

1. Enhance the operation of student clubs and organizations

Student organization registration and officer and member training should be consolidated as a means to communicate and better deliver OSL&I mission. This intake can also serve to support groups simultaneously by having more effective communication channels and potentially more efficient event management and scheduling.

OSL&I staff is in the process of taking specific steps to combine the student organization officer training process with the student organization registration process. By combining the two processes, all registered student organizations will receive the necessary information to effectively manage the operations of their organization at one convenient training session. The specific session will include the following program elements: a review of financial planning and budget management guidelines, an orientation to effective club marketing and promotion techniques, general club management recommendations, and a complete review of relevant Pacific policies governing student organizations.

OSL&I is in the process of redesigning the annual Fall Student Leadership Workshop to focus on executive officer training for all student organizations. Attendance at this workshop will be required of all student organizations seeking to be recognized by the University. Each student organization will be required to send three executive members to this workshop as a condition of completing the student organization registration process. The workshop will be held on Saturday, September 20th or 27th and will run from 10am -2:30pm.

Next, OSL&I will also update its current Student Officer Operations Manual, The Source, and expand its scope to include relevant information on all campus/community resources necessary to effectively lead a student club/organization. The publication will serve as an operation manual for navigating campus services, explain Pacific policies and procedures, and include an advising segment on effective club/organization management. The

Source will be available by September 20th and OSL&I will ensure that every student organization receives a copy.

Lastly, OSL&I is committed to improving both the format and function of its electronic newsletter. The newsletter is currently sent monthly to all student organization executive officers. Beginning in the fall (2008) OSL&I staff will begin sending the electronic newsletter to executive officers weekly, utilizing updated software to create a high quality electronic newsletter, which will inform students of upcoming events and remind them about important deadlines.

October 2010 update: Beginning in the fall semester of 2008, OSL&I combined the annual student organization re-charting, and an executive officer training program, into one comprehensive process. Each registered student organization is now required to attend an individualized advising session to receive official recognition from the University. The advising session provides student leaders training on event program planning, financial management, marketing, recruitment, organizational management, and compliance with relevant university policies and procedures.

As a result of these individualized advising sessions, student organization leaders have reported that the transition between out-going and incoming executive officers was more successful than previous years. Incoming executive officers reported a high degree of confidence on how to effectively manage their organization. Anecdotally, many student leaders reported feeling confident in their understanding of how to accomplish the goals of the organization within the context of Pacific's policies and procedures.

During the 2008-09 and 2009-10 academic years, OSLI provided each registered student organization a comprehensive manual, which included relevant information on how to

utilize campus resources to effectively lead a student organization, an explanation of relevant university policies/ procedures and detailed information on financial management.

Currently, OSL&I is in the process of launching a comprehensive website called Org Sync, which will include a digitized version of our student leader manual, all relevant student organization forms, and general advisement on leadership development. The leadership development tools are within the context of Pacific's emerging model of responsible leadership (identity and competence based). Completion of this website is scheduled for November 2010.

2. Issue: Implement a communication plan

Developing and implementing such a plan will help connect students from the clubs, government, and leadership programs. Students frequently reported they did not get information about programming, did not know where to locate policies, procedures, guides or even an event schedule. Faculty and/or students in the Communication department may be able to assist in this.

OSL&I will review all existing web links to ensure all information is current and accurate, placing relevant forms on the website in pdf format and including electronic tutorials on student organization operational guidelines.

In addition, OSL&I is in the process of communicating with student leaders via a variety of electronic mediums such as RSS feeds, Facebook and text messaging. Student leaders will need to "opt-in" and subscribe to these services as a means to avoid spamming the entire student body. Beginning in the fall (2008) these subscription services will be used to inform students about upcoming events, important deadlines and OSL&I's advising services.

October 2010 update: Beginning in the fall of 2008, OSL&I and ASuop begin to advertise all Arts and Entertainment events on Facebook. This social networking tool provided ASuop a

medium for reaching segments of the student population, which were previously difficult to reach/connect with.

OSL&I assumed administrative control of the University Events Calendar in the fall of 2009. This enabled OSL&I to utilize the university's website to publicize university programming of interest to students.

With the opening of the University Center in the fall of 2008, OSL&I debuted Prowl TV, a closed circuit television network that announces upcoming campus events and initiatives. Prowl TV can be viewed on any of the 19 television displays located in the University Center.

OSL&I provides a weekly email to over 500 student organization executive officers announcing student events, dates and deadlines specific club organization/officer training opportunities.

On September 28, 2010, OSL&I launched a comprehensive web 2.0 on-line communication application specifically for student organizations called OrgSync. OrgSync provides OSL&I and students a suite of communication tools including news posts, email, texting, polling and discussion boards. These new communication tools enable OSL&I staff to send targeted information to students and organizations. These communication tools have yielded immediate success. Within the first three weeks of OrgSync's launch (October 2010), over 100 students organizations have established accounts and over 450 students have joined OrgSync. These student organizations are able to upload their events to a comprehensive master calendar of student activities and programs. This master calendar currently displays over 100 student events, programs and meetings for the month of October alone. Through this master calendar tool, OSL&I staff and student leaders are able to track RSVP's for events.

3. Issue: Increase visibility and collaboration

Many do not understand the mission and goals of the department nor do they understand the role of the office to that of the broader leadership conversation. This is

especially true outside of the Student Life division. It is important the people can find the office; frontage space or signage in the new center should be considered. In regard to leadership programming, the most important partners for student development are faculty. The office should expand its conversations with faculty and students, not just in undergraduate programs, but consider how in the future it may serve graduate and first professional students on all three campuses.

OSL&I staff agree with the Committee's assessment regarding the need to increase the visibility and understanding of the department's mission and services. To that end, OSL&I staff plans to increase its efforts to educate faculty on the mission and resources available to them. For example in the fall, OSL&I staff will spend focused time with the members of the University's First Year Experience committee, discussing co-curricular programs/opportunities (and how these programs might support in class learning). It is intended that these meetings will result in an increased understanding of OSL&I's mission, goals, and potentially lead to the recruitment of faculty members to serve as student organization advisors. Also, it is anticipated that these relationships with faculty will ultimately produce partnerships that will spur the creation of co-curricular programs in support the learning outcomes associated with Pacific Seminar I and Pacific Seminar II courses.

The leadership of OSL&I has played a key role in the design of the new University Center. As such, OSL&I staff have already established the appropriate signage to direct to students to OSL&I services, as recommended by the Program Review Committee.

Lastly, OSL&I, in coordination with the Student Life Leadership Team, will partner with faculty throughout the fall semester in the development and implementation of a campus wide leadership program (focusing primarily on first year students). Faculty, across academic units, will serve as key partners in developing the ultimate program design, establishing methods for

embedding social and emotional intelligence in the leadership framework, and in assessing program outcomes.

October 2010 update: OSL&I staff met with a host of campus partners to better educate departments on the mission and scope of OSL&I. The Assistant Director of OSL&I now serves on the University's FYE committee and works actively to align student programming with committee goals. In the fall of 2010, OSL&I launched the "Student Activities Center" within the office of ASuop, located on the second level of the McCaffrey Center. The Student Activities Center serves as a one-stop-shop for student organization leaders to register student groups, events, and receive direct advising via one/one interactions with staff.

4. Issue: Seek a Unified Event Calendaring Solution

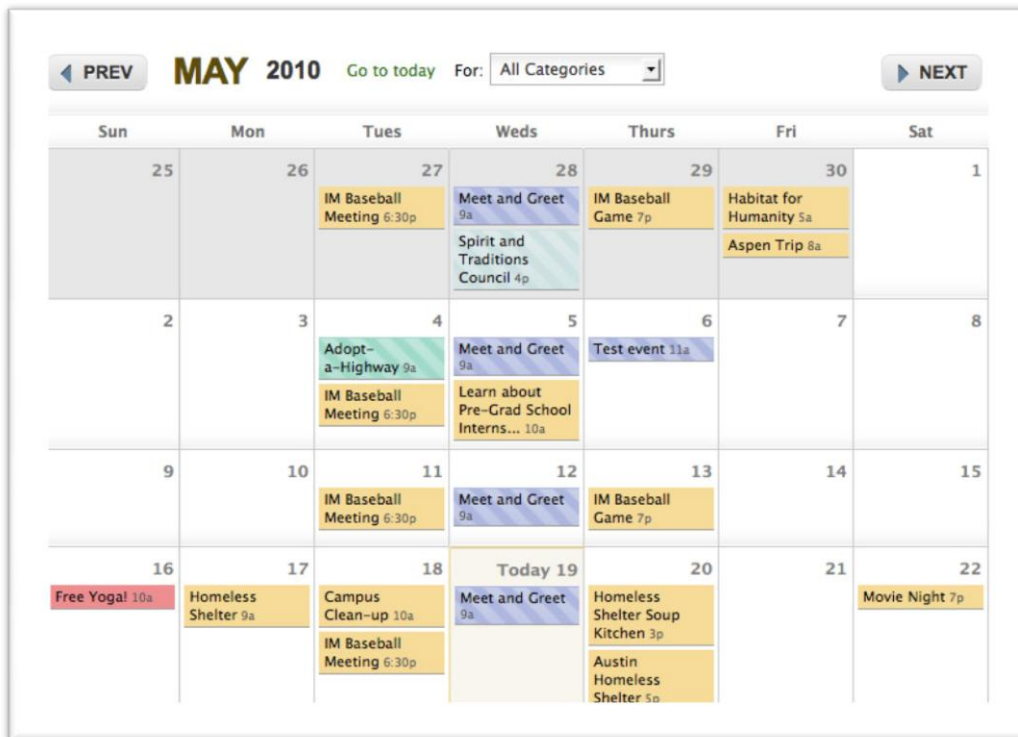
More than any other single issue, the lack of an adequate, integrated calendar causes the greatest disruption to the effectiveness of the area. This is a complex issue, but it should become a priority for the office. A proposal for focused next steps followed by action is advised.

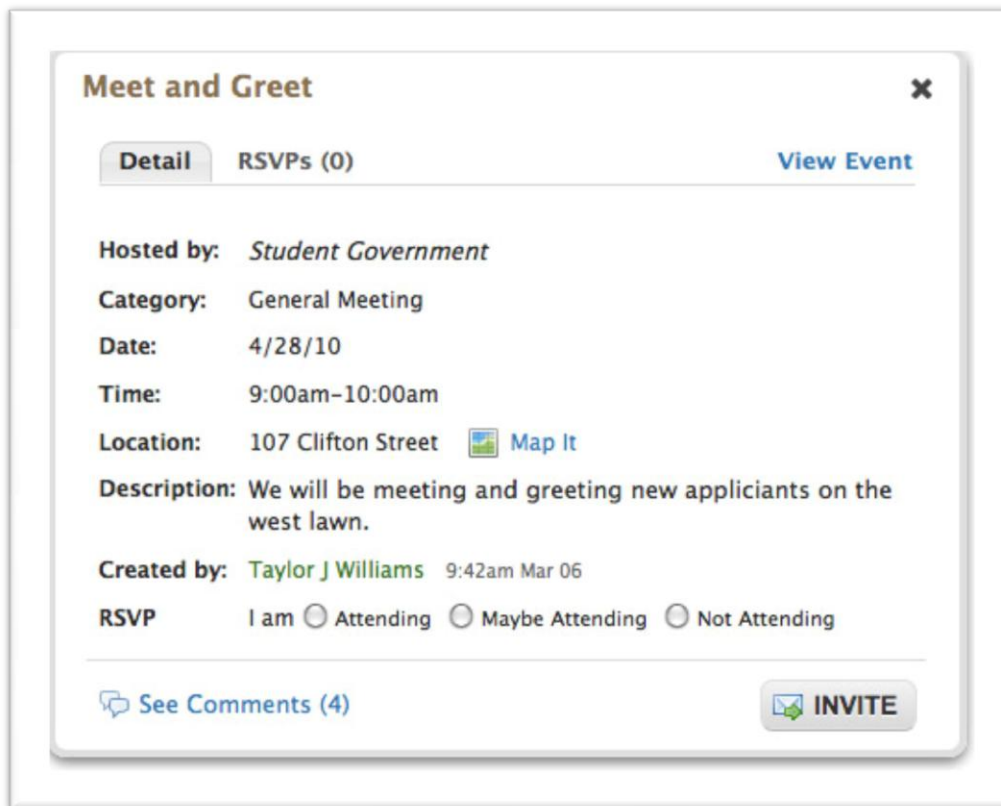
OSL&I staff agrees with the Committee's recommendation related to the development of a unified calendar solution for the campus community. Such a "master calendar" would significantly improve service to students, staff, and faculty by helping to reduce duplication in programming, improve the overall coordination of campus programs, and provide students, faculty and staff with a reliable source of event information that promotes access and participation. OSL&I staff place the creation of a unified master calendar as the highest priority initiative for the fall 2008 semester. A specific change that will assist in creating a unified campus calendar solution" will involve a new requirement for event planners to provide all necessary information for inclusion in the master calendar prior to final facility reservation approval. OSL&I staff will then forward the finalized reservation information with the

corresponding event description to the University Marketing Department for inclusion in the campus master calendar on the Pacific home page.

October 2010 update: On September 28, 2010, OSL&I launched a comprehensive web 2.0 on-line communication application called OrgSync. OrgSync provides a calendaring tool, which allows students to consolidate multiply campus calendars into a single, user friendly master community calendar. Calendars are updated automatically as events are created within the communities students chose to join. There are options to receive a personal message that displays the events and activities for the organizations, which a student may already be a member of, and a calendar option for displaying the events of the entire Pacific campus community.

Examples of OrgSync's interface are shown below:





5. Issue: Move Beyond the Pacific Experience Model

Move beyond the Pacific Experience model. The model appears to have served the transition to a more integrated division as a whole and focused once disparate efforts. The model, however, is neither broadly understood nor practiced and does little to help the University move forward toward a more sophisticated approach to leadership and connected programming.

OSL&I staff agree with this recommendation and are in the process of realigning program plans to advance the expressed goals of the Division of Student Life and Pacific Rising. The Pacific Experience Model will continue to serve as a tool in advising student organization leaders in relation to program planning and outcome development. However, the Pacific Experience Model needs to be amended so that it is more explicitly aligned with Student Life and Pacific Rising goals.

October 2010 update: OSL&I has aligned its annual goals and programming to support the goals of the Division of Student Life and Pacific Rising.

6. Issue: Partner to build a Pacific leadership model

It is clear that OSL&I should not intend to develop and promote its own leadership model. For such a model to be successful it must rise from all segments of the University, with broad buy in. The office desperately needs such a model, however, to take the next step in program delivery. This is an extraordinary limiting factor for the office to move forward. Until this model is fully articulated, the office should employ a broad range of best practices in leadership program delivery and outcomes assessment to meet its goals and more deeply explore possibilities and experiment with options. The careful timing of a widely applied leadership model is crucial for Pacific at this time; the Assistant Vice President for Student Leadership & Involvement and the soon to be hired ES1 Director should champion this approach on behalf of the division with the OSL&I delivering leadership programs.

OSL&I staff, in partnership with the Student Life Leadership Team, will involve faculty and staff throughout the fall semester in the development and implementation of a campus wide leadership program. Faculty, across academic units, will serve as key partners in developing the ultimate program design, establishing methods for embedding social and emotional intelligence in the leadership framework, and in assessing program outcomes. The specific action step and attached timeline related to the comprehensive leadership initiative was previously addressed as part of the response to Committee Recommendation #3.

Leadership as an academic goal at Pacific has been widely vetted and strongly embraced by faculty and staff for many years. Leadership is included in Pacific's mission statement formulated in 1996: *to provide a superior, student-centered learning experience*

*integrating liberal arts and professional education and preparing individuals for lasting achievement and **responsible leadership in their careers and communities**.* Leadership is expressly included in the core values and strategic plans of *Pacific Rising 2008-2015*.

Following a six-month drafting and dialogue process that included contributions from students through ASuop, staff through the Staff Advisory Council and other groups, faculty through their School/College, the Council of Deans, Academic Council, and the President's Cabinet, the following guiding statements for leadership development at Pacific have been formally approved to guide our educational efforts with students.

Definition:

Responsible leadership at Pacific is an ethical act of inspiring others toward effecting positive change through the accomplishment of a common goal.

At Pacific, we believe:

- Leadership can be developed.
- Leadership occurs inclusively among diverse members of groups.
- Leaders are most effective when a core set of competencies is mastered.

Leadership education at Pacific:

- Develops a set of competencies that include, but are not limited to, self-insight, self-management, social awareness, interpersonal skills, and relationship management.
- Is designed using assessment, practice, observation, feedback, and reflection.
- Is acquired in part through active faculty and staff mentoring of students that demonstrates our commitment to personalized whole person development.
- Is a values-driven process and practice guided by program, school, and university codes of ethics, professional standards, and values statements.
- Integrates curricular, co-curricular, and post-curricular opportunities and learning.
- Is at the core of Pacific's focus on personal and social responsibility. The University envisions all students enabled and empowered to have positive, sustainable impact in their careers and communities.

Informed by the Komives et al. (2005) Leadership Identity Dvlp. Model

Leadership identify development involves engaging with learning opportunities in one's environment over time to build one's capacity or efficacy to engage in leadership. This developmental approach entails moving from simple to more complex dimensions of growth.

The Komives et al., (2005) grounded theory study resulted in the identification of a developmental process of how students situate themselves in the construct of leadership over time (Komives et al., 2005). The six stages in the LID Model are referenced below in Figure 1. The five categories that have been found to influence the development of a leadership identity were: broadening view of leadership, developing self, group influences, developmental influences, and the changing view of self with others.

FIGURE 1. Leadership Identity Development Model

Stages →	1 Awareness		2 Exploration/Engagement		3 Leader Identified	
Key categories	Transition		Transition		Emerging	Immersion
Stage Descriptions	<ul style="list-style-type: none"> •Recognizing that leadership is happening around you •Getting exposure to involvements 		<ul style="list-style-type: none"> •Intentional involvements [sports, religious institutions, service, scouts, dance, SGA] •Experiencing groups for first time •Taking on responsibilities 		<ul style="list-style-type: none"> •Trying on new roles •Identifying skills needed. •Taking on individual responsibility •Individual accomplishments important 	<ul style="list-style-type: none"> •Getting things done •Managing others •Practicing different approaches/styles •Leadership seen largely as positional roles held by self or others; Leaders do leadership.
Broadening View of Leadership	<ul style="list-style-type: none"> •Other people are leaders; leaders are out there somewhere 	<ul style="list-style-type: none"> •I am not a leader 	<ul style="list-style-type: none"> •I want to be involved 	<ul style="list-style-type: none"> •I want to do more 	<ul style="list-style-type: none"> •A leader gets things done 	<ul style="list-style-type: none"> •I am the leader and others follow me •I am a follower looking to the leader for direction
Developing Self	<ul style="list-style-type: none"> •Becomes aware of national leaders and authority figures (e.g. the principal) 	<ul style="list-style-type: none"> •Want to make friends 	<ul style="list-style-type: none"> •Develop personal skills •Identify personal strengths/weaknesses •Prepare for leadership •Build self-confidence 	<ul style="list-style-type: none"> •Recognize personal leadership potential •Motivation to change something 	<ul style="list-style-type: none"> •Positional leadership roles or group member roles •Narrow down to meaningful experiences (e.g. sports, clubs, yearbook, scouts, class projects) 	<ul style="list-style-type: none"> •Models others •Leader struggles with delegation •Moves in and out of leadership roles and member roles but still believes the leader is in charge •Appreciates individual recognition
Group Influences	<ul style="list-style-type: none"> •Uninvolved or "inactive" follower 	<ul style="list-style-type: none"> •Want to get involved 	<ul style="list-style-type: none"> •"Active" follower or member •Engage in diverse contexts (e.g., sports, clubs, class projects) 	<ul style="list-style-type: none"> •Narrow interests 	<ul style="list-style-type: none"> •Leader has to get things done •Group has a job to do; organize to get tasks done 	<ul style="list-style-type: none"> •Involve members to get the job done •Stick with a primary group as an identity base; explore other groups
Developmental Influences	<ul style="list-style-type: none"> •Affirmation by adults (parents, teachers, coaches, scout leaders, religious elders) 	<ul style="list-style-type: none"> •Observation/watching •Recognition •Adult sponsors 	<ul style="list-style-type: none"> •Affirmation of adults •Attributions (others see me as a leader) 	<ul style="list-style-type: none"> •Role models •Older peers as sponsors •Adult sponsors •Assume positional roles •Reflection/retreat 	<ul style="list-style-type: none"> •Take on responsibilities 	<ul style="list-style-type: none"> •Model older peers and adults •Observe older peers •Adults as mentors, guides, coaches
Changing View of Self With Others	Dependent				Independent	
					Dependent	

figure continues

FIGURE 1. continued

The KEY	4 Leadership Differentiated			5 Generativity		6 Integration/Synthesis
	Emerging	Immersion	Transition		Transition	
• Shifting order of consciousness • Take on more complex leadership challenges	• Joining with others in shared tasks/goals from positional or non-positional group roles • Need to learn group skills • New belief that leadership can come from anywhere in the group (non-positional)	• Seeks to facilitate a good group process whether in positional or non-positional leader role • Commitment to community of the group • Awareness that leadership is a group process		• Active commitment to a personal passion • Accepting responsibility for the development of others • Promotes team learning • Responsible for sustaining organizations		• Continued self-development and life-long learning • Striving for congruence and internal confidence
• Holding a position does not mean I am a leader	• I need to lead in a participatory way and I can contribute to leadership from anywhere in the organization; "I can be a leader without a title"; "I am a leader even if I am not the leader"	• Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible	• Who's coming after me?	• I am responsible as a member of my communities to facilitate the development of others as leaders and enrich the life of our groups	• I need to be true to myself in all situations and open to grow	• I know I am able to work effectively with others to accomplish change from any place in the organization; "I am a leader"
• Recognition that I cannot do it all myself • Learn to value the importance/talent of others	• Learn to trust and value others & their involvement • Openness other perspectives • Develop comfort leading as an active member • Let go control	• Learns about personal influence • Effective in both positional and non-positional roles • Practices being engaged member • Values servant leadership	• Focus on passion, vision, & commitments • Want to serve society	• Sponsor and develop others • Transforming leadership • Concern for leadership pipeline • Concerned with sustainability of ideas	• Openness to ideas • Learning from others	• Sees leadership as a life long developmental process • Want to leave things better • Am trustworthy and value that I have credibility • Recognition of role modeling to others
• Meaningfully Engage With Others • Look to group resources	• Seeing the collective whole; the big picture • Learn group and team skills	• Value teams • Value connectedness to others • Learns how system works	• Value process • Seek fit with org; vision	• Sustaining the organization • Ensuring continuity in areas of passion/ focus	• Anticipating transition to new roles	• Sees organizational complexity across contexts • Can imagine how to engage with different organizations
• Older peers as sponsors & mentors • Adults as mentors & meaning makers • Learning about leadership	• Practicing leadership in ongoing peer relationships	• Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors)	• Begins coaching others	• Responds to meaning makers (student affairs staff, same-age peer mentors)	• Shared learning • Reflection/ retreat	• Re-cycle when context changes or is uncertain (contextual uncertainty) • Enables continual recycling through leadership stages
Interdependent						

Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46, 593-611.

Current Highlights of Pacific’s Systematic Approach to Leadership Development

- Development of an Integrated First Year Experience Program (FYE) that coordinates general education learning in the classroom (Pacific Seminar courses I & II) with a planned series of co-curricular involvements and activities. Pacific’s definition of responsible leadership is introduced to all first year students through the general question of “what is a good society?”
- Prior to student Convocation, all first year students participate in a student advisor facilitated learning activity that focuses on self/social awareness competencies that are intended to promote leadership identity development.
- Concepts related to responsible leadership and sustainability are introduced in the MOVE program (extension of orientation) through a series of planned activities and reflections (to be later deposited in student e-portfolios). Specific learning outcomes are outlined on the front page of the MOVE website at www.pacificmove.org.
- The *Pacific One Word Project* began in the fall of 2008 as an innovative idea to provide first year students a common point of personal reflection that would help them express their level of self awareness and connect to future aspirations. The project is a purposefully linked initiative aimed at developing leadership identity by enhancing social and emotional competencies (SEC) of Pacific students. The learning associated with the development of these SEC competencies is viewed to be essential in preparing students to enter the global community as responsible leaders. For more information regarding this initiative, please visit the OW website at www.pacificoneword.org.
- Each spring semester, student advisors assist first year students to complete a “letter to self” exercise intended to create a four-year development plan. This exercise is

grounded in Boyatzis' *Intentional Change Theory* and intended to continue developing their leadership identity.

- Beginning in the summer of 2010, a six-step, co-curricular leadership program (Leadership YOU) was developed and integrated into student educational experiences ranging from professional development sessions for student employees to two unit SERV courses. The program is based on Pacific's Model of Responsible Leadership (see Fig. 1-A below) with specific emphasis placed on leadership identity and the development/refinement of specific social and emotional competencies.

2010-11 student involvement groups participating in the Leadership YOU program include:

- Pacific Ambassadors (#60)
- Team Pacific Employees (#40)
- Student Advisors (#50)
- Student Athlete Committee Members (#15)
- Heyborne Leadership Academy (#40)
- Men's and Women's Rowing Teams (#50)

Fig. 1-A: Pacific's Emerging Model of Responsible Leadership

