Campus Life empowers students to discover and define themselves and their communities through advising, programs and resources.

How Do We Create a More Equitable Co-Curricular Experience?
Campus Life empowers students to discover and define themselves and their communities through advising, programs and resources.
Origin

In recent years, Washington University in St. Louis has been confronted with the acknowledgement of systematic oppression of race, class, gender, and homophobia embedded in the co-curricular experience of registered student groups.

In 2018, a comprehensive task force was charged with examining the Fraternity and Sorority Life community and established four recommendations. One of these recommendations identified the need for an examination and adjustment to the accessibility of these groups to marginalized populations as well as those who represent a lower economic standing.

In 2019-2020, Student Union (SU) Executive 53 Council advocated for internal reform of SU as a result of acknowledged racism and inequity within the 15 entities and 250 member governing body. Continuing the efforts of their predecessor, SU Executive 54 Council established equity as one of their three foci in their 2020-2021 goals.

In July 2020, the Sorority and Fraternity Life community was confronted with racist comments by a fellow fraternal member. This resulted in members within and out of the Sorority and Fraternity Life community sharing stories of systematic oppression and harm done by this community. In tandem, with the Sorority and Fraternity Life stories, Student Union was able to collect feedback regarding the Sorority and Fraternity Life community and shared their findings with the University in July 2020.

As a recognition of the student activism and in alignment with the national conversations occurring around these issues, the Campus Life staff is facilitating this outcomes oriented process to achieve tangible actions to change the culture around these issues within our co-curricular community. Through the creation of an environment that embraces social change driven by our students, our co-curriculum will reflect the values of our community for today’s students and future versions of our registered student groups.

Co-Curricular Advisory Board Purpose

The purpose of the Co-Curricular Advisory Board (CAB) is to explore the current infrastructure of our co-curricular experience at Washington University in St. Louis and assess how we can reimagine our processes, policies, and community development in order to embrace diversity, equity, and inclusion. Click here for the slide deck presented on 10.2.20.

Prompt

How do we create a more equitable co-curricular experience?

Timeframe

With our undergraduate experience being a four year cycle, to address the above prompt, Campus Life is asking of CAB to recommend a 3-4 year outcome oriented plan. In spring 2024, Campus Life will convene CAB to evaluate the co-curricular community progress, address current issues, and develop a 3-4 year outcome oriented plan focused on creating a more equitable co-curricular community.
Co-Curricular Advisory Board
September 29, 2020

Scope
CAB will be exploring the framework of the co-curricular experience defined by 450+ registered student groups at Washington University. This includes departmental; sororities/fraternities; and Student Union recognized groups.

Due to the scope of the work, additional stakeholders will be consulted by Campus Life staff. This includes but not limited to (1) faculty (2) staff (3) student groups/chapters (4) student group/chapter advisors (5) inter/national groups (6) alumni, and (7) St. Louis community partners.

Structure
- Required attendance
- 8 weeks long (synchronous and/or independent)
- 2 hours/week
- 5-8 students per small group breakout discussion
- Program oversight by an independent consultant
- Small groups may be facilitated by a university professional staff member, staff members will also be available for processing, reflection and brainstorming throughout the semester
- Each session will have an overview of concepts for context (30 minutes) and focused discussion and intentional outcome (60 minutes)
- Outside, student led, working groups will focus on developing an outcome oriented plan for specific areas of our co-curricular community (30-60 minutes)
- A proposed action plan submitted no later than December 4, 2020
- Campus Life will present next steps no later than February 1, 2021

Consultant Biography
Dr. Aeryel Williams will be working from October 5- January 9 as the project coordinator for the implementation and facilitation of the conversation regarding the ways in which we can make the co-curricular experience more equitable, including serving as the advisor for the Co-Curricular Advisory Board. Aeryel is affiliated with Zeta Phi Beta Sorority, Inc.

Dr. Aeryel Williams currently resides in Los Angeles, CA. She is a two time graduate of the University of Central Florida, earning a Bachelor’s in Interdisciplinary Studies ('12) and a Master’s in Nonprofit Management ('15) as a first-generation student. In addition to that, she also earned a Master's from Nova Southeastern University in College Student Affairs ('15). In May of this year, she successfully defended her dissertation for a Ph.D. in Higher Education Administration. She has previously worked with students through her work in diversity and inclusion, residence life, student leadership development, conduct, academic advising, and recruitment via supervising, mentoring, and organizational advising roles. Additionally, she has worked at several institutional types including PWIs, HBCUs, HSIs, as well as public, private and not-for-profit. She is very excited to join WASH U on this special project!
Co-Curricular Advisory Board Members

Elizabeth Ayorinde        Chudi Mbanefo
Rachel Broomer            Ranen Miao
Michael Ginn             Adrianna Patacsil
Allison Holleb            Ben Rosman
Zach Isaacson            Gaby Smith
Ankesh Jhangiani          Nash Solon
Logan Krohn               Cassie Vaden
Barri Levitt             Izzy Yanover

Framework
To guide our work, we will be utilizing the Social Change Model. Developed in 1993 by the Higher Education Research Institute of UCLA, the Social Change Model explores change through three clusters: Individual, Group, and Community. These clusters integrate seven core values to effect change within a community: Consciousness of Self, Congruence, Commitment, Collaboration, Common Purpose, Controversy with Civility, and Citizenship. See appendix 1 for definitions.

Small Group Learning Outcomes
*Outcomes pulled from: Leadership For A Better World: Understanding The Social Change Model of Leadership Development*

1. Understand the complex nature of social change and that many elements and people need to come together in order to create change.
2. Reach an understanding of how change is connected with other Cs in the Social Change Model
3. Understand the difference between single order change and second order (transformative change)
4. Critically analyze communities of which students are part through the lens of citizenship

Final Deliverable
Individuals from CAB will provide a 20 minute presentation to stakeholders within our community. The presentation consists of each working group presenting their findings and addressing the following areas (1) issues of systematic oppression (2) recommendations to make changes (3) proposed timeline (4) individuals who will need to be at the table to make changes (5) How we should mobilize our stakeholders (groups, community, university, nationals/beyond) for support in the work we are doing. A final written report and slide deck should be submitted here.
Structure and Approach Development

The structure and approach was developed by Beth Doores, Associated Director for Campus Life. The structure and approach was consulted by and feedback/adjustments were given by the following individuals:

- Leslie Heusted, Executive Director for Campus Life
- Mark Kamimura-Jimenez, Associate Vice Chancellor for Student Affairs
- Danny Kim, Associate Director for Campus Life
- Ranen Miao, President for Student Union Executive Council 54
- Tyler Priest, Coordinator for Residential Leadership
- Tyrin Truong, President for Student Union Executive Council 53
- Travis Tucker, Associate Director for Center for Diversity Inclusion

Overview of Curriculum

Common Reading

Chapter Summaries, from Leadership For A Better World: Understanding The Social Change Model of Leadership Development, along with other resources will be shared in advance of meetings. Click here for the electronic version of the Leadership For A Better World: Understanding The Social Change Model of Leadership Development Instructor Guide. Those interested in a hard copy, please contact Beth Doores (ejdoores@wustl.edu).

Stakeholders

During this experience, we explore change using the following stakeholders: groups, community, university, and nationals/beyond. Final recommendations will include how these stakeholders will play a role in changing our co-curricular community. See appendix 2 for more details.

Working Group

In addition to the structure group meetings led by an individual consultant, the advisory board will develop 3-4 outside, student-led working groups to explore specific action plans to address systematic oppression per operation/area. For example, these working groups could be: policies/procedures, training/education, systems/operations, resources (staffing, mentor, financial), community/living space, and/or membership experience (i.e. selection, education, traditions)

Timeline

CAB will begin the week of October 5 and conclude with working sessions by November 20. By December 4, CAB will present their findings and submit all written work to Campus Life.
How Do We Make Change in Our Co-Curricular Community

Informed by Stakeholders

Influenced By Values

Interpreted through Operations

Strategic Thinking (Impact)

Recruitment/Intake

Secondary Stakeholders
(Nationals/Executive Offices, St Louis/Beyond)

Membership Practices
(Inclusion/Equity/Diversity)

Primary Stakeholders
(Group, Community, University)

Advisors/Mentors
(GPS, Group, Alumni)

How do We Make Our Co-Curricular Community More Equitable?

Training/Education
(Core Competencies)

Society Values

Accountability
(Policies, Procedures, Constitution)

Group Values

Individual Values

Community/Living Areas (Space)

Resources
(Fiscal, Supplies, WUGO, shared drive)

Transitions/Power Dynamics

Traditions & Experiences

Purpose
(Mission, vision, values, goals)

Framework guided by: https://nonprofitquarterly.org/community-engagement-governance/

Campus Life empowers students to discover and define themselves and their communities through advising, programs and resources.
Phase 1: Define How Our Identities Show Up as Social Change Agents

October 5 - October 16

Prep for Meeting
- Telling Your Story Exercise (pg.9)
- Identify at least one salient identity that you need to use as an advocate and how you will use this identity for social change.

Content
During this session, we will debrief the Activating for Change video with the purpose of learning about activism, explore our own stories, and explore how your identities show up as a social change agent.

Exercise
- Exploring your Identities Exercise
- Phases of Culture Change (Please go to Pg. 40 of attached document)

Deliverables
- Develop community norms for the duration of the advisory board.
- Using the systematic oppression presented on 10.2.20, identify and define what harm in our co-curricular community we need to address.
- Explore/define which identities are not represented in the advisory board and explore how we can include them moving forward.

Call to Action:
- Define and submit here at least one personal smart goal that you want to accomplish as a result of this advisory board.
- Submit here other harms in our co-curricular that we need to address during the course of our time together.
- Prep for Understanding Social Change Model meeting.
Telling Your Story Prep

Directions

- Having a personal vision is helpful in the leadership process. But it is useless if an individual is not aware of or is unable to articulate that vision.
- To truly understand one’s personal vision, it is necessary to reflect on one’s experiences, background, strengths, weaknesses, ambitions, etc.
- We are asking you to take a significant amount of time (a day, two days, however much time permits) to reflect on your backgrounds and how your experiences contribute to who you are.
- Please either write a short biography essay (no more than two pages), Who Am I Poem, or artwork that reflects their personal vision statement.
- You should connect your thoughts to how you are showing up in this board.

*We will be asking for those that feel comfortable to share out during the meeting*

Processing Question During the Meeting

1. What past events have inspired certain passions?
2. What are some major themes of the story?
3. How do the themes connect to goals?
4. What events have taught the most lessons?
5. Was this a challenging activity?
6. How much time have you spent thinking about these issues in the past?
7. How much time do you spend in introspective activities? Why or why not?

Exercise directly pulled from: *Leadership For A Better World: Understanding The Social Change Model of Leadership Development Instructor Guide*
Phase 2: Understand the Social Change Model in Community Organizing
October 12- October 23

Prep for Meeting

- Chapter Summary: What is the Social Change Model (pg. 11)
- Chapter Summary: An Overview of The Social Change Model Of Leadership Development (pg. 12)
- The Social Change Model

Content
During our initial conversation, we will explore the Social Change Model and how we can use this model to impact our co-curricular community.

Exercise
Exploring Social Change Model

Deliverables:

- Establish a comprehensive list of operational areas we need to change within our co-curricular community (example: community space, membership dues, and recruitment/intake).
- Identify stakeholders we need to include in the conversation for change to make a positive impact.
- Establish 4-5 working groups to dive deeper into areas (examples: policies/procedures, training/education, systems/operations, resources (staffing, mentor, financial), community/living space, membership experience (i.e. selection and education))
  - Identify who wants to engage with what working group

Call to Action:

- Click here to submit your individual answers to the deliverables.
- Prep for Exploring Individual Values meeting.
- Meet with working group to (1) Assign Note Taker (2) dive deeper into the following questions and report here your findings: (a) What are the systematic issues in your operational area? (b) Where do stakeholders not/show up in the conversation? (b) What do we need to include/remove in our co-curricular community in order to become more equitable (c) What is the timeline and who needs to be at the table to make change?
Directions
Every 10 minutes, each person will be taken through each group of values. During the conversation groups will discuss answers to the questions.

Group Meeting
- Introduce yourself (name/pronouns)
- Read the description of the arrow from the value you just came from and the arrow that directly connects with the value you came from (i.e. individual to group: A/B)
- Read each “C” under the respective values
- Designate a person(s) to ask questions
- Ask one question per “C” and then rotate until time is up

Collaboration
Collaboration is a central value in the model that views leadership as a group process. It increases group effectiveness because it capitalizes on the multiple talents and perspectives of each group member, using the power of that diversity to generate creative solutions and actions. Collaboration underscores the model’s relational focus. Collaboration is about human relationships, about achieving common goals by sharing responsibility, authority, and accountability. It is leadership for service.

Discussion Questions:
- Why is collaboration important?
- What might be the negative impacts of a group not operating collaboratively?
- What does collaboration look like in a group?

Common Purpose
A common purpose develops when people work with others within a shared set of aims and values. Shared aims facilitate group members’ engagement in collective analysis of the issues and the task to be undertaken. Common purpose is best achieved when all members of the group build and share in the vision and participate actively in articulating the purpose and goals of the group work.

Discussion Questions:
- Why is common purpose important?
- What might happen to a group whose members do not share a common purpose? (be more specific than the group may dissolve!)
- How can you facilitate common purpose in a group?

Controversy with Civility
Controversy with civility recognizes two fundamental realities of any group effort: first, that differences in viewpoint are inevitable and valuable, and, second, that such differences must be aired openly and with respect and courtesy. Disagreements are inherent in almost any social interaction or group process. They bring valuable perspectives and information to the collaborative group, but eventually, they must be resolved. Such resolution is accomplished through open and honest dialogue backed by the group’s commitment to understand the sources of the disagreement and to work cooperatively toward common solutions.

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Discussion Questions:
- What does controversy without civility look like?
- What does controversy with civility look like?
- What may happen to a group whose members do not handle controversy with civility?
- Why is controversy important? Why wouldn’t you just try to avoid it completely?

**Consciousness of Self**
Consciousness of self means knowledge of yourself, or simply self-awareness. It is awareness of the values, emotions, attitudes, and beliefs that motivate one to take action. A person with a highly developed capacity for consciousness of self not only has a reasonably accurate self-concept but also is a good observer of his or her own behavior and state of mind at any given time.

Consciousness of self is a fundamental value in the Social Change Model of Leadership because it constitutes the necessary condition for realizing all the other values in the model.

Discussion Questions:
- Why is it important to pay attention to your consciousness of self?
- How can one improve his or her consciousness of self?
- Do you know yourself? Do you know yourself well?

**Congruence**
Congruence is thinking, feeling, and behaving with consistency, genuineness, authenticity and honesty toward others. Congruent persons are those whose actions are consistent with their most deeply held beliefs and convictions. Being clear about one’s values, beliefs, strengths, and limitations, who one is as an individual, is essential.

Discussion Questions:
- Why is congruence important?
- Have you ever behaved in a group or a team with inconsistency? Why? What is the risk of behaving with inconsistency, with the lack of genuineness or authenticity?
- One can experience a strong pressure on expressing her or his values and beliefs while working in a group or a team. What can one do to resist such pressure?

**Commitment**
Commitment implies intensity and duration in relation to a person, idea, or activity. It requires a significant involvement and investment of self in the object of commitment and in the intended outcomes. It is the energy that drives the collective effort. Commitment is essential to accomplishing change- It is the heart, the profound passion that drives one to action. Commitment originates from within. No one can force a person to commit to something, but organizations and colleagues can create and support an environment that resonates with each individual's heart and passions.

Discussion Questions:
- Why is commitment important?
• Think about the commitment of the people in an organization you are involved with, or about the commitment in a relationship you are involved in. Starting today, what can you do to improve this commitment?
• What can teachers and students in a class like ours do to improve their mutual commitment to the success of the class?

Citizenship
Citizenship names the process whereby the self is responsibly connected to the environment and the community. It acknowledges the interdependence of all involved in the leadership effort. Citizenship thus recognizes that effective democracy requires individual responsibility as well as individual rights. Citizenship, in the context of the Social Change Model, means more than membership; it implies active engagement of the individual and the leadership group in an effort to serve the community. It implies social or civic responsibility. It is, in short, the value of caring about others.

Discussion Questions:
• Can you explain the concept of citizenship using real-life examples?
• What are the communities you feel part of? How can you be active citizens of these communities?
• Why is citizenship important?
Area Descriptions

Arrow a.
Consciousness of self is a critical ingredient in forging a common purpose for the group as its members ask, What are our shared values and purposes? Similarly, the division of labor so basic to true collaboration requires an understanding of each group member’s special talents and limitations. Likewise, the civil controversy that often leads to innovative solutions requires both congruence (a willingness to share one’s views with others) and commitment (a willingness to stick to one’s beliefs in the face of controversy).

Arrow b.
Feedback from any leadership development group is most likely to enhance the individual qualities of consciousness of self, commitment, and congruence when the group operates collaboratively with common purpose and accepts controversy with civility.

Arrow c.
Responsible citizenship and positive change are most likely to occur when the leadership group functions collaboratively with a common purpose and encourages civility in the expression of controversy.

Arrow d.
Conversely, the group will find it very difficult to be an effective change agent or to fulfill its citizenship or community responsibilities if its members function competitively, if they cannot identify a common purpose, or if they pursue controversy with incivility.

Arrow e.
The community is most likely to respond positively to an individual’s efforts to serve if these efforts are rooted in self-understanding, integrity, and genuine commitment. Responsible citizenship, in other words, is based on self-knowledge, congruence, and commitment.

Arrow f.
An individual learns through service, and his or her consciousness of self is enhanced through the realization of what he or she is (and is not) capable of doing. Commitment is also enhanced when the individual comes to realize that positive change is most likely to occur when individual actions are rooted in a person’s most deeply held values and beliefs.

Exercise directly pulled from: Leadership For A Better World: Understanding The Social Change Model of Leadership Development Instructor Guide
Chapter Summary: What is Social Change?

Directly Taken From: Leadership For A Better World: Understanding The Social Change Model of Leadership Development

I. What is Meant By Social Change?
   a. Social Change Addresses the Root Causes of Problems – in order to understand how to create social change, students must first identify the root cause of the problem in order to move forward with changing it.
   b. Social Change is Collaborative – One person cannot fix a major societal problem. Therefore, this section identifies that change comes through collaboration.
   c. Social Change is Not Simple – Social change involves many people and many elements in order for change to happen, this section addresses the complexity of the process and helps students gain a greater understanding of that process.

II. Why Get Involved in Social Change? – There are various reasons for being involved in social change and how that relates to the student’s own experience.
   a. A Personal Connection to the Problem – Several of the reasons people engage in social change is because they are either directly affected by the problem or experience marginality.
   b. A Connection to Others – Others engage in social change because they see their connection to others through acts of selflessness.
   c. Interconnectedness of Community Problems – Many see the problems they face as connected to the problems of other people and choose to engage in social change for this reason.
   d. Satisfaction Derived From Making a Difference – Last, many people find satisfaction and enjoyment out of making a difference in the world and seek to be involved in social change for that reason.

III. But I’m Not a Hero, I’m Just A Regular Person – The people who are most prominently attached to social change often seem to have super-human qualities with which the average person does not typically identify. However, an “average person” can truly be involved in extraordinary activities related to social change.

IV. Possible Pitfalls In Social Change – Social change at times might create unintended outcomes for both the individuals involved and the communities affected. Without the proper planning and knowledge going into the process, more harm may be done than good. This section highlights some of those pitfalls such as paternalism, assimilation, a deficit-based perspective of the community, seeking the magic bullet, and ignoring cultural differences. Most importantly, the chapter discusses how to avoid potential pitfalls.

V. Socially Responsible Leadership – Socially responsible leadership embodies the values of serving the public good even if an organization’s mission does not directly serve the public good. It is an approach to leadership that is collaborative and inclusive. Socially responsible leadership involves the awareness of how a “group’s actions and decisions effect others.” (Leadership for a Better World, p. 33)

VI. Social Change and Leadership – Social change happens by addressing issues through active engagement with stakeholders as well as having a deep understanding of the root causes and needs of the community. Working as a leader in social change, one must understand the effective approach to working in a group to create change.

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Chapter Summary: An Overview of The Social Change Model Of Leadership Development

Directly Taken From: Leadership For A Better World: Understanding The Social Change Model of Leadership Development

I. A New Approach to Leadership – Briefly traces the history of the subject of leadership up to the time that a shift in thinking about leadership was prompted by Rost and others. Specifically mentioned are relational or collaborative leadership models since these models involve working toward positive social outcomes.

II. The Social Change Model of Leadership Development – Introduces how the model was created, first distributed and applied in higher education. Discusses how to think about the Model as an evolutonal process, a framework for collaboration, dynamic and interconnected. The unwritten “eighth C” of Change, which is inherent throughout the model, is discussed as the basis for the entire model that gives meaning and purpose to the Seven Cs.

      i. Citizenship – Seeing oneself as part of a greater whole, engaged in community and aware of issues that affect the entire group.

   b. Group Values – Leadership at the level of a group within community.
      i. Collaboration – The intent to work together and thus multiply effort, while also gaining multiple perspectives.
      ii. Common Purpose – Sharing one vision, though individual connections to it may differ.
      iii. Controversy with Civility – Purposeful conflict that ultimately promotes the group’s development and ability to achieve positive social change for all.

   c. Individual Values – Personal reflection for the purpose of better group and social level leadership.
      i. Consciousness of Self – One’s self-awareness, as shaped in part by the influence of others.
      ii. Congruence – Fostering trust through authenticity; acting in accordance to one’s values.
      iii. Commitment – Sense of responsibility as determined by passion and investment.

III. Note that this approach to leadership “a purposeful, collaborative, values-based process that results in positive social change.” (p. 50).

IV. Interactions in the Social Change Model – Presents the reciprocal relationships between each of the Seven Cs. The Cs listed above can be introduced in any order as seen fit for the group’s interaction with the concept, since each is independent and yet interconnected. No one C is a direct cause of another, nor do they gradually build. All seven Cs, plus Change, work in concert to achieve positive social change through leadership.

V. Implementing the Social Change Model – Briefly introduces the concept of Knowing, Being, Doing (see chart on pp. 68-70). Knowing is acquiring the knowledge, Being is to integrate that knowledge into one’s understanding, while Doing is to act out the application of the knowledge.

VI. Social Change on Campus – Examples of how the Model can already be seen in higher education

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Phase 3: Explore How Individual Values Effect Our Co-Curricular Community
October 19- October 30

Prep for Meeting
- Activating for Change Video to Watch Prior (pg. 14)
- Chapter Summary: Consciousness of Self (pg. 15)
- Chapter Summary: Congruence (pg. 17)
- Chapter Summary: Commitment (pg. 19)

Content
This conversation will explore our understanding of Consciousness of Self, Congruence, and Commitment and how by exploring our individual values we are able to understand how they show up in our group values.

Exercise
Activating for Change

Deliverables
- Identify what systems of oppression are in the locus of the individual, group, co-curricular community, university, and beyond.
- What type of education/trainings/topics need to be embedded into our groups, community, university to ensure individual learning?

Call to Action
- Click here to submit your individual answers to the deliverables.
- Read the prep reading for group values.
- Meet with working group to dive deeper into the following questions and report here your findings: (a) How do we establish congruency and accountability in the values of the groups, community, university, nationals/beyond (b) As students are entering our co-curricular community, what do we need to change/adjust moving forward to become more equitable? (c) What is the timeline and who needs to be at the table to make change?
Overview
The video is about a Kenyan student who was able to attend the University of Pittsburgh and Harvard Law School. During small groups we will discuss how her belief system enabled her to succeed. Please think about how activism in one’s life may change the lives of others.

Questions to Consider When Viewing
- What enabled Okollah to leave Africa to get an American undergraduate degree at the University of Pittsburgh and then Harvard Law School?
- Okollah speaks from an optimistic viewpoint that if we focus on disasters we ignore the potential. How easy is it to get trapped into this thinking? How do we change our mindset?
- What do you think was different about Okollah’s belief system that enabled her to succeed?
- What role did mentors play in helping her develop her vision? Do you have a mentor in your life?
- She speaks about taking an interest in the individual. How might you do this in your life?
- Was there anything in the video that you may disagree with? Why?
- Ask the group to come back to a large group and discuss what they learned in their groups

Processing Questions During the Meeting
*During the meeting we will be breaking into groups to discuss the questions/reflections above.*

1. Did you see any themes across the groups?
2. What lessons from the video can you use in your own lives? On CAB?
3. What obstacles/role models have you seen in your lives?
4. How does your individual values impact group values?
5. What should we consider, on an individual level, when doing reform?

Exercise directly pulled from: *Leadership For A Better World: Understanding The Social Change Model of Leadership Development Instructor Guide*
Chapter Summary: Consciousness of Self

Directly Taken From: Leadership For A Better World: Understanding The Social Change Model of Leadership Development

I. Defining Consciousness of Self
   a. Consciousness of Self refers to understanding one’s own personality traits, values, and strengths and being mindful of actions, feelings, and beliefs.
   b. It is not an end point that can be reached; instead, it is adopting a way of life that promotes constant learning about what is most important.

II. Benefits of Consciousness of Self for Leadership
   a. It is important for leaders to understand their own inner sense of identity. This understanding will help build self-confidence while recognizing limitations.
   b. Individuals become aware of their motivation and consider new ways to contribute to groups and teams.

III. Aspects of Individual Identity
   a. There are multiple ways that individuals can differ.
   b. An individual’s identity can be influenced by their (1) values and principles, (2) personal style, (3) talents, skills and specialized knowledge, and (4) aspirations and dreams.

IV. Others’ Perceptions of Us
   a. It is important for individuals to know how other people describe them.
   b. The Johari window model uses four quadrants to explain the degree to what is known of oneself and what is known by others.
   c. With an increased consciousness of self, Quadrants 2 and 4 (unaware and unknown) should be decreased and Quadrants 1 and 3 (open and hidden) should be increased.

V. Taking Time to Become Conscious of Self
   a. Becoming conscious of self is a journey where individuals are constantly learning about their self-awareness.
   b. Although students always seem to be busy, it is imperative to take time to reflect on life’s bigger questions: Who am I? How would I describe myself? What values am I living by? Why am I here?

VI. Becoming Conscious of Self
   a. Becoming more self-aware requires intentional actions.
   b. A few practices that can help one become more conscious of self are: (1) a practice of reflection, (2) openness to feedback, and (3) learning about the self through assessment.

VII. Mindfulness
   a. Mindfulness focuses on more than simply understanding one’s personality. It is the ability to simultaneously act and observe one’s actions in the present moment.
   b. Covey’s work is used to explain that being mindful allows one to choose how to respond in situations.

VIII. Consciousness of Self in Implementing the Values of the SCM
   a. Becoming conscious of self lets individuals assess their readiness to engage in social change. It allows them to better work with other participants and engage in valuable experiences with the group or team.

IX. Connection to the Other Cs

Campus Life empowers students to discover and define themselves and their communities through advising, programs and resources.
a. Although all of the Cs are interrelated, Consciousness of Self directly affects Congruent and Committed.

b. Becoming more mindful of preferred ways of being makes it clear when actions are not Congruent with one’s inner truth.

c. Also, reflection and other practices help create an improved sense of Commitment.
Chapter Summary: Congruence

Directly Taken From: Leadership For A Better World: Understanding The Social Change Model of Leadership Development

I. What is Congruence?
   a. Congruence is acting in ways that are consistent with one’s values and beliefs. Congruence requires a person to have a deeply felt consciousness of self. When values, beliefs, and convictions are intact and are echoed in person’s actions congruence will exist. Congruence is the harmonious union of a person’s inner and outer worlds. Congruence means that a person’s thoughts, feelings, and behaviors are guided by an unwavering honesty, authenticity, and genuineness towards others. Congruence is not something that only leaders are expected to experience, but it a necessity in everyone’s everyday life.

II. Knowing the Self
   a. From Consciousness of Self to Congruence
      i. In order for a person’s actions to be guided by their values they must have a deep understanding of what values and beliefs they hold in high esteem. When a person’s values and personal philosophies are tied to their motivation they will have built the compass to their actions. Congruence requires constant adjustment and taking inventory of one’s intentions, actions, and motives.
   b. Congruent Content & Process
      i. Rost (1993) mentions the importance of ensuring that ethics are part of a person’s content and process. Content refers to a person’s goals or purpose. Process is how a person accomplishes his/her goals or purpose. Leaders should not only be concerned with congruent goals and purpose, but also congruence in process. The end and means must be equally ethical and value-driven.
   c. The Courage to Act Congruently
      i. Congruence is not easy to achieve. It requires constant adjustment to change and often encounters obstacles. It takes courage to be congruent, in a world that is so diverse and ever evolving. Being congruent can sometimes include standing up against peer pressure, forfeiting popularity, or risking looking foolish. Doing what feels right and is congruent sometimes is not synonymous with social norms and may not be in line with the status quo. It takes courage to be the only one standing in congruence, which is why Mahatma Gandhi and Nelson Mandela are celebrated as being not only courageous but also congruent.
   d. The Courage to Realize One’s Potential
      i. When being congruent leads to standing alone one must find comfort in knowing that one is capable and full of overwhelming potential. It takes courage to deny the internal antagonists known as insecurity and inadequacy that try to impede a person from realizing their true potential. Embracing our strengths and celebrating our potential takes courage.

III. Congruence & Authentic Leadership
   a. According to Avolio & Gardner (2005), authentic leadership occurs when individuals accurately represent themselves in the world in a manner that is ‘in tune’ with their

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nature. Authentic leaders nurture relationships driven by a transparency of values and intentions.

b. Congruence & Character
   i. Leading with authenticity is reasonably synonymous with having character and character is closely tied with congruence. Character encompasses a person’s uniqueness and a person’s realization that they are purposeful only in relation to others.

IV. Being Congruent in Groups
   a. It is easy to be congruent in a room by yourself. Congruence is harder to achieve when one exists in a group, and even harder when one is a leader. Being congruent in a group often encounters situations where one’s values are in conflict with the values of members in a group. According to Paul Gam (2001), being a leader requires the realization that not all the members of your group will share your values, but you are still required to lead them too. Leading them effective and congruently requires that a leader validate their followers’ truths and learn to see from their point of view (Paul Gam, 2001). The Social Change Model echoes the importance of leading with inclusivity towards people’s values and perspectives, even when they are not identical.
   
b. Adaptive Leadership
   i. Heifetz (1994) expresses that leadership should be adaptive in the sense that people in the group should be able to identify when the group is being incongruent. Adaptive leaders can identify the values that are conflicting and make the necessary changes to ensure an adjustment that mitigates the level of discrepancy between the group’s values and the reality of the group’s situation. Heifetz (1994) emphasizes that a group must face incongruence head on and the leadership is seen as central to fulfilling the role of identifying and remedying the incongruence.

V. Conclusion
   a. Congruence means not being afraid to stand alone for what one believes in and knows is right. It requires being in tune with your spirit and constantly taking inventory to ensure that your actions reflect your values and beliefs. Leaders must embrace a life that is congruent in both micro and macro dimensions.

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Chapter Summary: Commitment

Directly Taken From: Leadership For A Better World: Understanding The Social Change Model of Leadership Development

I. Introduction—Commitment brings together the other two individual C’s, drives group effort, and serves as an anchor for social change.

II. The Meaning of Commitment—Commitment refers to individual, innate passion or desire, consists of intrinsic motivation, and comprises of both intensity and duration. Commitment is related integrally to authentic passions and results in a deep sense of fulfillment, thus allowing these passions to motivate and drive the individual through difficult challenges. Levels of Commitment are variable over time and can be developed.

III. The Origins of Commitment—Commitment originates from intrinsic motivation driven by authentic passions and desires.
   a. Finding Personal Passion for Leadership—Authentic Commitment builds Congruence. Finding passion for leadership is an ongoing process involving self discovery of values and passions through reflection, mentorship from like-minded people and life experiences. Clarifying one’s passion for leadership deepens Commitment levels.
   b. The Influence of Personal Experience—Through self-reflection, personal experiences can lead to self-discovery of passions, which can then lead to higher levels of intrinsic motivation to social change and greater Commitment to seeing the matriculation of that change.
   c. External Factors that Influence Commitment—External factors can support an individual’s Commitment and passions. Some examples of those factors include a supportive environment, being around others who have similar passions, financial incentives, recognition of good work and social status. With some of these other factors in place, adversity from external forces can deepen an individual’s Commitment.
   d. To What Can People Be Committed?—Commitment goes beyond involvement in organizations, groups and projects. Incorporating elements from Congruence, people can be committed to organizations, activities, groups and projects that reflect their authentic self as measured by individual Congruence of actions, beliefs and passions. In addition, as long as it relates to the individual’s authentic self, one can be committed to the abstract notion of “something larger than oneself” (pg. 375).

IV. Commitment in Groups—The group Commitment is only as great as the sum of all the individual parts—each individual level of Commitment. The group’s goals are hindered by an individual’s lack of Commitment as demonstrated by lack of attendance or completing assigned tasks. The group can support individual Commitment levels by creating a positive and supportive environment for all members.

V. Identifying Commitment—Identifying Commitment involves first analyzing all the individual factors that went into initial involvement.
   a. Quality over Quantity—Deep Commitment involves fully realizing one’s authentic self through the group goals and actions, and a full investment into a particular group. College students who participate in many organizations may be less impressive because it is difficult, if not impossible, to be deeply committed to a single cause when there are so many activities that demand time commitments.
VI. Sustaining Commitment—Living a balanced life with constant renewal via reflection is crucial to sustaining deep Commitment. Due to the amount of time and energy needed to be deeply committed to a collective cause, time demands of conflicting Commitments (being overbooked) create challenges to sustained Commitment. In addition, without balance in other areas of life, psychological burnout can be a threat to deep sustained Commitment. Taking time to explore other interests and journaling can be helpful in preventing burnout.

VII. Connection to the Other C’s—Commitment enhances an individual’s experience of the other C’s. Consciousness of Self is important in developing individual Commitment while Commitment can help Congruence when challenges occur. The group C’s are more effective and can function at a higher level of complexity with high levels of individual Commitment. Commitment helps build trust which helps the individual be a more effective citizen.
Phase 4: Mobilize Group Values to Be More Equitable
October 26-November 6

Prep for Meeting
- Chapter Summary: Collaboration (pg. 22)
- Chapter Summary: Common Purpose (pg. 24)
- Chapter Summary: Controversy with Civility (pg. 26)
- Review the following documents: (1) Student Group Handbook (2) Conduct Guide (3) SU Financial Guide (3) Council/Group Constitutions

Content
Showing up with our individual values effects our group values. This conversation will give definition and meaning to understanding group values and explore how group values can positively/negatively impact our community values. Specifically, we will be creating an understanding of Collaboration, Common Purpose, and Controversy with Civility

Exercise
Collective Visioning (pg 108)

Deliverables:
- Identify what traditions on campus and within groups we need to move away from and retain? How do we evaluate, moving forward if a tradition is harmful?
- Explore what our common purpose is for co-curricular communities.
- What educational resources are we lacking/continue needing?
- What are policies we need to adjust to become more equitable in our co-curricular community (i.e. hazing, appeal, etc)?

Call to Action:
- Click here to submit your individual answers to the deliverables.
- Do the prep work for Impacting Community Values.
- Meet with working group to dive deeper into the following questions and report here your findings (a) What does/should accountability look like in a group, community, University, nationals/beyond? (b) What are the current systems of oppression that we need to adjust (c) How can we collaborate more effectively for the common purpose (d) What do we need to change/adjust moving forward? (d) What is the timeline and who needs to be at the table to make change?
Chapter Summary: Collaboration

Directly Taken From: Leadership For A Better World: Understanding The Social Change Model of Leadership Development

I. Exploring Collaboration
   a. The concept of co-creation is explored as well as its relationship between group members and their ability to work together to achieve shared visions. Using this definition, collaboration can involve the relationship between people who have common aims and visions and doing so by sharing responsibility and focusing on the talents of the group members to accomplish goals.

II. Collaboration, Competition, Cooperation and Compromise
   a. In order to fully understand what collaboration is, it is necessary to distinguish it from other similar terms: competition, cooperation and compromise.
   b. Competition has been proven to be less effective in producing achievement than cooperation because of its emphasis on working hard to do better than others, not on working hard to do the best an individual can. Collaboration on the other hand involves “win-win” situations where all parties are all on the same side, creating high levels of commitment and synergy among all members. This differs from cooperation in that cooperation helps each party to achieve its own individual goals as opposed to reaching mutual agreements in achieving goals. On the contrary, compromise involves a party losing or giving something up in order to accomplish goals.

III. How Does Collaboration Work?
   a. Understanding how collaboration works means understanding its elements. The process of collaboration should involve all members who share common goals, create common vision and have an outline so that all parties understand where they group is headed. Occasions are required in which the group should both address problems and celebrate successes while maintaining trust through helpful feedback.

IV. Diversity in the Collaborative Process
   a. Diversity is an essential part of the collaborative process because of its emphasis on multiple perspectives, creative decisions and change. Individuals of diverse backgrounds bring unique values, learning styles, opinions, and attitudes to a group. Although challenges may arise in dealing with diversity in a group environment, the benefits outweigh them significantly.

V. Making It Work
   a. It is almost evident that challenges will come up in group environments, but there are a number of competencies that can be applied to make the collaborative process more effective.
   b. Personal Work 1. Personal work involves understanding one’s own values and beliefs as well as developing Consciousness of Self (See Chapter Nine).
   c. Building Trust 1. In order to create an effective collaborative environment, one must build trust amongst all members of the group. To do this, it is important incorporate the following strategies: informal exploring (getting to know other people’s values and backgrounds), sharing ownership (members must take control of the leadership process), celebrating success (helps promote energy and renewal), and creating powerful, compelling experiences (creating exciting, shared experiences to bolster group goals).
VIII. Communicating
   a. A lack of communication can result in ineffective group practices and challenges so early communication is essential in avoiding frustrating experiences. Listening, paying attention to what others have to say, communicating clearly, and using observations all play a very important role in this process.

IX. Connection to the Other “Cs”
   a. Many other “Cs” in the Social Change Model are responsible for making Collaboration possible. Common Purpose and Controversy with Civility are two topics that tie in very closely with Collaboration because of Commitment. Consciousness of Self, Commitment, Citizenship and Congruence all develop in the collaborative process, increasing the ability to work more effectively with others and reach common goals.
Chapter Summary: Common Purpose

Directly Taken From: Leadership For A Better World: Understanding The Social Change Model of Leadership Development

I. Introduction, defining common purpose, and key components
   a. Common purpose identified as having three key components: its occurrence within groups; its presence in shared visions, aims, and values; and its role in working with others.

II. What is a group?
   a. Common themes across multiple definitions of groups: i. Groups contain more than just a single person ii. Groups strive to achieve a certain purpose or goal iii. Groups involve some sort of interaction, cooperation, or commitment to the common goal

III. Shared visions, aims, and values
   a. Common purpose addresses three main questions about a group:
      i. Vision: What is the group’s ideal future?
      ii. Aims: Why does the group exist?
      iii. [Core] Values: How do group members agree to treat themselves and each other (Komives et al., 2007)
   b. Because common purpose is based in the reasons for a group’s existence and the direction a group wishes to take, a clear concept of common purpose can be a steadying force within a group that maintains motivation and focus within a group during rough times, as well as an identifying force in clarifying the differences between various groups of varying similarity.
   c. Generating visions, aims, and values:
      i. Common purpose can only work if it has truly originated from the group and if the group is truly invested in that common purpose.
      ii. Personalized and socialized visions can both lead to strong common purpose – the strength of true common purpose is that it is fully embraced by all members of a group, not just its leaders.

IV. Working together
   a. Common purpose helps groups work better together, but groups must also practice intentional processes while they are developing their common purpose.
   b. Working together is easy when everyone agrees on what needs to be done, so it is often more important to examine what happens when people disagree and the group needs to come to a decision.
   c. Decision making: There are six ways in which groups typically make decisions (Johnson & Johnson, 1994). Each method can be valid and worthwhile depending on context, the type of decision, and time available for discussion (see p. 250)
      i. Decision by authority without discussion
      ii. Decision by authority after discussion
      iii. Expert member iv. Average members’ opinions 
      iv. Majority control
      v. Minority control
      vi. Consensus*

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1. Consensus does not necessarily imply that everyone is satisfied with the decision or that even most group members believe the best decision has been reached. It does require that all team members have been given the opportunity to share their thoughts, are comfortable with the decision, and are willing to support its implementation (Rayner, 1996).

2. Consensus can be a very difficult thing to achieve and is not necessarily always the best option.

3. Guidelines for reaching consensus (Rayner, 1996, p. 76)
   a. Clearly define the issue
   b. Focus on similarities between positions
   c. Ensure adequate discussion time
   d. Avoid conflict-reducing tendencies

V. Challenges in creating and maintaining common purpose
   a. Three common dilemmas include:
      i. A person’s inflexibility with engaging others in their own personalized vision.
      ii. A group becoming paralyzed within the process of developing a socialized vision.
      iii. Particularly in groups of college students, regularly revolving memberships make keeping the group’s vision and common purpose meaningful somewhat difficult.

VI. Connection to other Cs.
   a. Common purpose serves as a common thread throughout the other Cs
      i. Group members must have clarity in their own values in order to truly be invested in the group’s common purpose
   b. Collaboration and controversy with civility can be seen as prerequisites or results of common purpose
Chapter Summary: Controversy with Civility

Directly Taken From: Leadership For A Better World: Understanding The Social Change Model of Leadership Development

Note: Civility does not equate to professionalism. Civility can come from an intersectional approach, not solely based in whiteness because the group defines civility.

I. Distinguish between controversy and conflict.
   a. Conflict builds opposing sides and seeks to convert members to one side. It is oppositional in nature.
   b. Controversy allows for sharing and considering multiple points of view before coming to a group decision.

II. “Controversy with civility challenges group participants to discuss diverse opinions and perspectives, while maintaining respect for those sharing other views” (p. 270).
   a. People are programmed from an early age to avoid disagreeing with others and voicing their opinion in order to avoid conflict.
   b. Civility calls for voicing one’s opinion and responding to disagreement in a way that respects other’s points of view.

III. “To truly understand controversy with civility means to create a sustained culture within the organization in which people’s different points of view and different ways of thinking about problems are respected and utilized for the betterment of the group” (p. 271).
   a. Some organizations make the mistake of establishing a culture that avoids controversy and view members who disagree with the group consensus as disloyal.
   b. Some organizations make the mistake of establishing a culture that embraces controversy but without civility and sees differences of opinion as a lack of intellect or character flaw.
   c. Some organizations correctly establish a culture that promotes controversy with civility by respecting other’s opinions and encouraging members to speak up and offer their differing perspectives.

IV. A person’s worldview, or frame of reference, determines what perspectives they bring to the group.

V. Members of a group must be aware of and respect each other’s worldviews in order to pursue their common purpose.

VI. Trusting the people in the group and trusting the process of controversy with civility are key to make controversy with civility productive in a group.
   a. Group members must trust that the other members of the group will respect their opinion, whether or not they agree.
   b. Group members must trust that the process of controversy with civility, although it calls for vulnerability, will help the group arrive at a better decision.

VII. Controversy may occur from positive or negative characteristics of the group.
   a. Positive controversy comes from group members’ differences in values and ideas.
   b. Negative controversy comes from such group flaws as a lack of decision-making processes or unresolved prior disagreements.

VIII. Dialogue skills are crucial to developing a culture of controversy with civility.
   a. “Dialogue engages each differing point of view” (p. 280).
   b. Dialogue seeks to bring everyone to a shared understanding of the issue.
   c. Dialogue encourages individuals to examine what underlies their assumptions.

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Phase 5: Impact Community Values for Change
November 9- November 20

Prep for Meeting
- Chapter Summary: Citizenship (pg. 28)
- Chapter Summary: Becoming a Change Agent (pg. 30)
- Community-Engagement Governance™: Systems-Wide Governance in Action

Content
With our final conversation, we will explore the impact that our group has in our society and what our role is, at large, to effect change. During our final session, we will begin to create a strategic plan to address the prompt: How do we create a more equitable co-curricular experience?

Exercise
WashU Co-Curricular Community- Engagement Governance System

Deliverables
- What barriers may prevent/stall/slow/impact/change within our co-curricular community?
- What steps does the community need to redevelop when someone or a group is feeling alienated or marginalized?
- Where do we need to adjust our community and community spaces to be more equitable?

Call to Action
- Click here to submit your individual answers to the deliverables.
- Do the prep work for your presentations respective.
- Meet with working group to dive deeper into the following questions and report here your findings: (a) What systems do we need to redefine to align with the definition of citizenship: “active community participation as a result of a sense of responsibility to the communities in which people live.”? (b) Who should/does defines the boundaries of the community? (c) Who should make the decisions in how the community develops and redevelops itself? (d) What do we need to change/adjust moving forward with the groups, community, university nationals/beyond? (e) What is the timeline and who needs to be at the table to make change?
I. Definitions of Citizenship – examines how citizenship is defined in our society.
   a. Citizenship is a nebulous concept, often associated only with government, political parties, voting, and political organizations.
   b. According to the Social Change Model, citizenship “centers on active community participation as a result of a sense of responsibility to the communities in which people live.”
   c. Many other definitions of citizenship exist.

II. Historic Roots of Citizenship – traces the history of citizenship in addition to highlighting several key authors, researchers, and philosophers who helped shape the notion of citizenship.
   a. The United States has a long history of people working together in various communities to address common problems, issues, and needs. i. Toqueville – a French historian who traveled throughout the United States in the 1930s who was astounded at how Americans worked together to solve common problems.
   b. Dewey – A famous US author, teacher, and historian who is a seminal figure in civic engagement and democratic theory.
   c. Bordas – a well-respected author of issues of multiculturalism and diversity, Bordas discusses what citizenship looks like in different cultures.

III. Community Defined
   a. “Community” can be a physical place where one lives or, more broadly defined a group of people who share a shared fate (Williams, 2005).
   b. Various examples of what community looks like on college campuses (e.g., membership in Circle K, members of the Black Student Union promoting a film on civil rights and segregation).

IV. The Processes of Community Engagement - helps conceptualize the various actions that constitute citizenship.
   a. Owen and Wagner (2007) created a taxonomy of forms of individual civic engagement, which include: direct service, community research, advocacy and education, capacity building, political involvement, socially responsible personal and professional behavior, philanthropic giving, and participation in associations.

V. Engaging in Citizenship – this section examines the process one goes through when engaging in citizenship and components of citizenship.
   a. Social capital is a widely discussed component of citizenship, and can be defined as “networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit” (Putnam, 1999, p. 573).
   b. “Bonding” vs. “Bridging” – bonding refers to social networks between people who are similar, while bridging refers to social networks among diverse people (Putnam, 1999).
   c. Awareness of issues and community history – passive activism (staying informed about issues in a community), empowerment (the process of engaging people in social change), empathy (a necessary capacity to see the world from others’ viewpoints).

VI. Multicultural Citizenship – this section examines critical questions related to how inclusive communities are.
   a. Questions to consider when examining the inclusiveness of a community: Who gets to participate? To whom does the community belong? Whom does the community benefit? Who defines the boundaries of the community? Who makes the decisions in how

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the community develops and redevelops itself? How does the community redevelop when some within the community feel alienated or marginalized?

VII. Community Development – this section introduces Peck’s (1987) fourfold process for community development.

a. Fourfold process of community development: pseudo community (a false sense of getting along), chaos (unconstructive struggle), organization or emptiness (focus on quick fixes), and community (strategies exist for allowing various voices to be heard and ideas to be considered) 76

b. Coalitions – the joining of diverse groups for a common purpose

VIII. The New Look of Citizenship – this section examines how citizenship looks in the 21st century.

c. Global citizenship – refers to how one is a global citizen in the local, national, and global community.

d. Consumer activism – introduces two terms – “buycotting” (actively avoiding certain products and services due to conditions they were made or provided) and “boycotting” (actively buying certain products and services due to conditions they were made or provided)

e. Technology – examines how technology affects citizenship, including the use of social networking, information gathering, and privacy.
Chapter Summary: Becoming A Change Agent

I. What is a Change Agent?
   a. Change Agents are people who decide that they will do something to make a difference through working with others.
   b. Change Agents are empowered and empower others. They recognize the sources of their personal power and focus on using it ethically to create change and influence others to do the same.
   c. Change Agents believe in their abilities to act as leaders (self-efficacy), additionally they help a group or organization to believe in their capacity to collectively influence change.

II. Acting as a Change Agent.
   a. Change Agents need to understand the context in which they are working.
   b. Change Agents understand, maintain, and communicate core values of the group in times of change.
   c. Change Agents care about relationships and how they contribute to the change process. They act in ways that are purposeful, ethical, empowering, inclusive and process oriented (Komives, Lucas, & McMahon, 2007).
   d. Change Agents work to include diverse people and perspective because they are important to the change process.

III. Becoming a Change Agent
   a. Osteen (2003) Study - process of becoming a change agent involves dual development
      i. Meaningful involvement
      ii. Learning to lead change
   b. Change Agents imagine what things would be like if change had occurred.
   c. Change Agents are constantly evolving and changing as they learn from each experience they have.
   d. Change Agents simultaneously sharpen the 7 C’s. Advancement of one ‘C’ enables the advancement of another C.
   e. Best way to be a Change Agent is through experience and reflection on experiences.

IV. Social Change Model in Action
   a. Group Values are developed collaboratively, are important and essential to the group achieving their goals. Reflection on the 7 C’s will help to clarify and solidify group values.
   b. Individual Values are clarified and solidified throughout the implementation of the social change model. Working through the seven C’s with a group, will help an individual group member to develop stronger core values and self confidence in those values.

V. Go Forth and Make Change
   a. Change Agents need to find or create groups, whose members share the same purpose, commitments and values as the individual.
   b. Change Agents need to work with groups to set group goals.
   c. Change Agents in positions of authority need to divide up responsibilities and delegate tasks to every member of the group or organization.

“Having a focus on social change means looking for things that need and deserve attention and by focusing energy on them, better experiences are created for other people.” (p.436)
Presentation of Findings
November 30-December 4

Prep for Presentation
- Review prior deliverables and organize into presentation/findings
- A scheduled meeting, at least 72 hours prior to the presentation will occur to review structure, slide decks, and practice run.

Content
- This session, individuals from CAB will provide a 20 minute presentation to stakeholders within our community.
- The presentation consists of each working group presenting their findings and addressing the following areas (1) issues of systematic oppression (2) recommendations to make changes (3) proposed timeline (4) individuals who will need to be at the table to make changes (5) How we should mobilize our stakeholders (groups, community, university, nationals/beyond) for support in the work we are doing.

Exercise
- Breakdown of Presentation
  - 20 minute Presentation of Findings
  - 20 minute Questions and Answers
  - 20 minute Discussion/Dialogue

Deliverables
- Final slide deck submitted here.
- Final proposal submitted here. Proposal should include: recommendation/findings, proposed timeline, support needed, and any other resources needed to make changes within our co-curricular community

Next Steps
- Campus Life will review findings and provide to the campus community an action plan guided by the work of CAB and stakeholders consulted by February 1, 2021.
The Social Change Model

The Social Change Model is a framework that guides leaders and organizations in promoting positive change. It is based on the belief that change is the hub and ultimate goal of the Social Change Model, giving meaning and purpose to the other C’s. Change means improving the status quo, creating a better world, and demonstrating a comfort with transition and ambiguity in the process of change.

Positive Change

Change, as the hub and ultimate goal of the Social Change Model, gives meaning and purpose to the other C’s. Change means improving the status quo, creating a better world, and demonstrating a comfort with transition and ambiguity in the process of change.

Individual Values

Consciousness of Self: This value means being aware of personal beliefs, values, attitudes, and emotions. Self-awareness, conscious mindfulness, introspection, and continual personal reflection are foundational elements of the leadership process.

Congruence: Refers to thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty. Personal congruence and consciousness of self are interdependent.

Commitment: Is an intrinsic passion, energy, and purposeful investment toward action. Commitment without self-awareness can be easily misdirected. Commitment is also the energy to serve the group and its goals.

Group Values

Collaboration: Is working with others in a common effort, sharing responsibility, authority, and accountability. Collaboration multiplies a group’s effort through collective contributions, capitalizing on the diversity and strengths of the relationships and interconnects of individuals involved in the change process.

Common Purpose: Means working with others in a common effort. 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: Within a diverse group, it is inevitable that differing viewpoints will exist. Multiple perspectives need to be understood, integrated, and bring value to the group. Civility is respect for others, a willingness to hear each other’s views, and the exercise of restraint in criticizing the views and actions of others.

Community Values

Citizenship: Occurs when one becomes responsibly connected to the community in which one resides by actively working toward change to benefit others through care, service, social responsibility, and community involvement.
Advisory Board Approach

Overview
The eight weeks are divided into five different phases: define, understand, explore, mobilize, impact. During each structure session, led by an individual consultant, along with the student-led working group. The following discussion points will be discussed and a plan for each of the following six stakeholders: group, community, university, national/executive office, and St. Louis, beyond will be developed.

Stakeholders Definition
- Group: Registered Student Group (example: Sorority under National Panhellenic Conference (NPC))
- Community: One of the 14 categories at WashU (example: Sorority and Fraternity Life Community at WashU)
- University: Washington University (example: faculty, staff, undergraduate students)
- National/Executive Office: Any inter/national umbrella groups (example: NPC Sorority national organization and NPC)
- St. Louis/Beyond: Colleges and University Sorority and Fraternity Life community (example: Saint Louis University Sorority and Fraternity Life)

Collection of Information
Each week, individual and group responses will be submitted here using templates. This will support the development of an outcome action plan in real time.

Working Groups
Student led working groups will be developed to determine which operational areas the advisory board would like to address the prompt with. The following are examples of working groups that could be established:
- Training/education
- Systems/operations (policies, procedures, etc.)
- Resources (staffing, mentor, financial)
- Community/living space
- Membership experience (i.e. selection, traditions, etc.)
**Phases** | **Define** | **Understand** | **Explore** | **Mobilize** | **Impact**
--- | --- | --- | --- | --- | ---
**Focus** | How Our Identities Show Up as a Social Change Agent | The Social Change Model in Community Organizing | How Individual Values Effect Our Co-Curricular Community | Group Values to Be More Equitable | Community Values for Change

**Consultant Driven Deliverables**

*Each question will be asked for each stakeholder*

- (1) Set community norms
- (2) Identify and harm in our co-curricular community
- (3) Explore identities not represented and how we plan to ensure their voices at the table

- (1) Establish a list of operational areas we need to change
- (2) Identify stakeholders that need to be included
- (3) Establish working groups

- (1) Identify systems of oppression in each stakeholder
- (2) What type of education/training/topics needs to be embedded/retained per stakeholder?

- (1) What traditions do we need to retain/remove?
- (2) What is our co-curricular common purpose?
- (3) What educational resources are we lacking/continue needing?
- (4) What policies do we need to adjust?

- (1) What barriers may prevent/stall/impact/change?
- (2) What steps does the community need to redevelop when someone or a group is feeling alienated or marginalized?
- (3) Where do we need to adjust our community and community spaces to be more equitable?

**Student Led Working Group Questions**

*Each question will be asked for each stakeholder*

- (1) Each student will share a personal goal for their time
- (2) Share any further harms in our co-curricular that we need to address during the course of our time together.

- (1) What are the systematic issues in your operational area?
- (2) Where do stakeholders not/show up in the conversation?
- (3) What do we include/remove in our co-curricular community in order to become more equitable?
- (4) What is the timeline and who needs to be at the table to make change?

- (1) How do we establish congruency and accountability per stakeholder?
- (2) What do we need to change/adjust moving forward to become more equitable for new members?
- (3) What is the timeline and who needs to be at the table to make change?

- (1) What are the current systems of oppression that we need to adjust?
- (2) How can we collaborate more effectively for the common purpose?
- (3) What do we need to change/adjust moving forward?
- (4) What is the timeline and who needs to be at the table to make change?

- (1) What systems do we need to redefine to align with the definition of citizenship?
- (2) Who should/does defines the boundaries of the community?
- (3) Who should make the decisions in how the community develops and redevelops itself?
- (4) What do we need to change/adjust moving with our stakeholders?
- (5) What is the timeline and who needs to be at the table to make change?

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Example Stakeholders for Social Sororities and Fraternities: (Group) Chapter, (Community) SFL Community, (University) WashU, Inter/Nationals, Umbrella Group (NPHC, NPC, NIC), St. Louis regional sorority and fraternity life community

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Campus Life empowers students to discover and define themselves and their communities through **advising, programs and resources.**