Student Life Act of Determination Committee
Developing Comprehensive Multi-Year Leadership Program

Committee Members:
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Evaluation Process:
1. Met 3 times in the fall and 5 times in the spring – 2 summer meetings scheduled
2. Reviewed and discussed committee charge
3. Defined leadership and accompanied it by three guiding assumptions
4. Mapped previous divisional leadership outcomes to current divisional student learning outcomes
5. Explored various multi-staged leadership models from other universities and resources for achieving outcomes (e.g. Emory, Arizona, Academy)
6. Reached agreement on two approaches for achieving outcomes
   a. Student Involvement general session at Orientation: Small group gatherings at June Orientation led by student leaders
   b. Involvement Advising: One-on-one meetings with trained and compensated student leaders to connect strengths, areas of interest, and passions to involvement opportunities
      i. Student Activities plans to hire and train Student Involvement Specialists
      ii. SL&E plans to train student front desk staff in the halls and our offices

Committee Charge
- Comprehensive Multi-Year Leadership Program – will research and develop recommendations for a comprehensive framework of leadership and service to instill Baylor graduates with the ability to lead and serve.
- Divisional act of determination for next 2-3 years: To instill Baylor graduates with the ability to lead and serve we will develop and implement a comprehensive multi-year leadership framework. A well thought out and wide-reaching model of leadership and service will be the foundation upon which divisional programs, services, and advocacy efforts are planned, resourced, carried out, and assessed. Central to this model are the foundational principles of the Christian faith and the ability to navigate within a complex global society.

Recommendations this committee is making:
1. Define and affirm a shared definition of leadership with guiding assumptions across the Division
2. Develop a common leadership definitions used throughout the division with defining characteristics (i.e. mission conversations, student led/staff advised, peer leaders)
3. Develop a common model for leadership across the division to serve as the foundation for all other leadership initiatives
4. Affirm an approach to connecting previous divisional leadership outcomes to current divisional student learning outcomes
5. Determine the role of Strengths in the Divisional leadership model (is it supposed to be used across the division)
6. Develop and fund an involvement-focused, student-led advising model
7. Implement involvement-focused training for residence hall office assistants
8. Implement an involvement transcript
Why this approach to increased divisional agreement?
1. To provide clarity to students about terms used by Student Life staff (less confusion)
2. Currently there are elements of themes of isolation and competition about which departments teach or do leadership “right”.
3. Having a shared vision is best practice to leadership and best aligns the division behind our goals, outcomes, and values.

Student Life Definition of Leadership - DRAFT
Leadership is the process of discerning your identity and empowering others for the betterment of our community

Student Life Assumptions of Leadership - DRAFT
The following belief statements are foundational to the development of leadership:
1. Each student is uniquely and wonderfully made by a creator God
2. Each student brings talents, skills, and abilities into his/her community
3. Each student should graduate equipped to be a servant and leader in the global society

Student Life Outcomes integrated with Student Leadership Development Learning Outcomes
I. Students will develop their God-given gifts to meet the world’s needs.
   1. Students will be conversant on their strengths.
   2. Students will demonstrate an understanding of how their faith perspective shapes their practice of leadership.
   3. Students will articulate the connection between vocation and their life’s calling.
   4. Students will demonstrate moral courage.

II. Students will practice behaviors that promote a healthy, integrated life.
   1. Students will articulate a commitment to behaviors that promote a healthy lifestyle for a) themselves and b) the community they serve.

III. Students will form meaningful relationships grounded in Christian hospitality.
   1. Students will build relationships that broaden their worldview.
   2. Students will demonstrate effective management skills

IV. Students will address the needs of the world through ethical leadership and compassionate service.
   1. Students will execute leadership competencies that are based on one or more leadership philosophies.
   2. Students will articulate an understanding of their responsibility to serve others within a community of need.
   3. Students will demonstrate critical thinking skills in addressing individual and organizational complexities.

Multiple Models Explored

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<thead>
<tr>
<th>Arizona</th>
<th>Emory</th>
<th>Academy</th>
<th>Doyle</th>
<th>Lead. Minor</th>
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<tr>
<td>Engage</td>
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<td>Reflect</td>
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Leadership Model Characteristics
We encourage students to explore the variety of opportunities at Baylor and within Student Life. It is important that students share a similar foundational model across different Student Life departments. It is clear to the committee that each department has an identity and specific models for training and development that help make them effective. The recommendation is not intended to diminish these individual characteristics. Rather, it is designed to be the common foundation from which we build our individual departmental developmental aspirations. The circular design is intentional with the model is not intended to be a linear progression. As with many emerging developmental models, reflection and response are a critical component of each stage in the process.

*The model above shows the most common and recommended path to leadership at Baylor. Students may enter at various points and progress in different stages.*
<table>
<thead>
<tr>
<th>Theme</th>
<th>Action</th>
<th>Examples of what students do</th>
<th>When/How</th>
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<tbody>
<tr>
<td>Explore</td>
<td>Involved</td>
<td>Take Strengths</td>
<td>Pre Orientation</td>
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<td>Involvement Inventory</td>
<td>On-Line Inventory</td>
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<td>Attend Orientation and Line Camp</td>
<td>June and July</td>
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<td>Engage</td>
<td>Invest</td>
<td>Involvement Recruitment</td>
<td>Greek Life Recruitment/ Service Fair/ Church Fair</td>
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<td>Late Night</td>
<td>Friday night of First Week of Classes</td>
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<td>Individual Organization Recruitment</td>
<td>Follow-up on interests</td>
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<td>Equip</td>
<td>Learn</td>
<td>Co-Curricular Advising</td>
<td>Fall Semester</td>
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<td>Education/Training on Leadership</td>
<td>Leadership Minor, Student Organization Training</td>
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<td>Student Leadership Conferences &amp; Retreats</td>
<td>At Baylor or Outside of Baylor</td>
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<td>Empower</td>
<td>Lead</td>
<td>Advising and supervising</td>
<td>Through student employment roles</td>
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<td>Leading and serving students</td>
<td>Lead student organizations and other groups</td>
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<td>Training future leaders</td>
<td>Help lead training for other students in their roles</td>
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**Other ideas to explore in 2014-2015**

Implementation of a co-curricular record
- This will occur as part of the student organization software we have purchased
- This will require staff time to oversee the co-curricular record and approve activities for inclusion on the record

Explore breadth of student experiences models
- Focus on the substance and assessment data behind these models

Study how to create more pathways for and alleviate obstacles to faculty and student connection
- This might include increased faculty advising of student organizations, faculty and staff serving as primary direct connects for at-risk students, faculty partners in the residence halls, etc.

Work with Student Life departments on a five-year staffing plan for leadership division-wide.
Proposed Co-Curricular Advising Model

Purpose - To engage students to find pathways for involvement

Guiding Assumptions
1. Pathways to leadership and involvement in the co-curriculum should be intentional.
2. Involvement is a broad concept that includes opportunities for students to connect and personally grow in the context of student-related programs and activities. Within the context of the Student Life Leadership Model, involvement is synonymous with engagement.
3. Involvement opens opportunities for leadership, so the co-curricular advising effort will initially focus on establishing pathways to involvement to lay the foundation for future leadership opportunities.
4. This effort will be born out of a thoughtful approach to a students’ transition to the university, guided by the philosophy of sharing with students needed information at the appropriate time they should receive it.
5. This effort should be designed with long-term replication and opportunities for expansion in mind.

General Framework
1. Students will hear introductory messaging regarding the benefits and purpose of involvement at transition programs such as Orientation and Baylor Line Camp (day 2 sessions).
2. Pre-arrival messaging through a website this year (and next year the identified student organization management software) students will be encouraged to explore online information about involvement opportunities.
3. Student Involvement Inventory: Students will complete an online student involvement inventory that will guide them in identifying potential involvement opportunities based on preferences, passions, previous involvement, and desired experience.
4. Students will be hired to assist students with their exploration once they arrive on campus. This may take the form of providing guidance at involvement fairs, hosting one-to-one conversations, targeting specific student populations.

Overview
1. We will select and train 10–12 Student Involvement Specialists (SIS) to lead the initial co-curricular advising efforts. We anticipate a cost of ~$4,000 in student wages (program provided in fall ‘14 and spring ‘15).
2. SIS will be available for assistance from August until Fall Break (Friday, October 17).
3. SIS would work 10 – 12 hours per week in a paid position during a 10:00am – 4:00pm timeframe.
4. One or two SIS may remain on staff throughout the year for oversight, additional evaluation, connectivity, preparation for the following semester, etc.
5. SIS will operate from a designated space (department on campus, separate office space, residence hall lobby, etc.) that provides environment for individual conversations and access to students’ inventory results.
6. SL&E staff residence halls from 7 a.m. to 1 a.m. each day and these students can initiate conversations with students and facilitate some meaningful conversation about their peers’ engagement. Within SL&E, we would also like to train NSP, CL&L, and SL&E student front desk staff.

Student Involvement Specialist Responsibilities
1. Reach out to a pre-assigned (includes all students) student population to direct market co-curricular advising service to students in the incoming class (use MAP-Works to target student with low social integration).
2. Serve a designated amount of ‘office hours’ per week.
3. Review a student’s inventory results prior to meeting with the student.
4. Conduct a 15 – 20 minute conversation with the student regarding involvement interests.
5. Generate involvement content for students by connecting the conversation with the results of the student involvement inventory.
6. Serves as the designated specialist for any student with whom they meet in an ongoing manner (provide personal email address) and track the conversation in MapWorks
7. Share contact information with appropriate involvement areas where student demonstrated interest
8. Follow back up with student after two weeks to learn of student’s progress

**Incoming Student Experience**
1. Incoming students encouraged to complete Involvement Interest Inventory prior to coming to BU in August.
2. Incoming students can contact SIS by phone, email, or drop-in appointment.
3. Incoming students can contact SIS following appointment for further insight or direction.

**Next Steps**
1. Identify an implementation team that includes staff from Student Activities and SL&E
2. Determine involvement inventory instrument.
3. Identify involvement opportunities.
4. Determine how this information is communicated to new students by student leaders.
5. Prepare training for the student staff

**Longer Term**
1. Identify and track learning outcomes related to co-curricular experiences.
2. Develop an approval process for events that go onto a co-curricular record
3. Help students use a co-curricular record to help them get a job and into graduate school.

**Training Residence Hall Office Assistants on helping students explore involvement opportunities**
1) Teach them a basic overview of the Division’s Student Leadership Model
2) Show them how they can play a valuable role in a couple stages of the model (Explore, Engage)
3) Provide them with an overview of opportunities for involvement at Baylor (could be manual or website)
4) Equip them with simple, open-ended questions that might help students think about their involvements
   a. How is your semester going? How are your classes going?
   b. How about outside of class, have you gotten involved in anything?
   c. (If no,) what do you like to do in your free time?
   d. Use the answer to this question to guide the students to potential resources
5) Show them how to make appropriate notes on key information the RHD may want to know about

**Presentation on Involvement during Orientation titled “Hints for Thriving at Baylor”**

**Goals for the Presentation**
- Emphasis on thriving as a mechanism towards community
- Broadening of students’ perspectives on involvement opportunities at Baylor
- Making a distinction between being involved (doing something) and developing community (being known)

**General Outline** (assignments noted beside each one)
- 10 Minutes Prior to Presentation: Greet/Welcome Everyone and Run Prezi with Visuals of Involvement
- 30 minute Presentation
  - 1-2 Minute Involvement Video
  - 10-12 minutes: TED Talk on Thriving/Community (Matt/Elisa)
  - 10 minutes: Broadening Horizons on Involvement (Craig et. al.)
  - 2-3 minutes: Opportunities for Action (social media/ [www.baylor.edu/involve])