CAL POLY

CENTER FOR LEADERSHIP

DEAN OF STUDENTS

Annual Report 2017 - 2018

Contents

Welcome

The Center for Leadership team is proud to have wrapped up our third full year at Cal Poly. The center opened its doors in April 2015 with the goal of engaging undergraduate students in leadership education and skill development. Through the hard work of the center's staff, graduate assistants, and Peer Leader team, the center has seen its programs and influence grow.

In our third year, the Peer Leader team grew from eleven to twelve dedicated students. Peer Leaders participated in our second annual overnight retreat where they engaged in team building, goal setting, and leadership and StrengthsQuest skill building.

The center's third year also saw the continuation of the Alumni Mentor program. An additional 11 alumni were recruited and trained to mentor students in the Emerging Leaders Series. We are excited to continue expanding this program's size and scope in the future. The Center also embarked in some new fundraising endeavors, bring Captain Chesley "Sully" Sullenberger to campus for a special event. This event helped new audiences connect with the Center for Leadership.

The Emerging Leaders Series program also increased in size from last year, awarding 100 students the Emerging Leaders certificate. The program refined our day of service and incorporated the alumni mentor components, providing students with an even more meaningful experience. The center also relied on help from external staff to help teach the Emerging Leaders Series, a trend that will allow us to continue to grow and engage more students in the future. The Center continued to offer the Developing Leaders Series a second tier in our leadership certificate program, a program that we hope will continue to grow in popularity as more students look to continue their leadership development beyond the Emerging Leaders Series.

The Center's biggest accomplishment was launching the inaugural Student Leadership Institute (SLI) in January. This event was co-sponsored by University Housing, Fraternity & Sorority Life, New Student & Transition Programs, and the MultiCultural Center. SLI was a free, two-day leadership conference. The first day engaged more than 150 students in 18 breakout sessions. The second day invited 26 student leaders to participate in a day of action planning and learning about campus climate. Students created four action plans and are working to implement their plans to support social justice and inclusion at Cal Poly. SLI was very successful and our office is excited to grow the program in the future.

The third annual LEAD Awards and inaugural Leadership Luncheon served as great capstones to the year – allowing us to recognize our Peer Leaders, Emerging and Developing Leadership Certificate recipients, and outstanding leadership allies: Allison Elliott and Beya Montero. However, the year was not without challenges. The Center – and campus in general – were challenged to respond to local, campus, and national incidences of hate. These incidences affected students and staff. While the Center worked to find ways to support students and continue to educate, the sense of fatigue was evident among students and staff. The Center for Leadership should continue to play a significant role in educating students around identity, power, privilege, and social justice in order to equip students with the tools needed to be change agents for justice on and off campus. Moving forward, the Center can continue to partner with entities across campus to support students and pro-actively weave social justice education throughout the student experience.

The Peer Leader program will experience a period of change and growth. A significant portion of current Peer Leaders will graduate in June 2019 – the Center will need to prioritize Peer Leader recruitment in the coming year. Additionally, this period of staff transition may also allow for some reformatting of the Peer Leader role to allow for more Peer Leader ownership and involvement with various aspects of the Center for Leadership. Currently, the Peer Leader role is attractive because of its flexibility and low time commitment, however, in order to continue to grow the Center and provide students with the meaningful experiences they desire, a more involved commitment may be necessary.

Elizabeth Thomas, coordinator in the Center for Leadership celebrated her first full year with the Center as Lauren Irwin moved into the Lead Coordinator role. Lauren will leave her Lead Coordinator role this summer to pursue a PhD in Urban Education Policy at the University of Southern California. The Center for Leadership is excited to welcome Heather Domonoske this summer to the Lead Coordinator role. The Center for Leadership is grateful for the enthusiasm and support of so many students, faculty, and staff and is excited to continue to foster student leadership development in the coming year.

Best,

Lauren Irwin

Lead Coordinator,

Center for Leadership

Elizabeth Thomas

Coordinator,

Center for Leadership

Mission

The Center for Leadership fosters socially responsible leadership development through high-impact practices, programs, and events that are innovative, inclusive, and educational.

Vision

The Center for Leadership creates innovative partnerships and programs to engage students in a leadership laboratory, exemplifying "Learn by Doing." Our programs and resources combine theories of leadership and action-based approaches that encourage students in their leadership and skill development, leadership competencies, assumption of leadership and service roles, and the continuation of leadership and service after graduation.

Prepared and dynamic leaders need a breadth of knowledge and a depth of expertise to successfully thrive and adapt. Therefore, our programs and resources empower all students to succeed, learn, and develop as socially responsible leaders who are prepared to lead on-campus and as participants in a global economy.

Values

- Integrity Always
- Excellence Through Innovation
- Personal Courage
- Be Passionate & Relentless
- Expect & Embrace Change
- Every Voice Matters

Center for Leadership Learning Outcomes

EMERGING LEADERS SERIES

As a result of participating in the Emerging Leaders Series, students will be able to:

- Demonstrate an enhanced sense of self-confidence

- Identify campus and community resources for continued involvement

- Communicate a personal leadership philosophy

- Apply knowledge of personal strengths to leadership and career development

- Demonstrate an increased sense of belonging to a community of campus leaders

- Apply leadership competencies to new contexts and settings

- Describe leadership theories and models

- Integrate intra-personal and interpersonal skills, cultural competence, social responsibility, and practical competencies to respond to new challenges

DEVELOPING LEADERS SERIES

As a result of participating in the Developing Leaders Series, students will be able to:

- Describe and apply aspects of the Social Change Model of Leadership Development to personal experiences

- Identify at least one agency or group that addresses a specific need in the community

- Communicate a personal leadership philosophy

- Demonstrate enhanced communication skills

- Articulate the relationship between social identities and systems of power and privilege

- Identify personal leadership values

- Apply leadership skills to effect positive change

- Demonstrate an enhanced sense of self-confidence

- Identify campus and community resources for continued involvement

- Demonstrate an increased sense of belonging to a community of campus leaders

- Identify and pursue goals for personal leadership development

- Articulate leadership experiences in career contexts

- Confidently discuss leadership experiences in interviews

STUDENT LEADERSHIP INSTITUTE

As a result of participating in the Student Leadership Institute, students will:

- Have a greater connection to a community of campus leaders

- Have a greater understanding of their personal social identities

- Be able to identify strategies and next steps for positively influencing campus climate at Cal Poly

Feel confident implementing skills and strategies in their leadership roles

STRENGTHSQUEST EDUCATION

As a result of engaging in StrengthsQuest education, students will be able to:

- Identify their top 5 StrengthsQuest themes

- Demonstrate an increased understanding of individual StrengthsQuest themes

- Demonstrate increased knowledge of others' strengths, enhancing effective working relationships

- Apply knowledge of personal StrengthsQuest themes to academic, career, personal, or leadership development

- Identify StrengthsQuest resources on campus

PEER LEADER PROGRAM

As a result of serving as a Peer Leader, students will be able to:

- Demonstrate enhanced communication and organizational skills

- Work interdependently, demonstrating personal initiative and ability to collaborate with others

- Utilize effective project management skills

- Effectively facilitate group discussions and manage group dynamics

- Apply knowledge of personal StrengthsQuest talent themes for success

- Design social media, marketing, and outreach efforts for new events and programs

- Articulate knowledge of student leadership development

- Facilitate peer education on topics associated with leadership and StrengthsQuest exploration

Assessment Highlights for Annual Programs & Services

ALUMNI MENTOR PROGRAM

Recruited and trained 11 new alumni mentors in fall 2017 and winter 2018, expanding the alumni mentor program from 52 to 63 mentors to mentor students in the Emerging Leadership Certificate program.

EMERGING LEADERSHIP CERTIFICATE

100 students earned the Emerging Leadership Certificate, up from 88 students in the 2016-2017 academic year. All students participated in a day of service, providing more than 400 hours of volunteer service to the San Luis Obispo Community. 26% of Emerging Leadership Certificate recipients were first generation college students.

DEVELOPING LEADERSHIP CERTIFICATE

10 students earned the Developing Leadership Certificate and over 80% participants would highly recommend the program to their friends.

PEER LEADER PROGRAM

The Peer Leader team grew from 11 to 12 and will include 11 students next year, including 4 new peer leaders.

LEADERSHIP EDUCATION

The Center for Leadership facilitated 32 leadership workshops, engaging more than 1,755 students.

STRENGTHSQUEST EDUCATION

The Center for Leadership facilitated 20 StrengthsQuest workshops, engaging 450 students. 100% of students agreed or strongly agreed that they can talk about their top 5 talent themes with somebody who is unfamiliar with StrengthsQuest as a result of participating in a StrengthsQuest workshop.

Accomplishments in Visionary Goals

BUILDING A CULTURE OF EXCELLENCE & INNOVATION

The Lead Coordinator is a member of the Student Affairs Assessment Committee, StrengthsQuest Strategic & Assessment Committees

Shared on-going assessment results with Dean of Student Staff, and with staff, faculty, and alumni mentors through quarterly newsletters

Assessment instruments created and implemented for the following programs:

- StrengthsQuest and Leadership Education
- Emerging Leaders Series
- Developing Leaders Series
- Student Leadership Institute

Coordinator was a member of the Gender-based Violence Prevention Team and will be a member of the Coordinated Campus Response Team moving forward

Coordinator attends regular meeting with their assigned subcommittee designed to strengthen connections between Title IX, OSRR, and Safer regarding prevention education as decided by the Core 7 and Department of Justice Grant

Coordinator serves as a mentor to an undergraduate student as part of the Future Student Affairs Professionals committee

Coordinator will serve on the Dean of Students Strategic Plan Launch Team moving forward

ENHANCING CAMPUS LIFE & STUDENT SUCCESS

StrengthsQuest Education: Center for Leadership staff offered more than 20 presentations to various entities, reaching more than **450 students.**

Leadership Education: Center for Leadership staff offered 32 presentations to various entities, reaching **1,800 students.**

Inaugural Student Leadership Institute: The inaugural Student Leadership Institute was co-sponsored by the MultiCultural Center, Fraternity & Sorority Life, University Housing, New Student & Transition Programs, Student Affairs Vantage Point Funds, Career Services Diversity Fun, and the Community Fund.

EMERGING LEADERS SERIES

Emerging Leaders Series (ELS) process prepares students to apply leadership and StrengthsQuest knowledge to career and internship opportunities

100 students completed the ELS in 2017-2018, compared to 90 in 2016-17

EMERGING LEADERS SERIES GRADUATES REPORT THE FOLLOWING GAINS
(1= STRONGLY DISAGREE AND 4= STRONGLY AGREE):

I CAN COMMUNICATE A PERSONAL LEADERSHIP PHILOSOPHY
BEFORE ELS: 1.84
AFTER ELS: 3.46

I FEEL CONNECTED TO A COMMUNITY OF CAMPUS LEADERS
BEFORE ELS: 2.04
AFTER ELS: 3.25

I CAN DESCRIBE LEADERSHIP THEORIES AND MODELS
BEFORE ELS: 1.39
AFTER ELS: 3.23

I AM AWARE OF MY OWN LEADERSHIP COMPETENCIES
BEFORE ELS: 2.34
AFTER ELS: 3.46

I UNDERSTAND THE CONNECTIONS BETWEEN MY INDIVIDUAL STRENGTHS AND LEADERSHIP
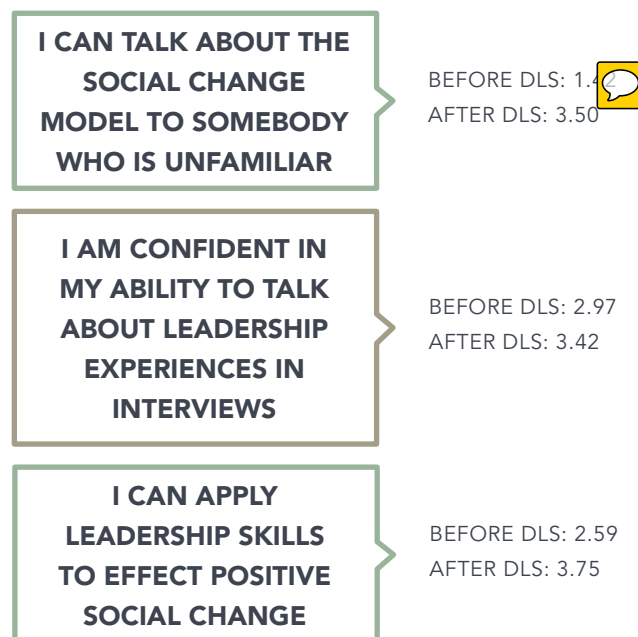BEFORE ELS: 2.33
AFTER ELS: 3.67

DEVELOPING LEADERS SERIES

Developing Leaders Series (DLS) process prepares students to apply leadership and StrengthsQuest knowledge to career and internship opportunities, to foster social change

10 students completed the Developing Leaders Series

DEVELOPING LEADERS SERIES GRADUATES REPORT THE FOLLOWING GAINS
(1= STRONGLY DISAGREE AND 4= STRONGLY AGREE):

I CAN TALK ABOUT THE SOCIAL CHANGE MODEL TO SOMEBODY WHO IS UNFAMILIAR
BEFORE DLS: 1.42
AFTER DLS: 3.50

I AM CONFIDENT IN MY ABILITY TO TALK ABOUT LEADERSHIP EXPERIENCES IN INTERVIEWS
BEFORE DLS: 2.97
AFTER DLS: 3.42

I CAN APPLY LEADERSHIP SKILLS TO EFFECT POSITIVE SOCIAL CHANGE
BEFORE DLS: 2.59
AFTER DLS: 3.75

Student Leadership Institute

## DAY 1: FRIDAY, JANUARY 26, OPEN ACCESS LEADERSHIP CONFERENCE

More than 150 students registered

19 different breakout sessions hosted by students, staff, faculty, alumni, and community partners on topics ranging from running effective meetings, inclusive language and leadership, conflict management, teambuilding, and more

Extended Inclusive Communication Seminar breakout session hosted by the National Center for Conflict Resolution

87.2% Of attendees agreed or strongly agreed that the Student Leadership Institute allowed them to build or **strengthen leadership skills**
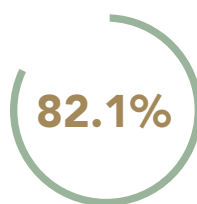
82.1% Of attendees agreed or strongly agreed that the Student Leadership Institute allowed them to **make connections with other student leaders**

87.2% Of attendees agreed or strongly agreed that they can **identify next steps for greater campus involvemen**t

89.7% Of attendees agreed or strongly agreed that they are **confident in their ability to apply the skills they learned in a leadership role**

94.9% Of attendees would **highly recommend attending the Student Leadership Institute** to a friend

"I loved this event! My group facilitator was amazing and helpful and got us right where we needed to go. I can't wait to attend this next year!"

"Loved the event! Well organized, professional yet approachable atmosphere, great presenters!"

"I really liked sitting with new people at lunch and learning about how they are involved."

"I think one inevitable challenge of gathering a group of leaders together is just that; we're all leaders. Luckily, in this community we are all also respectful leaders."

Student Attendee Quotes

DAY 2: SATURDAY, JANUARY 27, CAMPUS LEADERS RETREAT

26 students attended from more than 60 applicants

Students were split into four groups and spent the day designing action plans around campus climate and inclusion, action plans included:

Group 1

"Mustang Mentorship" was our winning group. Mustang Mentorship seeks to pair underrepresented students - first gen, low incoming, and students of color - with mentors at Cal Poly in order to increase a sense of belonging and access to campus resources.

Group 2

Sought to utilize students' GE requirements to tackle hate speech. They are seeking to amend curriculum for COMS 101 courses at Cal Poly to focus on understanding hate speech and first amendment rights to give all students the tools to understand their rights and to challenge hate speech.

Group 3

PolyAware, seeks to create a peer-led inclusion and cultural awareness certificate at Cal Poly. This certificate will challenge students to increase their skills and awareness, while demonstrating to others the value of these skills.

Group 4

Seeks to make sure students stay connected after WOW. By bringing diverse resources together, this groups hopes to ensure that all students 1) find a connection to a group or organization on campus that will support their identity development and 2) ensure that groups get the support they need to foster healthy identity development at Cal Poly.

They learned more about diversity, inclusion, and campus climate at Cal Poly

They plan to continue to work on implementing their action plan after the event

100%
Of attendees agreed that

The event helped them strengthen their leadership skills

They would highly recommend the Student Leadership Institute campus leaders retreat to their friends

They developed strategies for influencing positive change at Cal Poly

Engaging Partners to Ensure our Future Success

Collaborated with faculty from Honors, RPTA, Safer, Economics, PULSE, and others to facilitate StrengthsQuest and leadership education to students throughout the year.

Provided 52 leadership and StrengthsQuest workshops, many to campus organizations, educating more than 2,200 students

Inaugural Student Leadership Institute engaged 18 presenters from on and off-campus and was collaboratively planned with partners from Housing, NSTP, FSL, and the MCC.

On-going: outreach to Cal Poly alumni to establish partnerships and build a pool of alumni mentors for students in the Emerging Leadership Certificate process. Currently, connected with more than 70 alumni. Looking to expand alumni mentor opportunities in 2017-2018

On-going: Planning for the second Student Leadership Institute. Feedback from the event was gathered from students, staff volunteers, and presenters.

Bringing the Division's Core Values to life during the past year

CHAMPIONING THE STUDENT

StrengthsQuest education aim to equip students with the tools they need to reach their full potential.

20 presentations to various entities, reaching more than **450 students.**

The Emerging and Developing Leadership Certificate processes aim to engage students in a program to support their success at Cal Poly and beyond.

1/4 of participants identify as first-generation students

EMERGING & DEVELOPING LEADERS SERIES GRADUATES REPORT THE FOLLOWING GAINS
(1= STRONGLY DISAGREE AND 4= STRONGLY AGREE):

I HAVE A STRONG SENSE OF SELF-CONFIDENCE

BEFORE ELS: 2.80
BEFORE DLS: 2.75
AFTER ELS: 3.15
AFTER DLS: 3.08

I FEEL CONNECTED TO A COMMUNITY OF CAMPUS LEADERS

BEFORE ELS: 2.04
BEFORE DLS: 3.25
AFTER ELS: 3.25
AFTER DLS: 3.92

I CAN COMMUNICATE A PERSONAL LEADERSHIP PHILOSOPHY

BEFORE ELS: 1.84
BEFORE DLS: 2.50
AFTER ELS: 3.46
AFTER DLS: 3.5

CREATING VISIONARY PROGRAMS AND SERVICES

Launched the Student Leadership Institute to support student leadership development and empower student leaders to tackle campus climate issues. This program engaged more than 150 students over two days.

Continued the Developing Leadership Certificate, targeting intra- and interpersonal development, cultural understanding, social responsibility, and practical competence. The Developing Leadership Certificate is only open to students who have completed the Emerging Leadership Certificate.

100 students completed the Emerging Leadership Certificate, demonstrating large, positive gains in leadership skill development and ability to apply personal StrengthsQuest themes to leadership and career contexts.

SUSTAINING MEANINGFUL PARTNERSHIPS AND COLLABORATION

RPTA 257 collaboration

Each quarter the Center for Leadership facilitates StrengthsQuest education and a leads a workshop on personal values and leadership

Honors program

The Center for Leadership provides training for student leaders in various Honors program roles (peer mentors and TAs), facilitates leadership exploration for students in Honors 100, and has a partnership with the program so Honors students may participate in the Emerging Leadership Certificate process in order to complete certain Honors extracurricular requirements.

Provided **more than 50** StrengthsQuest and Leadership Education presentations to various groups including: AmeriCorps, Quarter Plus Learning Assistants, More than a Motto, Human Resources Management Association, Change the Status Quo, ASI Student Government, WOW Leaders, Honors Peer Mentors, Honors 100 TAs, Greek Student Leaders, and more, reaching more than 2,200 students.

CULTIVATING CONTINUOUS LEARNING

Concepts of continuous learning and leadership development are interwoven throughout aspects of the Center for Leadership's leadership competencies. Emerging and Developing Leadership Certificate curricula and individual workshops address these concepts:

EMERGING & DEVELOPING LEADERS SERIES GRADUATES REPORT THE FOLLOWING GAINS
(1= STRONGLY DISAGREE AND 4= STRONGLY AGREE):

I CAN IDENTIFY CAMPUS RESOURCES FOR CONTINUED LEARNING AND INVOLVEMENT

BEFORE ELS: 2.41
BEFORE DLS: 3.00
AFTER ELS: 3.38
AFTER DLS: 3.75

PROMOTING ETHICS, INTEGRITY AND RESPECT

Concepts of ethics, integrity, and respect are interwoven throughout aspects of the Center for Leadership's leadership competencies. The Emerging and Developing Leadership Certificate curricula and individual workshops address these concepts:

EMERGING & DEVELOPING LEADERS SERIES GRADUATES REPORT THE FOLLOWING GAINS
(1= STRONGLY DISAGREE AND 4= STRONGLY AGREE):

I CAN IDENTIFY MY OWN LEADERSHIP VALUES

BEFORE ELS: 2.72
BEFORE DLS: 3.25
AFTER ELS: 3.63
AFTER DLS: 3.75

I HAVE STRONGER TEAMWORK OR INTERPERSONAL SKILLS

BEFORE ELS: 2.96
AFTER ELS: 3.44

PROMOTING AND SUPPORTING DIVERSITY AND A CLIMATE OF INCLUSION

Cultural Understanding is a core competency of the Emerging and Developing Leadership Certificate processes. Students who completed the Emerging and Developing Leadership Certificates engage in personal identity exploration and education around power and privilege. Data demonstrates:

EMERGING & DEVELOPING LEADERS SERIES GRADUATES REPORT THE FOLLOWING GAINS
(1= STRONGLY DISAGREE AND 4= STRONGLY AGREE):

I UNDERSTAND THE ROLE OF CULTURE AND IDENTITY IN LEADERSHIP

BEFORE ELS: 2
AFTER ELS: 3.3

I CAN APPLY LEADERSHIP SKILLS TO EFFECT POSITIVE SOCIAL CHANGE

BEFORE ELS: 2.83
BEFORE DLS: 2.59
AFTER ELS: 3.51
AFTER DLS: 3.75

I AM COMFORTABLE TAKING ABOUT POWER AND PRIVILEGE

BEFORE DLS: 2.92
AFTER DLS: 3.59

I CAN ARTICULATE THE RELATIONSHIP BETWEEN SOCIAL IDENTITIES AND SYSTEMS OF POWER AND PRIVILEGE

BEFORE DLS: 2.83
AFTER DLS: 3.67

Center for Leadership's support of the President's Vision 2022 for Cal Poly:

CREATING A VIBRANT RESIDENTIAL CAMPUS

Established partnerships with RPTA 257, the Honors program, Economics 303, Business 100, and University Housing as a way to connect leadership development to the academic experience

Helping students frame their skills from the Emerging and Developing Leadership Certificate on applications for other opportunities on campus (i.e. orientation leader) to demonstrate the necessity of leadership as a core part of the Cal Poly experience

ENHANCING STUDENT SUCCESS

Grew the Emerging Leadership Certificate program to support student leadership development, the Emerging Leadership Certificate, targeting intra- and interpersonal development, cultural understanding, social responsibility, and practical competence.

- 100 students completed the Emerging Leadership Certificate, demonstrating large, positive gains in leadership skill development and ability to apply personal StrengthsQuest themes to leadership and career contexts.

- All participating students were paired with an alumni mentor, providing opportunities for career exploration and to connect campus leadership experiences to their career goals.

Continued the second tier of our workshop series aimed at supporting student leadership development, the Developing Leadership Certificate, targeting intra- and interpersonal development, cultural understanding, social responsibility, and practical competence.

- 10 students completed the Developing Leadership Certificate, demonstrating large, positive gains in leadership skill development and ability to apply knowledge of the Social Change Model to leadership and career contexts.

CREATING A RICH CULTURE OF DIVERSITY AND INCLUSIVITY

Cultural Understanding is a core competency of the Emerging and Developing Leadership Certificate processes. Students who completed the Emerging and Developing Leadership Certificates engage in personal identity exploration and education around power and privilege.

EMERGING & DEVELOPING LEADERS SERIES GRADUATES REPORT THE FOLLOWING GAINS
(1= STRONGLY DISAGREE AND 4= STRONGLY AGREE):
Securing the financial future of the university.

I UNDERSTAND THE ROLE OF CULTURE AND IDENTITY IN LEADERSHIP

BEFORE ELS: 2.59
AFTER ELS: 3.39

I CAN APPLY LEADERSHIP SKILLS TO EFFECT POSITIVE SOCIAL CHANGE

BEFORE ELS: 2.83
BEFORE DLS: 2.59
AFTER ELS: 3.51
AFTER DLS: 3.75

I AM COMFORTABLE TAKING ABOUT POWER AND PRIVILEGE

BEFORE DLS: 2.92
AFTER DLS: 3.59

I CAN ARTICULATE THE RELATIONSHIP BETWEEN SOCIAL IDENTITIES AND SYSTEMS OF POWER AND PRIVILEGE

BEFORE DLS: 2.83
AFTER DLS: 3.67

Inclusivity is the foundation of the Student Leadership Institute. In addition to having several breakout sessions focused on inclusive leadership during the first day of SLI, the entire second day engaged students in action planning around campus climate and inclusion.

SECURING THE FINANCIAL FUTURE OF THE UNIVERSITY

Engaged more than 60 alumni and corporate connections and shared the Center for Leadership's sponsorship plan with those partners.

The Center for Leadership hosted "An Evening with Captain Sully" to engage new partners and secure new financial opportunities

DEVELOPING A GREATER CULTURE OF TRANSPARENCY, COLLABORATION AND ACCOUNTABILITY

Continued our faculty, staff, and partner newsletter (includes alumni and off-campus partners) to share updates about Center for Leadership programs and assessment.

Currently compiling a comprehensive report on the 2017-2018 academic year to share with students and partners and publish on the Center for Leadership website.

Once results from the 2018 Multi-Institutional Study of Leadership are public, the Center for Leadership staff will share results with faculty, staff, students, and relevant off-campus partners.

Center for Leadership's contributions to CSU System-wide initiatives:

GRADUATION INITIATIVE 2025

Emerging Leadership Certificate

On-going community building and leadership skill development for a small cohort of students. High touch oversight with all participants, including twice-quarterly check-ins with professional staff to discuss academic and leadership progress. All participants are paired with alumni mentor to provide academic, career, and leadership guidance and mentorship. Students build relationships with other students, get connected to campus and community resources through a day of service and exposure to campus leadership roles, and engage in on-going skill development and reflection. Many first year students share that the Emerging Leaders program is the first program that helped them feel a sense of "home" or community at Cal Poly.

Developing Leadership Certificate

On-going community building and leadership skill development for a small cohort of students. High touch oversight with all participants, including twice-quarterly check-ins with professional staff to discuss academic and leadership progress. Students build relationships with other students, get connected to campus and community resources through a day of service and exposure to campus leadership roles, and engage in on-going skill development and reflection

Peer Leader Program

High touch oversight with all student volunteers (Peer Leaders), including discussion of GPA, and academic and professional goals. Students are very engaged in the Center for Leadership, facilitating leadership and StrengthsQuest education for students, leading committees, and helping with general administrative tasks. All Peer Leaders are graduates of the Emerging Leadership Certificate program. Program facilitates community building and a sense of belonging among Peer Leaders and on-going education provides support for personal success, cultural competence and social justice advocacy, and inter- and intrapersonal skills.

Accessible Technology Initiative

The Center for Leadership is working to update our website to be more accessible. Additionally, the Emerging and Developing Leaders Series syllabi have statements about requesting accommodations to ensure full participation in the series for all students.

Community Service Learning

The Emerging and Developing Leadership Certificate processes challenge students to apply leadership skills to foster positive social change. Additionally, all students participating in the Emerging and Developing Leaders Series engage in a day of service, connecting students to local community agencies and providing opportunities for service learning.

Cornerstones

Learning for the 21st Century: The Center for Leadership focuses on helping students build essential skills for success at Cal Poly beyond. The focus on StrengthsQuest education helps students identify personal talents and the integration of leadership competencies across intra- and interpersonal development, cultural understanding, social responsibility, and practical competence help students identify and build skills outside of their academic expertise to ensure graduates are prepared to lead in the face of ambiguous and new challenges.

Institutional Integrity, Performance, and Accountability: The Center for Leadership follows appropriate policies and guidelines to ensure ethical practices. The collection and dissemination of results related to student learning and leadership development ensures that stakeholders understand how and where resources are being utilized. Finally, exploring personal values and integrity is a core aspect of student leadership education, ensuring that Cal Poly students can understand and contribute as ethical and accountable members of society.

Quality Initiatives: The Center for Leadership utilizes research and best practices (Multi-Institutional Study of Leadership, best practices as shared in journals and at conferences, and through benchmarking) to design, expand, and review programs and practices. The Center for Leadership uses data (as shared above) to justify existing programs and expand offerings.

Center for Leadership's Priorities for the next Two Years

- Increase the number of Emerging Leaders Series graduates.

- Increase the number of Developing Leaders Series graduates.

- Continue the Student Leadership Institute and increase number of participants

- Expand the number of alumni mentors to better represent all colleges and increase mentoring opportunities.

- Increase alumni and corporate giving to the Center for Leadership.

- Develop and a lunch a third tier of the leadership certificate process, focused on social justice and/or global leadership.

- Increasing the responsibility and autonomy of the Peer Leader program in regard to supporting the Center for Leadership's leadership and StrengthsQuest education and social media/outreach.

- Grow the Peer Leader program to provide more opportunities for student leadership education and involvement.

- Increase outreach and partnerships with faculty and staff across campus.