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Proposing a Center for Leadership and Creativity

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To learn more about the Center for Studies in Creativity and its educational programs, research, and resources, go to creativity.buffalostate.edu.

Proposing a Center for Leadership and Creativity

by

Jessica S. Murfin

An Abstract of a Project

in

Creative Studies

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Master of Science

May 2019

Buffalo State

State University of New York

Department of Creative Studies

ABSTRACT OF PROJECT

Proposing a Center for Leadership and Creativity

Leadership and creativity are vital skills for everyone to have in what is now a very competitive and dynamic world. Whether in business or in personal life, these skills can help individuals reach their highest potential. Employers, especially, are finding it increasingly difficult to find employees with these important skills. Academic institutions are simply not preparing students (i.e., future employees) well enough. This is an issue that needs to be remedied as soon as possible. In this project, I am proposing a Center for Leadership and Creativity to be housed on the Western Oregon University campus in Monmouth, Oregon, under the advisement of the future Organizational Leadership Department. This center will address many of these needs for students, faculty, staff, and community members by providing resources, training, and potentially consulting services in leadership and creativity. The goal of this center will be to begin bridging this gap by preparing individuals with the necessary leadership and creativity skills to succeed in their future professional (and personal) endeavors. It is also the goal of this center to become a well-known, well-respected academic and practitioner resource—the first of its kind—in this region of the state of Oregon. The final outcome of this project will be a comprehensive, institution-branded, professional, business-style report to be presented to the Western Oregon University administration and other deciding bodies.

Keywords: creativity, leadership, center, leader development, training and development

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Dr. Sue Keller-Mathers
Associate Professor
International Center for Studies in Creativity

5-16-19

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Student

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Proposing a Center for Leadership and Creativity

In this paper, I will be outlining my Master's Project, which will be a proposal for a Center for Leadership and Creativity (CLC) at Western Oregon University (WOU) in Monmouth, Oregon.

SECTION ONE: BACKGROUND TO THE PROJECT

In this first section, I will outline the purpose and description of the project, including relevant background information, key stakeholders, and the ways in which I will use creative problem solving to accomplish my goals. Next, I will describe the rationale behind why I selected this project to be the focus of my Master's Project.

Purpose and Description of Project

There are myriad reasons for this project, which I will begin to enumerate in the following paragraphs. WOU is a small state university that is dedicated to student success and continued growth in the coming years. Nestled in a small town, WOU struggles to remain competitive with nearby universities. Just a few miles away from WOU is Oregon's state capital, Salem, which is home to Willamette University. Roughly double that distance is Corvallis, which is home to Oregon State University. In order to remain competitive, WOU has committed to several key initiatives to help it grow in size and better serve its student population. While there are many ways WOU is accomplishing this, I will focus in this paper on those that are particularly relevant to my project.

The most substantial and important of these initiatives is an Organizational Leadership Master of Arts (OLMA) program which has just passed its final accreditation process and is launching Fall 2019. WOU is currently lacking in a central campus location that celebrates and is dedicated to leadership. In fact, the Organizational Leadership Department (OLD) does not yet

exist. However, now that the OLMA is fully accredited, the OLD is expected to be able to be fully established and thus can begin the process of putting down its roots on WOU's campus and within WOU's academic culture. For many years, WOU has had an Organizational Leadership minor within the Division of Behavioral Sciences. However, with the OLMA now fully accredited and the OLD soon to form, all Organizational Leadership (OL) courses will be transferred to this new department, separate from Behavioral Sciences as a stand-alone division. Thus, the establishment of a center is not only timely, but will also add weight, formality, and greater presence to the OLD.

While the OLMA will be offered primarily online, other OL courses and, eventually, an OL undergraduate degree, are slated to be offered beginning as early as Fall 2019. The undergraduate degree is still a few years off, but as of this writing, two OL First Year Seminar (FYS) courses and one OL course for working adults in Salem I recently proposed have been accepted and will be offered next academic year. Therefore, the timing of the proposal, development, and establishment of a campus center for the OLD seems particularly fortuitous and important.

The creation of a proposal for the CLC will utilize my own creativity and the creative problem solving process in a number of ways. First, nothing like this exists on campus. There are various centers, but none like what I have in mind and am hoping to propose. A quick, preliminary search of campuses in the United States also showed little in the way of similar centers to what I am proposing, though some campuses had various components that were similar. A more extensive search will be conducted in the near future to learn more about what other universities may be doing in this area. Second, since the OLMA has just been passed and the OLD does not yet exist nor have a campus home, this is a prime opportunity to do some

problem-finding and information gathering to determine how a center might best serve both the OLMA and the OLD. In addition, as I foresee it being utilized not only by students and faculty/staff but also by community members, a needs analysis and additional problem-finding and information gathering will be required to make sure the center is as multifunctional and multipurpose as possible, right from its very beginnings. Third, designing the proposal will require my own creativity in ideation, graphic design, stakeholder analysis, and brainstorming and preparing ways to overcome possible obstacles and objections while increasing the likelihood of gaining buy-in from administration and other deciding individuals.

I have several key learning goals for this project. First, I want to find out what other campuses are doing. This is a component of the independent study I am doing this Spring term with Dr. Gerard Puccio. For this project, I want to delve deeper into learning about schools that have similar centers than my independent study will require. In addition, my independent study findings will further inform my project in the sense that from learning about what other campuses are doing in terms of offering creativity and leadership curriculum, especially through such centers, I can better guide my proposal of what might be offered through WOU's CLC.

Second, I aim to develop knowledge about the specific process of creating a center at WOU by interviewing those who have done so. Third, I want to identify possible spaces that could be used for the CLC and determine how to go about proposing them as possibilities to the deciding bodies. Fourth, through the process of developing my proposal, I endeavor to be learning about how to create compelling proposals in general, through the use of visuals, stories, branded graphic design elements, and an emphasis on WOU's return on investment (ROI).

Finally, I want to develop my confidence and leadership skills in this area by spearheading this project. I am a new faculty member, though also a former student, trying to

establish myself as a valuable asset to WOU. While intimidating, I also believe that I do bring some level of expertise to this project from my previous Master of Arts in Positive Organizational Psychology and Evaluation and this current Master of Science in Creative Studies. By working on this project and coming up with a high-quality proposal, I hope to not only show WOU that I have something special to offer, but also potentially secure myself a more stable position at the university by having a position as director of the center as part of my academic duties. This, in turn, would allow me to continue pursuing my passions of mentorship, teaching, training and development, leadership, and creativity in many ways.

Rationale for Selection

The timing of this opportunity and my master's project was, to be honest, one of the more compelling reasons to choose this project. However, there are numerous other reasons why I have chosen this project as "the one." In my last two years of graduate school at Claremont Graduate University (CGU), I began to really enjoy the process of focusing on organizational leadership, leader development, and consulting with local businesses. While I am mostly enjoying being a professor, I also know that this is not the only thing I want to do. I already find myself missing working with organizations in the community. I believe that WOU and the CLC could be of great benefit to students, faculty/staff, and community members/local businesses. In fact, I foresee the CLC being a go-to organization of its own for organizations extending far beyond those that are in the local area. In sum, one of the major motivating factors for me choosing this project is that it will be a direct opportunity, if accepted, to do more of what I love. I foresee it being a place where I can mentor students, students can mentor each other and gain valuable skills themselves, workshops can be held, faculty/staff/community members/businesses can benefit, and out of which those who desire to do so can begin consulting with organizations

in the surrounding area. Not only would this increase WOU's bottom-line, but also allow an additional income stream for those who are involved.

This project also allows me to return to another passion of mine: designing physical spaces. I used to want to be an architect and interior designer/decorator. While those pursuits have long been abandoned, I have always loved the idea of starting with a blank space (or even just the possibility of one, as is the case with this project), and creating something out of this nothing. I do this every time I move to a new apartment. The thought of creating something out of nothing and turning it into something that can hold so much benefit for WOU, individuals utilizing the space and its services, and organizations, brings a deeply gratifying sense of meaning, purpose, and added motivation to making my idea a reality. While this may be a stretch, I can foresee many great things developing from the CLC, that could enrich WOU, the local communities, and outer lying areas.

As previously mentioned, Salem, the state capitol, is just a few miles away. I have already spoken with two higher-level directors within the Division of Consumer and Business Services and they were incredibly excited to learn about my educational background. I did not even mention the center, but I have a feeling that similar enthusiasm and interest would surface were the CLC to be established. Other local businesses have also informally expressed interest in consulting services, making the creation of the CLC all the timelier. Finally, I recently created a mind map of ideas I had for the CLC, what its function and offerings would be, and how it would benefit the OLD and OLMA, WOU, and even the Salem area (see Appendix A).

As a way to promote and further establish the OLD and OLMA, the CLC may also bring in additional revenue and notoriety for WOU through proposed workshops, certificate programs, and various consulting services. In turn, the CLC and its offerings will benefit students,

faculty/staff, and surrounding community members/organizations by giving them valuable knowledge and skills in the areas of leadership and creativity that may bring profound gains personally and/or professionally.

Finally, I have always enjoyed graphic design and my passion for putting together reports, proposals, training manuals, and other related documents has exponentially increased over these past few years through my experiences consulting with organizations through my various universities and having to produce branded reports. Creating similar documents for my classes and other personal and professional endeavors has added to this passion. So, in essence, getting to create the physical report will also allow me to further explore this area of my own creativity and interest, ending up with a document I am proud of and which can be added to my professional portfolio to show what I am capable of creating.

SECTION TWO: PERTINENT LITERATURE

In this section, I will endeavor to identify supporting literature for my project, as well as key individuals and other resources that may be beneficial in the development and refinement of my project and its proposal. This section will highlight some key works, with full citations found in the references section at the end of this document. However, this list is not exhaustive. It is only preliminary as I am still somewhat unsure what types of supporting literature and other resources would be most relevant to my project.

Identify Pertinent Literature or Resources

Some of the major bodies of literature that underscore the need for and importance of what this center could provide include those that argue for organizations and institutions of higher education to focus on the development and enhancement of leadership and, most especially, creativity, as 21st century skills. There are a number of articles from previous papers I have written that underscore the need for creativity to be added into higher education and trained in organizations. One of the most pertinent to my project is that of Puccio (2015). Here, he highlights the need for creativity skills to be trained in higher education in order to best prepare students for what organizations need from them. In fact, the Bloomberg Job Skills Report (Levy & Cannon, 2016) identified creative problem solving, leadership skills, strategic thinking, and communication to be highly sought after by employers, and yet sorely lacking in both current and prospective employees.

Florida and Goodnight (2005) also emphasize the need for more individuals in organizations with the ability to think creatively in order to help these companies thrive in a dynamic, competitive, global climate rife with the need for nearly constant innovation. Specifically, they state that, "A company's most important asset isn't raw materials,

transportation systems, or political influence. It's *creative* capital—simply put, an arsenal of creative thinkers whose ideas can be turned into valuable products and services" (Florida & Goodnight, 2005, p. 125). The CLC will help to provide this type of training to students, faculty/staff, and surrounding community members and businesses, where they might not otherwise have access to such training.

This leads in to the next area of supportive literature: the efficacy of creativity training, to underscore the argument that creativity and creative problem solving are skills that can be taught (Puccio, Firestien, Coyle, & Masucci, 2006; Rose & Lin, 1992/1984; Scott, Leritz, & Mumford, 2004a, 2004b), which is not something of which the WOU administration may be aware. Indeed, even leadership development and training and development literature would be relevant here to highlight the best way to go about structuring and delivering training for leadership purposes in general, and change leadership or leadership for creativity and innovation, specifically. While using leader development and training and development literature in depth might be beyond the scope of my project, I may keep it in mind to look into if needed to support my ideas for workshops and other training programs through the CLC.

This is an area where my independent study will inform this part of my project as I learn what other schools are doing either on their campuses in general, or specifically through centers similar to the CLC (e.g., The Hive of the Claremont colleges). I plan to reach out to the appropriate centers and institutions to find out more information from them, making them invaluable resources. In addition, a psychology faculty member at WOU recently established the Psychology Peer Advising Center and has agreed to chat with me about what was required and what the process was like for proposing and setting up a center specifically at WOU. This information will, undoubtedly, prove invaluable as WOU is my target institution and she has

first-hand experience. A WOU student in my Psychology of Creativity class is also eager to share her expertise and knowledge about possible spaces and resources available in the campus library. She was ecstatic to hear about my project and has a great deal of information she would like to share with me that sounds like it may be of great use. Some potential university contacts and other resources could be the following:

- Sheridan College

- The Hive, Claremont Colleges

- University of California Santa Barbara, Center for Creativity Studies

- International Center for Studies in Creativity, Buffalo State College

- Psychology Colleague, Western Oregon University, Director of the Psychology Peer Advising Center

- Library staff member and student, plus other library staff and administration

- Previous Master's Projects—some of which I have already accessed and others that may be of interest, but I have yet to peruse. The projects that I did look over for the initial assignment for this class are listed below, with full citations in the references section at the end of this document.

  o Rivera, M. J. (2011). The application of creative leadership skills in the education and mentoring of social entrepreneurs: A graduate level course.

  o Schnapp, C. R. (2018). A new model for creative education.

  o Steele, A. (2006). Developing a program for creative leadership training and education phase I: A model and strategies for implementation.

Finally, gaining a firmer and deeper understanding of all of the key initiatives WOU is currently pursuing and hopes to pursue in the future would also give me a better idea of how to

make a stronger argument for rationale and ROI. The best person of whom to begin asking these

questions is my colleague and faculty advisor, Dr. David Foster. He is also the program director

for the OLMA. Not only could he give me a more thorough and comprehensive understanding of

how the CLC could best fit with the OLD and WOU initiatives, he would also be able to tell me

to whom else I should speak for further information and a better understanding of WOU's goals.

SECTION THREE: PROCESS

In order to achieve the goals I have for my Master's Project, I will need to set a clear and reasonable timeline for all of the necessary work so that I can keep myself on track. In this section, I will lay out this proposed plan and timeline, as well as set out some preliminary ideas for how best to evaluate my final product.

Plan to Achieve Your Goals and Outcomes

The final result of this project will be a comprehensive and compelling proposal for the CLC at WOU. This will be in the form of a professional business report. This proposal will be submitted to Dr. Foster for the purposes of this project. Feedback from him (and potentially others) will be used to refine and polish the version that will then be presented to WOU administration and deciding bodies. In order to make sure there is time for feedback and reflection about my proposal in time to write Sections 4-6, a proposed due date of the presentation to be given to Dr. Foster will be tentatively set as April 10, 2019. That allows him the weekend to look it over and provide feedback and two weeks for my own write up and reflection for use in my final paper.

This proposal will be done in the style of a professional business report, branded to the colors, themes, and logos of WOU. I will be utilizing a variety of creative problem solving tools and techniques in order to create this proposal. As mentioned previously, I have already used mind mapping to begin fleshing out what components the CLC will contain and what services it will provide, as well as who it will serve and in what ways. I will be engaging in a great deal of problem-finding and information gathering behaviors as I begin to further clarify and refine the ideas I have for the CLC. I will also be engaging in ideation to include lots of different ideas and perspectives for what the CLC could be and provide. I will be gathering feedback from others to

help me evaluate and further develop my ideas for the CLC. Finally, I will be creating the proposal, which will be an externalization and prototyping process of my ideas. If the plan gets accepted, I will move into implementation. Even before this, however, I will have to think in terms of how I would implement the plan were it to be accepted, how to gain buy-in, and how to overcome potential obstacles so that those components may be included in my proposal and possible presentation to the deciding bodies of WOU or as an added component in an appendix section.

This plan directly ties to my desired outcomes for this project and my hopes for its future development. Ideally, after receiving feedback from Dr. Foster, other potential stakeholders involved (but not yet the full administrative WOU deciding bodies), my master's program cohort, my sounding board partner, and Dr. Keller-Mathers, I can make necessary adjustments and refinements to my final proposal before submitting it for final approval.

To continue my project after the end of this master's project course, I will be formally submitting my proposal to the WOU administration and deciding bodies for consideration and hopefully acceptance. In addition, if a more formal presentation is required, I will be assembling a WOU-branded PowerPoint slide deck and rehearsing my presentation with Dr. Foster (and potentially others) to prepare for the formal presentation to the WOU administration. If the CLC proposal is accepted, I will ideally be spending a portion of the summer getting the CLC set up and ready to open for business beginning in Fall 2019 for the 2019-2020 academic year.

Project Timeline

The table below lists out the key activities in which I will be engaging in order to successfully complete my CLC proposal, my master's project, and this course. The estimated hours may or may not reflect the actual amount of time spent completing each activity.

Item	Action needed	Deadline	Estimated Hours
Concept Paper Draft	Write up draft of concept paper	February 11th	20 hours
Full class Meeting	Blackboard Collaborate Ultra online meeting with class	February 23rd	2 hours
Concept Paper Final	Write final draft of concept paper, including receiving and incorporating feedback from sounding board partner	February 25th	10 hours
Comprehensive search of universities with centers for leadership and/or creativity as part of Spring 2019 Independent Study	Internet search and creation of a spreadsheet	February 25th	10 hours
Initial literature search and review	Research and review PsycINFO database, books, Master's Projects, etc.	February 25th	5 hours
Contact WOU faculty and staff who can offer guidance	Email or speak in person to set up interviews	February 25th	1 hours
Full class meeting	Blackboard Collaborate Ultra online meeting with class	March 2nd	2 hours
Contact select universities with applicable centers	Email and/or phone calls to set up interviews	March 4th	3 hours
Conduct interviews with key WOU individuals	Interview individuals	March 4th	3 hours
Conduct interviews or with universities with applicable centers	Interview individuals via email and/or phone calls	March 8th	5 hours

Sections 1-3	Write sections 1-3	March 11th	10 hours
Full class meeting	Blackboard Collaborate Ultra online meeting with class	March 30th	2 hours
Proposal for CLC	Create business-style proposal branded to WOU	April 10th	30 hours
Submit proposal to Dr. Foster for feedback	Submit draft of completed proposal to Dr. Foster to get feedback	April 10th	1 hour
Sections 4-6	Write sections 4-6, including proposal revisions	April 29th	30 hours
Final Project	Complete final draft of project, ready for submission	May 8th	20 hours
Final presentation of project to cohort	Created and posted to Blackboard	May 15th	2 hours
Upload final project	Upload final project to Digital Commons	May 16th	1 hour

Evaluation Plan

The most important outcome of this project is the written proposal for the CLC. This is the vital deliverable that I need to have completed by the end of this project. Therefore, the major evaluative component of this project will be the successful completion of this proposal. I will know I am successful in my endeavor when a high-quality, WOU-branded, business-style report has been completed. While the CLC may not be a new and original idea in more general terms, it represents originality as far as I currently know at the level of a university, originality as far as WOU is concerned (i.e., it has never existed there before), and originality for me as this is not something I have ever created anywhere else. Giving myself the April 10th deadline to submit my

proposal draft to Dr. Foster and others will help me to begin winding down the process of developing my proposal. Getting feedback on this draft will help me to focus in on refining and polishing my proposal. This will allow me time to make my proposal even better before submitting it to WOU administration. It will also allow me time to reflect on my learnings from the project, my proposal, and the feedback I have received in time to include these insights and learnings in the final sections of my master's project write up. However, I have many plans beyond just this proposal and this class, as I have articulated. Therefore, I hope very much that the project will not end simply because this class ends. For the purposes of this class, however, a polished draft of the proposal will be my culminating outcome and my stopping point.

SECTION FOUR: OUTCOMES

The process of working on this project and proposal has been illuminating, challenging, intimidating, overwhelming, and deeply rewarding. I ended up involving a whole team of individuals from across campus, some of whom I had never met or worked with. In the following section, I will lay out the incredible journey upon which I embarked when I set out to do this project and develop my proposal for the Center for Leadership and Creativity (CLC).

Researching Other Centers

After researching multiple universities in the United States and Canada to find a representation of the type of center I was hoping to create, I discovered that, unless I had missed it somehow in my searching, nothing like what I hoped to accomplish existed. This was both terrifying and exciting. It was terrifying because it meant that I would have to create this idea from scratch, without a template, structure, or model to guide me. It was exciting because I felt like I was doing something truly innovative. I found centers for creativity and innovation and centers for leadership, but I did not find centers that did both in the way that I envisioned.

Interviews and Meetings

One of the very first meetings I had was with my colleague, Dr. Foster. I wanted to get his input and feedback about the mission, goals, and direction of the center. I also wanted to know how it might incorporate aspects of the Organizational Leadership Master of Arts (OLMA) program (e.g., alignment with competencies), the Organizational Leadership Department (OLD) once it is formed, and the university's strategic plans. From our conversation, the concept for the CLC took on even greater complexity but also started to come together even more cohesively than it had previously. We also realized that we had both been so focused on the creativity side of the CLC that we had begun to neglect the leadership side. In addition, we realized that there

was an office on campus that did some work in the leadership realm and already had online resources, an on-campus presence, and potentially some programs of which we might be unaware. We decided it would be best to take a step back and speak with this office to not only make sure we were not going to be stepping on any toes with the CLC, but also to see if there might be an opportunity for collaboration. If some programs and resources already exist, it would be great to incorporate them rather than build our own from scratch.

We met with the Associate Director of the Student Engagement Office (SEO). We were both mindful of the potential for this meeting to go either way, so we carefully pitched our idea. The outcome of that meeting was better than anything I could have imagined. Not only did she absolutely love our ideas and the concept of the CLC, she was actually relieved and excited about the possibilities it could hold for leadership programming the SEO had in place but was struggling to be able to offer. Due to limited time, space, and resources, the SEO was having a difficult time being able to serve the student population in ways they hoped and desired, and the CLC offered potential for a space, student coaches, greater access to resources, and a stronger presence that could help reach a wider student population.

I also interviewed a psychology colleague who had recently proposed and launched the Psychology Peer Advising Center (PPAC). She was a great resource for information about how different centers on campus worked, the student/faculty compensation models upon which they operated, and the process of proposing a center at WOU. From her, I learned that the process was much more informal than I had originally anticipated, which was a relief. I was still determined to produce a WOU-branded proposal for the Dean of Liberal Arts and Sciences (LAS) in order to present a polished, professional document to increase the likelihood of the CLC being accepted, but I also realized it could be less formal than I had originally envisioned it might need to be. In

sum, my conversation with my psychology colleague clarified what I needed to do, provided additional infomration I had not previously considered, and boosted my confidence that my proposal was going to be impressive and have a chance to be accepted and the CLC approved. She also advised us to start small and build from there, expanding as we showcase the CLC's value and potential. Further, she connected me with her PPAC co-advisor, another psychology colleague, to get additional information about the PPAC's faculty and student compensation model, as well as information regarding a job description, recruitment strategy, and application and interview documents to help us with the process of creating similar items for the CLC.

One of the outcomes of this interview and subsequent discussions with Dr. Foster was that the CLC would be most successful if it happened in phases. We have identified three phases for the purposes of our initial proposal, with Phase 1 including already established resources and programming, Phase 2 including projections for what we would like to include within the next two years, and Phase 3 including projections for where we see the CLC heading within the next five years. Specifically, our initial goal was to get a space we could allocate for the CLC so that we could build on existing resources and structures we already had in place. For instance, we already have leadership and creativity assessments and classes offered through the Behavioral Sciences Division. We have an Organizational Leadership (OL) minor, also through the Behavioral Sciences Division, and we now have the OLMA. Partnering with the SEO's established programs and resources is also building on a currently operating foundation. Once we have a space and can officially open the CLC and showcase its value, we can continue to build it out by adding components and offerings in future phases (e.g., featured speakers series, certificate programs, workshops, etc.). More information and a visual example of these phases can be seen in the proposal (see Appendix C).

Dr. Foster and I met with a student of mine as well, who was a staff member in the library. She had been inspired by my ideas for the CLC and thought that the library might be the ideal place for such a center. She gave us a wonderful tour of the available spaces and resources in the library and connected me with her boss, who would be able to answer additional questions regarding potential long-term use of library space. I emailed her boss and set up a meeting with him, Dr. Foster, and another library administrator who had greater decision-making power regarding space allocation.

Our meeting with the library staff resulted in an outcome I could have hardly imagined. First of all, I had anticipated that finding a space would take months and be the most difficult part of the process. Second, I felt as though I was going to have to really "sell" the idea of the CLC and while that initially felt like the case, I quickly realized that the questions the library staff were asking about our plans, proposed activities, and so on were to help us find the best location that would serve us, students, and the library equally well. We ended that meeting with an entire section of the library to potentially call our future home, beginning Fall 2019. The library staff also offered to help us set up the space and to donate a four foot by 8 foot white board we can use for mind maps, brainstorming, storyboarding, workshops, training programs, and anything else we might like to use it for. In addition, they donated a rarely-used locking cabinet with shelf space for us to keep our supplies (e.g., LEGO pieces, white board markers, colored pencils, post-its, etc.) and to house a collection of creativity and leadership books for students to reference. The space also has a cozy area to collaborate, a larger table with chairs for group meetings, and three computers where Dr. Foster and I hope students will be able to do research for projects and eventually work through online training modules for leadership and creativity. The library staff also gave us a clear idea of items that we would have to purchase,

which helped immensely with creating a budget. These items included LEGO pieces and a sign

holder for information about the hours and offerings of the CLC.

Regarding budgeting, Dr. Foster and I met with WOU's new grant writing expert, with

the hopes that there might be some funding available for the CLC. While it does not look like

this will be the case, this staff member is going to help us with the budgeting process for the

CLC, incorporating his expertise. This meeting will be happening after the conclusion of this

project, so I have included a preliminary budget draft in the full proposal for the CLC. The CLC

will be happening in phases, so the budget presented is just for phase 1 (see Appendix C).

SECTION FIVE: KEY LEARNINGS

I have learned so much from doing this project. As mentioned earlier, I learned that what Dr. Foster and I are hoping to create is not common on college campuses, which will help to set us apart from other universities and give us added distinction among somewhat similar centers. This is exactly what we would like to have happen, especially since the OLMA has been approved and officially launches Fall 2019, curriculum and a specialized creativity and innovation track will be proposed for the OLMA in June, plans for an undergraduate creativity minor and certificate are in the works, and hopes for an OL bachelor's degree are also on the horizon. With the CLC launching in Fall 2019, along with the launching of the OLMA, additional credibility, momentum, and importance should be added to the desire and potential for the OLD to finally, officially form.

When I started this project, I had no idea how collaborative this process was going to end up being. Where Dr. Foster and I thought we would have to do much of this on our own, we were both surprised by the desire to share resources and already established programs, best practices, lessons learned, and other valuable information. We are excited about the possibilities of including even more campus offices and academic faculty and departments in collaborating with the CLC to extend their programming and outreach. Through this process, we were able to network with multiple locations and staff/faculty across campus, not only increasing the awareness of the CLC, but also helping me to build important connections with these other stakeholders.

Another surprise learning for me was how well-received our ideas for the CLC would be. As Dr. Foster and I had hoped and predicted, the creation of the CLC is extremely timely with the current transitions and growth the university is experiencing. However, I had imagined that I

would have to work harder to sell the idea. Instead, all we had to do was share our vision and show our genuine passion and excitement for the possibilities, along with a large dose of humility, curiosity, and eagerness to engage feedback and collaboration from others, and the CLC essentially sold itself. It was as though people have been longing for such a place and concept but did not know how to articulate either their desire or what they felt was needed. Each time we spoke to individuals about the CLC, the reaction was consistent: excitement, relief, and immediate support.

I am hoping the Dean of Liberal Arts and Sciences will agree and will green light the CLC to launch in the fall as planned. In fact, Dr. Foster and I just recently ran into Western Oregon University's (WOU) president and we informally told him about our ideas for the CLC. He absolutely loved the idea and would like to include it in the design of a new building WOU is planning that will house multiple student services and centers. He shares our grander vision of the CLC, complete with meeting space, offices, and a place for workshops and classes. Eventually, Dr. Foster and I will pass on the completed proposal for the CLC to his office as well, to further cement the idea in his mind and to make it even more likely that he will include it in the final plans for the new student services building. This is truly just the beginning of an incredible process of growth, possibility, and limitless potential.

SECTION SIX: CONCLUSION

I am extremely grateful to Dr. Foster and his involvement in this process. Because of his connections and knowledge of university procedures, offices, and politics, he helped make the entire process go much more smoothly than it might have had I tried to tackle this endeavor on my own, especially being a new faculty member and a relatively unknown entity on campus. At the time of this writing, we are awaiting final approval from the library for the use of the space, a more complete budget from the grant writing expert, and an opportunity to present our proposal to the Dean of LAS for official approval. All of these things will occur after this master's project is set to be due, but I am confident that the CLC will be having its grand opening this coming fall.

Future directions for this project include recruiting and interviewing at least one student leadership and creativity coach who will hold walk-in hours at the library location (assuming approved use of the space). We also need approved funding to be able to purchase our desired supplies (e.g., sign holder and LEGO pieces). This summer will likely be spent preparing the library space (again, assuming approval) for the CLC's opening, creating a marketing campaign and online presence, and training our selected student coach. I will also be applying for a course release so that I can be the CLC's director. If all of this moves in the direction that Dr. Foster and I are hoping, it also means that it could open up an entirely new and exciting career path for me. As much as I love psychology and have deeply appreciated the challenge and opportunity to be teaching some of our general psychology courses, I have missed getting to focus more on organizations and leadership. My Psychology of Creativity class has satisfied much of my desire to focus on creative problem solving (CPS), and two courses I have proposed for next year have been approved and will focus on CPS, but I also miss my training and facilitation roots. One of

the things I have also enjoyed as a professor is mentoring students, so being the CLC's director will allow me to do even more of this. I am also hoping to eventually transfer to the OLD once it is established, being borrowed back to the psychology department for Psychology of Creativity and Positive Psychology when needed. I am hoping that my involvement with and direction of the CLC will help this become an even more likely reality.

In sum, I feel as though this master's project has been an incredible success. Not only have I learned a great deal about proposing a center on campus, which was one of my initial learning outcomes and goals, I have also created a proposal I can be proud of. While minor revisions will need to be made as we get closer to the actual proposal of the CLC to the Dean of LAS, the version that I have created at the time of this writing (see Appendix C) is exactly the type of proposal that I envisioned creating when this project began. I have also stretched my own creative problem solving skills as I met and collaborated with others on campus and the idea of the CLC continued to evolve and be refined. Finally, I have succeeded in increasing my leadership skills through meeting with multiple stakeholders who sometimes had competing perspectives and agendas, as well as through having to continually pitch the idea of the CLC to those with whom Dr. Foster and I met.

This project has taken me out of my comfort zone multiple times and helped me to both stretch my wings and find firmer footing as a faculty member at WOU. I am eagerly looking forward to the possibilities that the proposal and eventual creation of the CLC has to offer WOU's students, faculty, staff, and community members. I am also eager to see what the future holds for me professionally as I transition to being the director of the CLC and, along with Dr. Foster, one of its driving forces as it continues to grow and evolve over the coming years. The possibilities are truly endless.
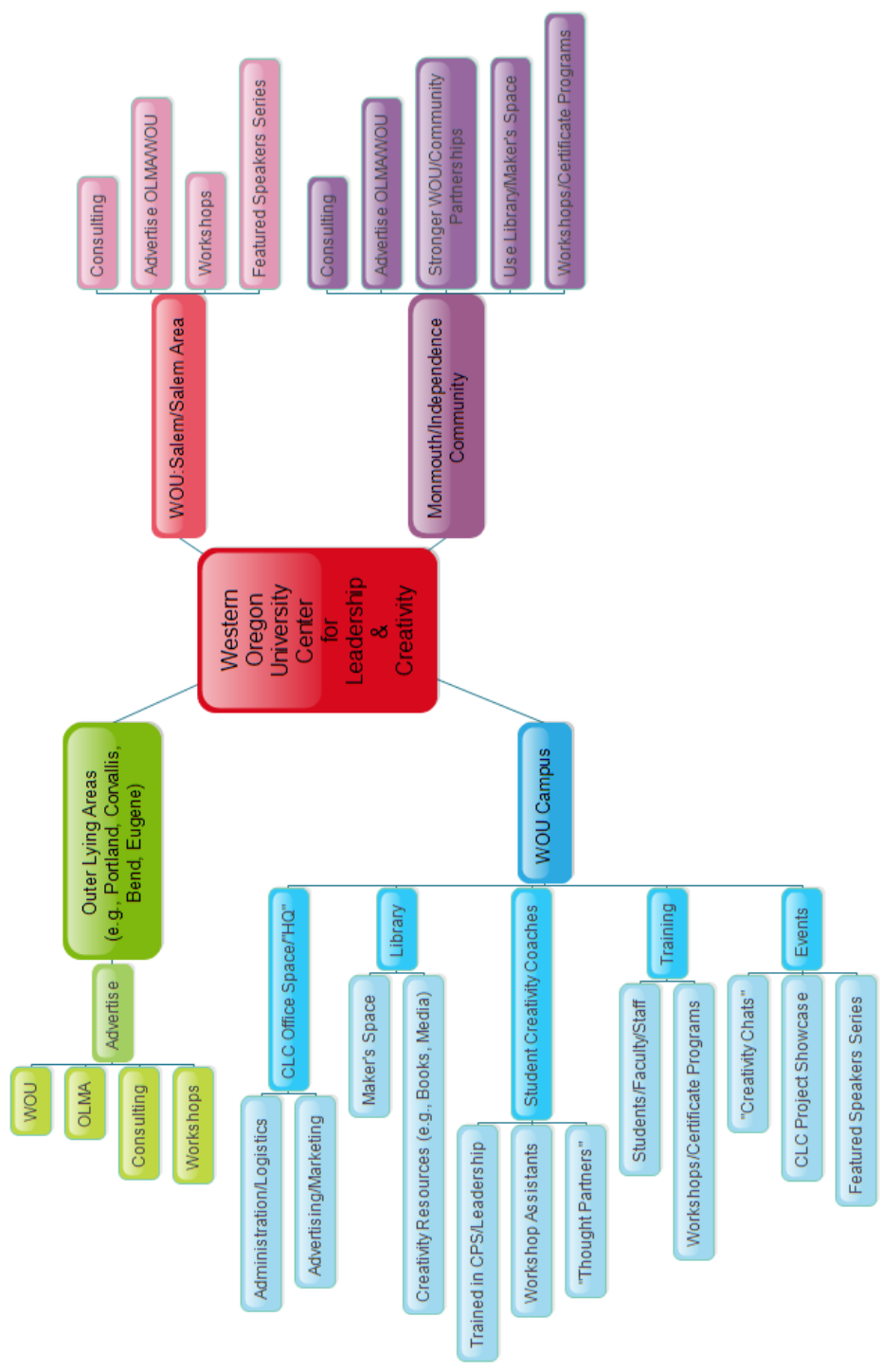
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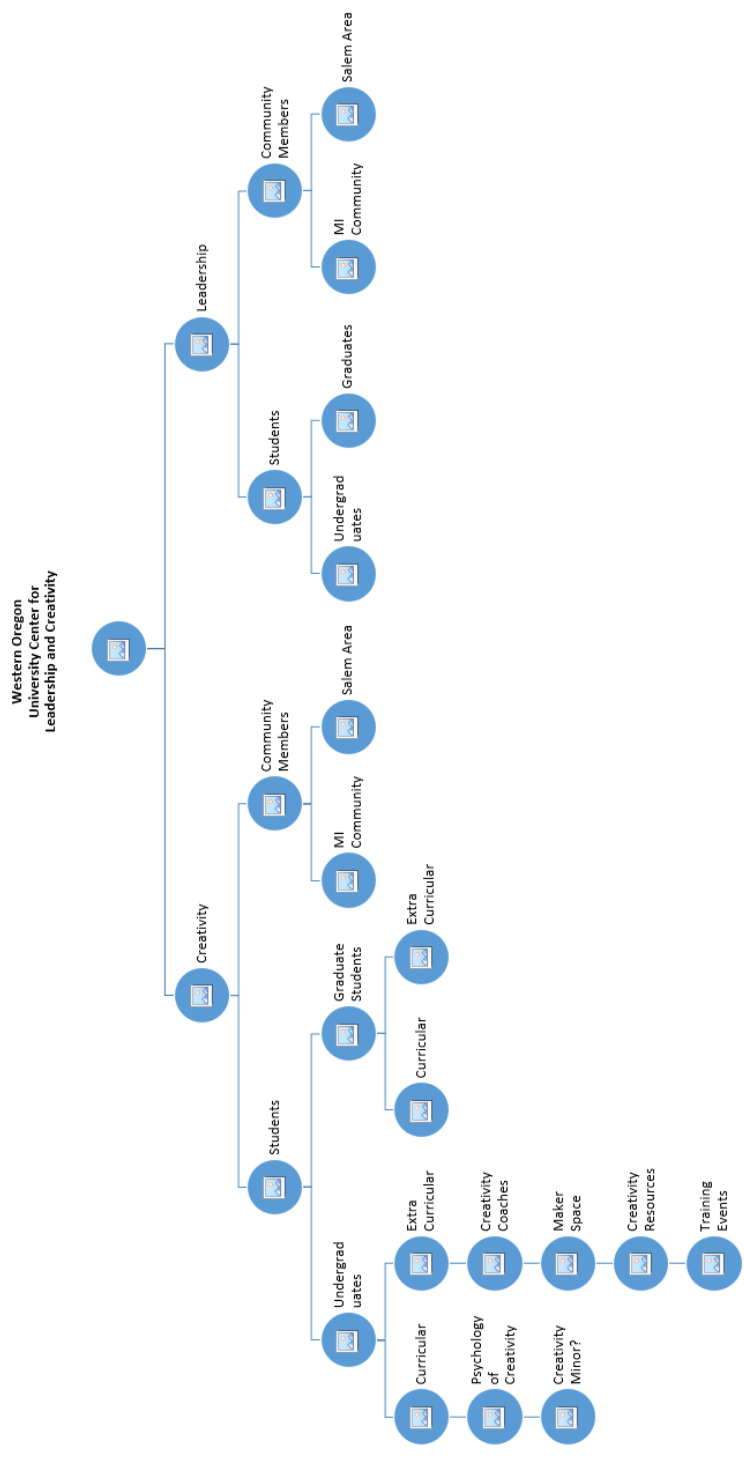Scott, G., Leritz, L., & Mumford, M. (2004b). Types of creativity training: Approaches and their

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Appendix A

Appendix B

Western Oregon
University Center for
Leadership and Creativity

Leadership

Community
Members

Salem Area

MI
Community

Students

Graduates

Undergrad
uates

Creativity

Community
Members

Salem Area

MI
Community

Graduate
Students

Extra
Curricular

Curricular

Students

Undergrad
uates

Extra
Curricular

Creativity
Coaches

Maker
Space

Creativity
Resources

Training
Events

Curricular

Psychology
of
Creativity

Creativity
Minor?

Appendix C

CLC Proposal DRAFT

Western Oregon UNIVERSITY

The Center for Leadership and Creativity

Charting New Paths

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TOGETHER WE
SUCCEED

Executive Summary

The mission of the Center for Leadership and Creativity is to be the premier location for leadership and creative problem solving training for students, faculty, staff, and community members.

Western Oregon University (WOU) is currently undergoing a powerful, dynamic, and exciting change, enabling it to better accomplish its mission to "create lasting opportunities for student success through transformative education and personalized support" and move it closer to its vision of being "Oregon's campus of choice for students, faculty and staff who seek a student-centered learning community" (Western Oregon University (WOU) Strategic Plan Committee, 2016, p. 4). The Center for Leadership and Creativity (CLC) is a critical resource to support WOU in achieving this mission and vision by empowering students, faculty, and staff through leadership training and creative problem solving tools—vital competencies to gain and maintain a competitive academic and professional edge in the 21st century.

Why WOU? Why now? Why the Center for Leadership and Creativity?

According to the Bloomberg Job Skills Report (Levy & Cannon, 2016), creative problem solving, strategic thinking, leadership, and communication skills are among the most desired skills by employers, but also some of the most difficult to find in potential and current employees. Since these skills are necessary for students' future occupational success, it is incumbent upon WOU to develop these competencies, as well as to provide faculty and staff with the knowledge, tools, and resources to meet their own organizational challenges and needs. The CLC will provide education and support to build these skills, providing personal and professional growth and development.

The CLC will support WOU in achieving this goal and its vision of "adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs" and "connecting students with communities through engagement in service, experiential learning, creative problem-solving opportunities and co-curricular collaborations" (WOU Strategic Plan Committee, 2016, p. 4).

What is the Center for Leadership and Creativity?

The Western Oregon University Center for Leadership and Creativity is a vibrant hub of ideas, knowledge, collaboration, and personal and professional development for students, faculty, staff, and community members. Potentially nestled in a quiet alcove of Hamersly Library, visitors will find a treasure trove of resources and inspiration. Whether they need help with an individual assignment or a group project or are simply curious about the creative process or their own potential as a leader, the Center for Leadership and Creativity has something to offer everyone.

A Conceptual Model of the CLC

Connecting to Western Oregon University's Strategic Plan

The Center for Leadership and Creativity would help WOU achieve the following strategic initiatives:

- I.1.2 Strengthen and centralize programs and practices that support academic achievement for all students.

- II.4.1 Promote academic array that provides distinctive, high-quality programs.

- II.4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.

- II.4.4 Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.

- II.5.1 Create opportunities for all undergraduate programs to include high-impact activities that support achievement of undergraduate learning outcomes.

- II.5.2 Create opportunities for all graduate programs to include high impact activities that support attainment of graduate learning outcomes.

- II.5.4 Promote enhanced communication and collaboration between staff and faculty pertaining to student excellence.

- III.1.3 Develop experiential and co-curricular activities that provide appropriate accommodations for faculty, staff and students.

- III.3.1 Expand activities and partnership with local and regional organizations.

(WOU Strategic Plan Committee, 2016, p. 7-10)

A Multi-Phase Proposal

Phase 1

[Beginning Fall 2019]

In Phase 1, the CLC will provide the following services:

- Creativity:
  - Creativity coaches – undergraduate students that have been trained to help others work through the various steps of the creative problem solving process
  - Creative behavior strengths assessment and development modules
  - Creativity resources:
    - Access to all library materials and library staff to aid in information gathering
    - Specific books/articles on creativity and the creative process
    - Access to tools in the DMC
  - Maker's space to assist in prototyping and evaluating creative ideas
- Leadership:
  - Leadership coaches – undergraduate students available to provide mentoring to other students (e.g., struggles working with others in group projects)
  - Online leadership assessment and development modules
  - Leadership resources:
    - Books and materials in library and in the CLC's private collection
    - Information about available curricular and extracurricular leadership opportunities on and off campus

These services will be available to all WOU students, faculty, staff, and community members with access to Hamersly Library.

Phase 2

[1-2 years]

A community of practice with student leadership and creativity coaches, leader development and creative problem solving modules, workshops, and eventually support for a creativity minor and a specialized Leading for Creativity and Innovation certificate track through the Organizational Leadership Master of Arts program.

Phase 3

[3-5 years]

An established and respected professional center and maker's space for students, faculty, staff, and community members to develop their leadership and creative problem solving knowledge, skills, and abilities to enhance their personal and professional lives, bringing lasting, positive change to their families, workplaces, and communities in the process. In this phase, the CLC will also support and connect to the Organizational Leadership Bachelor of Science degree, which is currently in development and projected to launch during this timeframe.

A Collaborative Effort Across Campus

The CLC will partner with the Student Engagement Office to extend their reach in terms of leadership programming and development. CLC is both open to and will strategically pursue future partnerships with other WOU offices and divisions.

Compensation Model

Students will earn course credit through "course-by-arrangement" agreements through the Organizational Leadership Department. Faculty will receive course release compensation for directing the CLC.

	Existing		Phase 1		Phase 2		Phase 3

Funding and Proposed Budget

Phase 1:

Item	Quantity	Price
Sign Holder	1	$200
LEGO	1 set	$25
Marketing	—	$50
CLC Director	1 course release	$4500
Student Coach	1 OL 406 Course, 1-credit	$100
4ft x 8ft White Board	1	Donated by library
Locking Cabinet/Bookcase	1	Donated by library
White Board Markers, etc.	—	Donated by library

Total: $4875

Phase 2 and Phase 3 budgets are currently under development.

Exciting Future Possibilities

- Featured Speakers Series
- Creativity Chats
- Creativity Assessments
- Leadership Club
- Leadership Assessments
- Personal and Professional Development Opportunities
- Leadership Opportunities
- Leadership and Creativity Coaches
- Leadership and Creativity Resources
- Workshops
- Certificate Programs
- Leader Development Modules
- Creative Problem Solving Modules
- Consulting Opportunities for Professors
- Community Partnerships
- Creativity Minor
- Organizational Leadership Bachelor's Degree
- Creativity and Innovation Track/Certificate through WOU's Organizational Leadership Master of Arts

A Possible Space

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I hereby grant permission to the International Center for Studies in Creativity at Buffalo State college permission to place a digital copy of this master's project (Proposing a Center for Leadership and Creativity) as an online resource.

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Jessica S. Murfin

5-16-19

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Date