

Parent and Family Association Grant Proposal

for the

National Collegiate Leadership Conference

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## **Overview of the Program**

The National Collegiate Leadership Conference is a student-run annual conference that serves as the cornerstone of the leadership experience and training for hundreds of college students from The University of Arizona and institutions across the nation. The conference spans three days at The University of Arizona, offering over fifty workshops, community service projects, excursions, teambuilding and networking activities, goal setting and reflection, motivational speakers, and a dinner with a nationally recognized keynote speaker.

The conference is open to all current and emerging college student leaders. Participants come from diverse backgrounds and, in past years, have come from over 50 institutions across the nation. The conference is rapidly expanding in scope and size because of student interest and demand. The National Collegiate Leadership Conference celebrated its 21st anniversary in February of 2009 and is now the largest student-run collegiate leadership conference in the nation with a committee of 15 students spending a year planning the event.

## **Abstract of the Proposal**

While the National Collegiate Leadership Conference receives support from the Arizona Student Unions in the form of room and technology fee waivers, NCLC receives no money from the university for its budget. NCLC must generate its entire budget through registration fees and fundraising. However, one of the priorities of NCLC is to provide an industry leading conference that is financially accessible. As such, the conference registration fee is set at \$50 per person, allowing a greater number of students to attend, and several scholarships are made each year.

NCLC is seeking \$10,000 from the Parent and Family Association to provide additional funding for several specific areas of the conference. This funding will ensure that NCLC can once again bring exceptional motivational and keynote speakers to the conference, a highlight of this year's conference participants, while allowing the planning committee to increase their marketing efforts in order to bring even more attendees to the conference and increase the number of U of A students attending.

## **Statement of Need**

### *Number of students the program will impact*

The National Collegiate Leadership Conference impacts students in different ways depending upon the role that they have with the conference. These roles will be described more in the following section. For the 2009 conference, 525 students were directly impacted in the following ways: 440 were conference participants; 39 were conference workshop presenters; 30 were volunteers; and 16 were conference planning committee members.

However, the number of students indirectly impacted is much higher, as the purpose of NCLC is to give students knowledge and skills that they can then implement in their communities. Of those who completed a conference evaluation for the 2009 conference, 58% said they learned a lot (highest rating) from participating in NCLC, 63% said that participating in NCLC contributed a lot (highest rating) to encouraging them to reflect on their experience and apply what they have learned, and 60% said that participating in NCLC contributed a lot (highest rating) in encouraging them to assume formal and informal leadership roles. These results suggest that the

impact of NCLC, both locally and nationally, reaches far beyond its direct impact on participants, speakers, volunteers, and planners.

#### How students will be served

**Conference Participants:** Conference participants are exposed to leadership development in a number of ways throughout the conference. Participants are able to choose workshops that appeal to their interest and leadership development needs during 8 different concurrent sessions (or 4 concurrent double sessions), nearly 60 workshops in total. Participants are also encouraged to engage in service projects with reflective activities. All-conference sessions include ice breakers, goal setting, and team building. Participants also hear from inspiring motivational and keynote speakers. Those who complete 8 hours of workshops, service, and/or team building are also offered a Leadership Enrichment Certificate and participants are invited to explore Tucson on leadership-themed excursions to help them tie leadership concepts to “real life.”

**Workshop Presenters:** Unlike most collegiate leadership conferences, NCLC opens the Call for Programs to anyone, giving students the opportunity to submit proposals to present workshops at the conference. At the 2009 conference, 39 undergraduate and graduate students presented workshops (26 from U of A, 13 from other institutions). This opportunity allows students to develop many professional skills while building experiences for their résumé.

**Volunteers:** The National Collegiate Leadership Conference would be virtually impossible to host without the hard work of volunteers. U of A and PCC students play an instrumental role in the conference. In 2009, 30 volunteers completed over 300 volunteer hours in a variety of roles: room hosts for workshops, excursion leaders, check-in staff, and facilities and administrative support. NCLC provides an opportunity for UA students to be engaged in service to the community in an event that impacts students from across the nation.

**Planning Committee:** The National Collegiate Leadership Conference is planned by a committee of undergraduate students from the U of A and PCC. For an entire year, the planning committee works on every aspect of the conference, from marketing design to catering planning. New members to the committee also enroll in a 2-unit course titled Event Planning and Leadership, giving them knowledge and skills that they apply to NCLC but that will also be applicable to any large scale event planning. The process of planning NCLC gives the committee members an incredible experience in teamwork while developing very important skills: budgeting, fundraising, scheduling, marketing, customer service, and assessment are only some of the competencies that planning committee members develop

#### Program goals and measureable objectives

The Leadership Programs used the CAS Standards for Leadership Development as well as *Learning Reconsidered* to develop the Student Leadership Competencies (SLCs). The SLCs are used across all leadership programs so that program outcomes may be benchmarked and programmatic changes can be made intentionally. The three SLCs that are measured for NCLC participants are: Learning (learns new concepts or information); Self Awareness (Reflects on personal experiences to apply learning in future experiences); and, Leadership Roles (engages in formal or informal leadership roles). These three competencies are overarching for the conference as a whole; many of the individual conference activities address other competencies.

Other impacted student groups have the following SLCs associated with them. These have not been measured in past conferences but will be beginning with the 2010 conference.

- Workshop Presenters: oral communication, facilitation, and pre-professional development.
- Volunteers: interacting with others, community service, shared purpose, and collaboration.
- Planning Committee: interacting with others, valuing own contributions, leadership roles, independence, problem solving, interpersonal dynamics, shared purpose, and collaboration.

In addition, committee members who take the Event Planning and Leadership course are measured on the same SLCs as students in every leadership course: learning, self awareness, personal values, interpersonal dynamics, and collaboration.

Description of activities planned to accomplish the stated goals

Almost every conference activity is designed to help participants develop the three main SLCs identified. Workshops, featured speakers, service projects, and team building are designed to encourage student learning. Service projects include pre- and post-reflection, and conference participants are encouraged to identify personal goals for the conference and for after the conference, helping them to reflect on their experiences and identifying ways in which they can assume formal and informal leadership roles.

Workshop presenters are evaluated by conference attendees and NCLC provides the content of those evaluations to them. This is instrumental in helping student presenters further develop their presentation and facilitation skills. Volunteers are trained prior to the conference to help them better understand the conference, its components, and their role in making the conference a success and also engage in teambuilding activities to help them work together more effectively.

The planning committee is advised by professional staff, both one on one and as a group, throughout the conference planning process. In addition, the planning committee participates in a 2 day retreat at the beginning of the planning process to help them develop as a team and to identify goals and strategies for the year.

New or ongoing activity

The National Collegiate Leadership Conference is an ongoing activity now in its 22nd year of offering excellent, affordable leadership development for students.

**Itemized Budget**

The National Collegiate Leadership Conference is seeking \$10,000 from the Parent and Family Association. This will allow for enhanced programming in several areas while allowing the continued registration fee of \$50 per participant. As financial accessibility is a priority for the conference, raising fees to offset expenses is not an option. In fact, raising the fee in the past resulted in drastically decreased attendance and a loss of revenue. The following outlines the current budget for the 2009-2010 year as well as the proposed budget with grant funds.

Item	Current 09/10 Budget	Proposed Budget	Reason for budget increase
Speaker Fees/ Entertainment	3,000	10,000	Speaker fees are large, especially for renowned speakers that help to get more

			participants. Speakers have traditionally been the highest rated and most influential aspect of conference. 08/09 actual: 8,600
Credit card fees	375	375	
Facilities/Parking Svcs.	145	145	
Postage and Mailing	50	200	More ability to use mail campaigns in marketing plan.
Long Distance/Faxes	25	25	
Rental Vehicles	1,000	2,000	Provide transportation to all service projects and excursions that is accessible for those with disabilities so that no “special” travel arrangements need to be made—more inclusive of all participants.
Retreats	1,155	1,155	
Printing and Mimeo	3,000	4,000	Additional print materials to do more aggressive UA marketing to increase number of UA students attending.
Catering	10,000	10,000	
Office/Oper. Supplies	750	750	
Uniforms and Clothing	3,500	3,500	
Admin. Service Charge	1,488	1,488	
<b>Total Operations:</b>	<b>24,488</b>	<b>33,638</b>	
Registrations (470 @ \$50)	23,500	23,500	
PFA Grant		10,000	
<b>Total Revenues:</b>	<b>23,500</b>	<b>33,500</b>	
<b>NCLC BUDGET VARIANCE:</b>	<b>-988</b>	<b>-138</b>	

### **Definition and Assessment of Success of the Program**

Success for the National Collegiate Leadership Conference is defined in several ways. The number of participants served is one measure of success, especially of the marketing strategies of the committee, and is easily measured by tracking attendance.

The programmatic success of the conference is defined by the aforementioned Student Leadership Competencies as well as other quantitative and qualitative measures that are both process and outcome oriented. Participants are asked to evaluate the workshops that they attend as well as teambuilding and service activities. This data is used to assess the process of the conference. Participants are also asked to complete overall conference evaluations. This data is used to assess both processes (i.e. check-in, meals, conference flow) as well as outcomes (i.e., measures of Student Leadership Competencies, plans to implement new knowledge). The findings from the 2009 evaluation will be provided to the Parent and Family Association in a separate document.