**Engaging, Exploring and Elevating Student Leadership Development
at The College of William and Mary**

The Office of Student Leadership Development
December 2013

Introduction

There is no better place to cultivate student leadership development than at the College of William and Mary. The College is renowned for taking the lead in educational achievement and innovation. Our notable accomplishments include being: the first American college with a Royal Charter, the first Greek-letter society (Phi Beta Kappa, founded in 1776), the first student honor code and the first law school in America. The College has been called "the Alma Mater of a Nation" because of its close ties to America's founding fathers. We have a rich history of producing responsible and engaged citizens and an obligation to continue to do so.

The William and Mary vision statement implores us to cultivate the development of the next great leaders. It reads:

> *William & Mary redefines the academic community: building on more than 300 years of innovation and excellence, we break the boundaries between teaching and research, student and instructor, living and learning. People come to William & Mary wanting to change the world – and we do.*

As a new unit within Student Affairs (created in July 2012), it is vital that the Office of Student Leadership Development defines and shares with stakeholders our current and future initiatives. We believe that leadership can be learned. We believe the skills of leadership can and should be practiced. We believe it is not just about a position that you hold. We believe it is critical for students to have increased opportunities - because our world needs more people who have the skills and ability to provide positive change in the communities, causes and organizations in which we all live.

Our office seeks to support and diffuse leadership across the campus so that we are supporting our students at the highest level to be the change agents the world needs them to be. No matter their particular path, students will accumulate an understanding of leadership theory, gain exposure to best leadership practices, participate in mentorship experiences and explore personal reflection opportunities. These initiatives will be designed to guide our students toward a fuller sense of self as a leader through a William and Mary leadership model.

Setting the Context

In June 2012, Vice President Ambler announced a reorganization of the Division of Student Affairs with outcomes intended to enhance the way we support leadership development at William & Mary. The vision for the Division of Student Affairs is "*to create an engaging learning environment where community is strengthened and individuals flourish.*" In order to more effectively support the vision, the Office of Student Activities was merged with the Office of Student Leadership Development. In regards to the Student Affairs reorganization, Vice President Ambler shared:

> *"This is an exciting time for Student Affairs – and we arrive at this juncture after several years of deliberate conversation, strategic planning, and visioning. We've affirmed our core values and we've aligned ourselves with the College's future goals (as articulated in the strategic plan and the campaign priorities). My goal is to promote strong collaborations in our division through new, thematic units that will serve students and promote their success and personal growth. Those thematic units are (1) Health and Wellness, (2) Campus Living, (3) Student Engagement and Leadership, (4) Student Support/Dean of Students, and (5) Career Development."*

The Office of Student Leadership Development is housed within the thematic area of Student Engagement and Leadership to more intentionally forward student leadership development outcomes. Our approach is now rooted in theory and informed by research and practice. In order to truly learn leadership, students must work with others and we must elevate the support provided to them in the areas where they are learning and practicing leadership. To that end, we have created a more effective staffing structure in order to strengthen the resources and advising we provide to students and we have created a new mission statement that will inform our work.

Our mission statement is:

> *At William & Mary, we believe that student leadership development is a cornerstone in supporting our students to become engaged citizens. Student leadership involves cultivating a frame of mind for exploring self, others and community. Leaders develop a skill set to adapt to change, craft creative solutions, and seize opportunities. Leaders are moved by what they care about to make the world a better place.*

Our purpose is to help students engage, explore and elevate the entirety of their college experience so that they may flourish as individuals and become life-long contributors to strengthened communities. We support the William and Mary experience as a "360° Education" - where our office contributes to student learning and success.

Our Framework

In order to understand leadership at William and Mary, one must know what is meant when we say we want to "develop leadership" in our students. Quite simply, we want our approach, programs, advising and regular interactions to help foster effective leadership in our students. We want students to have an increased awareness of themselves and their strengths, values and opportunities to contribute. We want students to live according to their values and beliefs. In order to accomplish this, we need to cultivate individuals who can effectively engage with others, capitalize on difference and improve the effectiveness of the groups with which they are involved. We need to ignite within our students a sense of urgency and responsibility to be change agents and engaged citizens. The world needs more individuals who can effectively craft creative solutions that support positive change - we will work to develop this skill set in our students.

Our goals and outcomes (APPENDIX A) have been driven by the most current research and high-impact practices that forward socially responsible leadership. "Leader" and "leadership" have many meanings. Our goal is to provide building blocks that allow students to explore, improve and reflect upon their leadership capacity and efficacy. This exploration must be grounded in theory that is tied to the missions of the College, the Division of Student Affairs, and the Office of Student Leadership Development.

We will utilize the Social Change Model (APPENDIX B) as the primary framework to help students explore and develop leadership. The central principles associated with the Social Change Model hold that leadership is a purposeful, collaborative, values-based process that results in positive change. Leadership is a process that includes all people - not just those in positions of leadership. We will work to advance the idea that while "positional leadership" can be important, it is not the only option for forwarding attention to the things people care about. Positive change is the ultimate end goal and we all have the opportunity to be involved in the process of creating collaborative positive change. Our approach will challenge the assumption that leadership is a mystical opportunity granted only to the charismatic extrovert and help students recognize that leadership qualities and skills can be learned, practiced and developed over time. Our programs will be sequential and developmental in nature in order to recognize that leadership interventions must be matched with an individual's developmental readiness. Additionally, we know that in order to be successful, leadership efforts at William and Mary must be diffused across campus. Leadership isn't owned by the Office of Student Leadership Development. We will strive to work collaboratively with other departments and areas to support student leadership outcomes.

 Current State

At the completion of the fall 2013 semester, the Office of Student Leadership Development has made great strides in laying a solid foundation for our work. Assessment and recommendations from the Vice President's Working Group for Student Leadership Development informed the creation of a theory-based mission statement for the office (referenced above). Proposed staffing changes were approved and implemented to better serve students, organizations and leadership development. In August 2013, two new staff members were hired to serve as front-line coordinators in Fraternity/Sorority Life and Event Programming. The Assistant Director positions, which previously oversaw these two areas, were promoted to Associate Directors and the scope of their responsibilities was increased to work directly with student government and our 375+ clubs and organizations in order to increase advising, resources and support for all students engaged in leadership endeavors. The Associate Directors will work alongside the Director to forward overall student leadership programs and initiatives at William and Mary.

One of the very best leadership practice fields students can have within higher education is through the connection and engagement of a student organization. Perhaps greater than any other experience, student organization involvement (whether in formal leadership positions or

general membership) allows exploration of self, others and community so that there may be contribution to positive change. Our name change (from the Office of Student Activities to the Office of Student Leadership Development) reflects our new focus on leadership as the primary outcome for co-curricular involvement. We are committed to significant improvement of our advising, support, and resources for student involvement experiences.

Through the creation of a new mission to inform our work and implementing staffing structure changes to better serve students, we have had the opportunity to create several high impact changes in the last year. They include:

- *Shirley Hollen Leadership Summit* held in February 2013 with Julie Owen, PhD (William & Mary '93) serving as facilitator.
- **Renovation to the 2nd floor of the Campus Center Ballroom area and creation of the CORT.** (Campus Organizations, Resources and Training). The renovated CORT features an open, welcoming center where students can access leadership resources and develop materials to strengthen their organizations and events.
- **Expansion of the CORT to physically house the office's Scheduling & Student Organization Support Services**. This physical move brings additional resources directly to the students and creates an even more vibrant area for our organization leaders to gather.
- **Increased resources for student organizations**. New initiatives including the CORT Courier (a monthly newsletter for recognized clubs/organizations) and the "CORT Series for Organization Leaders: Workshops to Help You Be A Better Leader for Your Organization." This series, added in fall 2013 includes six workshops/semester offered for organization leaders to better serve their groups.
- **Expansion of the Student Leadership Foundation (SLF) Program**. Beginning in spring 2014, this program for freshmen and sophomore students will offer several enhancements including a mentoring component for each individual in the program as well as a leadership project to be implemented by every participant. The mentoring component will connect them with professional leaders on campus and will be in congruence with research that identifies mentoring as a high impact practice in leadership development. The SLF Project will be a tool for students to create positive change in a community, cause, or initiative that they care about while also teaching them the process for positive change so that it can be replicated in future endeavors.
- **Evolution of The Women's Leadership Program.** This program is now a credit-bearing course entitled "Women in Leadership: Explorations of Self and Society" and was successfully co-taught by Dr. Jodi Fisler and Elizabeth Miller in the fall 2013 Semester.
- **Inaugural session of the Engaged Leader Series**. The Engaged Leader Series seeks to "*inspire students toward effective leadership and responsible citizenship"* and will feature the talents and contributions of William and Mary Alumni and friends. This initiative will continue as a regular featured program.

- **Promotion and support for leadership courses with connection to the mission of SLD**. We are excited to help promote credit-bearing courses currently offered through other departments that align with our efforts:
    - Leadership in Community Engagement (Porter/Stelljes)
    - Leadership in Public Service (Alexander/Webb-Robers)
    - DC Summer Institute: Leadership & Community Engagement (Stelljes)
- **Implementation of LeaderShape, Inc. Catalyst Program**. The Catalyst is a program offered by LeaderShape, Inc. a not for profit organization committed to developing young adults to lead with integrity; this program has been facilitated by LeaderShape at nearly 100 institutions of higher education in North America. 60 students will be chosen through an application process for this March 2014 program.

The current state of the office is informed by our knowledge of our students as well as the critical values of the Social Change Model (APPENDIX). We know William and Mary students are committed, caring, and high achieving. We also know that they are very tied to the notion of position. Our future efforts will evolve to help them see leadership in any place that they are working collaboratively with others to develop these critical values and enact positive change. For some, this will mean recognizing that they have a voice and influence and encouraging them to pursue it. For others, it will mean helping them to drill down on the one or two areas where they want to have an impact while facilitating the understanding that too much breadth of involvement and extended commitment can actually undermine leadership development. As a residential institution with passionate and involved students who want to change the world and over 375 clubs and organizations, we have great opportunities to continue to forward the practice field of student leadership development.

Future Growth and Next Steps:

As a result of intentional planning and assessment in our first year as a department, we recognize that we must continue to cultivate opportunities as a university to effectively teach and practice socially responsible leadership. We have talented students who ARE impacting society, but imagine the opportunities that could evolve if we were intentionally supporting students in their leadership development opportunities rather than merely hoping they will gain skills because of their experiences. Moving forward, our plans include the following programs and initiatives:

- **Creation of a Leadership Advisory Board.** A board comprised of faculty, alumni, students, and staff) will work to elevate the scope and impact of student leadership development initiatives.
- **Creation and implementation of *Leadership Impact Grants.*** These grants will promote the leadership experiences of students seeking to forward a positive social change outcome.
- **Development of intentional opportunities for reflection and skill/knowledge application**. This includes reflection on self, others, and community. This reflection must include the mechanisms to help students articulate what they are learning through

their experiences and how they will apply this increased self-knowledge to future experiences. These reflection opportunities will be offered in multiple forms including writing, portfolio/co-curricular transcript, discussions, or interviews. These intentional reflection opportunities will lead to increased partnerships with the Cohen Career Center to more effectively support career development for undergraduate students.

- **Expanded mentoring programs**. Mentoring is identified as a high impact experience that increases the leadership capacity of those individuals involved in mentoring relationships. The office will work to establish formal mentoring programs across campus to support student leadership outcomes.
- **Enhanced programs and resources for skill development.** Programs and resources will be developed to support students in increasing their ability to produce results and create responsible change. These will evolve to meet changing needs and specifically targeted audiences. Leadership development opportunities will be offered in ways that are sequentially and developmentally paced. Both active programs/experiences and passive resources will be created to support students engaging self-identified meaningful entry points.
- **Creation and implementation of an immersion leadership development experience.** The spring 2014 LeaderShape, Inc. Catalyst program will be a small scale opportunity to introduce campus-wide leadership development programming. The long term goal will be an annual, multi-day immersion leadership development experience.
- **Partnerships around socio-cultural difference**. Partnering with the Center for Student Diversity to increase opportunities for conversations around socio-cultural difference. Data and recommendations from the Multi-Institutional Study of Leadership indicate that engaging in conversations across difference creates the greatest increase in self-efficacy for leadership as well as personal growth.
- **Partnerships around flourishing and Authentic Excellence.** The Assistant Vice President for Health & Wellness for Student Affairs, Kelly Crace, will work with us to introduce values management and the Authentic Excellence model as a way for individuals to explore self and well-being.
- **Partnerships to benefit new students**. Collaborating with the Director of First Year Experience (a new position in Student Affairs in fall 2013) will allow us to deliberately infuse the introduction of leadership experiences directly to all new students.
- **Large-scale assessment and evaluation of student leadership**. This includes on-going participation in the Multi-Institutional Study of Leadership (MSL).
- **Training and development for staff and colleagues.** In order to help students to succeed in leadership, educators must become practitioners in the evolving field of leadership development. To that end, SLD staff members will participate in development and training that explores research based outcomes and elevates the importance of leadership infused into the work that they do every day. Staff will actively engage in sharing resources with colleagues across campus.
- **Involving Alumni.** Engaged philanthropy is a cornerstone for William and Mary. Initiatives in the Office of Student Leadership Development will cultivate opportunities for alumni involvement such as mentoring; the Engaged Speakers Series, etc.)

Conclusion:

In the coming year, we will forward these plans so that our students will graduate with a greater capacity to be leaders in their chosen careers and communities. We welcome your feedback on our direction as our plans evolve and we work to better serve and support student leadership development. We will depend on your time and talent to support our programs and initiatives. William and Mary students will be moved by what they care about to make the world a better place - and we look forward to supporting them in their efforts.

Appendix A:
Student Leadership Development Mission Statement and Theoretical Groundings
August 2013

At William & Mary, we believe that student leadership development is a cornerstone in supporting our students to become engaged citizens. Student leadership involves cultivating a frame of mind for exploring self, others and community. Leaders develop a skill set to adapt to change, craft creative solutions, and seize opportunities. Leaders are moved by what they care about to make the world a better place.

Our Theoretical Groundings Include:

Social Change Model – Astin, Higher Education Research Institute

Seligman's Wellbeing/PERMA

Adaptive Leadership - Heifetz

Leadership Identity Development Model

Boyer's Principles of Community

SELF	OTHERS	COMMUNITY	ACTION/POSITIVE CHANGE

Social Change Model
Seligman: Well
   Being/PERMA
Leadership Identity
   Development Model
   (LID)
	Social Change Model
	LID
		Social Change Model
		Boyer – Principles of
		Community
			Social Change Model
			Adaptive Leadership

Student Leadership Development Outcomes:

1. Students will develop an awareness of self and demonstrate a commitment to live according to their values and beliefs.

2. Students will engage in behaviors that improve group effectiveness by capitalizing on different perspectives.

3. Students will develop a sense of responsibility to become engaged citizens.

4. Students will develop a skill set to craft creative solutions that support positive change.

5. The office will support students and the community effectively, with a demonstrated commitment to efficiency and strong customer service.

For reference, the goals above are centered on Social Change Model and Mission for goals #1 (self); #2 (others), #3 (community); and #4 (action/positive change). Goal 5 will allow us to evaluate our "transactional" approaches and systems.

Understanding the Social Change Model of Leadership Development
Blueprint Leadership Development Program

As local and global social issues continue to emerge, a need for leaders of social change is vital. Empowering students to be social change agents can be a daunting task. Many leadership educators regard the Social Change Model as the leadership model for the 21st century. Its purpose is to mold the concept of leadership as an inclusive process by which change is effected for the betterment of others. It is a value-based model of leadership development that revolves around a core of service as the vehicle for social change.

The Social Change Model of Leadership Development was created in 1993 by the Higher Education Research Institute of UCLA in an effort to enhance student learning and facilitate positive social change. This model emphasizes the need to understand self and others in an effort to create community change. It is less about the leader and more about the leadership community. The model is inclusive in that it is designed to enhance the development of leadership qualities in all participants-those who hold formal leadership positions as well as those who do not. In this model, leadership is viewed as a process rather than as a position and the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service are explicitly promoted.
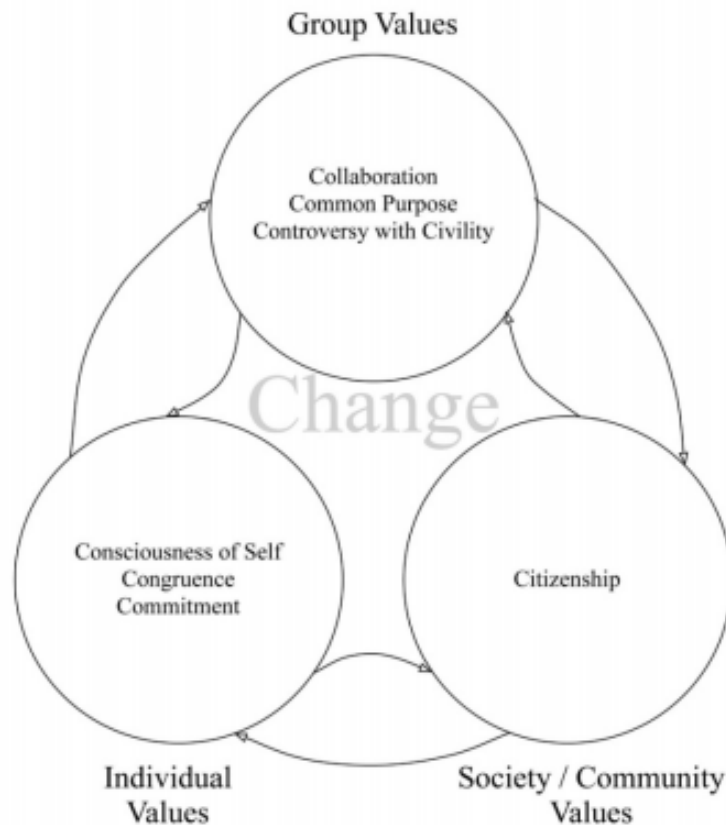
Since we believe a valuable approach to leadership development involves collaboration and concern with fostering positive social change, we embrace the way this particular model examines leadership development from three different perspectives or levels:

INDIVIDUAL	GROUP	COMMUNITY
What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?	How can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities (above) but also to effect positive social change?	Toward what social ends is the leadership development activity directed? What kinds of activities are the most effective in energizing the group and in developing desired personal qualities in the individual?

Values are core critical elements of the Social Change Model – specifically these seven:

Individual	**Consciousness of self**	Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action
	Congruence	Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty.
	Commitment	Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity, and duration.
Group	**Collaboration**	Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
	Common Purpose	Working with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken.
	Controversy with Civility	Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such difference must be aired openly but with civility.
Community	**Citizenship**	Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.

CHANGE, of course, is the value "hub" which gives meaning and purpose to the 7 C's. Change, in other words, is the ultimate goal of the creative process of leadership - to make a better world and a better society for self and others.

Group Values

Collaboration
Common Purpose
Controversy with Civility

Change

Consciousness of Self
Congruence
Commitment

Citizenship

Individual
Values

Society / Community
Values

The Critical Values of the Social Change Model	
INDIVIDUAL VALUES	
Consciousness of Self	Being self-aware of the beliefs, values, attitudes, and emotions that motivate you to take action. Being mindful, or aware of your current emotional state, behavior, and perceptual lenses.
Congruence	Acting in ways that are consistent with your values and beliefs. Thinking, Feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.
Commitment	Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but others can create an environment that supports an individual's passions.
GROUP VALUES	
Collaboration	Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.
Common Purpose	Having shared aims and values. Involving others in building a group's vision and purpose.
Controversy with Civility	Recognizing two fundamental realities of any creative effort: 1) that differences in viewpoint are inevitable, and 2) that such differences must be aired openly but with civility.
COMMUNITY VALUES	
Citizenship	Believing in a process whereby an individual and/or a group become responsibly connected to the community and to society through some activity. Recognizing that members of communities are not independent, but interdependent. Recognizing individuals and groups have responsibility for the welfare of others.
Since it is a key assumption of the SCM that the ultimate goal of leadership is positive social change, "change" is considered to be at the "hub" of the model	
Change	Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that change.

(Adapted from Higher Education Research Institute, 1996, p. 21; Tyree, 1998, p. 176; and Astin, p. 6-7)