



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.

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



Scope

CAB will be exploring the framework of the co-curricular experience defined by 400+ 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 advisor** 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!



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 and guided by the book: Leadership For A Better World: Understanding The Social Change Model of Leadership Development. Feedback, regarding the structure and approach, was provided by the following individuals. During the Co-Curricular Advisory Board, Dr. Williams will be consulting with the Center for Diversity and Inclusion. Adjustments to the structure and approach may occur based off continued conversations/needs of CAB and stakeholders a part of the process.

- [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.

Define	Understand	Explore	Mobilize	Impact
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
Oct. 5- Oct. 16	Oct. 12- Oct. 23	Oct. 19- Oct. 30	Oct. 26-Nov. 6	Nov. 9- Nov. 20

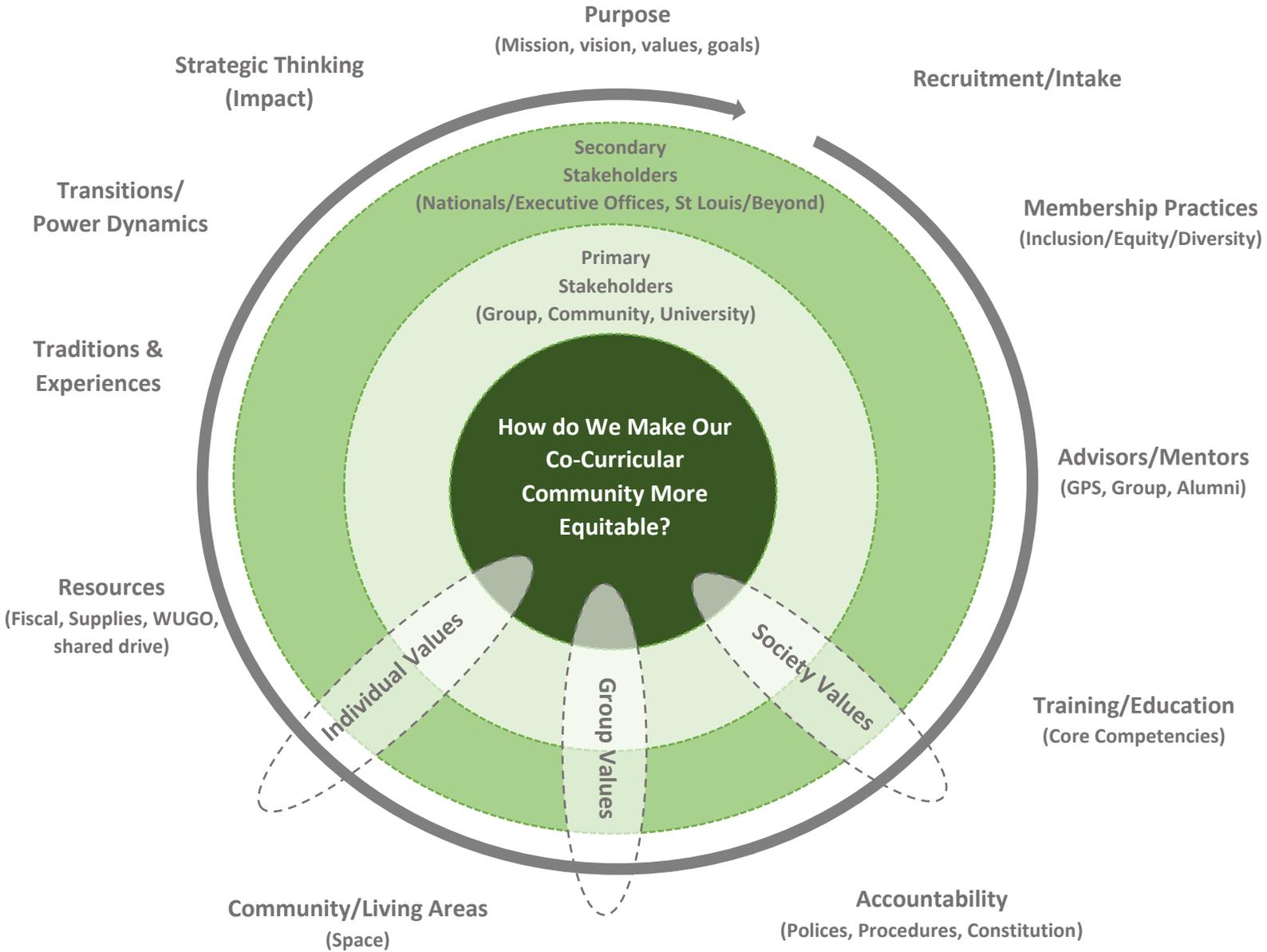


How Do We Make Change in Our Co-Curricular Community

Informed by Stakeholders

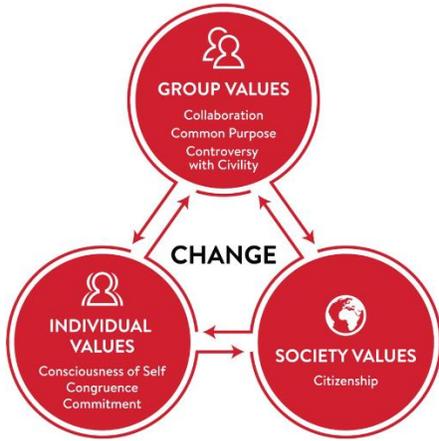
Influenced By Values

Interpreted through Operations



Framework: <https://nonprofitquarterly.org/community-engagement-governance/>

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



The Social Change Model

The following definitions were pulled directly from the book, *Leadership For A Better World: Understanding The Social Change Model of Leadership Development*

Positive Change

Change, as the hub and ultimate goal of the Social Change Model, change 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.

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	(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/slow/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 Discussion Questions	(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?	What does/should accountability look like in a group, community, University, nationals/beyond? (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 (e) What is the timeline and who needs to be at the table to make change?

Please note, the questions above may be adjusted depending on the direction and needs of the advisory board.