

University of the Pacific
Division of Student Life

Self-Assessment Report for
The Office of Student Leadership & Involvement



3601 Pacific Avenue, Stockton, CA 95211

Spring 2008

INTRODUCTION

The Self Review Process

The self-study of the Office of Student Leadership and Involvement (OSL&I) was prepared and written during the summer and fall of 2007 by the Director of OSL&I, Jason Velo and his staff, and reviewed by the Assistant Vice President of Student Life, Dan Shipp.

CAS Standards

This report is written to address the criterion dimensions of accountability for university student leadership and campus activities programs, established by the Council for the Advancement of Standards in Higher Education (CAS). The CAS standards are helpful tools for professionals in assessing leadership programs and enhancing students' learning opportunities.

Each of the 11 numbered categories below is titled with a CAS component and is followed by (**in bold**) an explanation of the requisite criteria for that component. Next is a description related to the operations of The Office of Student Leadership & Involvement at the University of the Pacific.

The Office of Student Leadership and Involvement

OSL&I serves four distinct functions; (1) student leadership development programs, (2) student government (ASUOP), (3) university facility scheduling and conference services and (4) facility management, including university centers (McCaffrey Center and the new University Center).

Over the past four years, the student profile of Pacific's first year students has been changing. Pacific students today are more academically prepared (according to GPA and SAT scores) than at any other time in the institution's history. Yet academic preparedness does not correlate to social and emotional maturity. Pacific prides itself in cultivating personalized relationships with its students. Consequently, many of our students are not only seeking, but need individualized attention to navigate their outside of the classroom experiences. This requires OSL&I staff to appropriate a significant portion of time in their collective workdays meeting with and supporting students. It is what our students have come to expect. In addition, OSL&I has unique opportunities to partner with faculty in developing a host of skills and competencies in the realm of personal and interpersonal development. The co-curriculum offers rich experiences for students to practice and refine their leadership skills and contribute to Pacific in a myriad of ways.

This report will center much of its attention on the assessment of student leadership programs and student government but will occasionally contextualize these efforts by delineating its other shared responsibilities, namely Scheduling and Conference Services and Facility Management.

Jason Velo
Director of SL&I

Daniel J. Shipp
Assistant Vice President of Student Life

Part 1: MISSION

OSL&I must incorporate student learning and student development in its mission. OSL&I must enhance overall educational experiences. OSL&I must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. OSL&I must operate as an integral part of the institution's overall mission.

The mission of OSL&I must be to prepare students for leadership roles and responsibilities. To accomplish this mission, the program must:

- **provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership**
- **assist students in gaining varied leadership experience**
- **use multiple leadership techniques, theories, and models**
- **recognize and reward exemplary leadership behavior**
- **be inclusive and accessible**

Department Mission Statement

The mission of the Office of Student Leadership & Involvement's (OSL&I) student leadership programs is to provide Pacific students a superior, learning centered, out-of-the classroom experience that prepares them for lasting achievement and responsible leadership in their careers and communities.

Department Background

OSL&I supports its mission by registering student organizations, serving as a co-curricular placement center for student involvement, providing club officer training, providing ongoing coaching and advising, developing and promoting leadership workshops, and designing celebration programs that recognize and reward exemplary student leaders and their accomplishments.

OSL&I staff provide essential guidance and support to numerous students serving in formal roles as executive officers in registered clubs and organizations. Currently, there are 100+ student organizations officially registered with OSL&I. These organizations include academic based clubs, racial/ethnic based groups, social fraternities and sororities, professional Greek-lettered organizations, faith based groups, social justice groups, sport clubs, and special interest groups. Generally speaking, serving as an executive officer in a student organization provides individuals with a practical opportunity to enhance and develop leadership skills within the context of serving other students.

OSL&I is also a formalized point of service for students to obtain information regarding an extensive menu of involvement opportunities at Pacific. Through a personalized service approach of educational advisement, OSL&I staff assists individual students to identify a fit between their personalized goals and Pacific's numerous involvement opportunities.

For the past four years, OSL&I staff have produced and facilitated the *Passport to Pacific* leadership development program (*Passport* is discussed in more detail in Section III). Simply stated, *Passport* consists of a series of one-hour seminar workshops that focus on a specific leadership topic. In most cases, these workshops are facilitated by either a Pacific faculty or Student Life staff member. *Passport* offers students an opportunity to discuss issues related to leadership in small groups (typically 12 or less students). Each semester there are 8-12 *Passport* workshops offered. Students who attend a total of ten workshops (can be completed over several semesters) are considered graduates of the program.

OSL&I staff are responsible for advising Pacific's Student Government, the Associated Students of the University of the Pacific (ASUOP). ASUOP consists of 19-25 elected and appointed student leaders, the Arts and Entertainment Programming Board (six to eight students), Graphic Design internships, and a retail store operation, Tiger's Grocery.

ASUOP is responsible for an annual operating budget of approximately \$700,000. The funding source for the ASUOP budget comes from dedicated student fees and its management and structure resembles a non-profit organization. ASUOP allocates approximately 25% of its budget to student organizations, 40% to salaries and operational costs, 25% to producing events and activities and 10% to support other university departments including Pacific Recreation, Multicultural Affairs, and the Center for Community Involvement.

OSL&I is an active participant in the Division of Student Life's Faith Davies Leadership Awards Ceremony. Each May, Student Life recognizes exemplary contributions of student leaders and student organizations. The highest award, the Outstanding Student Leader of the Year, is presented each year at Commencement. For the past several years, the Director of OSL&I has chaired the committee that has selected the student recipients for various awards.

The role of OSL&I is a critical need on the Pacific campus. Students consistently report that choosing Pacific was largely due to their desire to have a highly personalized college experience. It is generally understood that Pacific students seek intimate social networks, personalized relationships, and a variety of opportunities to involve themselves in outside of the classroom. Evidence related to this idea can be found in the results from the 2007 Admitted Student Survey (refer to appendix item 1.1). It was reported that the most important factors related to why students confirm with Pacific include the availability of majors, high quality learning facilities, and personal attention.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. OSL&I must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

OSL&I must provide evidence of its impact on the achievement of student learning and development outcomes.

OSL&I oversight includes four distinct functional areas in Student Life; (1) student leadership development programs, (2) student government (ASUOP), (3) university facility scheduling and conference services and (4) facilities management, including both university centers (McCaffrey and the new University Center). This report will center much of its attention on the assessment of student leadership programs and student government but will occasionally contextualize these efforts by delineating its other shared responsibilities.

In August 2006, soon after he assumed his responsibilities at Pacific, Assistant Vice President for Student Life, Dan Shipp, conducted an abbreviated review of OSL&I operations, programs, and services. The departmental review happened within his first six weeks of Dan's employment at Pacific. The purpose of the review was to establish a baseline understanding of the opportunities and challenges facing OSL&I. The review is contained in the appendix section of this report and is labeled as item 1.2.

OSL&I has been charged with facilitating student development and learning for students' outside the classroom experiences (see the Mission Statement, Part 1). This is accomplished primarily by producing leadership development workshops; administering Pacific's student organization training programs; and by advising and supporting a wide variety of student-initiated programs, including campus lectures, off-campus excursions, live concerts, small group activities, and a campus film series. All of these learning activities are offered in the context of a coordinated set of Student Life experiences, responsive to the Student Life strategic plan, which, in turn, is aligned with the University's strategic plan *Pacific Rising*.

The organizational structure of OSL&I is designed to promote personalized relationships with students, create a distinctive Pacific quality to its service interactions, and to serve as a referral/placement center for student involvement opportunities. Beginning at new student orientation, OSL&I staff promote their services as the starting point for student involvement. These involvement opportunities include, but are not limited to the following:

- Para-professional opportunities (Team Pacific campus jobs)
- Student Government opportunities (ASUOP)
- Arts & Entertainment programs (student programming board)
- Pacific Rec Sports leagues (formerly intramural sports)
- Club sports teams
- 115+ student organizations
- Participation in university shared governance (service on university committees)

- Auditions for Theatre Arts' productions
- Fitness opportunities at the Baun Fitness Center
- Passport to Pacific workshops
- Off-campus excursions
- Lecture series
- Concert series
- Career counseling
- Student leadership conferences
- The Conservatory Dept's student concerts
- Opportunities to explore and develop faith/religions and/or social justice topics

Developing a New Model for Programming

In the summer of 2005, the Director of OSL&I, Jason Velo, accepted responsibility for leading a major Divisional initiative for Student Life. Velo, along with Mylon Kirsky, Associate Director for Staffing and Programming in the Housing and Greek Life Department, co-chaired a University task force charged with developing a comprehensive approach to student programming that supports the holistic education of students. Specific attention was paid to how programming impacts issues related to student retention and overall satisfaction at Pacific.

The Division of Student Life supports the academic mission of the University of the Pacific through its co-curricular, educational and social interactions with students. In actualizing its mission, each department/office throughout the Division has had a long-standing tradition of providing opportunities for students to become involved and active in the pursuit of their passions and interests. Programming is a means to providing these opportunities and allowing students to interact and connect with each other and the university. The division of Student Life's strategic plan is the oversight umbrella under which the programming is aligned. It is within this context that Velo and Kirsky began their work.

The Task Force's work ultimately led to a better understanding of the important role programming plays in the education of students and how it impacts retention and satisfaction. Senior staff within the Division of Student Life had identified a need to engage in a discussion of *Learning Reconsidered* (*Learning Reconsidered* is a publication from both NASPA and ACPA that presents a lively discussion concerning collaboration, partnerships and programming). In doing so, it was the goal of the Division to increase its collaboration, strengthen relationships, and be more intentional when it came to setting and achieving student learning outcomes in programming.

In the end, the Task Force developed a program model that includes the following elements; (1) a Division-wide programming model; (2) core values as they relate to Pacific's student experience; (3) a strategy to improve collaboration between departments related to programming; (4) a focus on linking learning objectives to programming initiatives; (5) an identification of anticipated learning outcomes of current programming; and; (6) an approach to purposefully linking of the out of the classroom program experiences to academic learning. The programming model established by the committee currently serves to inform program planning and practice for Student Life departments. For specific detail related to the report developed by the Programming Reconsidered Task Force (2005), please refer to appendix item 1.7.

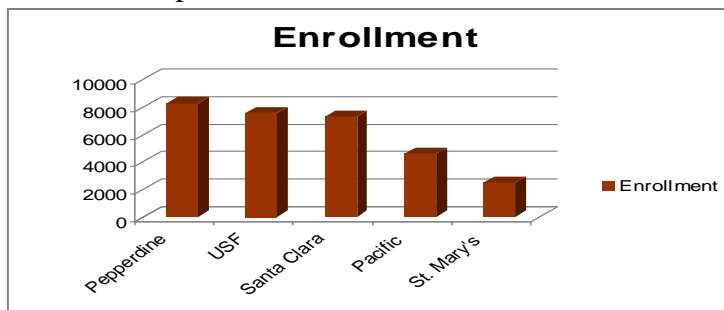
Student Organizations at Pacific

A primary role of OSL&I is managing Pacific's 115+ registered student organizations program (OSL&I estimates there are approximately 10% additional student organizations in existence that do not choose to register their student group). This responsibility includes registering student organizations each year; registering each group's events/activities; providing meeting space for each group's meetings/events/activities; advising them on budgeting procedures and policies; and informing them of all applicable University policies and procedures. A 2007-08 listing of registered student clubs and organizations has been included in the appendix and is labeled as item 1.3.

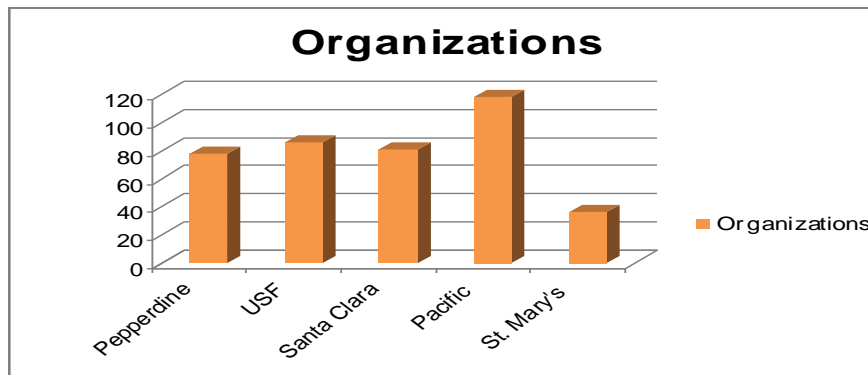
Student Organization Registration

Pacific has a robust student organization tradition. Over the past four years, OSL&I has registered an average of 118 student organizations per academic year. To put this number into context, it is helpful to compare Pacific with other comparable institutions in the region.

2006-07 Comparisons



2006-07 Comparisons



As indicated in the charts above, Pacific has more registered student organizations than comparable institutions with nearly half the enrollment. This is a good example of Pacific students' commitment to having a well rounded college experience. Pacific students highly value outside-the-classroom experiences that expand social networks, provide opportunities for service, and allow for customized lifestyle choices. This is evident by the number of students who volunteer for formal leadership positions within student clubs and organizations.

Though records are fragmented prior to 2006, it is the belief of OSL&I staff that from 2002-05 approximately only 75 student organizations were registered. The 2006-07 academic year represented a peak in student participation in clubs at Pacific. Since reaching this peak in organized club involvement, the numbers of registered student organizations has remained consistently high. This is a trend that merits continued tracking.

Figure 1-C: 2006-07 Comparisons

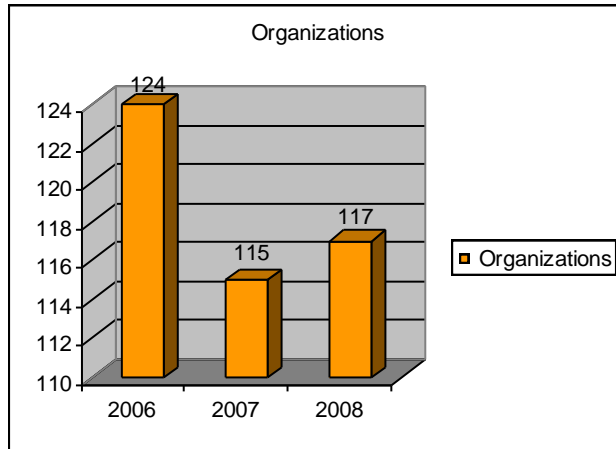
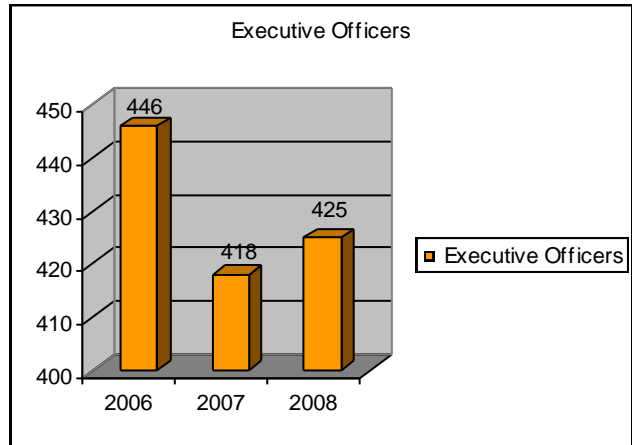


Figure 1-D: 2006-07 Comparisons



The comparisons above demonstrate that nearly 10% of Pacific’s student body (counting graduate and professional students) is actively involved in a Pacific student organization. The number of students who actually participate in the events and activities is, of course, much higher. Involvements in organizations provide students with “real-world opportunities” to gain practical leadership experience, which in turn supports Pacific’s emphasis on developing citizen-leaders.

Club Officer Learning Explored

In March of 2008, OSL&I surveyed executive officers of student clubs in an effort to assess what they were learning from their experiences as club leaders. Specifically, the survey asked students to reflect on what they learned about themselves, their peers, the University, and the Stockton community as a result of their club participation as executive officers. A total of 67 students completed the on-line survey. Below are the themes that emerged within the student’s responses. Please note that an unabridged version of survey participant responses can be found in appendix and is listed as item 1.4.

Through your service as a club officer, what have you learned about yourself?

- Recognition that I should or should not take on an executive leadership role in a club or organization (25)
- Ability to effectively engage and delegate responsibilities (19)
- Believed s/he developed into a competent leader (16)
- Responsibilities related to taking on a leadership role (13)

- Time involved in running an organization (13)
- How to be effective in stressful situations (12)
- Patience within my leadership role (10)

Through your service as a club officer, what have you learned about your fellow students?

- Getting others to participate is difficult and students need incentives (8)
- Strengths and weaknesses of your members (7)
- It's difficult to persuade others to participate (6)
- It's necessary to be transparent and inclusive for students to feel included (5)
- Time management skills are essential group work (3)
- The benefits and challenges of diversity (3)

Through your service as a club officer, what have you learned about Pacific?

- Pacific is very supportive, staff and faculty alike (19)
- Pacific supports a diversity and innovation. (16)
- Pacific provides many resources (11)
- Very little than I already knew (4)

Through your service as a club officer, what have you learned about the Stockton Community?

- The Stockton community is a vast resource, willing to help and be supportive (15)
- Not much (13)

To better serve your needs as a club officer, what suggestions would you offer the staff of the Office of Student Leadership & Involvement?

- Club officer training materials on budgets, policies and procedures (22)
- OSL&I staff to be more directly involved with the club activities (7)
- Better website presence and event calendar (9)
- Town hall meetings with all clubs (13)
- More funding (4)

The feedback offered by the student leaders completing the survey provides valuable insight to OSL&I. Student officer experiences can be vastly different from each other. For many student officers, his/her experience proved to be challenging, while at the same time very rewarding.

These students discovered a sense of fulfillment through service. It was evident that they learned much about themselves and their peers. They gain optimism about future efforts when their events are successful and highly attended. Generally speaking, these student leaders learned how to navigate and coordinate campus services to support their programs.

Simultaneously, the responses of other student leaders seem to indicate that for some students, their leadership experience has at times evoked feelings of frustration and disappointment. It is obvious that many student leaders invest significant time and effort towards organizing and leading their group's activities. When their activities fail to generate strong peer participation, the event organizer can be left feeling discouraged. It has been observed that these frustrated student leaders can overly attribute their peer's lack of involvement to either apathy or disinterest in co-curricular activities on campus. In the worst of cases, students can over generalize these feelings of frustration and view the campus at-large as overly bureaucratic and unresponsive to their needs (this is sometimes an impression that has been shared with OSL&I staff by student leaders).

Both of these realities are part of the Pacific experience. The survey results clearly demonstrate that Pacific students are strongly involved with co-curricular opportunities. To view Pacific students as apathetic would be an incomplete view of a much larger phenomenon. Pacific students are saturated with numerous co-curricular options and make highly selective decisions about how to allocate their un-obligated time. The survey confirmed what OSL&I staff have observed from past experience. Said simply, if Pacific students perceive involvement opportunities to be highly rewarding (or at least the potential to be) and highly personalized to their interest, then they will choose to participate. Conversely, student programs perceived to be static and generic will be largely ignored by Pacific students.

The collective offerings of 115 student organizations afford students numerous involvement opportunities and produce a highly competitive environment for their unobligated time. Successful student leaders tend to be those who have found manageable techniques for navigating campus services, know where to find information, and are successful in marketing their group's events as both personalized and distinctive. In short, they have learned the art of program branding. Conversely, the primary inhibitor of student involvement is also an over-saturation of programming options.

The survey results also confirmed that students often struggle to find a centralized information source for club involvement and programming options at Pacific. The results of this survey provide the impetus that OSL&I staff can use to improve service to student leaders by publishing a comprehensive resource guide for student organization officers. This guide would include detailed explanations of applicable *Tiger Lore* policies and procedures, tips for successfully navigating campus services, and specific strategies on promoting their programs (please refer to the recommendations at the end of this section).

Passport to Pacific Leadership Development Program

The Office of Student Leadership & Involvement launched the Passport to Pacific leadership development program in the fall of 2003. The program offers 8-10 leadership development workshops each semester. The workshops are open to all students, are free of charge, and are offered during weeks 4-12 of each semester. Students who attend 10 workshops are considered graduates of the program. Workshop facilitators are comprised of Student Life personnel and Pacific faculty. Passport workshops have focused on reaching the needs and interests of two distinct groups of students; existing and emerging leaders. Passport workshop topics have included:

2003-04 Passport Offerings

- Time Management
- Stress Management
- Organizational Recruitment
- Motivating Volunteers
- Public Speaking
- Tips for Leading Successful Meetings
- Working in Diverse Environments
- What Women Need to Know (to be successful leaders)

2004-05 Passport Offerings

- Building Group Cohesion
- Effective Communication Skills
- Ethical Decision Making
- Managing Personal Finances
- So You Wanna be Leader?
- How to Get Involved at Pacific
- Creating Change: Working with Pacific's Administrative Decision Makers
- Leading a Faith Centered Life: Implications for Leadership

2005-06 Passport Offerings

- How to be a Leader inside the Classroom Too

- Leading With the Soul
- Jazz: The Perfect Democracy
- Democratic Approaches to Leadership
- The Seven Habits of Highly Successful People
- Understanding How Groups Work

2006-07 Passport Offerings

- What are Your Dependable Strengths?
- How to Market Your Leadership Skills
- Motivating Others
- How to Successfully Transition Club Leadership
- How to Lead Successful Team Building Exercises
- University Vending, Trademark and Licensing Procedure
- Learn how to connect with your community (Volunteer opportunities in Stockton)
- Understanding Your Personality Compass

In *Passport's* fourth year of existence, OS&I conducted an assessment of the series. A total of 529 students had participated in the program (defined by attending at least one workshop) series with 12 completing the program by attending 10 workshops. Passport evaluation surveys ask attendees, if s/he felt personal benefits from attending the workshop? Respondents indicated their

answers on a Likert scale with options 1-5. Over 83% of respondents marked a score of 4 or 5 on the Likert scale. Similarly, over 85% of respondents reported that the workshop s/he attended meet their expectations.

Passport workshop topics are designed to promote student development in many of CAS' relevant and desirable outcomes for student leadership programs. These include intellectual growth, effective communication, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals. One of the recommendations at the end of this section is to evaluate *Passport* to determine if it will be continued in its present form. If it is decided to continue *Passport*, the system of evaluation will be revised to include explicitly more of the CAS outcomes and to query student learning achievements more directly.

Student Leadership Conferences

Since the 2003-04 academic year, OSL&I has offered a Student Leadership Conference during each of the fall and spring semesters. This conference has primarily consisted of an opening keynote speaker, 2-3 concurrent workshop sessions and a concluding debriefing session (lunch is also provided). For the past two fall conferences, OSL&I has partnered with *Campus Speak*, a non-profit organization dedicated to the leadership development of college students, to conduct the leadership conference.

Campus Speak's programs are facilitated by experienced professionals from across the Student Affairs profession. The program includes seven hours of exercises and discussions aimed at encouraging students to consider the challenges and issues of serving a diverse student body. The program explores the stereotypes, misconceptions, and communication barriers that prevent many student organizations from working cooperatively. By the end of the workshop, students cooperate to develop an action plan that will keep them working together toward a more supportive, stronger campus community. A range of 55-75 students have participated in each of the past seven conferences.

The National Society of Leadership and Success

Under the direction of Graduate Assistant Alissa Christenson, The National Society of Leadership and Success was founded on the Pacific campus in January 2007. This organization offers students the opportunity to network with their peers and attend webcasts of lectures from nationally recognized individuals. The Society hosts seven live videoconferences during an academic year. These interactive presentations provide students the opportunity to hear some of the nation's top presenters, authors and motivational speakers discussing topics related to leadership, vision creation, goal setting, responding to challenges, and successfully transitioning from college to career. Past program speakers have included Jack Canfield, Stephen Covey and Donald Trump.

Students participating in the program are placed into teams where fellow students share challenges, goals and aspirations, make commitments to each other, and hold each other accountable for their actions. Participating students are encouraged to use what is learned during the presentations from the speaker series and place it into practice in developing their own

personal growth plans. The intentional design of the program is to create student social networks whereby students surround themselves with like-minded individuals. Students are thus exposed to peer mentoring, which often leads to improved communications, increased confidence in team participation, and better organizational and planning skills. To gain full membership into the Society, the requirements are as follows:

1. Students must attend three videoconference presentations.
2. Students must attend a three-hour video training session that focuses on exploring challenges, recognizing their strengths, identifying their passion, and setting up a personal plan to initiate the change needed to move forward.
3. Students must attend at least three success networking team (SNT) meetings.

SNT meetings are designed to encourage students to work together and provide peer coaching around achieving personal and professional goals. During their SNT meetings, students are encouraged to follow up on the initial leadership training by discussing personal desires, setting goals and objectives, creating timelines, and holding each other accountable. Of the 31 students chosen to participate in the society since its inception 13 months ago, 16 students have completed all requirements for induction.

Lecture Series

Over the past 10 years, OSL&I has sponsored a lecture series featuring local, regional, national, and international leaders. In the past two years, the lecture series has declined in the number of offerings due to the escalating costs of speaker fees. At the lecture series' highest point, OSL&I offered three lectures each academic year. For instance, in 2003-04, OSL&I hosted lectures from filmmaker and social activist Michael Moore, Nobel Peace Prize winner Desmond Tutu and author Alice Walker. The intention behind the lecture series is to help evolve student perspectives by exposing them to relevant concepts and engaging personalities.

It should be mentioned here that these lectures have also served as community outreach events as they are open and free to the general public. Generally speaking, there are typically two community guests for every member of the Pacific campus community in attendance. Past speakers have included: Terry Gross (National Public Radio), Aaron McGruder (syndicated comic strip writer), and Walter Cronkite (iconic journalist). Some of the smaller events have included: Lee Stetson (John Muir impersonator that focuses on Pac Sem II content), Ann Cryer (British Member of Parliament), and Octavio Solis (contemporary playwright that was featured this past semester as the anchor event for Latino Heritage Month).

These lecture-based events have a history of good student participation and provide campus programs with excellent "involvement anchors" for building interest and involvement. However, important questions exist related to the location of a sustainable funding source for these types of lecture events. Currently, ASuop funding is utilized as one of the primary sources for securing both entertainers (comedians and performers) and lecturers for campus programs. This is a significant issue to consider because student leaders in ASuop transition on an annual basis and typically results in a different perspective related to program funding priorities. For example, over the past several years students have chosen to allocate more of their resources toward securing a nationally recognized music artist (which translates to a major financial commitment)

versus supporting a series of smaller lecturers. These issues are addressed in the programming recommendations at the end of this section.

Off Campus Excursions

OSL&I works to leverage the many outdoor, cultural, recreational, and sports opportunities found in the Stockton region by offering a series of annual off campus excursions for Pacific students. The intention is to help students appreciate unique and enriching opportunities that are in and around the Central Valley. Generally speaking, the excursions sell out quickly and receive exceptional satisfaction scores by student participants. Based on past surveys, only 13% of respondents have reported not being either extremely satisfied or satisfied in regard to their trip experience. The most common reasons why students report not being satisfied with their trip experiences include the following categories; (1) costs were too expensive (typically these trips range from \$20-\$40); (2) not enough planned free time during the trip; and (3) dissatisfaction with seating location at the events (i.e. where the seats are for professional sports, plays and musicals).

It is important to note that in order to encourage participation in these off campus excursions, tickets are purposefully subsidized and sold under market value. Faculty, staff, and community members are encouraged to participate in these experiences. OSL&I offers five to seven of these opportunities each semester. Over the past several years, OSL&I staff and students have schedule and planned the following excursions:

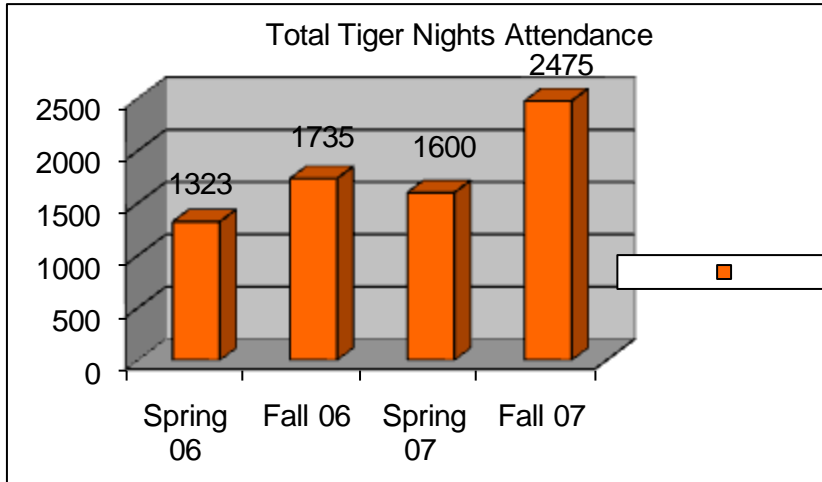
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| *Local athletic games (Thunder, Ports) | *Paintball in Lodi |
| *Ball games in San Francisco (A's, Giants, 49er's, Raiders) | *Wine tasting |
| *Cirque du Soliel | *Athletic events (Big West tournaments) |
| *Plays such as Mamma Mia | *Shopping in San Francisco |
| *Alcatraz tours | *Large and small concerts |
| *Skiing in Lake Tahoe | *Seasonal events (Winchester Mystery House, Water World, Christmas at the Pier) |
| *Santa Cruz beach boardwalk | *Six Flags (various theme parks) |

Tiger Nights

Beginning in the spring 2005 semester, Pacific students began to urge ASUOP to offer late night and evening programming. Based on the student voice, ASUOP launched its Tiger Night's Late Night Programming Series. The first Tiger Night's program was launched in December 2005 with outstanding results. During the first year there were six events hosted one per month on either a Friday or a Saturday evening and attracting over 200 people to each event.

In fall 2006, the program was expanded to offerings every month throughout the year. Pacific's Tiger Nights events include but are not limited to free food, music, crafts, and various other activities from playing in a carnival, to the bubble wrap room. Themes were created for each event and everything planned plays to the theme. Some include; Distress-fest, Back to School Days, Mardi Gras and Carnival. In its third year Tiger

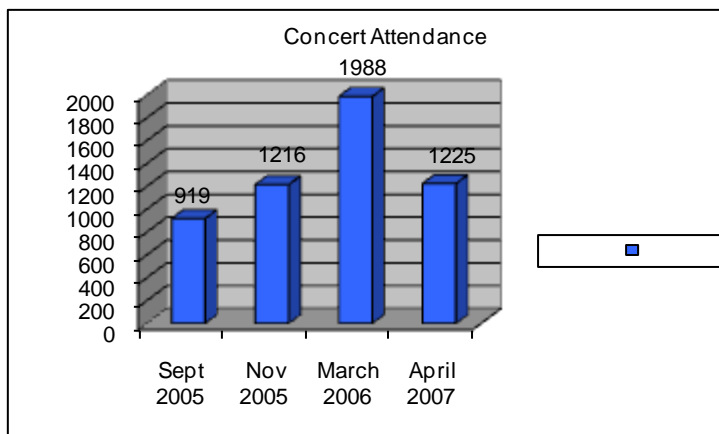
Nights has begun to increase its cross-campus collaboration and is now approaching student clubs and organizations to host various aspects of the event. The reasoning for the cross collaboration is to offer some appeal to a broader student base, as well as to provide opportunities for groups that have more restricted budgets to co-host events.



ASUOP Concert Series

Beginning in the fall of 2005, ASUOP reestablished a concert series for Pacific students. Previously, the last national concert hosted by Pacific was in 2001. Throughout the 2004-05 academic year, student leaders consistently bemoaned the lack of nationally renowned concerts at Pacific when many other comparable institutions have featured these concerts annually.

ASUOP responded with three concerts in the 2005-06 school year, and has continued by hosting a nationally renowned artist each year since. The signature moment of the reinvigorated concert series was realized in March of 2006, when ASUOP hosted the first sold out hip hop concert at the newly renovated Bob Hope Theatre in downtown Stockton featuring the rap artist, Common.



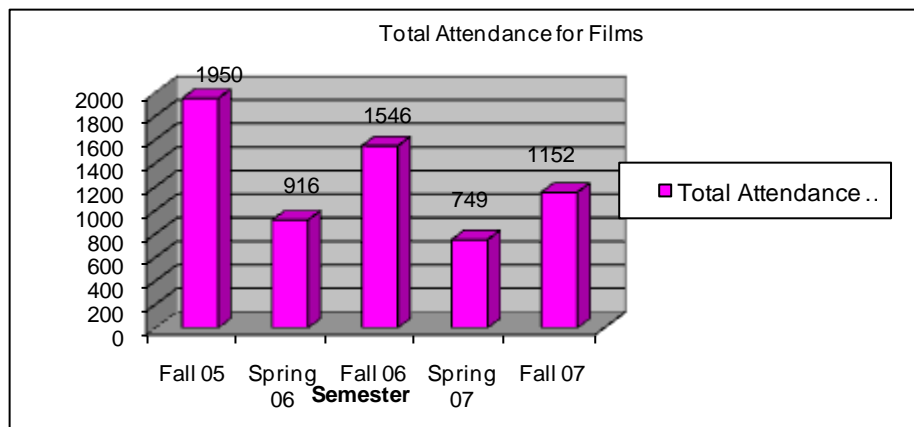
ASUOP Film Series

ASUOP offers award winning independent and foreign films, in addition to Hollywood blockbusters, every Thursday, Friday and Saturday evening of the academic year in the Pacific Theatre. The films are free of charge to all Pacific students with a modest \$3 charge to faculty and staff. The film series has served as an excellent tool to integrate new students into social networks of Pacific. The chart below demonstrates the strong attendance of the film series each fall semester. This is due, in large part, to the film series popularity with new students. It is a safe entry into Pacific's activities. It generally takes new students a full semester until they venture into many of the co-curricular opportunities available. The film series is often a first option for these students before they feel comfortable to venture to other endeavors.

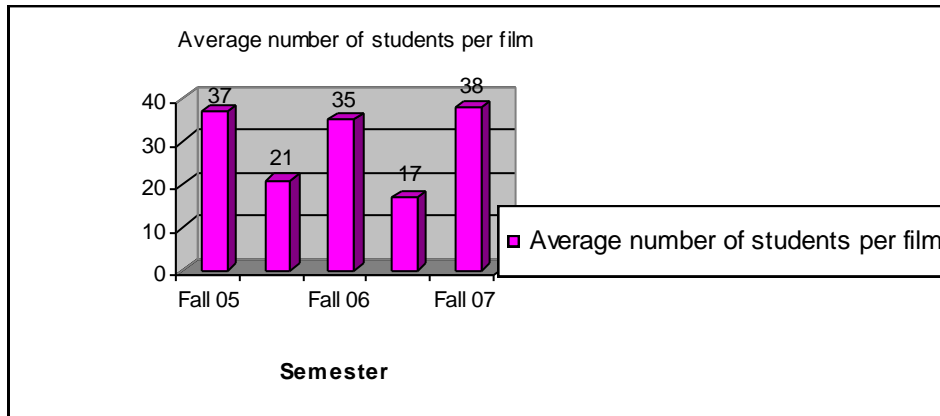
It should be noted here that the ASuop film series has experienced great growth over the past 2 years, with increased student participation, and becoming the only venue in a 45 mile radius that routinely screens foreign and independent films.

The costs to offer this series are significant. Licensing fees alone amount to \$20,000 per year. This affords OSL&I the legal right to screen 1-2 films every Thursday-Saturday during the academic year. Recently, OSL&I has been urged by a variety of campus departments to increase our film offerings, but have declined due to limited funding. However, OSL&I staff have worked hard to form close partnerships with various academic departments and student organizations as solutions to supporting additional films.

OSL&I staff members and ASuop students have learned through experience that the keys to offering a consistent and successful film series include the following program elements: a consistent quality and diversity of offerings; a consistent showing day and time, quality of location, and type of film being shown. With that being stated, ASuop dedicates Thursday evenings as the foreign and independent films night, and Friday and Saturday nights are reserved for blockbusters or main stream films.



The film series occasionally offers special screenings outside of its normal Thursday-Saturday evening schedule. Due to this, the number of film screenings offered in any given semester can range from 32 – 52. The chart below indicates the average attendance per screening for the past three semesters.



Graphic Design Internships

OSL&I and ASuop offer three graphic design internships for student designers. The internship experience is a collaborative effort with ASuop and Professor Brett DeBoer from the Art Department. The intention behind this internship is to allow the students the opportunity to work directly with clients; meet firm deadlines; obtain critical feedback on their work; and affords students an opportunity to build diverse portfolios. The entire work experience culminates with a design showcase each April. The showcase serves as critical reflection for the students on what they have accomplished during the year, and also serves as a recruitment opportunity for attracting new interns for the upcoming year.

This internship program serves as a model partnership between OSL&I and a related academic department. Students gain valuable hands-on graphic design experience, and also provide a key service to OSL&I. Of the 11 graduated students who have served in this internship over the past four years, all have found jobs post graduation in the field of their choice within 3 months of graduation.

Summary of Programming Recommendations

The following series of recommendations have been developed to help guide future OSL&I program direction, development, and assessment. It is the intent of the recommendations to stimulate further discussion and action within the context of a formal review of program priorities and resource allocations.

- It is apparent that there is a need to more purposefully integrate OSL&I leadership programming into a campus-wide curriculum that includes both academic and co-curricular initiatives. It is recommended that leadership programming be reconstituted to support Pacific's recently developed E-portfolio learning outcomes related to student leadership. The leadership outcomes are as follows:
 - Recognize and understand your personal competencies that lead to effective leadership.

- Effectiveness in managing relationships and building networks.
- Initiative to create positive change and responsibility for implementation and impact of the change.

Additionally, it was further identified that leadership capacity will be developed through courses, campus and community activities, leadership programs and events, interaction with faculty, staff, and peers, and through reflection. Evidence of learning in this area may include, but is not limited to, relevant course assignments, service learning or community service projects, reflection on participation in clubs and organizations, civic activities, planning for student and community events, and/or career development activities (beginning fall 2008). Part of the review and planning will include whether to retain *Passport to Pacific* in its present form or align the workshop offerings more directly with the e-portfolio.

- The E-portfolio provides an important opportunity as a repository for leadership outcomes at Pacific. It should be noted that the framework of the leadership competencies for the portfolio currently reflect the social and emotional intelligence (ESI) paradigm that Pacific is now exploring University wide. The OSL&I staff perceive a unique opportunity to strengthen and develop its leadership programs using the ESI framework and simultaneously align its leadership development work to other University initiatives.

In addition to the important research work that Goleman, Boyatzis, and others have been contributing in the area of ESI, it is also recommended that other current leadership programming research be utilized in shaping next steps for OSL&I. Recently, a multi-site, multi-year leadership study was completed (the Multi-Institutional Study of Leadership—MSL), that provides an excellent reference for discussing how best to develop leadership capacity in college students (please refer to the appendix for a copy of the full report labeled item 1.5). It is strongly recommended that this new and relevant research be used to inform the development and assessment of a leadership program model at Pacific (beginning fall 2008).

- Based on direct and repeated feedback from students, it is recommended that OSL&I staff further develop and formalize training and development programs for student organization officers and advisors (beginning fall 2008).
- Based on direct and repeated feedback from students, it is recommended that OSL&I staff develop and implement a strategy to educate students on where to find a listing and description of upcoming campus programs and events.
- It is recommended that OSL&I produce a comprehensive resource guide for student organization officers including explanations of applicable *Tiger Lore* policies and procedures (beginning fall 2008).
- It is recommended that OSL&I and ASuop partner with other related campus departments in an attempt to improve the coordination of an annual “artists and lecture series” at Pacific. Please refer to a copy of Dr. Steve Anderson’s memo dated June 11, 2002, in the appendix section of this report labeled item 1.6. In his memo to Dr. Gilbertson, Dr. Anderson outlined a series of relevant recommendations regarding the development of a campus artists and

lecture series at Pacific. This is an important issue for student programming as it impacts OSL&I's limited capability by itself from a financial perspective to produce a significant artists and lecture program. As a result, students at Pacific currently have less opportunity to gain personal insight from new experiences and ideas. Currently, President DeRosa has nominated Executive Assistant Jean Purnell to head a committee that will explore the development and funding of a high profile University Lecture Series.

- It is recommended that OSL&I develop and assess learning outcomes for students serving in leadership positions in student organizations. This is currently not being done in a strategic and purposeful way that connects to leadership development (beginning fall 2008).
- A major limiting factor in describing and understanding the value of student participation in the *Passport* program; leadership conference workshops; and becoming a member of the National Society of Leadership and Success, is that no systematic assessments have been conducted that study student learning. A definite need exists to develop a purposeful assessment plan that attaches itself to all future leadership programming in order to accurately measure student learning and account for required programming investments. Include learning outcomes and assessments for each programmed experience. Model the learning values for students so they will become explicit (beginning fall 2008).

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint position and empower Office of Student Leadership and Involvement (OSL&I) leaders within the administrative structure to accomplish stated missions. OSL&I leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant profession credentials, as potential for promoting learning and development in student, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

OSL&I leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

OSL&I leaders must:

- **Articulate a vision for their organization**
- **Set goals and objectives based on their needs and capabilities of the population served**
- **Promote student learning and development**
- **Prescribe and practice ethical behavioral**
- **Recruit, select, supervise, and develop others in the organization**
- **Manage financial resources**
- **Manage facility resources**
- **Coordinate human resources**

- **Plan, budget for and evaluate personnel and programs**
- **Apply effective practices to educational and administrative processes**
- **Communicate effectively**
- **Initiate collaborative interactions between individuals and agencies that possess legitimate concerns and interests in the functional area**
- **Develop income for the working budget of Student Life**
- **Advise student clubs and organizations on their rights, responsibilities and aid them to function effectively on campus**

OSL&I leaders must promote campus environments that result in multiple opportunities for student learning and development

OSL&I leaders must identify and find means to address individual, organizational or environmental conditions that inhibit goal achievement

OSL&I leaders must continuously improve programs and services in response to changing needs of students and other constituents and evolving institutional priorities.

The leadership staff of OSL&I consists of Jason Velo, Director, Jenn Mazzotta, Assistant Director for Programming and Leadership and Jamie O'Regan, Assistant Director for Operations and Conference Services (resumes have been included in the final section of this report).

Director Profile

Mr. Velo is a member of the National Association for Student Personnel Administrators (NASPA), Association of College Unions International (ACUI) and is a recent graduate of the Disney Leadership Institute. Mr. Velo holds a Bachelor of Arts degree in Political Science and a Master of Arts degree in Higher Education Administration. Both degrees are from San Francisco State University. Mr. Velo has been a presenter at over a dozen conferences and has served as a consultant for eleven student government organizations.

Mr. Velo reports to Assistant Vice President Daniel Shipp. As Director, Mr. Velo oversees OSL&I's four distinctive administrative functions; Student Activities, Scheduling and Conference Services, ASUOP and University Centers. Mr. Velo provides the vision, goals and objectives of the department, manages the department's financial resources and serves as the primary advisor to ASUOP. Mr. Velo is actively involved through out the Division of Student Life and serves on numerous university committees. Velo's tenure at Pacific began in August of 2003 and has served as Director since May of 2005.

The leadership style of the director is democratic and frequently includes subordinates in decision-making. He strives to be transparent and direct in his communication style. He is a strong proponent of innovative development for all subordinates and continually seeks relevant and contemporize methods for fostering co-curricular learning.

Assistant Director Profiles

OSL&I has been well served with the hiring two competent Assistant Directors. In the summer of 2005, Jenn Mazzotta began her tenure at Pacific. Mazzotta is an ambitious and dedicated professional who brings with her an extensive background in student programming and leadership. She has employed these skills through encouraging changes with ASUOP programming, development of an inclusive training program for the students, and has been a strong collaborator in numerous initiatives throughout Student Life. Jenn is currently a Regional Leadership Team member for the National Association for Campus Activities (NACA).

Jamie O'Regan is the newest addition to OSL&I. She began her tenure at Pacific in September of 2007 as an assistant director responsible for the unit's event planning and management services, and facility operations. During her short time in OSL&I, she has already provided a positive impact on the department. She brings with her a depth of knowledge and understanding of student union operations. Jamie approaches her work with much energy and enthusiasm. She is assertive in identifying solutions to problems and providing solutions that produce greater efficiency. Lastly, it is important to note that Jamie's role will expand when the new University Center opens, as she will be responsible for all the UC operations, including the recruitment, selection, and training of all student staff.

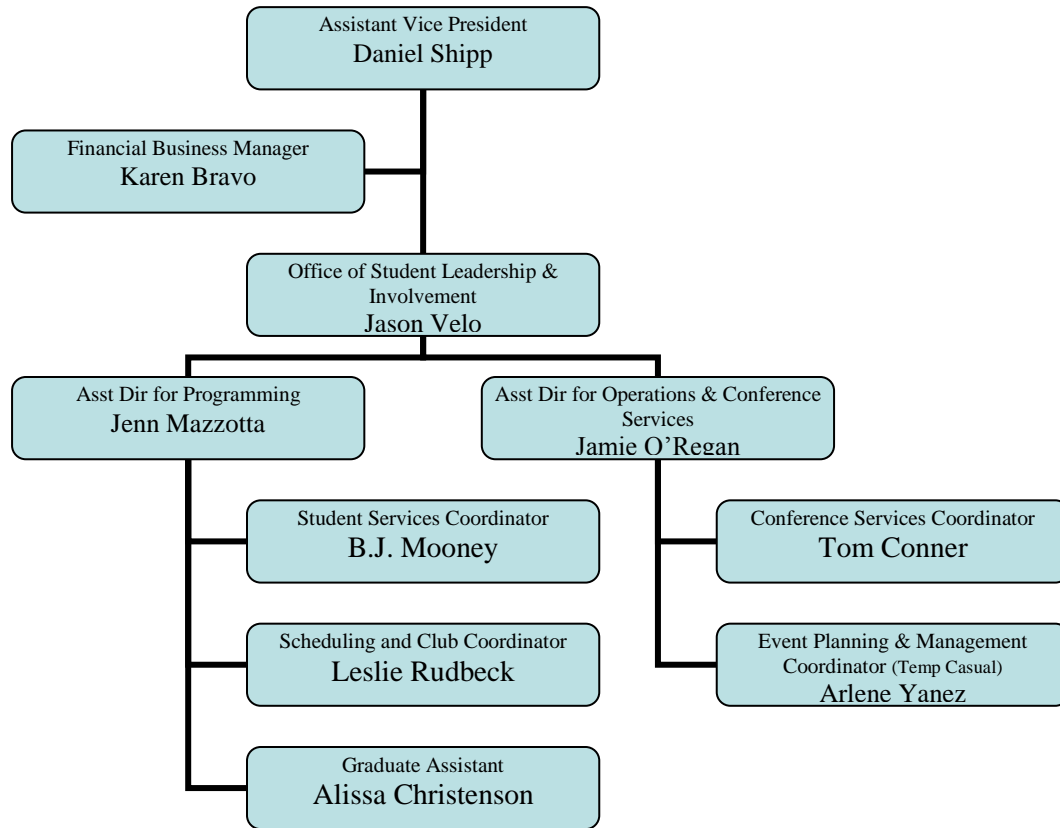
Fiscal Manager Profile

A recent success for OSL&I is the reclassification of a fiscal manager position and the overall sophistication of its business practices. Until October 2007, OSL&I's business operations were managed by an entry level Accountant I position. This classification yielded a level of fiscal expertise and oversight that was insufficient for the department's needs. The resulting lack of qualified supervision led to frequent accounting errors; insufficient or incomplete information that would enable department leadership to make timely, informed decisions; a lack of long term financial planning; and inconsistent budget reporting.

An example of why the correct classification is so important in regard to this position became evident in the fall semester of 2007. It was reported by the Pacific Budget Office that ASuop had a run a budget deficit of -\$84,589 in FY07. Please refer to appendix item 1. 8 to review a detailed executive summary related to the FY07 ASuop accounting problem. It should be emphasized here that the former accountant had been replaced for cause previous to the discovery of the accounting problem. However, the issue served to reaffirm and underscore the importance related to obtaining the proper classification and qualifications required to service the business operation function within OSL&I and report financial matters so that student and professional leadership might manage with confidence.

Beginning in the spring of 2007, OSL&I worked with Human Resources to reclassify the Accountant I position to a Fiscal Manager. This has led to a sophistication of the fiscal and business practices of OSL&I. In the fall of 2007, the department hired Karen Bravo to fill this post. Bravo brings 16 years of relevant experience having served as the fiscal manager for the regional division of the Girl Scouts. During Bravo's short tenure, OSL&I has realized significant improvements in accurate and timely budget reporting. In the coming months, OSL&I will become an exemplar to the Division of Student Life for fiscal management and strong business practices.

Office of Student Leadership & Involvement Organizational Chart



Part 4: Human Resources / Organization and Management

Guided by and overarching intent to ensure student learning and development, OSL&I must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures responsiveness to changing conditions, accountability, and evaluation systems, and recognition and reward processes.

OSL&I must provide channels within the organization for regular review of administrative policies and procedures.

Beginning in the 2007-2008 academic year, the Office of Student Leadership and Involvement (OSL&I) was staffed by the Director, two Assistant Directors, four area coordinators and a graduate assistant, as well as 60 student staff members. Previously, from 2006-2007, the department coped with vacancies in two of these full-time roles.

Currently the OSL&I staff consists of 6.75 FTE (full time equivalent). The staff includes the Director (full time), an Assistant Director of Programming (full time), an Assistant Director of Facilities and Operations (full time), a Scheduling Coordinator (full time), a Manager for Tiger's Grocery/Pacific Theater Coordinator (full time), an Event Coordinator (full time) and a Student Services Coordinator (5/6 time).

It is significant to note here that the ability to effectively service the needs of our clients internally (our students, faculty and staff) and externally has become increasingly important. Specifically, the role of the Conference Services unit has gradually increased in value to both OSL&I and the Division of Student Life. With the new University Center scheduled to open in August of 2008, the quality of Conference Services staff and services will clearly be in the campus spotlight.

In preparation for the upcoming UC opening, the role of each of the unit coordinators was recently reviewed and job duties were reassigned. This reallocation of human resources has permitted staff to better manage the daily workload related to Conference Service operations (specifically scheduling events, planning events, and managing events).

The three senior staff members were reorganized to more effectively manage the department in January 2008 (see Organizational Flow Chart in Part 3). Both Assistant Directors now facilitate areas that correspond to the department's four core functional components. The Assistant Director of Programming now supervises the coordinators of programming and student clubs and organizations (including ASuop). The Assistant Director of Facilities and Operations supervises coordinators related to facilities management and conference services.

It is also important to note that for the past three years, OSL&I has experienced rapid change and has acquired more responsibilities without additional staffing. The OSL&I Director (Velo) has reported to four different supervisors during this time period (although he has now reported to Dan Shipp for the past 18 months). The hiring of Ms. O'Regan in September of 2007, represented the first time in 18 months that all professional staff positions were filled.

In August of 2005, OSL&I was charged with administering the university's Conference Services department (formerly housed under the Division of Academic Affairs), but was not provided with additional staff support. Before Conference Services was transferred to OSL&I, the department had two full time professionals (a Director and Administrative Assistant) dedicated to administering this program.

In May of 2005, Mr. Velo was promoted to Director, vacating his former post of Associate Director for Leadership Development and Programs. The position of Associate Director for Leadership Development and Programs was reclassified in January 2006 to an Assistant Director for Operations. The reconstituted position was charged with facility management duties in preparation for the opening of the new University Center in August 2008.

Human Resource Recommendations

- No one professional staff member in OSL&I is dedicated to developing and facilitating leadership programming. This is experienced as a significant staffing deficit for the Division of Student Life at large. Currently, all staff are stretched to their limits coordinating and managing existing OSL&I programs, services, and facilities. In addition, the opening of the new University Center (fall 2008) will be managed using existing full time staff and additional student part time staff. The Division of Student Life anticipated deploying the new position of Director of Social and Emotional Intelligence (SEI) to lead the development of leadership education, but the search failed to produce a candidate. Either a Director of SEI or another person trained in organization development or a related field is needed to launch leadership training with the anticipated SEI framework.
- For the purposes of this self study, it should be noted here that the potential exists once a new leadership program model is launched, that additional staffing may be required to adequately develop and manage the program. This full time position would be in addition to the Director of SEI (or other program leader).

Part 5: FINANCIAL RESOURCES

OSL&I must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

OSL&I must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

McCaffrey Center Fee

All full-time students at Pacific pay a McCaffrey Center fee of \$30/semester (the fee was \$20/semester until fall 2007 when the fee was raised by \$10/semester). This fee generated approximately \$160,000 annually for fiscal year 2009.

In addition to the student fee revenue, OSL&I is responsible for administering the vending sections of the University's contract with Pepsi Co. This nets OSL&I a commission on all Pepsi vending. This commission is approximately \$20,000 annually.

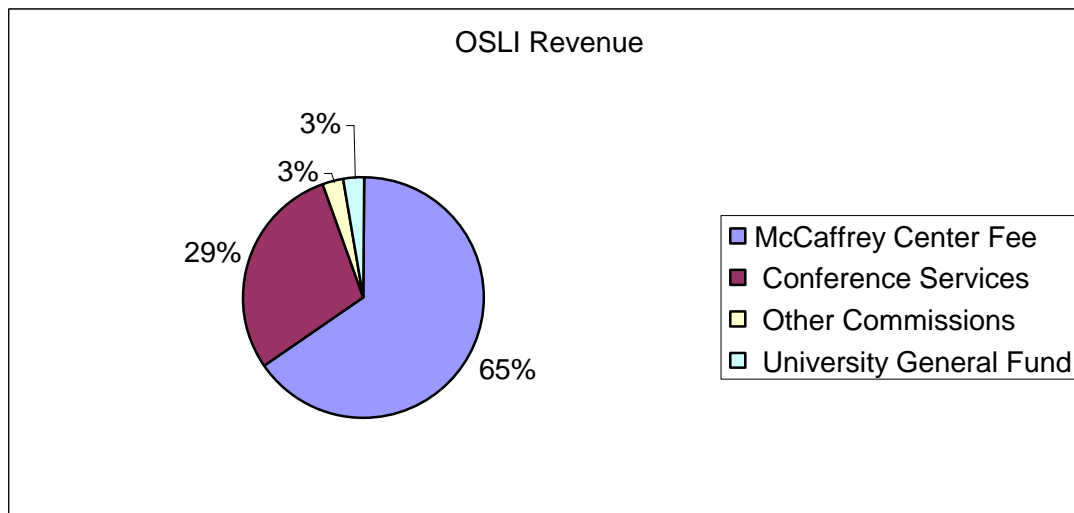
Additionally, OSL&I receives commissions from Jostens (graduation announcements and class ring sales) totaling approximately \$1,000, Stockton Roses (roses sold during Commencement)

totaling approximately \$3,500, and from the *Freshman Record* (a first year student yearbook) totaling approximately \$1,000. Lastly, OSL&I collects rental income from Central State Credit Union for its ATM in the McCaffrey Center, totaling \$1,800 per year (please refer to appendix item 1.10).

Conference Services

In addition to student fee revenue and limited contract appropriations, OSL&I's Conference Services department generates revenue on behalf of the University through the rental of University facilities to the greater Stockton community. In FY07, Conference Services generated \$92,000 (gross revenue) and \$95,000 in FY08 (gross revenue). Approximately \$55,000 of this revenue helps support a variety of Division initiatives and the remaining revenue is expended on plant recharges associated with scheduled events, planned programs, and general operating expenses.

The specific Divisional initiatives that Conference Services funding has supported in the past include: Welcome Weekend programming (a program orientated towards socially integrating first year students to the Pacific campus community), the graduate assistant for OSL&I, and funding for Pacific students to attend conferences as professional development opportunities.



University Center Operating Budget Pro Forma

In preparation for the opening of the new University Center in August of 2008, Student Life developed a comprehensive operational pro forma for the new building. Most of the budget pro forma was recently approved by the Cabinet. As a result, an additional \$250,000 of funding will be added to the OSL&I operating budget in FY09 in preparation for the August opening of the University Center. The complete UC Operating Budget Pro Forma has been included in the appendix section of this report and is labeled as item 1.9.

Operating Budget Expenses

The Director, in conjunction with the Business Manager, is responsible for all related operational expenditures for the department. Fiscal decisions are based on departmental goals, objectives and both short/long term Divisional and campus priorities. At the time of this self study, both ASuop

and OSL&I are in the process of preparing both a three year operating budget plan and a five year capital repair and replacement plan. These are critical planning documents that are intended to assist both areas to better match resources to operational and program priorities. To view a general summary of the OSL&I operating budget, please refer to appendix item 1.10.

ASuop Student Officer Financial Training

OSL&I staff has recently partnered with the ASuop Cabinet (Pres, Vice Pres, and Treasurer) to revise a comprehensive financial policy and procedural training program and resource guide for club officers. The officer training program and resource guide revisions are a direct result of student club and organization member feedback via Student Senate meetings and discussions with the ASuop Treasurer. A copy of this revised club resource guide is labeled as item 1.11 in the appendix.

Part 6: FACILITIES, TECHNOLOGY, and EQUIPMENT

OSL&I must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

The Office of Student Leadership and Involvement is currently located on the second floor of the McCaffrey Center. Offices are shared with the Associated Students (ASuop). This arrangement will change when the new University Center (UC) opens in the fall of 2008. OSL&I staff will move to the Student Life office suite in the UC, while ASuop offices will remain in the McCaffrey Center. It is anticipated that the Office of New Student Programs (staff and equipment) will transition from Bannister Hall to the vacated OSL&I space in McCaffrey over the summer of 2008.

The current inventory of OSL&I equipment is as follows:

Technology:

Thin Clients – 8	Scanners – 1
Computers – 9 PC + 3 MAC	Copiers – 1
IP Phones – 13	X-Box 360 – 2
Printers – 8	X-Box Games – 10
Faxes – 2	DVD's – 12
	VHS's – 10

Equipment:

Light Trees – 1	Large Speakers – 2
Black Lights – 3	Monitors – 2
Screens – 2	Large Sound Board – 1
Projectors – 2	Dance Floor – 1
Lighting Board – 2	Cables for Large Sound Equipment – 8
DJ Mixer – 2	

Equipment Stands – 8
Crowne Amplifier – 1
Lapel Microphone – 1
Wireless Microphone – 1
Inflatable Screen – 1 (includes Portable
DVD player, blower, microphone
and sound system)
Tents – 9

Mackie Speakers – 2
Extension Cords – 6
Power Strips – 2
Misc. Equipment Cords – 37
Direct Boxes – 3
Headphones – 1

While the department currently possess much of the equipment necessary to support its programs and services, it is essential that OSL&I be permitted to develop a long term capital equipment repair and replacement budget. For example, much of OSL&I's current inventory of audio/video equipment is 5-6 years old and will need to be replaced over the next 24 months. This specific issue was thoughtfully addressed in the UC Operating Budget Pro Forma that is detailed in appendix item 1.9.

Part 7: LEGAL RESPONSIBILITIES

OSL&I staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.

OSL&I staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for OSL&I staff members as needed to carry out assigned responsibilities.

The institution must inform OSL&I staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

The Director of OSL&I and staff are charged with maintaining a thorough knowledge of University policies and procedures as they relate to students, student organizations, campus events, the use of University facilities, freedom of speech regulations, posting policies, and event planning and management services. OSL&I staff are the University's frontline supervisors for risk management and their advice and wisdom is required to ensure safe and successful projects.

It is vitally important that OSL&I staff members be knowledgeable about and responsive to applicable laws and regulations that relate to minimizing risk in student programming and the administration of mandatory student fees. This section of the report will discuss the significance of these two areas and OSL&I's approach in handling these two areas.

Student Excursions

Many of the involvement and leadership opportunities that OSL&I offer to students include off-campus excursions. In the past 24 months, OSL&I has partnered with colleagues across Student Life to offer students trips to Yosemite National Park (overnight stay), Lake Tahoe Ski Resorts (overnight stay), Big West Basketball Conference Tournament in Anaheim, CA (overnight stay), professional athletic events in San Francisco and Sacramento, theatre arts productions (such as Cirque Du Soleil, plays, and musicals), wine tasting in Napa Valley, regional concerts and paintball.

OSL&I works closely with the Office of Risk Management to offer these excursions in a manner that reduces institutional risk and increases student safety. Transportation for all trips is by a chartered bus (third party vendor) who issues a certificate of insurance naming Pacific as additionally insured. Prior to leaving campus for a trip, all students sign a Risk Management-approved waiver form, which reduces institutional liability in the event of injury.

Each trip is staffed with at minimum one student staff member that has been trained on safety procedures, crisis management and security processes. This student leader is also accompanied by one professional staff member to serve as a resource and support for the student trip leaders.

All participants fill out a trip form with emergency contact information, as well as a trip “waiver” which emphasizes that each participant is responsible for his or her own behavior and that poor behavior may be reported to Judicial Affairs. Upon completion of the required trip forms, the forms are photocopied for the trip leaders to have as a working file and a second copy is left with an on-call professional staff member (usually Ms. Mazzotta or Mr. Velo).

High Risk Activities

OSL&I, in consultation with the Office of Risk Management, has eliminated the offering of several high risk student activities. These activities have also been banned at numerous other institutions of higher education. These include sumo wrestling suits, foam parties, mechanical bulls and outdoor beer gardens.

OSL&I is responsible for formally registering all student organization events/activities. This responsibility permits staff the opportunity to discuss safety issues and assist students in mitigating potential risks for their planned events. Please refer to appendix item 1.12 to review samples of the planning forms used to help students prepare for and manage events/programs. The time spent by OSL&I staff helping students to plan safe events serves as a valuable educational tool because too often students fail to seriously consider the role risk mitigation plays in planning activities and events. OSL&I staff is proud of the fact that in the past four years, no serious injuries have occurred in conjunction with any departmental sponsored event.

Large Events and Alcohol Use

Event registration is another critical responsibility related to risk management that OSL&I oversees. A student organization hosting a large event with an anticipated attendance of 100+, or any event where alcohol is served, is required to register the event with OSL&I a minimum of 10 business days prior to the date of the event.

During the registration process, all aspects of the event are reviewed by OSL&I and Public Safety staff. OSL&I and Public Safety meet with student leaders in order to; (1) assess liability and risk; (2) advise how to reduce risk; (3) provide advisement on event planning and management; (4) reserve appropriate facilities for the event; and (5) educate about relevant university policies, practices and procedures. If deemed necessary by Public Safety, event security is assign to monitor the event. The costs associated with event security are paid by the student organization hosting the event.

Student organizations intending to host an event with alcohol, must ascertain the services of a third party vendor to do so. Only a third party vendor is permitted to serve alcohol at student events. OSL&I provides student organizations a list of third party vendors in the Stockton area (this list includes Bon Appetit). Once a third party vendor is selected, the vendor must provide OSL&I a certificate of insurance with the minimum insurance requirements prescribed by Pacific's Office of Risk Management.

Student event monitors (also known as social hosts) are also required when hosting an event. At a ratio of 1 monitor per every 20 event attendees, student organizations must assign members to serve as event monitors. To be eligible to serve as a student event monitor, students must attend a specific training session. These training sessions are offered by OSL&I and the Office of Judicial Affairs. In sum, student event monitors are responsible for ensuring the event is well managed, applicable policies are observed, and that Event Security /Public Safety is notified if any issues arise during the event.

These processes and protocols have been established to ensure that individual students and their organizations limit their exposure to risk and liability. Student care and safety is a serious responsibility and commitment for OSL&I staff.

Administration of Mandatory Student Fees

OSL&I allocates over \$250,000 in student fees to student organizations for events and activities. Over the past few decades, there have been an alarming number of lawsuits nationally concerning the legality of such fees. It is imperative that OSL&I leaders have a keen understanding of what legal implications are for the collection and allocation of student fees. To this end, this section will dedicate considerable attention to surveying the history of student fees, an analysis of the Board of Regents University of Wisconsin. v. Southworth (2000) case and its implications for student affairs practitioners.

An important distinction to draw upon is the difference between student activity fees and tuition. Many hold the misconception that student activity fees and tuition are essentially the same. In short, the difference exists in the manner in which the dollars generated can be spent. Tuition funds what the common layperson understands to be the general cost of operations for a college or university. This includes faculty salaries, course offerings, lab equipment, computer systems, libraries, and facility upkeep and maintenance. Student activity fees typically fund co-curricular opportunities for students such as student publications, student government, recreational endeavors, and student organized events.

Historical Examination of Student Fees

Student activity fees began to be implemented at various institutions of higher education in the later half of the 19th century. Students collectively decided to self assess a tax in the form of a student fee to fund extracurricular activities that would enhance student life. Examples of the early usage of student activity fees include funding of academic interest clubs, the construction of recreation centers and student unions, diplomas and caps and gowns.

Student activity fees further evolved as students began to demand a more vibrant and active campus community. Universities responded by expanding the scope of student activities to include outside of the classroom co-curricular opportunities. At the center of this evolution were institutions such as University of Oregon, San Francisco State College, and the University of California at Berkeley, where fees were used to promote civic engagement endeavors through the creation of student groups dedicated to social and political advocacy.

At the height of the dramatic social upheaval that was occurring during the 1960's, anti-war student activists recognized the opportunities to advance their message by receiving student activity fee dollars. Some activists ran for office in student government and, once elected, they dramatically changed how student fees were given out to campus groups. Where student fees traditionally had been used only to pay for non-controversial services that most or all students could use, they now became a means of backing the ideological advocacy of what critics saw as special interest groups.

Herein lies the origins of student discontent with compulsory student fees funding activities, which a segment of the student population objects to on ethical and moral grounds. When more liberal students began to appropriate student fees in a manner that advanced their ideological causes, more conservative students asserted that this practice was objectionable to a group of students that were being compelled to fund the activities. The prevailing response to this argument was that student participation in civic engagement and in the political process enhanced the quality of student life on campus and added to the intellectual exchange of ideas.

The Southworth Case

In perhaps the most significant of all landmark cases concerning student fees, Board of Regents of the University of Wisconsin V. Southworth (2000), the Supreme Court ruled definitively on the constitutionality of mandatory student activity fee collection, allocation process, and fee usage.

Scott H. Southworth was a law student at the University of Wisconsin at Madison. He objected to the use of mandatory student fees to fund the activities of recognized student organizations that he objected to such as, multi-cultural groups, environmental groups, and lesbian, gay, bisexual and trans-gendered groups. Southworth's legal argument drew upon case law involving labor unions, where the Court had ruled that those who disagree with the union's political advocacy could not be compelled to pay for them through mandatory dues and fees.

The university and its student government leaders maintained the allocation of the fee to student groups was a vital part of the student life and the co-curricular experience. They further asserted

student fees were constitutional because the allocation of the fee results in the intellectual expression and exchange of ideas.

The Court ruled in favor of the university and in doing so clarified the legalities surrounding student fees. Justice Anthony wrote the decision that was unanimously voted upon, 9-0. The following are the major implications of the Court's decision.

- 1.) Student fees may be used to fund campus activities that are in accordance with the mission of the university. The Court ruled that universities have broad discretion of what activities meet the mission of the university.
- 2.) The allocation of student fees must be done in a manner that is viewpoint neutral. That is to say that, if a student group requests student fees to promote a particular social cause, the decision to fund the group can not take into consideration the particular message that the group is intending to promote or denounce.

ASUOP and Fee Distribution

Each year is met with particular group of students questioning the student fee distribution process. ASuop has its own share of politically conservative student groups that pay acute attention to the manner in which fees are distributed. The OSL&I assigns an advisor to all meetings in which votes are taken to distribute student fees. The process is transparent and open for inspection. In 2004, the campus student newspaper, *The Pacifican*, conducted an audit of the distribution of student fees. Despite disagreements for how student fees were distributed, *The Pacifican*, found no evidence of ideological bias in allocating student fees.

Part 8: ETHICS

All persons involved in the delivery of Student Leadership Programs (SLP) must adhere to the highest principles of ethical behavior. SLP must develop or adopt and implement appropriate statements of ethical practice. SLP must publish these statements and ensure their periodic review by relevant constituencies.

SLP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All SLP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

SLP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

SLP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all SLP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

SLP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

SLP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

SLP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

SLP staff members must ensure that facilitators have appropriate training experience and credentials. Expertise, training, and certification are essential in the administration and interpretation of personality, developmental, and leadership assessment instruments.

Where materials and instruments used in SLP are copyrighted, appropriate citations must be made and permission obtained.

OSL&I strives to be an exemplar of ethical conduct and transparent decision making. Each semester, OSL&I checks the academic progress of all student leaders serving in student organizations to ensure each student meets the minimum academic qualifications for a student leadership positions.

Grade Checks

OSL&I notifies students upon accepting a position as a volunteer or as an employee that grade checks will occur every semester they are with us. When checking the students' grades we use the Banner System which only grants access to staff members who have received appropriate training. Once the grades are checked we notify anyone who may fall below the standard and then shred the hand-written information.

OSL&I purchases all licensing rights for every film feature in the film series. Though this is the only legal way to screen a film in any public venue, many colleges and universities do not purchase licensing fees due to ignorance of the law.

Copyright

Copyright compliance is followed very diligently. For the past two years, OSL&I has notified all student organizations showing movies how to be compliant with the law. Tom Conner, Conference Services and Pacific Theatre Manager, ensures that all films shown in the McCaffrey Center are screened in accordance with the law.

Fiscal Policies

Following the ASuop fiscal exigency last year, OSL&I classified and hired a new Fiscal Manager, as described in the section of this self-study on Human Resources, and also developed new fiscal policies and procedures designed to ensure appropriate oversight and management of funds (specifically related to ASuop budget management). It is evident to OSL&I staff that further vigilance is required in this area, but significant improvements in the quality of business practices and oversight have already been made during the past two semesters.

FERPA Regulations

OSL&I staff are trained and fully knowledgeable of all Family Educational Rights & Privacy Act (FERPA) regulations as they related to student confidentiality. With regard to event security and incident control, OS&I staff are encouraged to communicate closely and frequently through the appropriate chain of communication (primarily via Public Safety and the Vice President's Office).

Part 9: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, OSL&I must nurture environments where commonalties and differences among people are recognized and honored.

OSL&I must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. OSL&I must educate and promote respect about commonalties and differences in their historical and cultural contexts.

OSL&I must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

OSL&I has a strong track record in supporting and producing numerous diversity oriented programming. Over the past four years, the lecture series has featured Dr. Cornel West, Tim Wise, Dr. Michael Eric Dyson, Alice Walker, Desmond Tutu, Aaron McGruder and President Paul Kagame. Our intention with these series is expose students to ideas and leaders that express non-dominant viewpoints. The lecture series has fostered intense dialog amongst students, faculty and staff.

We are particularly proud of the campus' response to a very controversial program titled, N*W*C* (which stands for some less than favorable words for persons of African, Latin American and Asian backgrounds) that was held at Pacific in the spring of 2007. This program

created a jolt throughout the campus because of how it handled many sensitive issues related to race and culture. The program was attended by over 600 students and was greeted with enthusiastic student support. Specifically, the N*W*C program chronicled the lives of three men, one African American, one Mexican American, and one Chinese American. It focused on their American journey surrounded by issues related to race and culture. During the program, the actors talked about their life growing up in underrepresented groups and discussed discrimination and the impact it has had on their lives.

An example of the type of leadership OSL&I staff provides to campus diversity programming can be seen in their involvement in organizing a full schedule of programs for Black History Month. Please refer to the attached Black History Month calendar identified as item 1.13 in the appendix section of this report.

Another example of diversity programming is the production of the Vagina Monologues. The play is produced, cast, and supported by students to benefit to the San Joaquin Women's Center. It is based on the book by Eve Ensler and is a tribute to women and their many life struggles from around the world. The cast is comprised of entirely women and is a powerful bonding experience for all involved. OSL&I staff have supported this student production for the past five years and have helped raise over \$25,000 in support of the Women's Center of San Joaquin County.

In FY07, OSL&I staff focused on two specific learning outcomes related to diversity and leadership in conjunction with a Student Life Division-wide assessment initiative. The two outcomes that were assessed were as follows:

1. As a result of serving on the ASuop Student Senate, students will be able to develop and articulate an organizational vision and goals, assess student needs, administer responsible and equitable student fee allocations, advocate for student issues, and evaluate their own collective and individual effectiveness.
2. As a result of serving on the ASuop Student Senate, students will be able to gain an understanding of the value of diversity at Pacific demonstrated by the student organization funding allocation process.

In short, the results from two semesters of assessments surrounding these two outcomes revealed that students genuinely learned from their involvements as ASuop Senators. The detailed results of this assessment initiative are identified as item 1.14 in the appendix section of this report.

Reasonable accommodations are offered to all participants in OSL&I/ASuop events in order to be as inclusive as possible and offer access to all people. This is accomplished by having language in all promotions. OSL&I has received requests including having sign language interpreters available for lectures and having the ability to attend events off campus with service animals.

In addition, OSL&I frequently partners with ASuop to subsidize all programs and events to make them financially accessible to students. This subsidy comes as part of an annual budget allocation from ASuop.