I better understand what it means to be a part of the world and not simply reside in it."
- "I feel more valued as a student in my abilities to make a difference."
- Helped create bonds between students and organizations

What have you learned as a result of your service experience?

- Compassion, gratitude, communication, and patience
- "I have learned to not judge others. You don't know what they have been through." And a reoccurring theme of learning about diversity
- Any amount of time can make a difference
- Leadership skills
- "I have learned that lack of awareness is a huge problem. If the public knew what and to what extent social injustices were occurring, I think change would come about quicker."

How have you grown or changed as a result of your service experience?

- Improved leadership skills
- Feels more at home in Knoxville
- More aware of others' needs/civic duty
- Changed attitude about certain populations after working with them
- "I have realized the true meaning of a Volunteer"
- "Not only do I have a greater appreciation for the needs around me but I am now surrounded by a like-minded group of people who want to be invested in my life."
- "I feel like I've become a better person and have grown emotionally and mentally because of the multiple volunteer opportunities I have done."
- "I have grown to realize how important community service is."
- "Not only do I have a greater appreciation for the needs of those around me, but I am now surrounded by a like-minded group of people who want to be invested in my life."

How has your service experience impacted others?

- Broke stereotypes put on college students
- Helped directly with their project
- Educating the public on issues

- "I hope that my contributions, however small they may be, have helped better the livelihood of those who live around me, and I believe that they have."

Please indicate the quality of your experience with the service provided through the CLS

- 18. Diversity of opportunities
86% good/excellent
- 19. Quantity of opportunities
91% good/excellent
- 20. Opportunity to engage with fellow students
76% good/excellent
- 21. Quality of my reflection experiences
85% good/excellent
- 22. Ease of access to service experiences
76% good/excellent
- 23. Online resources
82% good/excellent
- 24. Organization of service leaders
85% good/excellent

What additional leadership or service opportunities would you like to see at UT?

- Greek inclusion/incentive
- Clean up days
- Collaborative volunteer efforts
- Helping those in other countries from Knoxville
- More volunteer activities on the weekends
- Programs that help with peers/students at UT who are in need
- "organization fair" or involvement fair in the UC for groups that anyone can join and for service projects
- More events like Big Day Out
- More trips than just breaks
- More medical service opportunities
- More one time service projects that don't require a big commitment

2012-2013 Community Partners & Agencies

American Heart Association
Boo at the Zoo
Boys and Girls Club
Character Counts
Craft Fair Guild
Emerald Youth Foundation
Flip Flop Consignment
Girls on the Run
Global SEEDS
Great Smokey Mountains National Park
HoLA Festival
Horse Haven
IJAMS Nature Center
KARM (Knox Area Rescue Ministries)
Knox Co Teacher Supply Depo
Knox County Schools
Manorhouse Assisted Living
Mobile Meals
My Village Child Development Center
Northaven Assisted Living
Project GRAD
RAD/UTPD
Random Acts of Flowers
Ronald McDonald House
Salvation Army
Sister to Sister Summit
The Love Kitchen
The Man Run - UT Cancer Institute
The Wesley House
UT fUTURE Program
UT Recycling
Young Williams Animal Shelter
YWCA



Assessment Project Final Report

Program Name: Social Justice Academy

Assessment: Post-Assessment

Conducted By: Alicia White

Number of Participants sampled: 27

Number of Participant responses: 27

Key Quantitative Findings:

<i>Data Point</i>	<i>Corresponding Divisional outcome (if applicable)</i>
97% of participants agree that can identify areas of need for social justice awareness and activism	Social Responsibility & Service
100% of participants agree that they are able to articulate a heightened sense of civility, justice, awareness, and respect for others	Intercultural Competence
93% of participants agree that as a result of the Academy, they feel more engaged and connected	Student Engagement

Key Qualitative Findings:

1. The SJA made students more aware of issues on campus and in the community.
 2. Students feel more knowledgeable and prepared to discuss social justice topics

“It improved my understanding of many of the social justice issues that are present in today’s society.”

“I definitely took away useful information that I will share with the community in my residence hall. I also now know the steps it takes to make a difference and I will try to.”

Suggested changes to program based on assessment feedback:

“The sessions could’ve been longer and the key note speaker shorter.”

“I wish that the Academy was a bit more engaging and challenged me to think a little more.”



Assessment Project Final Report

Program Name:

Assessment Type:

Conducted By:

Number of Participants sampled:

Number of Participant responses:

Key Quantitative Findings:

<i>Data Point</i>	<i>Corresponding Divisional outcome (if applicable)</i>
97.5% of participants agreed that they could describe the principles and tenets of Servant Leadership	Leadership
92.5% of participants agreed that as a result of the Academy, they could identify personal or organizational values within the context of Servant Leadership	Self-Knowledge
80% of participants agreed that as a result of the Academy, they feel more engaged and connected	Student Engagement

Key Qualitative Findings:

1. The Academy was an opportunity for student to reevaluate what they are passionate about
 2. The Academy empowered students to realize they could make change
 "By attending the Academy it has helped develop my leadership by understanding what it truly means to put others before yourself"
 "I have been to a couple conferences and classes, but this one really helped me step back and evaluate myself what I am passionate about and exactly how to be a successful leader"
 "It made me realize that there are people, many people, interested in the same thing that I am and are committed to change"

Suggested changes to program based on assessment feedback:

1. The Academy had too similar a connection to the Social Justice/Servant Leadership course offered through the office.
 "It was mostly repetitive because I've heard most of this before in class, but I tried my best to offer my thoughts to others because they might not know the things I've learned"



Assessment Project Final Report

Program Name: Executive Leadership Academy

Assessment Type: Pre&Post-Assessment

Conducted By: Alicia White

Number of Participants sampled: 20

Number of Participant responses: 20

Key Quantitative Findings:

<i>Data Point</i>	<i>Corresponding Divisional outcome (if applicable)</i>
Before the start of ELA, only 50% of participants said they could exhibit knowledge of resources available to campus organizations; by the end of ELA, that percentage increased to 100%.	Practical Competence
100% of participants agreed that they could articulate the importance of transition in leadership as a result of ELA. This is a 30% increase from 70% at the start of the Academy.	Leadership
100% of participants STRONGLY agree that creating a leadership pipeline is pertinent to organizational sustainability.	Leadership
Before the start of ELA, only 75% of participants agreed that they could employ professional communicative skills with fellow students, staff or individuals outside of the community. At the end of ELA, 100% of participants agreed or strongly agreed.	Self-Knowledge

Key Qualitative Findings:

1. Participants found the ELA to be a great campus resource
 2. Provided participants with ideas to transition new executive boards

“This is an amazing resource on our campus; I will be recommending this to many campus leaders!”
 “It has informed me a lot about the resources available to me and members in my group”
 “Getting great ideas for transition new executive board members and preparing the organization for a great new year”

Suggested changes to program based on assessment feedback:

1. Change the time of year we offer the Executive Leadership Academy
 2. Provide coffee/water in the morning

“I think my organization would benefit from this at the beginning of the semester if that were possible”
 “Pitchers of water or coffee would certainly be appreciated. Really great job by you all. Well done.”