A. Introduction

1. MISSION STATEMENT: Developing and promoting global ethical leadership and character among our students and community through education, service, and research.

2. PURPOSE OF THE DEPARTMENT: The Taylor Leadership Institute (TLI) along with our Academic Partner, the Department of Leadership, School Counseling and Sports Management in the College of Education and Human Services facilitates the education and development of students on how to become effective, ethical and value-based leaders with a commitment to excellence, accountability, and responsibility to the real world of the workplace and civic/community engagement through the administration of the interdisciplinary Leadership Minor.

Over the past year the Taylor Leadership Institute, with our academic partner, Leadership, School Counseling and Sport Management (COEHS) have witnessed remarkable growth both in the level of rigor embedded in the Interdisciplinary Leadership Minor and in increased numbers of students declaring the Minor. The intentional union of leadership academic theory with intense practical application captures the imagination of students. The gateway course, Introduction to Leadership, invites students to become self-directed learners, committed to and responsible for their ensuing leadership journey. The strategic curriculum is scaffolded in order to encourage spending time with the Customized Textbook, rich with wisdom chosen by our faculty from 3 iconic leadership scholars while simultaneously applying what they are learning about leadership on campus and off campus. Students report that the experience is unlike any they have had before, preparing them to become leaders in their personal and professional lives.

National leaders in higher education wholeheartedly reinforce the model that we created for our students utilizing The Social Change Model, and the Multi institutional Study of Leadership Development. The TLI model distinctly differentiates itself from other models by (1) adapting an andragogy approach, which requires that learners assume a heavy responsibility and initiative in their own learning, becoming self-directed learners; (2) applying appreciative inquiry instead of deficiency-based problem solving, which accelerates change of all kinds as well as increasing the rate of improvement and the speed of attainment of goals, resulting in powerful and positive results; (3) drawing heavily from the social change leadership model and the values that underlie it (Komives, 2009), with the aim to nurture leaders who will make a difference and who will make the world a better place;
and (4) backward curriculum design, focusing upon what individuals must master if they are to effectively perform as leaders; and (5) integrating the 3 stages of adult development from the McNamara model into our curriculum and model (These concepts address gaps in the literature), enabling individuals to embrace exponential leadership growth by identifying their stage of development and advancing in leadership capacity and complexity. The three stages of adult development are; the socialized mind, the self-authoring mind and the self-transforming mind.

The advanced leadership model draws from innovative leadership theories, advancing creative and adaptive critical thinking from leaders. Harvard’s Dr. Ron Heifetz impels leaders to embrace the adaptive challenges that require a new paradigm of creative resolution. What questions prompt the development of original ideas for the ‘big ideas’ on the global horizon? Individuals have the unique opportunity to look back on both classroom and experiential learning, significantly integrating their leadership repertoire in life direction and career evolution.

Echoing the desirable focus on both classroom and experiential learning, the National Clearinghouse for Leadership Programs places a similar emphasis, “As the field of leadership education has grown and developed over the past 20 years, so too has our knowledge and understanding of the leadership education practices and environments that facilitate students’ leadership learning and development. From the introduction of the Social Change Model of Leadership Development in 1996, to the Kellogg Report Leadership in the Making in 2001, to research from the Multi-Institutional Study of Leadership (MSL) from 2006 to today, and with many other contributions in between, the conceptual, theoretical, and empirical research base on college student leadership education has substantially grown. We know much more today than ever before about college student leadership development, and it is our responsibility as leadership educators to use this great insight to guide contemporary practice in leadership education.”

They further state that “a key finding from the Multi-Institutional Study of Leadership (MSL) is that “it isn’t what we do, but how we do it that ultimately makes a difference” in leadership education (Dugan, Kodama, Correia, & Associates, 2013, p. 6). Emphasis is now being placed on “intentional and evidence-based pedagogies, practices, and considerations that can maximize student leadership learning and development.”

The Taylor Leadership Institute was recently applauded for “intentional and evidence-based pedagogies, practices, and considerations that can maximize student leadership learning and development.” Dr. Peter Northouse, leadership scholar and best-selling leadership author in North America, renowned for his focus on values and ethics based leadership development, recently endorsed the Taylor Leadership model in the customized textbook that our faculty edited for the gateway Introduction to Leadership class. He believes that, “Leadership is a complex, multifaceted process. A leadership center based on theory, research and reflective practice such as the Taylor Leadership at UNF is poised to prepare students to be effective leaders. I applaud the Taylor Leadership Institute for their commitment to community engagement, and ethical, values based leadership.”

In The Pocket Instructor: Literature: 101 Exercises for the College Classroom, edited by Diana Fuss & William A. Gleason, we learn what helps students retain knowledge longer by implementing ideas about how to debate, write, map and perform. In reviewing the book, K. Paige Ambroziak points to the significance of preparing students to be effective leaders, “If we expect our students to go out into the world and become leaders and innovators, our classrooms need to become the ideal microcosm in which they can learn to think independently and take responsibility for the learning they actively pursue.” The conceivable ramifications for our preparing world citizens are stated beautifully by the Dalia Lama, “Modern education with its focus on material goals and a disregard for inner values is incomplete. There is a need to know about the workings of our minds and emotions. If we start today and make an effort to educate those who are young now in inner values, they will see a different, peaceful, more compassionate world in the future.”
Taylor Leadership Institute, originally established as the Institute for Values, Community & Leadership (IVCL) in 2010, developed and subsequently merged a unique and cutting edge leadership certificate with a leadership minor in the department of Leadership, School Counseling and Sport Management, combining leadership change theory for university students with engaged and practical (experiential) pedagogy. The design was born out of Vice President Mauricio Gonzalez’s vision for a values-based Leadership Institute with rigorous programming and curriculum. University accreditation reinforced the necessity to develop interdisciplinary graduates to ‘hit the ground running’ with practical leadership acumen. Our Academic Partner, the Department of Leadership, School Counseling and Sports Management in the College of Education and Human Services, the academic arm of programming generously provides the necessary academic structure to succeed.

With the Board of Trustees’ encouragement and support from a small team of leadership scholars, other stellar models were examined with the conscious intention of creating a vibrant and dynamic hybrid model embracing practical application with rigorous advanced leadership theory.

Dr. Taylor championed the birthing of the Institute, along with Dr. Mauricio Gonzalez, Vice, President for UNF Student and International Affairs. Dr. Taylor participates in planning, developing and promoting innovative programs orchestrated by the UNF Taylor Leadership Institute. Through Dr. Taylor’s influence the Institute continues to truly exemplify the three cornerstones embedded in the University’s remarkable trajectory; values, community & leadership.

It has become evident that UNF’s culture embraces leadership and the substantive and scaffolded components required for substantial, deep learning. Adapting and applying advanced leadership constructs sets the stage for stellar best practices. The pedagogical-based coursework is designed to coach students toward self-directed learning in leadership, increased self-awareness of themselves and others in action-oriented strategies to achieve goals and embrace their leadership in terms of daily practical application.

The Institute’s staff, all of whom teach, have proactively pursued opportunities to keep current in the field of leadership. The staff has been represented at the annual Dr. Ron Heifetz seminars conducted in New York City on Adaptive Leadership and Rob McNamara’s “The Elegant Self” conference. Collective experiences include serving on the Institutional Effectiveness Committee, chairing the UNF Values Task Force, serving as UNF’s Community Scholar, Presenters at the National NASPA Conference, serving as Honors faculty, and serving as editor for Student Affairs Best Practices manuscript and a presence on the Student Affairs Professional Development Committee. Again, our Academic Partner, the Department of Leadership, School Counseling and Sports Management in the College of Education and Human Services, the academic arm of programming generously provides the necessary academic structure for this to succeed.

Introduction to Leadership-Where the initial magic happens!

A major innovation of the Intro course, effective the fall’14 term, was implementation of TLI’s newly published custom textbook, Leadership Dynamics, now used as the primary textbook in all sections of LDR 3003. The custom book, edited by the Institute’s team and published by SAGE Publications in the summer of 2014, contains an anthology of readings that frame the curriculum of LDR 3003, including prologue statements by Dr. Mauricio Gonzalez (UNF VP for Student & International Affairs), Dr. Bruce Taylor (TLI namesake and former UNF Board Chair), and Dr. Jennifer Kane (former Chair, Dept. of Leadership, School Counseling & Sport Management). The book also includes an endorsement by international leadership scholar Dr. Peter Northouse. Along
with its use in the Intro course, during the past year the custom text was also used as the primary text for all students enrolled in LDR 4263 (Practicum in Leadership), the final capstone course. The book serves as an invaluable resource to leadership minors, providing a means to review their knowledge of leadership theory as they plan their capstone presentations. The book also includes access to an online “E-Book” version that allows customized notations and highlighting. The book is available exclusively through the UNF Bookstore.

In that leadership may be the most misunderstood concept in contemporary society, the Introduction to Leadership course examines leaders throughout history providing a foundation for building a definition of leadership that is crucial to understand. The need for competent leaders in an increasingly complex global world is obvious. In order to understand and fully appreciate leadership, students in this course have opportunities to learn about leadership through discussion, debate, critical thinking and participation with guest leaders from the community.

LDR 3003 Introduction to Leadership is the gateway course to the prestigious UNF Community Leadership Minor offered by the College of Education’s Leadership, School Counseling and Sport Management department and the Taylor Leadership Institute. The program consists of four courses (12 credit hours) and incorporates an interdisciplinary approach applicable to students with majors across all six colleges. It further reflects a highly engaged pedagogy and the practical application of community-based transformational learning components.

The distance learning section of LDR 3003 Introduction to Leadership is quite popular with students. The premise of distance learning is that students are at the center of the learning process. Our virtual classroom sessions explore the qualities of leadership by analyzing styles, theories and skills of leaders in history and in our contemporary society. As dreadfully cliché as this sounds, it truly is the kind of class that you get from it what you put into it. We have vast numbers of notes and letters from students indicating that this class challenged them and changed them in powerful and meaningful ways, leading to advanced positive action in the world and in their personal lives.

Excerpts from students in the Introduction to Leadership class:

- I found this class to be very interesting to me. I have learned a lot through the textbook and I have really learned to come to the realization of how important self-practice is for leadership. Developing great leadership skills in yourself is an important life skill to accumulate over time. It is important to always persevere. I believe the leadership capacities I have cultural implications. From traveling around the country a lot I have learned how important and useful skills from experience can be. I have also learned that there is always tons of room for improvement. According to the text book a lot of people tend to "place their own group (ethical, racial, or cultural) at the center of their observations of others and around the world" (page 384 & 385) so it’s important to be open minded and look from other aspects. "People tend to give priority and value to their own beliefs, attitudes, and values, over and above those of other groups" (page 385) and this includes “the failure to recognize the unique perspectives of other” (page 385)

  I found that there are many technical ways of looking at leadership, and it involves a lot of emotion, passion, confidence, and drive to become a leader and to stay a leader and one that many will continue to follow confidently. A great leader is one that has the ability to turn its followers into leaders themselves. A quote from the book I really like explains how you must first establish yourself and be able to present your abilities in a casual trustworthy manner. "As leaders, we must demonstrate our personal emotional intelligence before we can hope to improve the emotional climate of the group." (Page 284) They must break it down to a point where they find something relatable and solvable.
I’m very happy to have taken this class and very excited about everything I’ve learned. I feel like this class has taught me things that I can take on into both my personal and professional lives and really flourish. In the first chapter of the book the author discusses how leadership cannot easily be defined “Leadership is? In fact, as Stogill (1947, p. 7) pointed out in a review of leadership research, there are almost as many different definitions of leadership as people who have attempted to define it. It is much like the words democracy, love, and peace.” This is what I would tell someone asking me for some grand wisdom regarding leadership. There are many different theories and practices used in every different aspect of business, politics, and personal lives; the best form of leadership is the one that works best for that individual in specific situations. The theories I’ve learned provide me with a great framework to build from and make my own situational dependent decisions when I have the opportunity to lead.

The text describes how to make a mission statement and some principles to make it happen. I love the term "pay it forward" because most of the time knowledge is free and the only payment needed is to pass it on to others. So, principle 8 is "write your story; imagine a great leader" (Northouse, 2015), is how I picture myself. I picture this because I will take the time to teach something to someone and not expect any payment, just that they pass it on for the betterment of the whole. Is leadership important in undergraduate studies? Of course it is important. Learning about leadership will help you make proper decisions in life consciously and then help others to make better choices as well. Leadership and passing it on is how one can "shed light and not cast shadows" (Northouse, 2015)

Throughout the course we have learned that leadership is so much more than just being able to guide a group of people. Leadership is “a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse pg.15). You don’t have to be a boss or a manager in order to be a leader. In the natural hierarchy of the world someone automatically assumes the position of a leader so why not teach all the potential leaders out there how to do it successfully? “The course of any society is largely determined by the quality of its moral leadership.” (Northouse pg. 78) The skills we learned in this class will go beyond this semester. As I prepare to enter the real world the skills learned in this class will set me apart and make me a more desirable candidate for future jobs. Leadership also is so much more than being successful in a job. We can be successful leaders in everyday life around peers and in our personal life. It can even go as far as to have a smile on your face and a positive outlook. That effects those around you to be more positive and more efficient with the task at hand. “People have the power when they have the ability to affect others’ beliefs, attitudes, and courses of action”. (Northouse, Johnson, & Humphrey, 2015, p.9) It also sounds cliché but confidence is another key to being a great leader. "Having strong verbal ability, perceptual ability, and reasoning appears to make one a better leader." (Northouse, Johnson, & Humphrey, 2015, p.24)

Academic Learning Compact

In efforts to garner increased performance in student's capacity for advanced self-awareness of their beliefs, values, attitudes and emotions that motivate them to take action in a leadership role (Rubric 1), a number of refining revisions have been made in the current curriculum design of LDR 30003 assessed through the Academic Learning Compact.

Rubric 1-
Students will demonstrate self-awareness of the beliefs, values, attitudes, and emotions that motivate one to take action in a leadership role in this essay assignment. Reflection and Self-Assessment demonstrate a developing sense of self as a self-directed learner, building on prior experiences to respond to new and challenging contexts with more sophistication as a leader. The purpose of reflection is to allow students to construct their own meaning from an experience. A rigorous reflection results in deeper understanding and personal application of subject matter, openness to new ideas and problem-solving and critical thinking skills.

“Critical reflection...provides the transformative link between the action of serving and the ideas and understanding of learning” (Eler, Giles and Schmiede, 1996, p. 14).

The textbook schedule (syllabus) was altered to give students more time to garner a thorough familiarity with the topics of self-awareness, values, attitudes and emotions in the newly customized textbook. As many students may have not had prior experience with scaffolding, gradually introducing them to such constructs enables them to internalize the new ideas and how they lead to a more conscious approach to integrating leadership actions and behaviors into their repertoire.

- Uploading the Rubrics onto the Blackboard site enables students who are so inclined to understand the expectations.
- Weaving in the requirement to use at least 4 citations from the textbook gives students a broader frame of reference for the material which for many is quite new and advanced.

Rubric 2-

The introductory chapter in the textbook expands upon how leadership has been defined by scholars through the centuries. Students consciously synthesize this chapter, telling of its importance, comparing what has gleaned from it to the scholarly article, Leadership on the Line by Ronald A. Heifetz and Marty Linsky from the Discussion Board. Powerful insights are embedded within both. Students make them their own and assimilate the potent wisdom as to the innate risks posed in leadership dynamics.

Questions are posed such as-What does it mean to integrate the metaphor of the Dance Floor and the Balcony into your leadership practice? Cite at least 4 references as you demonstrate critical thinking and higher order reflection. Demonstrate that you have internalized the knowledge; relating to leadership while developing a comprehensive analysis/synthesis. As you make your case, ensure that conclusions are logical and reflect informed viewpoints through the lens of leadership theory in a sophisticated manner.

Prompts were created for the instructions for the introductory chapter and articles by Ronald A. Heifetz and Marty Linsky to encourage students to gain a comfort level with the notion that leadership is complicated, nuanced and complex. Students are coached to embrace this and analyze it-synthesize it, developing informed viewpoints.

The metaphor of the Dance Floor and the Balcony is rigorously reiterated on Discussion Board posts to ‘get at’ abstract reflection and critical thinking skills. Reference is made back to an earlier allegory, The Time Wanderer to instill a creative and original knowledge base-wisdom capacity.

Students are prompted to develop more sophisticated leadership language as their knowledge of leadership scholarship increases; they are asked to reflect on how this changes them and causes unfoldment and an evolving understanding.
In efforts to garner increased performance in student's capacity for enhanced skills in persuasive communication, several steps have been taken in the current curriculum design of LDR 4263, for Spring 2015, and the remainder of 2015.

- A focused learning module on persuasive communication has been added to the curriculum, and framed within the larger theme of how leaders "practice presence."
- That module will specifically address the outcome in language similar to the language used in the rubric;
- The outcome, one of many on the Experiential Learning Transcript (ELT), will be edited on the ELT instrument to underscore the central importance of this particular outcome;
- The outcome will be more deliberately addressed in our Guidelines for Preparing a Leadership Capstone.

PROGRAMMATIC HIGHLIGHTS OF THE PAST YEAR:

For the 12 month period ending 6/30/16, incorporating activity for three prior terms (Summer, ‘15; Fall ‘15; and Spring, ‘16) the Taylor Leadership Institute has provided direct service to approximately 1750 undergraduates, representing approximately 12.93% of the total UNF undergraduate student population of 13,532. Of these, 736 students were enrolled in TLI Leadership courses. An additional 1014 students were present at TLI program events or engaged TLI staff in some form of direct service. An overview of major program areas now follows:

(a) Leadership Courses and the Minor in Community Leadership: The intentional study and practice of leadership is not peripheral to the education of UNF undergraduates. Rather, it lies at the heart of higher education and can be a significant “plus factor” that can make students standout among their peers when it comes time for pursuing endeavors after graduating from UNF, whether that be seeking a job or gaining admission to graduate school.

TLI’s flagship program continues to be the interdisciplinary Minor in Community Leadership and its primary gateway course, LDR 3003 (Introduction to Leadership). The leadership minor is administered by the TLI in collaboration with our Academic Partner, UNF’s College of Education & Human Services. For those who go on to pursue the Minor, the program offers opportunities for personal and professional leadership development regardless of a student’s academic major, enabling students to acquire an important credential on their academic transcript that complements their major.

LDR 3003 is open to all students except first year students in their first term. Students are not required to declare the Minor prior to taking the introduction course. The course aims to empower students to discover the authentic person within, and one’s capacity to be a change agent. The course introduces students to the major theories of leadership and their application in personal and professional settings. Students engage in self-reflective and applied learning activities that allow them to draw upon personal characteristics and experiences in order to make connections between classwork and their own developing leadership style.

During 2015-16, TLI offered 20 sections of the course Introduction to Leadership, taught by 7 instructors, compared to last year’s offering of 19 sections taught by 6 instructors. This year’s sections enrolled a total of 559 students. Of the 20 sections, 17 sections were taught online, 2 in the classroom and 1 as a Hybrid. The 2 classes that were taught in a traditional classroom setting were both honors classes, while the one hybrid was an innovation that targeted student athletes (not to the exclusion of non-athletes) and engaged them in mentoring at risk middle school students.

As of June 15th 2016, and excluding students who have graduated as well as new students enrolled in Summer ‘16 sections of LDR 3003 (they are counted in next year’s report), the TLI database is tracking 1131 active and currently enrolled students who have taken the gateway course, Introduction to Leadership (LDR 3003), and who regularly receive our electronic communications. Of these active and currently enrolled students as of June 15th 2016.
(excluding all who have graduated or withdrawn or gone inactive, there are currently 180 students who have declared the minor (9 more than at this time last year).

Through the spring term of 2016, a total of 116 classes of “Introduction to Leadership” have been offered since the Leadership Program began in 2006. The certificate program eventually transitioned to an academic minor in the fall of 2012, the last certificates were awarded in fall of 2013. The leadership minor is administered by the TLI in collaboration with its academic partner, the Department of Leadership, School Counseling & Sport Management in the College of Education & Human Services.

A significant innovation of the last year was the incorporation of a Mentoring program as part of a hybrid version of LDR 3003, in collaboration with Dr. Matthew Ohlson and the Camp Osprey program. C.A.M.P. Osprey is an innovative leadership mentoring program piloted by Dr. Matthew Ohlson, in partnership with the Taylor Leadership Institute and the College of Education and Human Services, pairing collegiate leaders from the University of North Florida with K-12 students from around the state. The purpose of the program is to establish a mutually-beneficial mentoring collaborative between college and middle school students that increase UNF student's engagement through a meaningful service-learning experience with at-risk, community youth, embedded within the Introduction to Leadership course. The continuous goal is to increase all UNF students' access to and understanding of the power of critical service-learning utilizing a leadership course based on a proven multi-state mentoring program.

Dr. Ohlson and his team utilize the Leadership Curriculum "7 Habits of Highly Effective Teens" by Steven Covey during mentoring sessions, which allows for engaging, hands-on activities. Throughout its "pilot" year at UNF, C.A.M.P. Osprey has already reached children in 6 schools including a virtual partnership with Miami-Dade Schools, and has several schools eager to join the successful partnership.

More about the Leadership Minor

The minor requires 12 credit hours of coursework taken at UNF as well as documentation of co-curricular (experiential) leadership learning. Students must maintain a 2.5 UNF institutional GPA. The program is grounded in the Social Change Model (SCM) of leadership development and challenges students to become effective, ethical and value-driven leaders with a commitment to excellence, accountability, and responsibility in the real world of the workplace and the global community. It strives to empower students to be authentic self-directed learners through a highly engaged pedagogy and the practical application of community-based transformational learning components.

There are two dimensions that frame the Leadership Minor. One is the academic side of the program, in the context of classroom learning involving four 3-hr courses (12 hours). Beyond the first course (LDR 3003), the minor requires 1 primary elective (choice of three classes), 1 interdisciplinary elective, and the final Capstone/Practicum course. With the exception of the interdisciplinary elective, all courses in the leadership minor are taught by TLI staff and associated faculty. During 2015-16, besides the 559 students who took LDR 3003 in the 20 classes cited above, TLI staff and associated faculty taught the following additional leadership courses to students pursuing the leadership minor:

- LDR 3320/Collaborative Leadership (Primary Elective): During 2015-16, TLI offered 3 classes, enrolling 80 students; this course focuses on leadership within the context of small work groups and self-directed project teams and their role and functions within community organizations. Students learn how to collaborate successfully in an ever-changing world that requires emerging leaders to transcend differences to build organizations and teams of
committed workers and employees. This course is done in the “hybrid” model, using both online and classroom delivery methods.

• LDR 3240/Inter-Group Dialogue (Primary Elective): During 2015-16, TLI offered 2 classes, enrolling 34 students. This course provides foundational skills in knowledge needed to participate in and facilitate multicultural group interactions that engage difficult conversations. The course assumes that the most effective facilitators of multicultural group interactions possess a level of awareness, skill, knowledge, and passion. Students engage difference across their social identities, values and power disparities. Through dialogic learning, the course underscores the pivotal role that values play in authentic leadership development. Emphasis is placed on interpreting leadership theory and practice in context of Social Change Theory and UNF’s six core values. This course was taught in a live classroom setting.

• SOP 3515/Fundamentals of Conflict Transformation (Primary Elective): During 2015-16, TLI offered 1 class, enrolling 25 students; the course considers diverse approaches to the theory and practice of conflict resolution and the methods for understanding, managing and transforming conflict as a means toward personal, organizational, and systemic change. This course teaches students the skills to engage those change efforts. This course was taught in a live classroom setting.

• LDR 4263 (Practicum in Leadership): TLI offered 4 classes in 2015-16, enrolling 38 students; this final leadership course is generally taken during a student’s last term at UNF, just prior to graduation. The course provides students the opportunity to integrate classroom learning about leadership with their real-life co-curricular leadership activities going back over the tenure of their time at UNF. Students hone awareness of their leadership style gleaned from current and prior co-curricular activities, retroactive to their enrollment at UNF, including on-campus and off-campus activities documented on the Experiential Learning Transcript (ELT). Students meet in evening bi-weekly class sessions as they reflect on their experiential learning about leadership through dialogue and ongoing reflective practice. They finalize their ELT entries (explained below) and prepare for their Leadership Capstone Presentation. During 2015-16, a total of 38 students presented their capstones. The number includes 2 students from the prior year’s practicum classes who presented a delayed capstone, due to the postponement of graduation.

During 2015-16, TLI continued to advance the rigor and format for Leadership Capstone Presentations. A total of 12 capstone sessions were conducted during 2015-16, each involving 3-4 Practicum students, and each taking 90-120 minutes (approximately 30 minutes per student, including time for feedback). Review panels were comprised of 3-5 leadership faculty at each capstone session. Several practicum students were also present at each session as observers.

The Practicum class developed several innovations over the last year to add rigor and contribute to more succinct, integrated student capstone presentations. Particular enhancements over the year include the following:

• Minimum of 12 entries are now required on the Experiential Learning Transcript, with enhanced structure and resources to guide students through the processes of reflective practice;
  • Enhanced one-on-one coaching sessions, now incorporation two separate sessions for each student, each 45-60 minutes in duration, with one coaching session focused on the ELT and a second one focused on the capstone presentation;
  • Engagement of TLI’s Outreach Coordinator by (1) promoting opportunities for students to practice leadership in a wide range of on-campus and off-campus venues; and (2) provide support in coaching students for both the ELT and the capstone;
Implementation of a video practice exercise, where students produce a 3-4 minute video vignette of a developing segment of their capstone;

Requirement of an essay based on the student’s 2nd elective (Inter-disciplinary leadership elective), demonstrating how the course connects with leadership theory and practice;

Refinement of resources and assignments for students to plan their capstone, including increased rigor in drafting an annotated capstone outline as well as a capstone planning grid worksheet where students can plot emerging threads/themes of their capstones, integrating knowledge from theory and experiential learning;

More focused discussion forums in the Practicum course that aim to inform developing themes in capstones;

Implementation of video recording of the actual capstone delivery, with the aim of creating a permanent archive of all capstone presentations;

Enhanced record keeping of capstone documents, linked to the permanent record of all leadership minors maintained on the Access database;

Continued streamlining of the capstone process itself, resulting in shorter, tighter and crisper presentations that more effectively integrate student leadership learnings with students’ developing knowledge of leadership theory and learnings grounded in their real-world practice of leadership;

Inclusion of a summer practicum class, implemented for the first time in the summer of 2015; we now offer the Practicum every term, and sometimes two sections in the same term, based on need;

Co-Curricular Components of the Leadership Minor and the ELT: TLI continues to provide ongoing oversight of Co-curricular components of the leadership minor, particularly in context of administration of the ELT (Experiential Learning Transcript); Specific actions relevant to this over the last year:

- We offered a minimum of 6 public ELT workshops for students who have completed LDR 3003 and have declared the minor, and accordingly have access to the ELT through MyWings; in addition, we offered several remedial ELT workshops and much individual counseling to students one-on-one;
- We developed updated resources on the ELT that have resulted in increased rigor on what and how to document leadership learning outcomes on the ELT; this includes samples for well-written ELTs and a new guide sheet with criteria for good ELT entries; these resources are particularly promoted in the context of the Leadership Practicum course (LDR 4263);
- The number of student entries on the ELT continues to increase, as more and more students pursue the leadership minor; During FY 2014-2015, students pursuing the leadership minor submitted approximately 600 postings to the ELT. Each was reviewed, validated, and subsequently revised by students as needed, then finally approved and made a part of their permanent ELT record.
- During the past year we have consulted with CIRT to develop a means of delivering ELT workshops and training via webinars (See more under future goals);

Advising and Marketing Activities Associated with the Leadership Minor:
TLI regularly counsels students about the leadership minor via email, phone calls and office appointments. We strive to be present, available, and helpful to students whenever we can. This often goes beyond routine advising matters, including crises intervention and referral when needed, as well as an ever increasing number of requests for letters of recommendation as students prepare to graduate. Related activities during the last year have included the following:

- Ongoing interaction with student advisors: Particular focus in the last year has been with several advisors in the College of Arts and Sciences (COAS), particularly in the departments of psychology, communications and criminal justice, as well as advisors in the College of Computing, Engineering and Construction (CCEC). In these colleges in particular, advisors increasingly refer students to first meet with TLI staff or attend an orientation (Learning to Lead) before declaring the minor. This has substantially helped to assure that leadership minors develop a relationship early on with the TLI, and better understand all elements of the leadership minor, both curricular and co-curricular components;
- Ongoing Management of the TLI “Access” Database: Each term we update the database with new enrollees in the Intro Course, as well as coordination with SIS reports each term.
• Promoting leadership courses each term: This includes monitoring student enrollment in each leadership class, posting current course offerings to the TLI website, and sending email blasts promoting enrollment as needed;
• Planning and facilitating 6 student orientation sessions on the minor (two each term); Called, Learning to Lead, these one-hour interactive sessions are strategically scheduled in the weeks before registration opens;
• New Student Orientations: TLI staff regularly table at events for new student orientations, where we promote the leadership minor among new students and their accompanying parents;
• Transfer Student Orientation: In early January, we also staffed the TLI table for the Transfer Student Orientation;

Leadership Minors by the Numbers: Since December 2010, TLO has graduated 194 UNF students with a leadership credential. Of those, 89 received the former Leadership Certificate which sun-setted in December, 2013. Since then, 105 students have graduated with the Leadership Minor, of which 38 graduated during 2015-16. There are currently 180 active students who have declared the minor (excludes those who have graduated), representing students across all five UNF colleges.

Active Declared Minors by College on 6/30/16 (excludes all those who have graduated)

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TLI Graduates since 2010

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<th>Certificates</th>
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</tr>
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<td>50</td>
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<td>2016</td>
<td>38</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>89</td>
<td>105</td>
<td>194</td>
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</tbody>
</table>
(b) 7th Annual Student Leadership Summit 2014-2015

THEME: Leadership Presence: Recognize It, Cultivate It, And Own It!

Date/Time: November 13, 2015 from 9:00am-12:30pm
Location: UNF Student Union

The UNF Taylor Leadership Institute (TLI) has redefined the boundaries of leadership learning to create a Student Summit-symposium format experience with academic rigor, world-class speakers and faculty and innovative frameworks for which UNF Taylor Leadership Institute is renowned.

The Seventh Annual Student Leadership Summit was an enormously successful event as a result of effective collaboration with the Office of Campus Life and the administration of Student Life and Services Fee funds.

The purpose of the Student Leadership Summit, an annual event hosted by the Taylor Leadership Institute (TLI), is to showcase the highly visible partnership between Academic Affairs and Student Affairs for the expansion of UNF students’ leadership development capacity. Fortune 500 companies and graduate schools are unequivocal in underscoring the profound significance of graduates who have sought and obtained opportunities for leadership development, confirming the importance of the Student Leadership Summit. During the Summit, students engage with each other about leadership and interact with a wide array of campus and community exhibitors, presenters and panelists who promote the idea of being an agent of positive change. The Student Leadership Summit offers students valuable leadership perspectives, lessons and interactive experiences, enabling them to view themselves as leaders while developing and mastering advanced concepts and practical applications of leadership.

This year’s Summit emphasized the need for real-life leaders to explore their own ‘leadership presence’, so that they could go on to cultivate it on their own. The theme “Leadership Presence: Recognize It, Cultivate It, Own It!” encouraged attendees to align their inner self with their outer life of action in this world. The event emphasized the importance of today’s leaders identifying and cultivating their own “You~Nique” Leadership Presence. Attendees were called to action – learning what it means to be a conscious leader.

For the 2015 Summit, the Taylor Leadership Institute along with members of the Student Affairs Community Council’s Leadership Committee identified presence as the leadership construct in need of focus due to its undeniable significance in effective leadership. Students made priceless connections with their peers and UNF faculty, Student Affairs staff and other community leaders-stakeholders thus increasing their opportunities to stay at UNF and graduate. Using backward curriculum design, the Institute identified 3 areas of presence needing to be mastered by attendees in order to effectively portray positive presence: (1) a deep understanding of presence; (2) identifying one’s current level of presence; and (3) tools and skills necessary for enhancing current level of presence. By identifying these 3 areas, the Event Coordinator began the extensive process of
identifying an individual who has spent years researching and mastering the complex construct - leadership presence. After extensive research TLI found James Scouller, an accredited executive coach and author, whose book, “The Three Levels of Leadership,” is a manual for today’s leaders to identify the behavioral knowhow and skills necessary to develop leadership presence. The seven constructs he covered with students are: Personal power, High real self-esteem, Drive to be more to grow, Balance and intuition, Living in the now, and Inner peace.

With nearly 30 years’ experience in the industry, Scouller started The Scouller Partnership, a specialist executive coaching practice, in 2004 after 11 years as a CEO for multinational corporations in the United States and the United Kingdom. He coaches both experienced and up-and-coming leaders, as well as executive teams in multinationals, small private firms and not-for-profit organizations. As a result of Scouller’s experiences, training, research, and yes, leadership presence, attendees described him as “inspirational”, “knowledgeable”, “insightful”, “authentic”, and “entertaining”. He was the perfect leader to lead this powerful discussion on leadership presence. During the planning process, it quickly became evident that the program design for the Summit would need to be completely different than year’s past. Due to the complexity of leadership presence, this year’s Summit programming would require a more interactive process where attendees would be asked to engage in extensive dialogue with their peers and community leaders in order to help them develop a deeper understanding of leadership presence. David Bohm suggested that dialogue is a “stream of meaning flowing among and through two or more individuals, out of which will emerge some new understanding; something creative.”

Based on the idea of creating dialogue circles, the layout of the room included the use of round tables. The idea of the table was to create a “community” where students felt safe to share their ideas and experiences in a group setting. A set of guidelines were created using several different sources including: UNF’s Cultural Competency Pursuit (CCP) Equitable Space Guidelines, Counsel for the Advancement of Standards in Higher Education (CAS) and the Guiding Principles and Intergroup Dialogue (IGD) Guidelines. To assist students in creating the Community Table, TLI asked members from the Student Affairs Community Council, based on their feedback expressing an interest for a more involved role in the Summit and the opportunity to engage with students. TLI also invited several local leaders from Enaptive, City Year, OneJax, etc. to serve as table hosts.

The table hosts were asked to lead engaging discussions that focused on the 7 characteristics of leadership presence, an integral component in the success of this year’s Summit. The guidelines helped the table hosts maintain positive, civil discourse during the dialogue component of the Summit. Table hosts shared with attendees their real-world leadership experiences to assist attendees in connecting the information being presented with their own experiences. As a result, students were able to gain a deeper understanding of leadership presence and identify their current level of presence while engaging with local leaders and their peers.
Another aspect of the 7th Annual Student Leadership Summit that enriched the experience was the breakfast and lunch menu TLI provided. We started the day off with a delicious continental breakfast catered by our campus partner, Chartwells, to help kick start of the day and raise their energy level for a day full of learning. We ended the Summit with a scrumptious Bar-B-Q lunch catered by our community partner, Bono’s Pit Bar-B-Q. The Institute worked with the Bono’s catering coordinator to create a dietary and socially conscious menu that would appeal to all attendees. Based on the Summit evaluations, attendees enjoyed and appreciated the food we provided during the event because they felt it allowed them to concentrate and focus on the content being presented.

This year’s Summit once again highlights the Taylor Leadership Institute’s collaboration efforts with UNF departments and members of the greater Jacksonville Community. Another opportunity to collaborate with on-campus and off-campus entities took place when requesting Summit giveaway items for students. UNF’s Athletics, LGBT Resource Center, MVRC, and the Women’s Center donated items such as tumblers, water bottles, koozies and t-shirts. Donations received from community businesses include certificates and gifts from Starbucks, Bali Jewelry, First Street Gallery, Lillie’s Coffee Bar, Publix and the Jacksonville Jaguars. The giveaway items created an aura of suspense, fun and excitement throughout the day.

Number of attendees/participants (if applicable, break down by category: student, faculty, community etc.)

- Students: 140
- Walk-up: 30
- Presenters: 1
- Emcee: 1
- Volunteers: 11
- Taylor Leadership Staff & Faculty: 5
- Student Affairs Community Council Members: 6
- Community Leaders: 4
- UNF Student Union Staff: 5
- UNF Faculty/Staff: 25
- Total: 228

EVALUATION OF THE SUMMIT: We have received a tremendous amount of positive feedback from various sources in regard to the impact the 7th Annual Leadership Summit made on those who attended. Sample responses from the post event Evaluation Form follow:

- “Leaders need to grow and this helped me learn where to grow”.
- “I’m in a transitional period in my life and I needed the boost from this event.”
- “I’m a student, youth leader and also aspire to open a business. I needed this!”
- “I am going to implement each of the 7 tips into my everyday life.”
- “I plan to use what I learned when working with my sorority and staff.
- “Very informative! Good people, good vibes.”
- “I love UNF events!”

Other responses were garnered from Blackboard discussions posts from students enrolled in Introduction to Leadership.
Upon attending the Leadership Summit I was a little excited and not really sure exactly what to expect. I knew from e-mails that there was going to be interaction with other people and networking which I was very excited about. Filling out the leadership questionnaire really opened my eyes to my strengths and weaknesses of leading. I was surprised to see so many people there and honestly was pretty surprised that the person hosting the Leadership Summit was such a highly respected person in the leadership community. He told stories to my table personally about how he has given leadership speeches at WestPoint, which was very impressive. One of the things he talked about that really stood out to me was being confident in ourselves and our decisions as leaders. "Self-confidence is the ability to be certain about one’s competencies and skills; it includes a sense of self-esteem and self-assurance and the belief that one can make a difference" (Northouse, Johnson, & Humphrey)...

I really had a great time at the summit. It was very entertaining and James Scouller had a very inspirational lecture. The questionnaire each of us filled out before the presentation was a great way to interact with fellow students around me and to see where I stand as a leader. James Scouller started out by talking about presence and charisma. He said that presence is an “inner pyschospiritual state” and charisma is an “outer image of charm.” In a way, this is related to intuition which was talked about in the book. The book states that “the ability to be certain about one’s competencies and skills” (Northouse, Johnson, Humphrey, 2015, pg. 24). We need to trust our intuition because it will make us better people and better leaders...

The Leadership Summit was a great experience which I will never forget about. I enjoyed listening to different experiences people had with the various leadership qualities. I especially really enjoyed the food that was offered to us before and after the summit. This summit will definitely improve my leadership qualities after listening to and understanding these several different important qualities one must have to be a great leader...

I am lucky to be able to experience it. I can’t wait till next year to come and hopefully it will be bigger and better with another awesome speaker such as James Scouller. Most importantly, the best quality of a leader in my opinion is the ability to inspire others to become better and grow in the field they desire and follow in the footsteps of others to become great leaders in their community. We learn so much from the Leadership Dynamics book, but most importantly now we can connect the dots and recognize a real leader when we see it due to the characteristics and the way they approach others in their community.

I really enjoyed how the whole presentation was orchestrated; it was extremely professional and enlightening. One thing that really stuck out about Mr. James Scouller is that he had power, “Power is the capacity or potential to influence. People have power when they have the ability to affect other’ beliefs, attitudes, and courses of action.” (Leadership Dynamics pg. 9). I believe that his seven qualities were very informative and good qualities, personal power, high real self-esteem, drive to be more to grow, balance, intuition, in the now, and inner peace. These qualities really make me think a lot about the major leadership traits found in my book, “Intelligence, self-confidence, determination, integrity and sociability.” (Leadership Dynamics pg., 23) I truly believe from now on I will keep all of these qualities in the back on my head in my current and future leadership positions...

One of the most interesting parts of the leadership summit was the self-assessment questionnaire. I scored high in some parts and score low in others. I scored really high in the “drive to be more, to grow”. This means that I have a lot of self-confidence which “allows a leader to feel assured that his or her attempts to influence others are appropriate and right (Northouse, 2015).” It also means that I have self-confidence and don’t need outside influence to kick start my drive. All in all, I really enjoyed the summit this year. So much vital information was offered to the students. Even though the textbook we read has useful information it was great to be able to be taught leadership skills and interact with other using them.”
Summit Expenditures:

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<td>Emcee Honorarium</td>
<td>$250.00</td>
<td>1 honorarium was given to event emcee.</td>
</tr>
<tr>
<td>Videography Fees</td>
<td>$600.00</td>
<td>Fee for the recording the entire Summit.</td>
</tr>
<tr>
<td>Food/Beverages</td>
<td>$2,774.60</td>
<td>The funds were used to provide attendees with: (1) Continental Breakfast (Breakfast pastries, bagels, water, orange juice, and coffee) provided by Chartwells @ $449.60 and (2) Catered lunch (Bar-B-Q, chicken sliders, salad, 2 sides, tea, water, and dessert) provided by Bono’s Pit Bar-B-Q @ $2325.00.</td>
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(c) Taste & Tour of 57 West:

Program Description Title: Taste & Tour of 57 West  
Location: College of Education and Human Services  
Date/Time: Thursday, August 27, 11am-1pm  
Participating Organizations: UNF Taylor Leadership Institute (TLI), UNF Disability Resource Center (DRC), UNF Military Veterans Resource Center (MVRC), UNF on Campus Transition (OCT)

In spring 2015, the Taylor Leadership Institute teamed up with the DRC, MVRC, and OCT for the 3rd Annual Taste & Tour of 57 West to welcome new and returning students back to campus. Participating in the Week of Welcome activities, coordinated by Campus Life, our goal was to provide students with an opportunity to engage with each participating department, learning about the resources and transformative programs offered throughout the year. Participants were provided a delicious Chik-fil-a catered lunch as they explored 57 West and learned about their opportunities. The event was once again a huge success and all the participating departments are eager to participate in Week of Welcome 2016 events. The Taylor Leadership Institute collected the names and contact information for students interested in pursuing a Leadership minor – many students were unaware that they could add a Leadership minor onto their program of study. They also had the chance to meet some of the Leadership program’s professors (Dr. Brooks and Dr. Frank) and learn about the Institute’s Upcoming Fall Events.

Number of attendees/participants: 62

(d) Leadership Speakers Bureau (2 event series)

One event presented in fall 2015 by the Taylor Leadership Institute
One event presented in spring 2016 by the Taylor Leadership Institute

- Dr. Judi Herring and Mx. Annunaki Ray: Thursday, February 25, 2016 at 6:00pm

The Leadership Speakers Bureau (LSB) is a free event for the entire UNF community, that is, students, faculty, staff and community friends, for unique face-to-face time with leadership-centric speakers with rich experiences, esteemed backgrounds, motivating stories, and illuminating question-and-answer segments. This series, consisting of one event during fall 2015 and one event held during spring 2016, brought an expanding variety of high-profile speakers to campus: leaders in business, government, literature, education, science, culture and more.

The Leadership Speakers Bureau was launched with Student Life & Services Fee funding in spring 2012 with the initial presentation of UNF President John Delaney on February 1, 2012. The LSB events are professionally video-recorded and available on the TLI website. Viewing LSB videos at the Institute website is currently an assignment each semester in all sections of LDR 3003, Introduction to Leadership. The multiple LSB events continue as a resource for students, educators and leadership scholars with 200-plus online viewers each semester. The Leadership Speakers Bureau is an excellent resource for students, educators, leadership scholars and the community in general to advance leadership capacity. The LSB adheres to the Social Change Leadership Model (1996), nurturing leaders who will make a positive difference in the lives of others all over the world.

**Fall 2015 Leadership Speakers Bureau Event**

**Title:** John Phillips  
**Date/Time:** Thursday, October 8, 2016 at 6:00pm  
**Location:** Student Union Auditorium  

Participating Organizations: UNF Taylor Leadership Institute, UNF Academic Affairs, UNF College of Arts and Sciences, UNF Communications, UNF Honors, UNF READS! Committee, UNF Office of the Vice President for Student and International Affairs, and UNF Undergraduate Studies
John Phillips, a local attorney in Jacksonville, was recently named the “face of justice” by 904 Magazine. Since opening his private practice in 2012, John has developed a strong local and national ‘presence’ through his legal work, community involvement and television and radio appearances.

In his presentation, Phillips spoke about how he has developed a strong presence as a leader by aligning his inner passion for helping and serving others through action in the Jacksonville community. He discussed with attendees how he never wanted to be a leader nor did her consider himself a leader growing up. However, in 2011 after working for a large corporate law firm where he managed more than 500 cases and couldn’t remember his clients’ name, Phillips decided to start his own law firm. All of this occurred at a time in life when he had a number of personal experiences that changed his life and his leadership identity. Through his work on a named of cases, mostly notably the Jordan Davis trial, Phillip found his leadership voice and knew it had to be defined by his heart.

Number of fall 2015 LSB attendees/participants

Students: 35
Walk-up: 8
Presenters: 1
Emcee: 1
Volunteers: 3
Taylor Leadership Staff & Faculty: 6
Student Affairs Community Council Members: 1
Community Leaders: 3
UNF Student Union Staff: 4
UNF Faculty/Staff: 3
Total: 65

EVALUATION OF THE FALL 2015 LSB EVENT: We have received a tremendous amount of positive feedback from various sources in regard to the impact the fall 2015 LSB events made on those who attended. Sample responses from the post event Evaluation Form follow:

- “As a leader, I felt inspired.”
- “Helped to verify for myself as well as overall that a leader can have emotion when leading.”
- “I’ll definitely come to the next Leadership Speakers Bureau.”

Other responses were garnered from Blackboard discussions posts from students enrolled in LDR 3003:

- “If we wanted to follow traits John portrayed of leadership I would take items from Zaccaro, Kemp, and Bader from our Leadership Dynamics chapter 2. John preached passion. Because of his passion it allowed him to be an extravert because he cared. It allowed him to be motivated, emotional, and stressed problem solving. Passion in his eyes drives success and is the top of the pyramid when it comes to effective leadership. Now, this is a blog so I inferred what he meant by passion. It was a great speech and I was happy I could attend.”
- “The part of Phillips speech that surprised me is how he and his family get threats because Phillips is doing his job and protecting others. He is super passionate about his job and doesn’t let fear get in the way because people threaten his life and his children’s life. I like how he described a leader as an
everyday hero. Leadership comes from the heart and mind. Leaders practice being a hero every day because of their passion and work ethic just like John Phillips.”

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<tr>
<td>Presenter Honorarium</td>
<td>$250.00</td>
<td>The Honorarium covered the presentation fees for the LSB presenter.</td>
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<td>Videography Fees</td>
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<td>Programs with speaker’s information</td>
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Spring 2016 Leadership Speakers Bureau Event

Title: Dr. Judi Herring and Mx. Annunaki Ray
Date/Time: Thursday, February 25, 2016 at 6:00pm
Location: Student Union Auditorium

Participating Organizations: UNF Taylor Leadership Institute, UNF Academic Affairs, UNF College of Arts and Sciences, UNF Communications, UNF Honors, UNF Military Veterans Resource Center, UNF READS! Committee, UNF Office of the Vice President for Student and International Affairs, and UNF Undergraduate Studies.

Dr. Judi Herring, drawing from her leadership experience as a U.S. Navy officer and later as the chief of urology at UF Health Jacksonville, and Mx. Annunaki Ray, an intersex man and LGBT activist, teamed up to present the why, what and how for in developing the critically important
leadership skill of listening with care in a nation that is projected to be a majority minority by 2060. As a nation that is headed toward a more diverse population than ever before, Herring spoke on why in the leadership realm, listening as leaders is a vital skill, which is underdeveloped, yet paramount for our nation’s future.

Herring went on to explain that “listening, when done correctly, increases team cohesion, improves relationships in the workspace, enhances learning efficiency and productivity, and most importantly builds trust and respect.” She offered attendees four principles/prompts she believes are essential for today’s leaders to use when developing the critical skill of listening: (1) Caring shows you are worth following – caring is something we show, not tell. (2) Believing is seeing – suspend disbelief, leave room for possibility. If you don’t believe what you are being told, then the job of listening, understanding, is difficult. (3) Questions have a funny way of sounding like accusations if there is a power differential – when listening to understand questions be aware of your line of questioning and how it makes others feel. (4) The mirror and the spy glass are imperfect if not paired to create a broader, more credible view – the mirror is used to assess how you conduct yourself during the interaction while the spy glass is used to view how others perceive your conduct during the interaction. Herring closed out her portion of the presentation by emphasizing there is a lack of listening within the healthcare industry, especially by doctors who deal with intersex patients and activists advocating for the rights of self-determination and bodily integrity for intersex youth/minors. She highlighted her experiences and interactions as a urologist in an industry where medical authorities’ definition of “normal” is based on heteronormative distinctions, desires and identifications. Herring believes that as a “leader-nation” every emerging leader has a stake in resolving the plight of intersex people. She went on to explain that “if we move closer to a society where infringing on the rights of intersex minors is forbidden, then we move closer to a society where body, gender and sexual diversity is celebrated”. Prior to turning the stage over to Annuaki Ray, Herring challenged attendees to take a lesson from the mistakes of the healthcare industry and invest in being a listening leader as they gain influence in their career and to encourage others to invest in the same practice.

At the conclusion of Herring’s portion of the event, Ray stepped forward to share his story, experiences, and leadership moments in society and healthcare services as an intersex individual. He offered attendees the opportunity to practice the skill of listening by detailing the emotional and physical struggles of a society and industry that fails to listen to his needs. In his story he spoke on the realities that many leaders in society control many important factors in his life, access, answers, information, treatment, human dignity and respect. Each has been given the power to provide or deny the things he needs and the capacity to listen with care and begin to build a bridge of understanding and compassion. He challenged attendees to continue developing the skill of listening so that they can become a listening leader.
At the end of the presentation, Dr. Judi Herring, Mx. Annunaki Ray and the TLI team turned the microphone over to attendees for a 15 minute Q&A. Attendees had the opportunity to ask thought provoking leadership questions, helping them to make meaning out of the presentation content and personalize the information learned that would lead to their own emerging leadership identity.

At the conclusion of the event, attendees joined Herring and Ray, and TLI and University faculty and staff for a reception. This gave attendees the opportunity to speak with both presenters in a more personal setting and ask additional questions. The reception was catered by Chartwells and enhanced the atmosphere and experience for LSB attendees.

Participants:

Students: 40
Walk-up: 38
Presenters: 2
Emcee: 1
Volunteers: 4
Taylor Leadership Staff & Faculty: 4
Student Affairs Community Council Members: 4 Community Leaders: 9
UNF Student Union Staff: 3
UNF Faculty/Staff: 8
Total: 109

EVALUATION OF THE Spring 2016 LSB EVENT: We have received a tremendous amount of positive feedback from various sources in regard to the impact the fall 2015 LSB events made on those who attended. Sample responses from the post event Evaluation Form follow:

- “It introduced me to the concept of a listening leader.”
- "It showed how often people are ignorant of real life issues even though they believe that they know how to best be a leader"
- "Knowledge has replaced wondering, and with a greater understanding I can embrace and communicate more effectively with people"

Leadership Speakers Bureau Expenditures:

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<th>Category</th>
<th>Total Cost for Event</th>
<th>Notes</th>
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<td>Presenter Honorarium</td>
<td>$300.00</td>
<td>The Honorarium covered the presentation fees for the LSB presenter.</td>
</tr>
<tr>
<td>Videography Fees</td>
<td>$300.00</td>
<td>Fee for the recording the event.</td>
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<tr>
<td>Food/Beverage</td>
<td>$504.47</td>
<td>The funds were used for the reception after the event.</td>
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(e) TAYLOR Talks

Program Description
Title: TAYLOR Talks
Date/Time: Tuesday, April 12, 2016 at 6:00pm
Location: Student Union Auditorium

Participating Organizations: UNF Taylor Leadership Institute, UNF Academic Affairs, UNF Communications, UNF Honors, and UNF READS! Committee, UNF Office of the Vice President for Student and International Affairs, and UNF Undergraduate Studies

On April 12, 2016 at 6 p.m. the Taylor Leadership Institute concluded its Leadership Speakers Bureau event programming for FY 2015-2016 with a dynamic presentation featuring three graduating students from TLI’s Leadership program as well as an alum. TAYLOR Talks highlights the leaders who demonstrate a high capacity to make a difference in the lives of others.

Each of the leaders who presented at the First Annual Taylor Talks demonstrated the ethical, values-based leadership needed to address the challenges that life will present—both personally and professionally. The presentations gave us a small glimpse into their transformational journey, sharing their poignant insights into the very practical realities of becoming a leader, empowering each of us to scale our own Summit. Their presentations were only a snapshot of the leadership journeys we have come to know and love here at the Taylor Leadership Institute. Each of their stories highlights the integral role that Student Affairs plays in the holistic development as productive citizens in our society.

Number of attendees/participants:
Students: 25
Walk-up: 20
Presenters: 4
Emcee: 1
Volunteers: 2
Taylor Leadership Staff & Faculty: 7
Audience Feedback

- “Every single speaker was great and shared empowering insights”
- “It made me feel "self-directed”
- “It shifted my perspective to a broader understanding of leadership”
- “It was even better than I thought it would be and I’d definitely go again”
- “As soon as I got there I felt like the environment was very friendly and the people I was surrounded by gave everyone the impression that this place is exactly where they belong and that they very much appreciate our attendance.”

2015-2016 Marketing and Promotions for Events-News Coverage

The Taylor Leadership Institute’s marketing campaign for the 2015-2016 Leadership Speakers Bureau events began during summer 2015 in conjunction with the Seventh Annual Student Leadership Summit promotions. The marketing and promotions efforts were strategically planned, targeting students and community members both on and off campus.

Two very visible and positive articles, (one front page) ran in the Florida Times Union. The front page article explored the leadership Minor’s gateway course, Introduction to Leadership. Students in one of the courses collectively embarked upon ‘mentoring’ as their external leadership experience. This was a pilot course, working closely with Dr. Matt Ohlson in the College of Education and Human Services- Leadership, School Counseling and Sport Management. A beautiful in-color photograph accompanied the front page spread. The second article appeared to promote the 7th Annual Student leadership Summit, which was an exceptional hit with students this year, utilizing an interactive model with leaders in the community. The topic, ‘Leadership Presence’ added a new dimension to the understanding of leadership and certainly resonated with students as well as community leaders who served as table hosts during the activity-engagement sessions.

TLI began by working with our partners for the Summit, Undergraduate Studies, who sent out promotional information to all UNF faculty members to share with their students for the fall 2015 semester. Next, we strategically reached out to the available campus resources for promoting our events. These resources include placing ads on the television screens located in the Student Union and College of Education and Human Services. Next, we worked with Sharon Ashton, Vice President for Public Relations, and her staff on the LSB’s Hot Button, Campus Updates (Faculty and Staff and Student Updates), press releases, digital entrance sign language and more. We also worked with Campus Life to regularly include promotional information in the Student Affairs Announcement.

Our final steps for marketing the 2015-2016 events included both in-person and print promotions at UNF sponsored tabling events. The TLI team members participating in tabling events took time to personally speak with students about the events and offered promotional flyers for students to take with them as a reminder. TLI’s Newsletter was another valuable resource the team utilized to promote our events along with several emails and postings on our UNF website and Facebook page.
During 2015-2016, TLI continued to build upon its work in the prior year, when it coordinated UNF’s participation in the 2015 Multi-Institutional Study of Leadership. The MSL is conducted as a web-based survey and is designed to help college administrators, researchers and educators understand leadership development of college students. It is recognized as the most comprehensive assessment of leadership development in higher education, incorporating the best of theory and practice. Its purpose is to enhance knowledge regarding college student’s experiences and their influences on educational outcomes. MSL began in 2006, and has involved more than 250 institutions of higher education and over 500,000 undergraduate students.

Under direction of the TLI, UNF was one of 96 institutions that participated in MSL 2015. TLI previously facilitated UNF’s inaugural participation in the study during the previous round of data collection in 2012. Data collection took place during spring, 2015. The UNF survey was sent to a random sample of 4000 undergraduates plus a smaller sample of 700 students known to be involved in the intentional study of leadership through the Taylor Leadership Institute. As reported in last year’s Annual Report prior to release of data reports, we were pleased to note that the 2015 round of data collection resulted in a substantial increase in the response rate of UNF students, from 11.7% in 2012, to nearly 16% in 2015.

In this year’s annual report, we overview several key findings of 2015 MSL. Analysis compares scores from UNF’s random sample (506 respondents) with a sample of UNF students who have intentionally studied leadership through the TLI (116 respondents). The data also illustrates comparisons between UNF’s random sample and other comparative groups: (1) the national benchmark; (2) data from 35 Carnegie Masters schools that participated; and (3) data from a custom peer subset comprised of three schools identified as UNF “aspirant schools.”

The MSL questionnaire measures leadership development outcomes adapted from the Socially Responsible Leadership Scale (SRLS, Tyree, 1998) and incorporating the core values of the Social Change Model of leadership development (HERI, 1996). It is comprised of over 400 variables, scales, and composite measures representing students' demographics, pre-college experiences, and experiences during college, and key outcome measures. Other outcomes studied include complex cognitive skills, leadership efficacy, and social change behaviors, seeing alternative social perspectives, spiritual development, racial identity, resiliency, and agency.

RESPONSE RATE AND SELECT RESPONDENTS DEMOGRAPHICS

The gender breakdown of UNF
respondents is fairly comparable to that of the national sample, with a slightly higher response rate among females in the LDR 3003 sample. We note a significantly higher rate of response among UNF upper-division students in the random sample, with a still higher response rate by seniors in the LDR 3003 sample. Of particular note is the significant high rate of respondents who are African Americans, more than double the ratio of AA respondents in the national sample. In the national sample and all other comparative groups, the rate of response of AA was consistently in the fourth position, behind Hispanic, White and Asian in that order. Of even greater significance, UNF’s rate of AA response among students who have taken LDR 3003 jumps to 25%, significantly surpassing whites at 15%. This suggests that TLI leadership development initiatives may be having a particularly high impact among African American students at UNF, who appear to be represented in our rosters at a ratio higher than the general UNF student population.

UNF respondents of non-traditional age (24 and older) is very significantly higher (36.95%) than the national sample (13.61%) as well as when compared with both national sub-groups. The ratio drops some for students who have taken LDR 3003 (20.5%), but is still higher than the national groups. This may suggest that TLI has potential to “grow” its programming particularly among African Americans and transfer students.

SELECT FINDINGS:

While the full MSL 2015 provides a wealth of usable statistics and findings, this brief overview summarizes several particularly significant findings. The primary measures for the study are reported as mean composite scores that range from 1 to 5. Several UNF’s measures, side by side with the national benchmark measures, are reported in the following tables:

- UNF’s scores surpassed the national benchmark in 6 of the 8 Outcome Categories of Social Change Leadership competencies, with the highest margins in the area of the three Individual “C” values in the Social Change Model of Leadership Development. They are: Consciousness of Self (Self-Awareness), Congruence (Authenticity), and Commitment.

- It is interesting to note that without counting LDR 3000 scores, the random sample of UNF students who have not intentionally studied leadership still score higher in most all Social Change Leadership Competencies when compared with the national benchmark, other Carnegie Masters Schools, as well as UNF Peer Schools;

- But of most significance, UNF students who have taken LDR 3003 score even higher across the board, and with considerable significance in several areas, specifically consciousness of self, collaboration, controversy with

<table>
<thead>
<tr>
<th>Outcomes: Social Change Leadership Competencies</th>
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<tr>
<td><strong>2015 National Sample</strong></td>
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<tr>
<td>Consciousness of Self</td>
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<tr>
<td>Congruence</td>
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<td>Commitment</td>
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<td>Collaboration</td>
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<td>Controversy with Civility</td>
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<tr>
<td>Citizenship</td>
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<tr>
<td>OMNIBUS SRLS (total score)</td>
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<td>Resiliency</td>
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Scores are on a 5 point scale and have stripped of all First-Year Respondents
civility, and citizenship. It is apparent that UNF leadership student’s exhibit marked improvement in leadership competencies when compared with other UNF Students.

- UNF’s “First Generation” students’ leadership competencies are comparable or higher that the national benchmark in all categories except citizenship, where UNF students score somewhat lower. It is interesting to note the point spread between First Gen and Non-First Gen. The spread for UNF students is more pronounced than it is in the national sample, with particular significance in area of congruence, citizenship and resiliency. This suggests that UNF FirstGen students lag behind UNF’s Non-FirstGen students to a higher degree than in the national benchmark.

- There is a particularly striking difference among UNF students who have participated in Social/Cultural Conversations (i.e. Inter-Group Dialogue), which MSL national studies consistently identify as a high impact environment for leadership development. In all outcome areas, the MSL shows a consistent rise in scores directly correlated to frequency of socio-cultural conversations. UNF Scores absolutely demonstrate the phenomenon, but with even higher scores in all 8 Outcome categories when compared to the national benchmark. This greatly validates TLI/UNF programming in inter-group dialogue.

- Students who have taken LDR 3003 show a higher incidence of the following characteristics: Participation in Community Service; Involvement in Campus Organizations; Hold more leadership positions in both off-campus and on-campus organizations; show a higher incidence of participation in religious organizations, service organizations, fraternity/sorority life. They demonstrate social change behaviors at a higher rate than other UNF students; they also participate in IGD and Study Abroad courses at a higher rate than the random sample would indicate among the general student population.

(f) **Entrepreneurial and Community Outreach**

The Outreach and Services Coordinator serves as a team member on the Taylor Leadership Institute team, Experiential Learning Transcript (ELT) and Capstone Presentation coach to UNF students enrolled in the Leadership Minor, and advisor to UNF students interested in or enrolled in the Leadership Minor.

The Outreach Plan for the Taylor Leadership Institute during the 2016-2017 year is as follows: (1) Continue to network with UNF stakeholders, building relationships with leaders on campus and in the community who identify with the mission and values of the Institute for Leadership Program students seeking co-curricular learning experiences. The purpose for continually developing strong partnerships with UNF stakeholders it to create advanced level of co-curricular learning opportunities for students to engage in (2) Identify co-curricular learning experiences and determine level of rigor and the capacity to expand students’ leadership acumen.
Leadership students are required to engage in experiences outside of the classroom that allow them to put academic theory into action. These experiences serve to complement classroom learning, provide real-world experience, while also equipping the student with a marketable “edge” when it comes to applying for employment or graduate school. (3) Expand communication capacity required to inform students about potential co-curricular learning opportunities. Increase use of TLI website and email as a resource for students to visit to find the latest opportunities. (4) Continue to cultivate partnership with the Director of Development for Student Affairs to grow the Student Affairs Co-operative, internship for leadership students.

(g) Collaboration between Student Affairs & Academic Affairs:
The Taylor Leadership Institute programs reach out to the entire UNF campus community. Within its mission statement, TLI is a model higher education program for the partnership between both Student Affairs and Academic Affairs. During Fiscal Year 2015-16, TLI team members facilitated and modeled collaborative partnerships with other departments in the Division of Student Affairs, as well as units within the Division of Academic Affairs. The effect was to strengthen student-focused outreach, support the UNF tradition of a rigorous pedagogy in leadership development, and amplify existing resources and connection for community engagement, career opportunities and internship experiences.

Student Affairs:
UNF Career Services. TLI reached out to the Career Center (examples, students have been referred for internships and volunteer opportunities to have an experience in a career pursuit before declaring an academic major, and strategizing connections to further internships for TLI students).

In LDR 3003 student community engagement of volunteer service is required (minimum of 4 hours of service per student); students enroll and participate.

Honors & Scholars – TLI participates as a member of Honors Council and forges partnerships of the Honors & Scholars Colloquium for First Year students; the LDR 3003 coursework has created a robust cross-listing of field trips, guest speakers, diversity experiences, creative writing and critical thinking/reflective discussion focus groups.

Academic Affairs:
Faculty Association. The Taylor Leadership Institute places a priority on attendance and support at each meeting of the faculty group; TLI is represented by staff members at each monthly meeting.

Brooks College of Health. TLI collaborates with BCH through continuing education workshop breaking the chain for counseling careers.

Coggin College of Business. TLI though has strengthened a collaborative resource referral and advising connection for students interested in entrepreneurial pursuits. The Coggin College of Business offers coursework, a campus Entrepreneurial Club and Small Business workshops. Budding entrepreneurs are referred to the UNF Small Business Development resources for starting their own companies (examples: Bosnian Refugee support nonprofit, nonprofit/foundation for disabled students, nonprofit for African American youth).

College of Arts and Sciences. TLI reaches out to academic professionals and community leaders to connect students to career experiences.

College of Education and Human Services. Educational career connections were made for UNF students in St. Johns County Public Schools, law school at Florida State University and graduate school at the University of Central Florida and UNF.
3. 2015-16

Budget Overview – E&G, Student Life & Services Fee, and Foundation Accounts (this is NOT an itemized/detail budget report – it is simply an overview of how you spent the money from the respective accounts).

2014 Budget Overview

Budget Overview—E&G, Student Life & Services Fee, Foundation, and Carry Forward.

E&G

The departmental E&G index began Fiscal Year 2015-2016 with $20,000. The budget funds were spent in the following ways, to note the most used accounts:

- $5,000 of the budget was given back to the Division of Student Affairs to help with divisional expenditures.
- Approximately $2,326 was used to pay the department’s telephone charges and cell phone allowances.
- Approximately $2,511 was used to pay for the monthly rental of a Ricoh multi-function machine (printer, copier, scanner, fax, etc.) and for the ink usage (black & white and color).
- Approximately $293 of the budget was used for off-campus printing. This consists of handouts/flyers printed for TLI hosted events and letterhead and business cards.
- Office supplies, postage, educational materials, computer systems, and training supplies and equipment are another notable category where department funds were spent, over $2409 distributed in these categories.
- Approximately $5,147 was spent on fees associated with travel and lodging, meals, and conference registration fees.
- Approximately $405 of the budget was used to pay for the memberships of staff employees to various leadership organizations.
- Approximately $32 of the budget was used to pay for the parking expenses for Taylor Leadership Institute visitors (Student Leadership Summit Presenters, Leadership Speakers Bureau Presenters, etc.)
- The $1,591.32 remaining in the budget for FY 2016 was left to cover any last minute, unexpected expenses.

Student Life & Services Fee (SLSF)

Over the 2015-2016 fiscal year, TLI received $19,000 to fund the Student Leadership Summit, Leadership Speakers Bureau Series and TAYLOR Talks.
- The Institute was awarded $12,000 for the 7th Annual Student Leadership Summit. $11,424.60 of the funds available for the Summit were used to cover event expenses. Included below is a list of the expenses and costs associated:
  - Presenter Honorarium - $7,800; Emcee Honorarium - $250; Videography Fees - $600; and Catering (Bono’s Pit Bar-B-Que and Chartwells) - $2,774.60
The Institute was awarded $5,000 for the Leadership Speakers Bureau Series (LSB). $3,039.07 of the funds available were used to cover fall 2015 and spring 2016 event expenses. Included below is a list of expenses and costs associated:

- Fall 2015 LSB featuring John Phillips
  - Presenter Honorarium - $250; Videography Fees - $300; Catering - $652.68; Giveaways $640; Programs - $46.50
- Spring 2016 LSB featuring Dr. Judi Herring and Mx. Annunaki Ray
  - Presenter Honorarium - $300; Videography Fees - $300; Catering - $504.47; Programs - $45.50

The Institute was awarded $2,000 for the 2nd Annual TAYLOR Talks. $691.48 of the funds available were used to cover event expenses. Included below is a list of the expenses and costs associated:

- Catering - $641.48; Decorations and supplies - $50.00

Foundation Account

- The Institute received a $400.00 contribution.
- The expenses were $165.36 ($23.19 for snacks for summer 2015 Capstone Presentations and $142.17 for TLI Retreat Luncheon).
- The ending balance for FY 2016-2016 is $351.83

4. **ASWOT**

a. **Achievements** – Successful transitioning to the Leadership Minor has translated into enormous achievements both in recruiting faculty for the academic classes as well as advancing growth within program areas. The new Leadership credential is adding a Leadership Specific Elective to include Inter Group Dialogue (Dr. Frank wove values into this), Collaborative Leadership and Fundamentals of Conflict Resolution, instead of only Collaborative Leadership. Examining the syllabus for Collaborative Leadership reveals the other 2 classes to be of equal footing in regard to substance. The Social Change Model of Leadership includes topics such as power and oppression in the context of social identities (Inter Group Dialogue) and an increasingly sophisticated way of addressing conflict resolution (Conflict Resolution).

b. **Strengths** – The relevance to success after graduation gives TLI an advantage over other program areas. The perception that positioning oneself as a leader increases opportunities for employment subsequent to graduation, as well as a marked advantage in applying for graduate schools allows TLI considerable popularity.

c. **Weaknesses** – Emergence as a uniquely hybrid model with equal components on the academic side of the house and student affairs presents challenges to defeat stereotypical attitudes. In that TLI is forging new ground it requires an advanced level of collaboration and the breaking down of silos in order to solve challenges.

d. **Opportunities** – The political climate appears to treasure what TLI has been able to accomplish, posing highly visible room for advancement, both programmatically and in Student Affairs and on the academic arena.

e. **Threats** – The exponential growth of student participation increasingly requires attention to managing growth.
5. Staff Activities for the academic year 2015-2016

During 2015-16, staff participated in the following professional development initiatives that directly advance the work of the Taylor Leadership Institute, while maintaining memberships in professional associations.

Dr. Annabel Brooks

- Attended Harvard's Rob McNamara seminar on advanced adult development earning certification. Ordered the Leadership Influence Professional Development series by Rob McNamara - Completed the series.
- Extensive contact and gleanings with Ted Talk professionals enabling us to significantly advance our TAYLOR Talks.
- Serve as Co-Chair of a doctoral dissertation committee, providing an academic workout in adult learning with a compelling narrative.
- Serve as mentor-advisor to SACC and Leadership Committee Chair, Dave Reed. Our mutual interest in the BOG Performance Metrics provides valuable insights.
- Increasing involvement of the Leadership Committee has stretched us and them intellectually and served the students significantly.
- Work closely with a doctoral student who is utilizing our MSL data for her dissertation.
- Working with staff and faculty to weave in the four stages of adult development into the TLI model which distinctly differentiates itself from other models by (1) adapting an andragogy approach, which requires that learners assume a heavy responsibility and initiative in their own learning, becoming self-directed learners; (2) applying appreciative inquiry instead of deficiency-based problem solving, which accelerates change of all kinds as well as increasing the rate of improvement and the speed of attainment of goals, resulting in powerful and positive results; (3) drawing heavily from the social change leadership model and the values that underlie it (Komives, 2009), with the aim to nurture leaders who will make a difference and who will make the world a better place; and (4) backward curriculum design, focusing upon what individuals must master if they are to effectively perform as leaders; and (5) integrating the 4 stages of adult development from the McNamara model into our curriculum and model (These concepts address gaps in the literature), enabling individuals to embrace exponential leadership growth. The four stages are; the imperial mind, the socialized mind, the self-authoring mind and the self-transforming mind.
- Achieving re-accreditation by the Public Relations Society of America as a Public Relations practitioner (enables us to invite PR internships and become eligible for the National Radiance Award).
- Cultivating a positive professional relationship with the new COEHS Dean to invite professional development opportunities with the College.
- Submitting proposal to the Dalton Institute Conference about TLI.
- Guiding TLI staff through the Professional Development "Leadership Influence Professional Development" series by Rob McNamara

Dr. John Frank

- Annual Convention of the National Association of Student Personnel Administrators (NASPA), Indianapolis (March, 2016); Dr. Frank submitted a program proposal that was accepted for presentation; He and Alison
Noonan attended the convention and delivered the presentation, titled: The Student Affairs Calling Card: The Intentional Study and Practice of Leadership Competencies; The session was attended by 50 people and focused on how leadership development frames the overarching student affairs mission and how SA at UNF compliments academics by giving focus to development of human capacities for self-knowledge and passion to make a difference in the world. The presentation also demonstrated how TLI’s programming was unique among other universities and how it was validated by findings from the Multi Institutional Study of Leadership (MSL).

- CIRT Information Fair: Dr. Frank attended the CIRT Information Fair to better understand its resources, and with an eye to implementing ELT training webinars;

- National Association of Student Personnel Administrators (NASPA)
- American College Personnel Association (ACPA)
- National Coalition for Dialogue & Deliberation (NCDD)
- National Clearinghouse for Leadership Programs (NCLP)

- Sustainable Living Center of North Florida: this is a demonstration project of the Florida Coalition of Peace and Justice, based in Bradford County, where he served his final year on the Board of Directors;
- Prisoner Advocacy: Dr. Frank continues to work closely with several individuals and community organizations in efforts for prison reform and restorative justice. These have included Compassionate St. Augustine, Restored Life Journeys, and Pax Christi Florida; He continues particular efforts to attain the parole of a long-term inmate at Madison Correctional Institution, whom he visits regularly; over the last year, this work took him to several meetings in Tallahassee as well as engagement with a local human rights attorney and the placement of a UNF student as a criminal justice intern with this attorney;
- American Catholic Council, an organization pursuing institutional reform of the Catholic Church; in that context, Dr. Frank attended a conference in Albuquerque, New Mexico, addressing the progressive reform of Pope Francis.

Dr. Liz Gregg

- Six manuscripts were accepted for publication during the 2015-2016 academic year.
- Six national/international presentations at conferences including the Sport Marketing Association, Information Technology & Teacher Education International Conference, and Commission on Sport Management Accreditation Conference.
- Taylor Leadership Institute – Faculty Assessment Coordinator
- Granted promotion to the rank of Associate Professor and received tenure.
- University committees: Adjunct Affairs (Committee Chair), Calendar Committee, Intercollegiate Athletics Committee, COEHS Academic Standards Committee
- Faculty Advisor – UNF Clay Shooting Club
- Girls on the Run of Northeast Florida – Member of the Board of Directors
- First Coast YMCA, Arlington - Member of the Board of Directors
- Sport Marketing Association – Member of the Board of Directors overseeing Student Affairs
- University of North Florida Faculty Research Grant Recipient
- Community Based Learning – Rater
- Wrote curriculum for a new minor in Community Sport and Tourism, and a new class: Managerial Leadership in Sport.
Alison Noonan

- The Center for Professional Development and Training offered training in order to gain the knowledge and capacity needed to successfully complete all duties and responsibilities required by both the Event Coordinator and Outreach Coordinator positions. Both positions required maintaining a high level of involvement on campus and in the community and a high level of personal and professional growth. The training and professional development courses also proved to be beneficial when assisting the remaining Taylor Leadership Institute's team members with their duties and responsibilities. The courses taken through CPDT are as follows: Self-Service Budget Training; Healthy Ospreys Live Well, Healthy Ospreys Eat Well, and Title IX Awareness.

- In March 2015 Alison traveled to Indianapolis, Indiana to attend the National Association of Student Personnel Administrators (NASPA) Annual Conference. During the 4 day event she attended the following workshops: Supporting Students Engaged in Social Activism; Forum on Racial Justice in Higher Education; Student Success Advocates: Making Holistic Connections with Students to Enhance Success; (Re)Thinking Service Learning: Designing Culturally Inclusive Community Engagement Opportunities for Students; Bridging Student Affairs and Academic Affairs Using Student Leadership Competencies; Understanding the Development of College Students Civic Identity: A Grounded Theory Approach; Enhanced Speaking Skills for Women; Academic Success Coaching: Empowering Coaches with the Right Tools; White Savior Complex: Using Critical Race Theory (CRT) in Alternative Breaks; and the 98th NASPA Conference Awards Luncheon. The four days of course work at NASPA provided Alison with valuable insight and information that has helped shape new ideas and initiatives she plans to implement as the new Outreach Coordinator for the Institute.

- Alison also continued the required course work for UNF's Master of Education Program: Educational Leadership-Advanced Teaching & Learning. The courses taken during the evaluation period include: TSL 6252 Principles of Linguistics, EDA 6302 Lifelong Learning/Professional Development, EDG 6285 Fundamentals of Program Evaluation, and TSL 6350 Grammar for Teachers of ESOL, and EDA 6910 Individual Study and Research – Youth Sport and Leadership Development. Alison plans to finish her graduate coursework during the summer 2016 term.

Lauryn Stark

- Professional Development: Orientation training, Introduction to Banner, SOS Crisis Management Workshop, Introduction for P-Card Holders
- C.A.M.P. Osprey Site Coordinator: UNF Grant Proposal Development, DCPS Liaison (received Dean’s Advisory Council Grant)
- William Raines High School; Counseling Intern
- Conferences: SITE conference presenter; Praxeological service-learning
- JASMYN presenter
- Graduated with the UNF School Counseling (SOAR) Masters (courses taken during the evaluation period include SDS 6466 Crisis/Disaster Management, MHS 6482 Personality and Lifespan Development, SDS 6931School/Family Managing Student Behavior, and SDS 6831Management of Resources).
- Transformational experience as a student of the Taylor Leadership Institute inspired her motivation to return as a staff member in order to serve the student population for a department that is deeply rooted within her belief system as a crucial component to student success as developing leaders.

a. Community Service Collective

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The Institute’s staff, most of who teach part time, passionately pursues opportunities to keep current in the field of leadership. This collective experience includes serving on the Institutional Effectiveness Committee, chairing the Values Task Force, serving as UNF’s Community Scholar, serving as Venture Studies faculty and serving as Honors faculty, and serving as contributing editors for the SAGE Publications Customized Textbook for Taylor Leadership’s gateway course to obtain the Leadership Minor.

Contributions to curriculum development are many and weave in these areas of expertise along with our Academic partner COEHS. In order to strengthen the collaboration and ensure that faculty discerns the importance of working closely with the primary instructors of the introduction to Leadership classes, the staff works closely with the appointed Assessment Coordinator to ensure student success.

2015-2016 Strategic Plan

1. Proactively planned for expansion for the Taylor Leadership Institute growth as more students declared the Leadership Minor.

   Action: Continued to consult and collaborate with advisers to strategically generate a pipeline and cohort of students declaring the Minor.

   Outcomes: Students have a clear understanding of when they take their coursework and when they graduate.

   Evaluation: An evaluation survey was developed and woven into the Practicum to discern results.

   Continuous Improvement: Developed further feedback mechanisms with COEHS.

2. Continued to streamline the Practicum process in order to deliver high quality results.

   Action: Executed a streamlined process to implement an advanced rigor for the new Taylor Talk format for Capstone presentations.

   Outcomes: Capstone presentations reflect a dynamic, professional leadership quality, adding confidence and employability strength to students.
Evaluation: Faculty evaluations rubrics were scored, student reflections were scored by faculty and the newly adopted videos depict a qualitative advancement in rigor.

Continuous Improvement: Seek feedback from faculty for improvements in rigor.

3. Advanced University visibility of TLI by strategic marketing with collaborative partners.
   Action: Developed strategic messages from TLI demonstrating the vibrant leadership model.
   Outcomes: Campus community learns of the dynamic power in potent leadership tools.
   Evaluation: Seek feedback from campus community constituents.
   Continuous Improvement: As new insights permeate the leadership model weave them into the messaging.

4. Collaborated with Development Director to further develop funding for TLI and Foundation account.
   Action: Brainstormed creative ideas to identify ideal corporate partners wishing to align with TLI’s mission with funding.
   Outcomes: TLI partnered with corporate sponsors and now has more funding in the foundation account.
   Evaluation: Quantitative inquiries into foundation account will reveal substantial improvement.
   Continuous Improvement: Identify like-minded sponsorships for TLI.

5. Recruited new faculty for Intergroup Dialogue working closely with the new Chair.
   Action: Collaborated with founding IGD Team to identify new faculty.
   Outcomes: Students learn from a diverse faculty representing differences in ethnicity, race, gender, sexual orientation, and ability.
   Evaluation: Review the representation of faculty reflects the social identities inherent in Intergroup Dialogue pedagogy.
   Continuous Improvement: Continue to recruit diverse faculty to IGD.

All goals met these Divisional Goals
Promote a student affairs culture that understands and uses assessment and evaluation tools to measure student satisfaction, engagement and learning as a means to improve and enhance services and programs. Promote a healthy campus life environment of education, tradition, and involvement.
Increase student engagement and participation through the implementation of innovative campus events and quality student support services.
Expand partnerships to increase the quality of student development and education with an emphasis on the first year experience.
Identify and solidify resources for growing Student Affairs Departments.
The next two metrics speak to undergraduate persistence toward graduation. The most commonly used measures of student success toward degree completion are a six-year graduation rate and second year retention rate. There are several variations on how the six-year graduation rate can be calculated.

4. FTIC 6-year graduation rate [includes full- and part-time students]
5. Academic progress rate [FTIC 2-year retention rate with GPA]

Students who completed the Leadership Minor through the Taylor Leadership Institute have a 100% graduation rate. TLI is working with IRB to determine the following data to guide continued improvement efforts.

Over those same two years, 1134 students took LDR 3003 (Introduction to Leadership). Of those students who have either graduated or who are still enrolled, 16.23% (184) went on to declare the Leadership Minor;

Of those 184 students who declared the leadership minor during those two years, 14% (26 students) completed the requirements of the leadership minor, all of whom graduated with the minor.

One hundred sixteen (116) remain currently enrolled in the minor and working toward completion, while forty two (42) have subsequently withdrawn from the program.

Projection Models: Maintaining the current declaration rate (16.23%) while increasing the completion rate from 14% to 20%, would translate to an additional 10 students graduating with the minor in a comparable two year period.

Maintaining current completion rates (14%) while increasing the declaration rate from 16.23% (184) to 20% (227) will yield 32 students who complete the program and graduate with the minor, representing a net increase of 6 graduates in a comparable two year period.

1. Partner again with SAGE Publishing to re-edit the Customized textbook, adding current and topical leadership lessons and examples, and a new leadership author.

Action: Continued to consult and collaborate with advisers to strategically generate a pipeline and cohort of students declaring the Minor.

Outcomes: Students have a clear understanding of when they take their coursework and when they graduate.

Evaluation: An evaluation survey was developed and woven into the Practicum to discern results.

Continuous Improvement: Developed further feedback mechanisms with COEHS.

2. Continue to develop advancing coaching expertise to evolve TAYLOR Talks and Capstones.

Action: Executed a streamlined process to implement an advanced rigor for the new Taylor Talk format for Capstone presentations.
Outcomes: Capstone presentations reflect a dynamic, professional leadership quality, adding confidence and employability strength to students.

Evaluation: Faculty evaluations rubrics were scored, student reflections were scored by faculty and the newly adopted videos depict a qualitative advancement in rigor.

Continuous Improvement: Seek feedback from faculty for improvements in rigor.

3. Take the Annual Student Leadership Summit to a new level utilizing the format designed this year, partnering again with SACC’s Leadership Committee.

Action: Developed strategic messages from TLI demonstrating the vibrant leadership model.

Outcomes: Campus community learns of the dynamic power in potent leadership tools.

Evaluation: Seek feedback from campus community constituents.

Continuous Improvement: As new insights permeate the leadership model weave them into the messaging.

4. Assemble the Advising Council to orient them with recent changes to the Minor (each time we do this, such positive results follow).

Action: Brainstormed creative ideas to identify ideal corporate partners wishing to align with TLI’s mission with funding.

Outcomes: TLI partnered with corporate sponsors and now has more funding in the foundation account.

Evaluation: Quantitative inquiries into foundation account will reveal substantial improvement.

Continuous Improvement: Identify like-minded sponsorships for TLI.

5. Fully implement the program ideas of the Outreach Coordinator into the practicum, Capstone and TAYLOR Talks.

Action: Collaborated with founding IGD Team to identify new faculty.

Outcomes: Students learn from a diverse faculty representing differences in ethnicity, race, gender, sexual orientation, and ability.

Evaluation: Review the representation of faculty reflects the social identities inherent in Intergroup Dialogue pedagogy.

Continuous Improvement: Continue to recruit diverse faculty to IGD.

Strategic Plan meets the following Division of Student Affairs Divisional Goals for 2016 and beyond-Promote a student affairs culture that understands and uses assessment and evaluation tools to measure student satisfaction, engagement and learning as a means to improve and enhance services and programs. Promote a healthy campus life environment of education, tradition, and involvement. Increase student engagement and participation through the implementation of innovative campus events and quality student support services. Expand partnerships to increase the quality of student development and education with an emphasis on the first year experience.