IN BOLD PURSUIT OF LEADERSHIP:

CONCEPTUALIZING SOCIALLY RESPONSIBLE STUDENT LEADERSHIP

DEVELOPMENT IN HIGHER EDUCATION PRACTICES

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by

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ABSTRACT

Colleges and universities play an integral role in shaping how current learners become the leaders of tomorrow. Whether it be through curricular or co-curricular practices, higher education professionals are critically thinking about the ways in which such leadership development is taking place, by putting a greater emphasis on the development of traits and behaviors regularly associated with leaders (e.g., communication, collaboration, and commitment) rather than simply doling out the titles and accolades associated with it. By focusing on the development of both social and leadership identities, many leadership educators are considering the ways in which their programs can (a) meet the needs and interests of more diversified student populations, and (b) better prepare students to tackle the challenges of today and tomorrow in socially responsible and ethical ways. This qualitative, descriptive case study investigated the ways in which different stakeholders of Rugby Leads, a volunteer and leadership development program affiliated with a large, public university in the southeast, conceptualized socially responsible leadership and how program leaders facilitated curricular and co-curricular opportunities for students that align with that conceptualization. Through interviews with various stakeholders associated with Rugby Leads (e.g., Staff Members, Community Partners), a document review, and a review of peer institutions, this study discerned the organization's common language of socially responsible leadership in order to provide recommendations for how Rugby Leads can enhance current and future practices to better meet the needs and interests of all stakeholders.

Keywords: student leadership development, higher education, socially responsible leadership, curricular leadership practices, co-curricular programming

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APPROVAL

This study, "In Bold Pursuit of Leadership: Conceptualizing Socially Responsible Leadership Development in Higher Education Practices," has been approved by the Graduate Faculty of the School of Education and Human Development in partial fulfillment of the requirements for the degree of Doctor of Education.

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DEDICATION

To my grandfather, Solomon Roth

A Holocaust survivor who wanted the best for his family,

Who wanted every child and grandchild to become a lawyer or a doctor,

I think this counts, right?

Thank you for pushing us all to be our best.

May your memory be a blessing.

ACKNOWLEDGEMENTS

To those who know me (and who may choose to read this document), it will come as no surprise that I'm a tad verbose. However, at the culmination of this doctoral experience, I'm going to do my best in this section to be brief.

I must start with my formidable, prodigious, and nurturing committee, who generously shepherded me through this process. To my Chair, Professor Tonya R. Moon: 1. Did the word "nurturing" make you cringe? 2. The gratitude I have for you is boundless. I genuinely could not have asked for a better Chair to steer this process and guide me to this moment. You did so with a generous heart and a thoughtful mind, and I will forever be in your debt. Words will never be able to express what you mean to me, but I can say that I will go out into this world a better scholar-practitioner because of you. And to say that I was one of Dr. Moon's doctoral students – well that's simply a crowning stroke to an already remarkable journey. To Professor Melissa K. Levy: You have been a guiding light for me during my tenure at this University. I'm appreciative for all that you are in my life: a critical peer (key word there is *critical*), a co-instructor in the greatest course(s) at this University, and a mentor that I will be able to call on for years to come. To Dr. Kelly A. Hedrick: The impact you've made on my work as a scholar and practitioner is hard to describe. Your courses were as influential as they were enjoyable. You embody the joy and generosity of spirit that I will forever aspire towards. To have you in person at the Rotunda on March 20th was an absolute highlight of that day. You are such an incredible human, scholar, practitioner – I'm thrilled to have had you on my team. To Dr. Rose M. Cole: You have been my champion from day one. While our offices may be a little further apart in the future, I know our connection will remain. Thank you for your unwavering support of my interests, passions, and goals. May we continue to find moments to reflect and conspire together.

I say this often: while my scholarship and writing has been a somewhat siloed endeavor, I have not gone through this process alone. If I were to take a moment to acknowledge each person who played a role in getting me to this moment, this section would be too long. So, I'll start by simply thanking my colleagues and friends in this program and at this school. Being in community with all of you for the last few years has been a joy and a privilege. Briefly, I'd like to thank by name three individuals who grounded me in all aspects of my life. Gabrielle Griffin: Thank you for being my critical peer, my writing partner, and my dear friend. We started this program together, and I'm thrilled to be finishing together. You are a bright star; one I'm thankful to journey with. Katie Leigh: If I start, I may never end. Thank you for being present, for being an incredible listening ear, and for being a truly incredible chef. Jessica Bonnem: I feel lucky that we were paired together in the first seminar, because you kept me afloat, and I cannot wait to continue partnering and collaborating in the future. You make it all look too easy.

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Lastly Lastly, to "Rugby Leads": You provided me a home for the last few years to incubate, take risks, and challenge my assumptions about leadership and service, and I cannot wait to see how you continue to flourish as an organization and support student leaders for years to come. Continue fighting the good fight.

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Introduction

Statement of the Problem

Historically, institutions of higher education have seen themselves as the preeminent training ground for developing leaders who think critically and problem solve ethically (Kiersch & Peters, 2007; Scalicky et al., 2020; Seemiller, 2021; Zimmerman-Oster & Burkhardt, 1999). Moreover, to align with such beliefs, institutions purport the importance of leveraging student leadership opportunities that permeate many aspects of school life for that development (Leupold et al., 2020). Especially in the 21st century, as discussion around the vacuum of responsible and ethical leadership persists (Andenoro et al., 2013; Seemiller, 2021; Soria et al., 2013) and schools are becoming more diverse (National Center for Education Statistics [NCES], 2022), educators need to take an investigative look into the current practices in colleges and universities to bolster more responsible programming to better meet the needs of their diverse learners and to better prepare them for the challenging and complex work of stewarding today's organizations and communities forward (Stover & Seemiller, 2017).

To promote greater consistency in programming across higher education institutions, scholars and practitioners alike have articulated an interest in seeing an established set of standards for student leadership education and development. With a dearth of empirical research literature on the comprehensive and detailed process of cultivating student leadership (Grunwell, 2015), greater pressure is being placed on certain professional organizations of higher education to provide strategies for how student leadership is conceptualized, developed, and employed. For example, the Council for the Advancement of Standards in Higher Education (CAS) has iterated its developmental outcomes and competencies for leadership development multiple times throughout the last decade,

describing in their 2020 Contextual Statement the need for the decolonization of leadership that is more focused on issues of justice and identity to bring a criticality to the field of student leadership development (CAS, 2020), an idea that was not at the forefront of leadership education even 10 years ago. Also, the Inter-association Leadership Education Collaborative (ILEC, 2016) noted the importance of supporting a myriad of perspectives in the realm of leadership education. This focus on voice, identity, and diversity has been discussed in scholarship (e.g., Kouzes & Posner, 2006) and evidence for the prioritization of such ideals has become normative in student leadership programs (Skalicky et al., 2020).

As such conversations are taking place at the national level through professional organizations (e.g., CAS, ILEC), other, institution-centered scholars and practitioners are negotiating the ways in which they can effectively develop student leaders through contextually considered and evidence-based approaches at their own institutions (Andenoro et al., 2013). Moreover, it is evident that student leadership can be developed through multiple modalities, including both curricular and co-curricular experiences (Kiersch & Peters, 2017; Komives & Sowick, 2020; Perruci, 2014; Skalicky et al., 2000). According to Skalicky et al. (2020), the various locations in which student leadership development can occur experientially, whether it be on an athletic team, in the classroom, or within a facilitated affinity group, play a significant role in shaping how leadership educators can support leaders as learners. In a multi-institutional study of over 1,000 U.S. leadership programs at institutions of higher learning, it was noted that a majority of student leadership development programs leverage some form of out-of-class experiences to develop leadership capacity (Riggio et al., 2003). These out-of-class opportunities, also known as experiential learning (see Kolb, 1984), can play a significant role in shaping student learners as leaders, as they allow for greater individualization of the experience for each burgeoning student leader to develop at their own, appropriate pace (Komives & Sowick, 2020). While the benefits of

these out-of-class experiences seem to be supported by the empirical research (Kiersch &
Peters, 2017; Komives & Sowick, 2020; Perruci, 2014; Wurr & Hamilton, 2012), the
question about what guides these experiential opportunities is still in question, which plays a
significant role in motivating this study.

Problem of Practice

At Rugby Leads (a pseudonym), the volunteer center at a southeastern institution of
higher education, concerns about how students develop socially responsible leadership
behaviors is a significant topic of conversation (Rugby Leads Staff, personal communication,
2021). Over the last two academic years (2020-2022), concern from various stakeholders,
including Rugby Leads' staff, community partners, and the student leaders themselves, about
the inconsistent nature of Rugby Leads' student leadership development programming has
led to dialogue about currently employed leadership developmental practices and identified
programmatic aims. Current Rugby Leads' staff want to better understand the ways in which
they are (and are not) currently fulfilling the center's mission of "Empowering and training
student leaders..." for a lifetime of public service (n.d.). Specifically, in their strategic
mapping plan for 2022, Rugby Leads outlines the importance of promoting students to
become socially responsible and effective leaders in the communities they serve. However, a
senior-level Director, who is directly involved in the student leadership development
experience, noted concerns about Rugby Leads lacking a comprehensive experience of
leadership development for all student leaders that emphasized such social responsibility,
likely playing a key role in the efficacy of their programming. Additionally, the Director
reasoned that the lack of cohesion is likely dependent on the inconsistent curricular, co-
curricular, and instructional practices around student leadership development for the program,
with a large proportion of time being dedicated to program management rather than student
leadership development. A feedback survey provided to senior student leaders in the spring of

2022 illustrated that they are developing varying traits associated with leadership through their Rugby Leads' experience (e.g., timeliness, drive, and desire) (Rugby Leads, 2022). However, feedback from that same survey also suggested that they may not be cultivating specific leadership constructs apparent in currently known socially responsible leadership frameworks (e.g., *Collaboration*, *Consciousness of Self,* and *Congruence*), through their Rugby Leads' student leadership development experience (Rugby Leads, 2022).

Conceptual Framework

In order to promote greater facility with and capacity for socially responsible leadership in a high-quality student leadership development program, the conceptual framework for this study (see Figure 1.1), supported by scholarship in the field of student leadership development, is guided by the following assumptions: (a) the typical post-secondary student, regardless of where they are on their development journey through emerging adulthood (see Arnett, 2000), is entering college with a readiness to cultivate values and beliefs associated with leadership development (Sax et al., 2000), (b) conceptualizing a shared language about student leadership for a program or institution can provide a foundational consistency for all learners, regardless of their diverse background or experiences (Seemiller & Murray, 2013), (c) focusing on the identity of students, both their leadership identity and their social identity, is a valuable tool for all learning in the field of leadership education (Astin, 2000; Komives et al., 2005, 2006; Seemiller, 2021), and (d) the aim of a high-quality student leadership development program centering on socially responsible leadership is to develop students' understanding of themselves, their groups, and the communities in which they live and serve (Astin & Astin, 1996; Eich, 2008).

This conceptual framework describes the interrelatedness of both curricular and co-curricular programming in student leadership development. To be a high-quality program that promotes behaviors of socially responsible leadership, leadership educators need to consider

the ways in which they are building robust systems that ask learners to consider their social and leadership identities throughout their leadership development experience. Therefore, all programming, regardless of the location (i.e., curricular or co-curricular) must be responsive to the needs of the students in individualized ways. As well, while students are building a sense of self through identity exploration, they are also, as illustrated in the framework, encouraged to work in community with others, whether that be in the practice of developing their leadership identity or in the parallel programming happening in their community-based opportunities. And, regardless of where the student development is taking place, consideration for the ways in which mentors and experienced practitioners play a role in the development of student leaders is a necessary aspect of the leadership development process.

Figure 1.1

Conceptual Framework
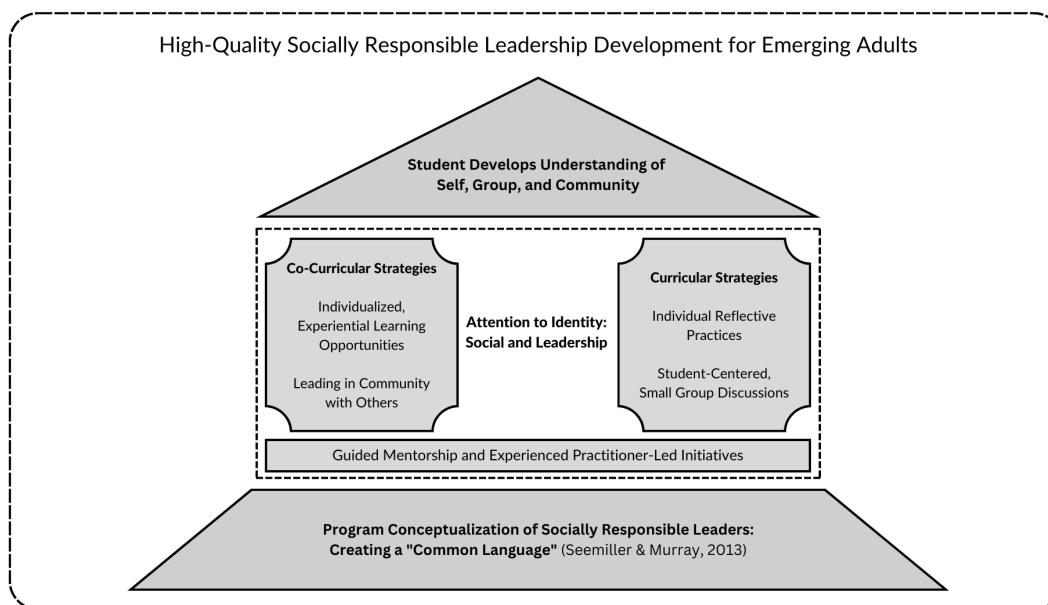
Purpose of the Study

According to Rugby Leads' impact mapping plan (2022), their program aims to graduate socially responsible leaders through community-based student leadership development programming. However, according to the Director of Community Engagement, Rugby Leads has not conceptualized what socially responsible leadership means to the

organization. Moreover, the ways in which Rugby Leads may currently be developing capacity for socially responsible leadership remains unknown. Noting the possible incoherence in programmatic aims and current experiences, this study will investigate the ways in which Rugby Leads conceptualizes socially responsible leadership and what practices currently being employed for student leaders align with that conceptualization. I will utilize a case study approach to address the following research questions:

- Research Question 1: In what ways do Rugby Leads stakeholders conceptualize socially responsible leadership?

- Research Question 2: Based on their conceptualization of socially responsible leadership, in what ways, if any, do Rugby Leads staff currently employ curricular and co-curricular learning experiences to support student leadership development?

- Research Question #3: What does programming look like at peer institutions that focus on, or have a mission or vision regarding, the development of socially responsible student leaders?

Significance of the Study

As prior studies suggest, having a common language of leadership can better support how programs build and shape their leadership development experiences for students (Seemiller & Murray, 2013). One of the greatest challenges facing Rugby Leads is how they, as an organization with varying degrees of stakeholder engagement, conceptualize socially responsible leadership to enhance their overall programmatic outcomes for all stakeholders, especially community partners and student leaders. By addressing this lack of conceptualization and providing Rugby Leads with an identified and comprehensive description of what socially responsible leadership may mean for their program based on this inquiry, it can inform greater alignment between all stakeholders and programming options offered.

Additionally, noted scholarship from professional organizations (e.g., CAS, ILEC, AACU) have charged programs in higher education spaces, such as Rugby Leads, to invest in building communities that not only address the dearth of ethical and socially responsible leadership in the 21st century, but also create comprehensive programming that addresses the needs of a diversified group of learners and leaders (Andenoro et al., 2013; Andenoro & Skendall, 2020; CAS, 2020; ILEC, 2016). By understanding the ways in which Rugby Leads may be achieving the aims of a robust, high-quality, and inclusive program that meets the needs of their diverse learners, this study suggests possible recommendations that may enhance the overall programming provided by Rugby Leads staff for student leaders and their development.

Lastly, college-aged students are at a prime age to explore their relationship to and capacity for socially responsible leadership behaviors, as they are exploring their sense of self, relationship to others, and their own agency to make change (Arnett, 2000; Astin, 2000; Baxter-Magolda, 2001). As is evidenced from previous conversations with Rugby Leads stakeholders, they are aware that aspects of their leadership development program need realignment and a reinvestment of varying capitals. By outlining a conceptualization for socially responsible student leadership and describing the ways in which Rugby Leads is aligned with that emerging conceptualization, current stakeholders can renegotiate the curricular and instructional practices in which they choose to invest for a more nuanced and high-quality student leadership development program.

Key Terms and Definitions

Traditional College-Aged Students: Various stages of social identity development are employed in higher education scholarship to describe the typical college-aged student, including late adolescence and emerging adulthood. Though varying slightly in their definitions, these two terms have, at times, been used interchangeably in the literature to

describe students at this age range (see Pasupathi & Hoyt, 2009). The literature on late

adolescents is more fixed in its conceptualization, noting that those individuals within this

period of development are between the ages of 18-21. Emerging adulthood is less fixed, with

Arnett (2000) using the term to describe those between the ages of 18-25. The traditional

college student falls into this category, as their exploration of identity, love, work, and

worldviews deepens through greater autonomy and exploration (Arnett, 2000). It is distinct

from pre- and post-social development stages (i.e., adolescents and early adulthood). For

example, emerging adults have generally experienced life outside of their family home, yet

they may not have experienced financial independence. According to Arnett (2000),

emerging adulthood is a development period when individuals "examine the life possibilities

open to them and gradually arrive at more enduring choices… [it is] a period when change

and exploration are common" (p. 479).

For this study, the term *emerging adult* will be used for two reasons: (a) it

appropriately conveys the relationship between the development of leadership behaviors and

one's social identity development as described in the literature, and (b) the primary

population of student leaders associated with the study are upperclassmen, who land at the

upper crest of late adolescents, but appropriately represent the mid-range of those in

emerging adulthood.

Curricular Experience: A definition of *curricular experience* for leadership development

requires a two-pronged approach to better understand the nuanced nature within the

discipline: a prescriptive and a descriptive definition. Prescriptively, it is necessary to retain

value in a curriculum being "all the learning experiences planned and directed by the school

to attain its educational goals" (Tyler, 1957, p. 79). More pragmatically, curriculum may also

be defined as all the written plans, aims, and courses of study provided by an instituitor in a

particular field (McBrien & Brandt, 1997). These definitions rely on the tangible deliverables

provided by the school or university for a student's learning. From a more descriptive perspective, curriculum, according to Wilfred Carr (1998), is meant to "prepare pupils for the world of work," purporting that curriculum in schools is devised and idealized to enhance students' capacity for what lies beyond their classroom experience (p. 328). And Toepfer and Alessi (1998), in their investigation into the Eight-Year Study, considered the purpose of curriculum, noting how curriculum is meant to be a vehicle for student exploration and development of values, rather than a mandated set of knowledge that should be memorized and lived by. These two ideals take a more holistic approach to curriculum, aligning with the aims of curriculum rather than defined deliverables. Within the leadership discipline, leadership educators may need to leverage both the prescriptive and descriptive definitions of curriculum to better understand the complex opportunities students engage in from a curricular standpoint. Therefore, this inquiry intends to define the *curriculum* as the formalized and standardized content provided through instruction for any defined opportunity, whether it be a course, a program, an experience, or a programmatic aim, that the instructor intends to leverage to construct meaning for students in their leadership development experiences.

Co-Curricular Experience: A co-curricular experience can best be defined as "one that requires a student's participation outside of normal classroom time as a condition for meeting a curricular requirement" (Bartkus et al., 2012, p. 699). While it shares similarities to the term *extracurricular*, since both experiences occur outside of the classroom, it differs in that a co-curricular experience aligns with the curricular objectives and aims of activities and learning within the classroom.

Leadership Education: It is evident that leadership education takes on many definitions, conceptualizations, and meanings. For this study, the *National Leadership Education Research Agenda*'s (Andenoro et al., 2013) definition of leadership education best supports

this inquiry. They define leadership education as "the pedagogical practice of facilitating leadership learning in an effort to build human capacity and is informed by leadership theory and research. It values and is inclusive of both curricular and co-curricular educational contexts" (Andenoro et al., 2013, p. 4).

Leadership Identity: Komives et al. (2005, 2006) identified the importance of building a leadership identity in the process of building capacity for leadership. For this inquiry, Day and Harrison's (2007) definition will be used. They define leadership identity as the "sub-component of one's identity that relates to being a leader or how one thinks of oneself as a leader" (Day & Harrison, 2007, p. 365).

Social Identity: According to the American Psychology Association (n.d.), *social identity* is "the personal qualities that one claims and displays to others so consistently that they are considered to be part of one's essential, stable self. This public persona may be an accurate indicator of the private, personal self, but it may also be a deliberately contrived image." One's social identity can include their race, ethnicity, gender, sexual orientation, socioeconomic status, age, religion/religious beliefs, abilities, disabilities/differences, and neurodivergence.

Social Responsibility: Social responsibility can be defined as "the ideological notion that organizations should not behave unethically or function amorally, and should aim (instead) to deliberately contribute to the welfare of society or societies – comprised of various communities and stakeholders – that they operate in and interact with" (Planken, 2013, p. 768).

Chapter 2

Literature Review

This literature review examines the scholarship pertaining to aspects of student leadership development at institutions of higher education, specifically looking at the ways scholars and practitioners articulate and conceptualize the pedagogical practices pertaining to high-quality leadership development programming for students in higher education spaces. Additionally, insight regarding a range of factors of student leadership development (e.g., gender, race, ethnicity, and age) are examined for greater clarity within the Problem of Practice.

Through this review, I aim to address the following understandings: (a) student leadership development in higher education is complex and nuanced, (b) professional organizations in higher education that promote leadership development poorly articulate curricular approaches that undergird the instructional practices for developing student leaders, (c) leadership development can transpire in various locations inside and outside of the classroom and may support one another, and (d) socially responsible leadership, as a construct, has been expressed with varying degrees of precision, both supporting and impeding the student leadership development process in various contexts. This framing for the literature review supports the larger narrative about Rugby Leads' leadership development practices, illuminating how its practices may or may not align with current conceptualizations of socially responsible leadership development and the practices transpiring at other peer institutions.

Student Leadership Development Programs in Higher Education

Literature pertaining to student leadership development programs in higher education suggests that several factors play a role in shaping the student experience for greater efficacy in student leadership development. In this section, I describe what the scholarship articulates

as "high-quality" leadership programming and the complexities that are ascribed to such quality.

High-Quality Student Leadership Development Programs

High-quality student leadership development programming in higher education is a complex and nuanced experience, requiring varied and personalized learning opportunities for students to engage in. As Eich (2008) describes in his grounded theory study, the foundation of a high-quality program is one that is both (a) aimed at the student's learning and (b) devised with leadership development as the intended and desired outcome. His beliefs about high-quality programs in higher education student leadership development align with those of noted professional organizations and other literature (see Council for the Advancement of Standards in Higher Education's [CAS] [2013, 2020], the National Leadership Education Research Agenda [NLERA] [2013, 2020], and Zimmerman-Oster and Burkhardt [1999]), all of which place significant emphasis on a program's purpose, student experience, and the respective learning outcomes as the foundation of high-quality programming.

In his work, Eich (2008) bounds his attributes of high-quality student leadership development into clusters: Cluster I: Participants Engaged in Building and Sustaining a Learning Community, Cluster II: Student-Centered Experiential Learning Experiences, and Cluster III: Research-Grounded Continuous Program Development. These clusters and associated attributes (see Figure 2.1) articulate clear aims for leadership educators to consider.

Figure 2.1

Model of High-Quality Student Leadership Programs (Eich, 2008)

Cluster I: Participants Engaged in Building
and Sustaining a Learning Community

1. Diverse Students
2. Experienced Practitioners
3. Modeling Educators
4. Small Groups
5. Supportive Culture
6. One-on-One Relationships

Cluster II: Student-Centered
Experiential Learning Experiences

7. Leadership Practice
8. Reflection Activities
9. Application in Meetings
10. Meaningful Discussions
11. Episodes of Difference
12. Civic Service
13. Discovery Retreats

Cluster III: Research-Grounded
Continuous Program Development

14. Flexible Design
15. Values Content
16. Systems Thinking

Eich's (2008) empirical research supports a much larger conversation about the ways in which institutions of higher education can and should support students in their leadership development towards specific learning outcomes; it underpins the interrelatedness between varying experiences that support a larger programmatic purpose. Moreover, certain aspects of his conceptualization of high-quality student leadership development have become timelier since his publication, with scholarship articulating a greater emphasis on societal shifts and necessary sustainable practices that are aligned with changes in higher educational institutions at-large. Specifically, institutions are seeing much greater diversity on campuses. Even though overall student enrollment decreased by 9% between 2009 and 2020, overall enrollment in higher education is expected to increase by 8% between 2020 and 2030 (NCES, 2022) Additionally, while enrollment decreased for many racial groups between 2009 and 2020, Hispanic, Asian/Pacific Islander, and nonresident alien undergraduate student populations either remained steady or increased (NCES, 2022). Along with this enhanced diversity on college campuses, student leadership education is pivoting towards practicing student leadership in community and with community, rather than simply learning about the theory of leadership in a vacuum (Andenoro et al., 2013; Andenoro & Skendall, 2020; CAS, 2019). In their most recent update to the *National Leadership Education Research Agenda*,

Andenoro and Skendall (2020) encourage leadership educators to be more conscious about the ways they prepare students to approach the complex problems within societies, including the importance of deconstructing pervasive systems of oppression in local and global communities. To address this consideration, greater clarity on the inclusion of diverse learners and diverse voices, as well as the importance of providing more individualized opportunities for students to develop their own sense of self (i.e., social identity development) in relation to their leadership development experience (i.e., leadership identity development [see Komives et al., 2005, 2006]) is needed for thoughtful implementation into practice (see Andenoro & Skendall, 2020; CAS, 2019, Pierre et al., 2020). Eich's (2008) work shares similar sentiments, noting how diverse learners bring greater quality to a program, as they provide varied experiences and perspectives that may go unheard without intentional efforts to include those experiences in the conversation.

With greater emphasis now on the dynamics of power and privilege at the forefront of student leadership education (Andenoro & Skendall, 2020), conceptualizing high-quality student leadership development as a continuation and enhancement of the work already happening in other areas at institutions of higher education can support institution-wide efforts to meet the needs of current students, their schools, and society-at-large (CAS, 2020).

Challenges in High-Quality Student Leadership Development Programming

With various priorities framing the student leadership development experience for leadership educators to follow (e.g., building inclusive leadership communities, unifying programmatic aims, and building capacity in student leaders [Andenoro et al., 2013; Andenoro & Skendall, 2020; CAS, 2013, 2020; ILEC, 2016]), some notable challenges continue to persist in the field that require greater attention (e.g., evidence-based practices and models of assessment). Moreover, certain considerations, such as a student's gender,

race, and ethnicity, must be addressed when schools are encouraging greater diversity in schools and programs.

Curricular Challenges. The literature indicates that a curriculum is "all the learning experiences planned and directed by the school to attain its educational goals" (Tyler, 1957, p. 79), which is not widely discussed or articulated in the context of student leadership development, impeding leadership educators' ability to implement evidence-backed and widely accepted practices effectively in their contexts. Andenoro et al. (2013) emphasize the importance of curriculum in their agenda, yet a lack of clarity about what, exactly, should be contained in such a curriculum is in question. They note how curriculum should be learner-, knowledge-, assessment-, and community-centered (Andenoro et al., 2013), yet little information is provided about the ways in which those outcomes are planned, designed, and implemented in practice.

Other scholarship provides framing that can help steer programming towards clarity in curriculum, but the action-centered goals, rather than pragmatic high-quality programming, continue to leave a dearth of knowledge for practitioners to implement in curricular and co-curricular settings. Guthrie and Jenkins' (2018) leadership framework, which encompasses the following areas: knowledge, development, training, observation, engagement, and metacognition, presents similar inadequacies to that of Andenoro et al. (2013). With this framework, leadership educators can begin to assess the ways in which they may be enacting such constructs; however, no depth to those constructs is provided to shape high-quality programming from current opportunities. Future scholarship is needed in the scholar-practitioner arena for student leadership development in higher education to enhance programming in desirous ways that promote high-quality programming and provide intentional pedagogical approaches for leadership educators to implement and contextually assess.

Additional Factors for Student Leadership Development Programming

The primary purpose of this study is to better understand how a student leadership development program in a higher education setting conceptualizes socially responsible leadership and the ways in which that program employs developmental practices to meet the diverse population of learners and leaders (Andenoro & Skendall, 2020; Watt, 2003). Consequently, a greater recognition of how gender, race, and ethnicity play roles in such development must also be considered for more socially just and relevant leadership development. The idea that a high-quality student leadership development program should include diverse learners (Eich, 2008) does not appropriately convey the nuance required to provide high-quality programming that meets the needs of those diverse learners as leaders (Kezar & Moriarty, 2000; Seemiller & Murray, 2013). The emphasis on including diverse voices and experiences is evident in the strategic goals and standards provided by professional organizations (see Andenoro et al., 2011; Andenoro & Skendall, 2020; CAS, 2020), yet little empirically published scholarship has defined practices to support those diverse student learners in their leadership development (Dugan et al., 2012; Seemiller & Murray, 2013). However, some scholarship (see Dugan et al., 2012; Haber, 2012; Rosch et al., 2012) attempts to discern key differences in demographics of student leaders and their relation to leadership development, which may play a role in shaping future programming for leadership educators. Additionally, other practices, such as mentoring, can play a role in how educators promote greater saliency in the capacity for leadership emphasized in leadership development programs (Crisp & Alvarado-Young, 2018) and address the diverse experiences of the student leaders entering their programs.

Gender in Student Leadership Development. There is evidence to support that gender, among other aspects of social identity, should play a role in how higher education institutions develop student leadership programming. One challenge stems from the ways in

which programs conceptualize and practice leadership, as such conceptualizations are as diverse as the populations in which they support and may play a role in how leadership is developed in various contexts (Haber, 2012). In a mixed-methods research study (n=1,100) examining the ways in which undergraduate college students from diverse backgrounds (including race, gender, and geographic areas nationally) define leadership, Haber (2012) suggests that the varied conceptualizations of leadership, which may be dependent on student demographics, can inform the development and implementation of leadership programming. Emergent themes of collaboration, personal qualities, and positive difference were more prevalent in female-identifying respondents than male-identifying respondents (Haber). The findings suggest that female-identifying respondents were more likely to align with contemporary definitions of leadership as opposed to their male counterparts, which may play a significant role in shaping how leadership development programming encourages development in a gender-diverse setting (Haber).

Additionally, when considering how gender may play a role in student leadership development in higher education, it is important to consider what factors of social identity development may influence and drive differing demographics to enhance their efficacy in leadership development. In a qualitative study of undergraduate students (n=92) in a multi-year, self-directed, elective-based leadership program looking at the differences in race and gender on leadership goal setting, findings suggest that the variability in conceptualizations of leadership present differently in men and women (Rosch et al., 2014). Specifically, Rosch et al. suggest that female students were more intentional about developing leadership-oriented traits (e.g., collaboration, community), while male students were focused more on the skills associated with leadership (e.g., goal setting, confidence-building). The implications from this study describe how gender-based curricula and instruction may be one viable way to address the dissonance in gender perceptions of leadership. As well, Rosch et al. (2014)

suggest that attending to both the traits and skills in leadership development, rather than focusing on one, is a viable path forward for leadership educators to meet the needs of varied learners in their leadership development process, aligning with how other scholars (see Seemiller & Murray, 2013) view new paths towards effective student leadership development.

Based on these findings and others, leadership educators may need to consider how they build curricular and instructional experiences that support a view of leadership that aligns with more contemporary contexts and societal needs that also meets the needs of students and their respective gender identities. This idea aligns with how some researchers (see Haber-Curran & Tillapaugh, 2017) see the socialization of gender norms playing a significant role in shaping student leadership development programming. To address those gaps in current programming, Haber-Curran and Tillapaugh (2017) encourage educators to engage in more intentional self-work in student leadership programming that investigates current assumptions and expectations of societal norms surrounding gender roles and subsequent leadership abilities. By asking students to engage in such reflection, student leadership programs can be more reflective of the shifting landscape of leadership in the world (Haber-Curran & Tillapaugh, 2017). As well, Tillapaugh et al. (2017) encourage leadership educators to promote diverse experiences in leadership through an intersectionality lens, highlighting (a) the ways in which society has conceptualized the ideal leader and its relation to gender and (b) the real-world outcomes of conflating gender with power and positionality. To meet the interests of a diverse student leadership program, Tillapaugh et al. want leadership educators to highlight the role of identity (e.g., gender, race, ethnicity, sexuality) in the conceptualization of leadership for student learning.

Not all research suggests that gender plays a role in leadership development. In opposition, Posner's (2014) study investigating the ways in which gender, among other

demographic information (e.g., ethnicity and previous experiences) plays a role in how students implement components of leadership identity development practices (i.e., Kouzes and Posner, 2007) concluded that gender differences are not based on one gender's ability to perform better when it came to particular aspects of leadership; rather, he notes how female-identifying respondents engaged more consistently in the process, giving them greater facility with the behaviors of leadership being assessed.

Race and Ethnicity in Leadership Development. When looking at diverse learners as leaders, race and ethnicity also play significant roles in shaping how leadership educators need approach such development. For some leaders of color, even the label of "leader" can become an obstacle to leadership development (Arminio et al., 2000), possibly stemming from the understanding that leadership is an "exclusive and hierarchical endeavor" (ILEC, 2016, p. 6). For others, access to role models who share racial and ethnic backgrounds with the students they mentor may also be a challenge to overcome (Arminio et al.) in building high-quality student leadership development programming.

Komives et al.'s (2005) study measuring student leadership identity development suggests that race plays a role in shaping student perceptions of leadership. In their study, students of color conceptualize leadership from a more relational standpoint, encouraging the inclusion of all members within a community to participate, which was not as prevalent in the typical experience of their White colleagues (Komives et al.). Additionally, other empirical scholarship supports the belief that race plays a role in leadership development practices in higher education and has sincere implications for practice. In a U.S. national study (n=8,510 students) measuring students' development of socially responsible leadership constructs, findings describe how cultivating a student's sense of racial and ethnic identity in tandem with their leadership identity is a requisite towards greater efficacy in leadership development programming for students from diverse backgrounds (Dugan et al., 2012).

Leadership educators can support marginalized students as they move from passive recipients of leadership to agents of change by emphasizing the role of race and ethnicity in leadership development (Dugan et al., 2012; Renn & Ozaki, 2010). CAS (2020) recommends leadership educators emphasize inclusion and cultural responsiveness in their curricular and instructional practices as one way to promote greater equity and inclusion in leadership development practices. In practice, Renn and Ozaki (2010) see educators needing to create space for identity-based groups to collectively discern their experiences, yet Dugan et al. (2012) are keen to note that such practices must be grounded in a student's social developmental readiness to engage in such experiences. Therefore, a consideration for a student's personal stage of development (e.g., adolescence, late adolescence, or emerging adulthood) may be necessary to consider. Additionally, Seemiller and Murray (2013) note that cultural understanding of leadership may shape how students practice leadership, which requires more nuanced programming as schools and programs build more robust and considered student leadership development programming for diverse student populations.

Mentorship. Mentorship is a feature of many leadership programs and plays a significant role in the development of student leaders (Crisp & Alvarado-Young, 2018; Dugan & Komives, 2007; Dziczkowski, 2013). According to Zimmerman-Oster and Burkhardt (1999), 90% of programs include mentorship as part of their programs. In their research, Dugan and Komives (2007) identified faculty mentors as playing a noteworthy role in the development of student leaders. When faculty mentors work with students, students showed significant gains in positive leadership outcomes (Dugan & Komives, 2007). Similarly, Allen and Hartman (2009), who explored sources of learning associated with leadership development, posited that such relationships are effective when they emphasize the role of mentors in providing advice, sharing experiences, and encouraging growth in students, with the aim of providing student leaders with feedback.

Though not directly focused on student leadership development, Nora and Crisp (2007) identified four domains in which mentorship can support students: (a) psychological or emotional support, (b) goal setting and career paths, (c) academic subject knowledge support, and (d) the existence of a role model. Crisp and Alvarado-Young (2018) explored these domains more intentionally for leadership development. With regards to college-aged student leaders, Crisp and Alvarado-Young (2018) encouraged leadership programs to consider the individual student needs, the identities and previous experiences of both the student and the mentor, and the ways in which students may need to develop a diverse pool of mentors that align with their various needs as a leader. This framework can be a determinant for programs to follow, as leadership educators can promote a more inclusive mentorship program that supports the needs of the learners in the aforementioned ways.

Section Summary: A Call to Create Diverse Spaces

The overarching takeaway from this literature is the importance of creating spaces for diverse experiences and voices in the realm of leadership development. To promote a high-quality leadership development program in the 21st century, leadership educators need to be cognizant of the numerous ways in which students are entering into their leadership development program. Understanding and recognizing this challenge is more than a note to consider for future practice; rather, it is a call to action for leadership educators to build more thoughtful and considered programming that meets the needs of the learners entering their programs.

Out-of-Class Curricular and Instructional Experiences

This section examines the ways in which out-of-class curricular and instructional experiences, such as experiential learning through service learning and internships, may play a significant role in shaping current leadership development programs in higher education. Through discussion of both the presence and benefits of out-of-class experience in a student's

development as a leader, the major claim being made is that these out-of-class experiences provide students with greater individualization in experience to (a) address their needs in their leadership journey and (b) provide them with opportunities to develop as leaders through interest-based experiences (McKim et al., 2017).

Leveraging Out-of-Class Experiences for Student Leadership Development

According to Skalicky et al. (2020), the various locations in which student leadership development can occur experientially inside and outside the four walls of a classroom plays a role in shaping how leadership educators can support student leaders as learners. In a multi-institutional study of over 1,000 U.S. leadership programs at institutions of higher learning, it was noted how most student leadership development programs leverage some form of out-of-class curricular experience to develop leadership capacity in students (Riggio et al., 2003). These out-of-class opportunities, also known as experiential learning (see Kolb, 1984), play a significant role in shaping student learners as leaders, as they allow for greater individualization of the experience for each developing leader to develop at their own pace (Komives & Sowick, 2020). In fact, other researchers (see Kiersch & Peters, 2017; Perruci, 2014) describe how the interdisciplinary nature of student leadership development requires such flexibility, where students are leveraging their own unique interests in leadership to be more authentic servant leaders beyond their undergraduate experience. These types of out-of-classroom experiences may allow students to individualize and self-author their own development. And while the benefits of these out-of-class experiences seem to be supported by the literature, the question about what guides these experiential opportunities is still in question. Therefore, it is necessary to consider instructional frameworks that help support the learning experience for both leadership educators and emerging leaders.

Models for Out-of-Class Learning

The following subsections describe the benefits of two curricular and instructional approaches for out-of-classroom education that best align with this study: service learning and internships. The reasoning for this type of leadership development instruction, according to Malakyan (2019), is that "every leadership behaviour or function is situational and always takes place in context" (p. 329). Therefore, the following models are ways in which students can situate themselves within a given context, be supported by leadership educators, and be given the freedom to develop in ways that are appropriate for their given level of development.

Service Learning. Service learning, a form of experiential learning that leverages the needs of a given community to help shape a student's development as a learner (and leader), is one way in which leadership educators can provide students with meaningful experiences to develop their leadership skills and identity outside of the classroom (Allen & Hartman, 2009). Researchers have emphasized the value of service learning as a high-quality and high-impact method to develop student leaders (Eich, 2008; Kuh, 2008; Wagner & Pigza, 2016; Wurr & Hamilton, 2012). In his grounded theory study investigating components that promote high-quality leadership development at the undergraduate level, Eich (2008) found that high-quality programs include opportunities for students to engage in out-of-class projects either in their local community or on their college campuses. Moreover, by designing individualized experiences for each student, Eich posited that the practices enhanced student leadership learning in multi-faceted ways: First, these experiences helped students hone their strengths, passions, and interests by working in specific contexts of interest. Second, these experiences provided students with an opportunity that promoted greater empathy and social awareness building. Lastly, these out-of-class experiences increased student interest in finding purposeful and meaningful ways to engage in future leadership. Through service learning experiences, students enhanced their understanding of self, others, and society, all

while cultivating a conceptualization of leadership (Eich, 2008). Service learning, in tandem with leadership development, may be one intentional way in which leadership educators can address issues in their proximate community while providing students with a space for leadership development.

Additionally, in their exploratory investigation into the ways in which service learning enhanced a student's leadership ability and identity, Wurr and Hamilton (2012) confirmed Eich's (2008) claims about leveraging service learning for high-quality programming. They also see the value of service learning in a leader's development, describing how "service learning projects are uniquely positioned to foster leadership skills because they encourage students to become co-producers of knowledge" (Wurr & Hamilton, 2012, p. 215). Their findings go on to describe major themes associated with service learning that also play a significant role in shaping broader discussions of leadership development in higher education. First, they made note that service learning helped form students' understanding of their identity, both from a leadership identity development standpoint and from a personal/social identity development standpoint. Second, service learning provides students with the necessary space to develop their own understanding of what leadership means to them. Lastly, Wurr and Hamilton note that students, on their journey towards understanding leadership through service learning, articulated a clarity of purpose about their lives and a sense that they could, in the work, be part of a much larger ecosystem of positive change.

To leverage service learning as viable option for leadership development, Wagner and Pigza (2016) identify six guiding values through which leadership educators can discern viable experiences: (a) Awareness of Context, (b) Reciprocal Participation, (c) Critical Examination of Power and Privilege, (d) Reflective Practice, (e) Sustained Engagement, and (f) Commitment to Change and Justice. By using these values as a means of enhancing student leadership development in educational spaces, Wagner and Pigza (2016) suggest that

leadership development in community can be engaging, meaningful, and congruent with the needs of various stakeholders. However, they also note that inherent tensions with such practices (e.g., the difference in values of the student leadership development programs and the organizations they partner with) may shape the opportunities for students to explore their leadership (Wagner & Pigza). Consideration for how such challenges can be addressed in student leadership program requires further inquiry.

Internships. While the literature surrounding student leadership development in higher education emphasizes the value of service learning, internships without explicit connection to community-need can also provide educators and learners with a viable opportunity to explore their leadership and identity development. In the findings from their mixed-methods study on educational student leadership development, Okpala et al. (2011) note that on the job experience was the primary way in which students enhanced their leadership skills. Research participants noted that the accumulation of these skills, especially those related to educational leadership, was only attainable by cultivating experiences where desired competencies (e.g., communication, relationship building) were practiced (Okpala et al.). Participants from the study articulated how their greatest meaning making and knowledge-attainment took place outside of the classroom, as they needed to address the challenges presented to them in the real world with real considerations (Okpala et al.). The emphasis of their research illustrates how students learn leadership best by experiencing different contexts (Okpala et al.).

Focusing on Identify in Out-of-Class Experiences

One of the greatest challenges that leadership educators face when creating experiential learning opportunities is the intent to provide standardization for all learners (Seemiller & Murray, 2013). Based on their research into the development of an effective leadership minor, Sorenson et al. (2016) believe that one way educators can address this

concern is to approach student leadership development from an identity development standpoint, rather than a skills-based approach. Using Komives et al.'s (2005, 2006) Leadership Identity Development model, Sorensen et al. (2016) found that students could better understand their own development process by reflecting on their identity development through guided stages and then assessing what skills they gained through their in-field practice. One benefit to this approach is that it allows every student to cultivate a shared language of leadership, regardless of their developmental stage (Seemiller & Murray, 2013). However, this approach does not necessarily address the original concern, as programs leveraging experiential learning practices cannot control the nature and scope of experiences that transpire outside of the classroom without explicitly stated aims and intended outcomes (Gelmon, 2000). It does, however, provide a path forward should educators choose to implement experiential learning practices into their development program.

Section Summary: Worth the Implementation

Out-of-class experiences can play a significant role in (a) helping students develop as leaders, (b) providing students with opportunities to engage in meaning-making that is relevant to their own interest and needs, and (c) supporting educators in deepening the experience of leadership development for a diverse set of learners. These out of classroom opportunities can enhance learning that may be transpiring within the classroom (Seemiller & Murray, 2013), yet the challenge to create a standardized approach to student leadership development was a noted concern in some research (see Andenoro et al., 2013; Seemiller & Murray, 2013).

Curricular Experiences for Student Leadership Development

Knowing the ways in which leadership educators can enhance the leadership development experience outside of the classroom, it is also necessary to consider how leadership educators can further support students in their leadership development through

curricular-based experiences. Research shows that structured opportunities to engage in dialogue with their peers, enhance their confidence and competence, and even encourage future participation in leadership opportunities play a significant role in the holistic leadership development process (Allen & Hartman, 2018). These types of experiences are not mutually exclusive to the student leadership field, yet leadership educators can leverage these strategies while emphasizing certain themes (e.g., empowerment, ethics) associated with leadership development (Jenkins, 2013). Therefore, this section attempts to address some notable pedagogical approaches that leadership educators may choose to leverage inside and outside the classroom to support student learning and leadership development.

Learning Leadership Through Theory

One curricular approach to enhance student leadership development is to discuss leadership theories as course content with students in classroom-based spaces prior to engagement or even on its own. In their research study examining the effectiveness of a semester-long leadership development internship on students' capacity for leadership, Katsioloudes and Cannonier (2019) found that students who engaged in core leadership development minor courses prior to engaging in their experiential learning process had a greater self-awareness of their strengths, weakness, and their foundational knowledge regarding leadership theories. These courses consisted of familiarity with leadership concepts, principles, and skills development. And while the context of their internships played a significant role in shaping their experience, so, too, did the theories of leadership discussed in the academic credit-bearing course prior (Katsioloudes & Cannonier, 2019).

This information leads one to ask what leadership theories educators should implement into a curriculum. Historically, leadership educators have focused on well-known leadership theories (e.g., Great Man theory, trait theory), yet recent additions to such theories discussed in college-level courses include transformational leadership, shared leadership, and

servant leadership. Komives and Dugan (2010) believe this shift is a direct result of more collaborative practices transpiring in communities and organizations worldwide. However, there is little empirical evidence to support whether certain leadership theories are transferable to college-aged students to enhance their leadership development practices (Mortensen et al., 2014).

Implementing Signature Pedagogies for Learning Leadership

The pedagogical practices employed by leadership educators to support a given curriculum play a major role in shaping the student leadership development experience (ILEC, 2016; Volpe White & Guthrie, 2016). The leadership development discipline is fairly embryonic in terms of the research published in the field for college-aged students (CAS, 2013, 2019). Since much of the research emphasizes components of leadership (e.g., ethics, communication, problem-solving) rather than looking at leadership as its own unique discipline with its own pedagogical needs (ILEC, 2016), educators have little evidence to support one pedagogical method over another (Jenkins, 2013, 2018, 2020). However, certain components of the experience related to student leadership development have been explored in other fields (e.g., business and education), and various researchers have started to distinguish the differences between effective and ineffectual practices that leadership educators can employ to benefit student leadership development in higher education (Jenkins, 2012, 2020; Allen & Hartman, 2009).

Certain pedagogical strategies continue to have the greatest employment in leadership education classrooms around the world. In his research, Jenkins (2012) coined these types of practices *signature pedagogies* since they have been used in classroom-based settings with minor variation for years. Some of these signature pedagogies (e.g., student-centered small group discussions) have been the leading instructional methods for both undergraduate and

graduate programs over the last 20 years (Eich, 2008, Jenkins, 2012, 2013, 2018, 2020; Okpala et al., 2011).

And because leadership development is likely an individualized experience for students (Blackwell & Cummins, 2007), Jenkins (2020) continues to investigate how leadership educators are adapting their classroom experiences to support more diversified student experiences in leadership practice. In his mixed methods, exploratory study identifying the most used instructional practices employed by leadership educators, Jenkins found that educators still leverage class discussions, group work, and reflections into their daily practice. Additionally, while the findings from this study are centered on the educator experience, Jenkins highlights that the pedagogical strategies most used were those that promoted conversation among the students about their similarities and differences in perspectives. However, one notable addition to this latter research is the expanded nature of certain classroom-based experiences. Specifically, he explores the efficacy of reflective-based teaching strategies (e.g., journals, reflections, and blogs) to frame student inquiry into their development as leaders. With that said, this study did not address students' perceptions of and connection to those experiences, as it primarily focused on the strategies most commonly employed by the educator.

In contrast, in their quantitative study of students measuring the efficacy of certain instructional methods within leadership development, Allen and Hartman (2009) used two populations (i.e., undergraduate business students and undergraduate students at a leadership conference) to investigate the types of instructional methods employed for student leadership development. This study explicitly reviewed pedagogical approaches from the students' perspective. The findings described how students favored experiences that focused on personal growth and skill-building rather than theory-based instruction. According to Allen and Hartman, students found these types of practices to be safe opportunities to expand their

understanding of leadership while also continuing to accentuate students' individual development as a leader rather than their ability to identify generic leadership skills.

Reflection. One way leadership educators can support the development of student leaders curricularly in co-curricular spaces is through reflective practice. As Eich (2008) notes, reflective practice is a form of high-quality instruction in student leadership development programs, and there is evidence to support that reflective practice, in its various modalities, is a viable path towards a more cohesive experience that spans the array of individualized opportunities each student leader pursues in practice (Harvey & Jenkins, 2014; Kolb & Kolb, 2012; Komives et al., 1998).

Reflection, as a learning device, can be employed to deepen one's understanding of their experience (Moon, 1999) or as a tool for re-evaluating and iterating on one's original learning (Boud et al., 1985). For student leaders practicing leadership, Moon's (1999) conceptualization supports a developmental model that focuses on the integration of new learning into one's understanding, especially in experiential learning spaces. Moving from more superficial reflections into deeper more comprehensive reflections, Moon's model articulates five stages of reflection that support the development of students' understanding of self in relation to their practice: (1) Noticing, (2) Making sense, (3) Making meaning, (4) Working with meaning, and (5) Transformative learning. According to Moon, these reflective practices are meant to be imbedded into the experience, rather than being a supplemental component of the learning experience. This type of reflective practice scaffolding can provide leadership development educators with a practice that both supports the student's development and provides a measure for assessment.

Additional paradigms surrounding reflective practices support the use of reflection. When looking at how leadership development programs support the development of authentic and servant leaders, Kiersch and Peters (2017) note how reflective practices can have both

inward and outward focuses to support student development. With particular focus on the reflection as a tool for inward development, Kiersch and Peters see the value of guided reflection as one way to help student leaders develop their self-awareness and moral perspectives. This belief is supported by the work of Pavlovich et al. (2009), who, in their examination of learning journals as a means of effective personal development, identified significant growth in students' sense of purpose using reflection as a tool for learning and development.

As a practice that both highlights the development of students' self-awareness and purpose, the integration of reflective practice into student leadership development experience, as a curricular pedagogy for co-curricular opportunities, presents a pragmatic opportunity for practitioners and their student leaders.

Tensions with Classroom-Based Student Leadership Development

One challenge is that students may not feel certain pedagogical approaches are effective strategies for learning, yet research, confirmed through multiple studies over multiple years, illustrates how those strategies positively impact student development. One item of note from Allen and Hartman's (2009) study mentioned above is that particular approaches were highly disfavored by the student sample. While students favored personal growth and skill-building experiences (e.g., vision statements, service learning, games) in comparison to other forms of developmental instruction (i.e., conceptual understanding activities including articles, storytelling, and panels), they showed dissatisfaction with journal reflections and role-playing (Allen & Hartman). And while their findings illustrated that every pedagogical approach discussed, to some expect, had its own benefits and drawbacks, some practices may be better received by students than others when developing their identity as leaders (Allen & Hartman).

However, researchers (see Kolb & Kolb, 2012; Komives et al., 1998) believe that practicing reflection is an essential component of developing leaders, both from a personal perspective of developing one's identity and from a relationship perspective as one develops their understanding of the leadership process. Harvey and Jenkins (2014) saw critical reflection, in its many modalities (e.g., blog posts, written reflections), as a foundational element of high-quality undergraduate education. And the research on role-playing shares this belief. Chan (2012), in her research on how role-playing can inform and enhance student development in problem-based learning, expressed the numerous benefits of such approaches. The study's findings describe how critical thinking skills were not only enhanced because of role-playing, which is a key competency in any leadership development program, but also how role-play enhanced students' creativity, motivation, and understanding (Chan). Lastly, in a mixed methods explanatory study, Jenkins (2020) noted that educators saw the benefits of team-based learning. Yet, students in Allen and Hartman's study (2009) found that type of instruction burdensome to their learning, as it created more challenges (e.g., group conflict) than the possible benefits (e.g., capacity for collaboration).

Section Summary: A Shifting Landscape

The research supports the belief that finding a combination of different approaches to leadership development creates a more comprehensive experience for students (Komives et al., 2005, 2006). And it is important to note that employing different modalities, both internal to self (e.g., reflections) and external to others (e.g., small group discussions), provides the most benefit in pedagogical practice (Komives et al., 2005, 2006). Students have a desire for processes that connect experiences with forms of reflection (Kolb, 1984), yet the types of practices that students construct the most meaning from may be more specific than simply written reflections. Additionally, Burbank et al. (2015) identify the interrelatedness of deepening a student's personalized experiences with in-class activities, requiring greater

articulation of one's experience in relation to their own growth. Therefore, leadership educators may want to consider offering multiple instructional modalities that are research-supported and proven to be effective forms of instruction.

Approaches to Assessment in Student Leadership Development

A notable challenge and inherent tension in student leadership development programming for scholars and practitioners is the efficacy of assessment practices that can measure student leadership learning (Andenoro et al., 2013; Andenoro & Skendall, 2020; CAS, 2020; ILEC, 2016). Eich (2008) posits that high-quality programs leverage assessment to engage students in their leadership development, noting how assessment can inform innovative enhancement to programs. From the literature (see Jenkins, 2020) it is evident that certain assessment practices (e.g., tests and quizzes) were disfavored by many leadership educators, yet little information is discussed about which practices are most salient. Additionally, a recognition that assessing student leadership development is different from assessing student leadership development programming is essential, as one focuses on the student and the other prioritizes the enhancement of overall programming offered pedagogically.

Assessing Student Development in Student Leadership Development Programs

How programs assess a student's leadership development is only one component of a much more nuanced assessment process. According to some scholars and practitioners, leadership educators need to place identity at the forefront of assessment, moving away from skills-based outcomes that have been predominant in leadership development program assessment for decades (Andenoro & Skendall, 2020; Beatty et al., 2020). For example, ILEC (2016) highlights the importance of moving beyond the use of real-time surveys and needs assessments; rather, they encourage leadership educators to review alignment-to-learning outcomes through longitudinal studies and more comprehensive data collection processes.

Additionally, Jenkins (2020), in his research investigating what instructional and assessment practices leadership educators implement into the student leadership development experience, noted how certain methods of assessment are going to be dependent on the type of content shared in practice. Since fewer programs are using theories of leadership as the foundation of their work, Jenkins (2020) articulates how other types of assessment (e.g., reflections and vision statements) were favored by many leadership educators. The contextual nature of assessment may always play a role in how leadership educators assess the growth and development of student leaders in specific programs. Jenkin's findings noted how the best assessment practices were ultimately those implemented with intention and aligned with the aims of the program. Therefore, looking at the aims of the program and identifying appropriate assessment approaches based on the programmatic aim is an important step in any student leadership development program's assessment process.

Assessing Student Leadership Development Programs

Zimmerman-Oster and Burkhardt (1999), in their action research study looking at assessment in student leadership development programs, suggest that implementing assessment frameworks created by professional organizations, such as CAS, is one viable path towards program assessment, yet a gap between scholarship and practice will always exist between the frameworks provided for assessment and the applicability to each program. One possible path forward, according to Zimmerman-Oster and Burkhardt, may be to perform assessments that look at a student leadership program in relation to other inter- and intra- university programs. Another possible path in assessing programmatic efficacy is through an audit of current programming to help educators and program leaders better understand what opportunities currently exist and the possible impact of new initiatives (Boatman, 2000). By bringing together a steering committee that is explicitly charged with looking at the scope of current practices, Boatman sees the leadership audit as the best way to

improve leadership development outcomes and overall program efficacy. Lastly, Seemiller and Murray (2013) note the benefits of using the competencies associated with their framework as a way to provide both students and programs with a means for assessment; however, the extent to which such frameworks can be used to compare various programs is likely dependent on whether or not those programs are also using a similar framework. Therefore, when looking at intra-university programs for assessment, it is necessary to consider the conceptualizations of student leadership development being used in practice prior to engaging in a comparative study.

Section Summary: Where to Begin Assessing?

It is evident from the literature that assessment in student leadership development programming is of interest to scholars and practitioners alike. While certain professional organizations are encouraging leadership educators to emphasize more intentional research and assessment practices that require time and money, others are keener to promote assessments that align with the needs of the program, regardless of their transferability to other programs. By starting with the programmatic aims, leadership educators can make data-driven decisions about the best types of assessments for their programs, whether they be to better understand the experiences of the student leadership development for their students in their future leadership practices or the saliency of their programs for students in real-time.

Conceptualizing Socially Responsible Leadership

This section explores ways in which socially responsible leadership development is conceptualized, described, and defined in the literature. With practitioners and scholars noting the importance of cultivating leadership in students with a lens of socially minded and just practices in society (AACU, 2007; Andenoro et al., 2013; Andenoro & Skendall, 2019; Astin, 2000; HERI, 1996, Seemiller, 2021) and socially responsible leadership practices

being the grounding for this study and the site's interests, this section attempts to provide

clarity around the ideology.

Defining Socially Responsible Leadership

The ways in which socially responsible leadership is conceptualized and articulated in

the scholarship may inform the practices that leadership educators can implement. One of the

most prominent ways of conceptualizing leadership is through Astin and Astin's Higher

Education Research Institute's (1996) Social Change Model of Leadership Development. In

their model (see Table 2.1), they define values that are associated with social responsibility

(individual, group, and community/society) and imbue those values with constructs that best

exemplify what it means to be a socially responsible leader.

Table 2.1

Social Change Model of Leadership Development

Value	Definition
Consciousness of Self	Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action.
Congruence	Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others. Congruent persons are those whose actions are consistent with their most deeply-held beliefs and convictions.
Commitment	The psychic energy that motivates the individual to serve and that drives the collective effort. Commitment implies passion, intensity, and duration. It is directed toward both the group activity as well as its intended outcomes.
Collaboration	To work with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust. Collaboration multiplies group effectiveness by capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions.
Common Purpose	To work with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken.
Controversy with Civility	Recognizing two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility. Civility implies respect for others, a willingness to hear each other's views, and the exercise of restraint in criticizing the views and actions of others. This is best achieved in a collaborative framework and when a common purpose has been identified. Controversy (conflict, confrontation) can often lead to new, creative solutions to problems, especially when it occurs in an atmosphere of civility, collaboration, and common purpose.
Citizenship	The process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on behalf of others and the community.

Others have also attempted to discern what socially responsible leadership means, though their terminology varies to include responsible leadership or even virtuous leadership (Cameron, 2011). From a more business-centric frame, responsible leadership has been defined broadly as:

> An orientation or mind-set taken by people in executive-level positions toward meeting the needs of a firm's stakeholder(s). As such, it deals with defining those stakeholder(s), assessing the legitimacy of their claims, and determining how those needs, expectations, or interests can and should best be served. (Waldman et al., 2020, p. 5-6)

While focused on an executive's role in responsible leadership, this definition, when constructed for a more social context, can provide relevancy to the topic of this study. Leadership educators leveraging responsible leadership in society are, like how Astin and Astin (1996) idealize it, determining how they can best meet the needs of those within a given context.

In the 2002 national report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College,* by the Association of American Colleges and Universities (AACU), responsible leadership connects to the ideal of social responsibility and was defined as follows:

> Empowered and informed learners are also responsible. Through discussion, critical analysis, and introspection, they come to understand their roles in society and accept active participation. Open-minded and empathetic, responsible learners understand how abstract values relate to decisions in their lives. Responsible learners appreciate others, while also assuming accountability for themselves, their complex identities, and their conduct…they help society shape its ethical values, and then live by those values. (p. 23)

This definition fosters the interplay between the identity development of the leader and the action-oriented focus of their role in society. It also builds on the ideas presented by Astin and Astin (1996, 2000) that socially responsible leadership is shaped by understanding one's values and then discerning how best to employ those values in society to make positive change. This definition also encapsulates the relationship between learning and leading in leadership development, emphasizing that leading responsibly starts with learning responsibility.

Enacting Socially Responsible Leadership Development

Conceptualizing socially responsible leadership is one component of how leadership educators can best support the development of socially responsible student leaders; however, a recognition for how to design programming that addresses and builds upon those definitions is another task entirely. In their 2008 report on the ways colleges are developing the personal and socially responsible aspects of students and student leaders, the AACU articulates five dimensions for educators to consider when building programming:

- **Striving for excellence**: developing a strong work ethic and consciously doing one's very best in all aspects of college;

- **Cultivating personal and academic integrity**: recognizing and acting on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honors code;

- **Contributing to a larger community**: recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally;

- **Taking seriously the perspectives of others**: recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work;

- **Developing competence in ethical and moral reasoning**: developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life (p. 9).

Research on how higher education programs and professionals have developed students' facility with and capacity for socially responsible leadership provides evidence of curricular and instructional practices to consider. In the findings from their quasi-experimental study measuring the benefits of designing a leadership course based on the Social Change Model (SCM) framework, Buschlen and Dvorak (2011) noted how framing their course using the SCM significantly enhanced their students' understanding of socially responsible leadership and provided evidence to support using SCM for teaching and learning in university settings for college-aged students in the future. However, their findings also suggest that the other characteristics of the intervention group, which was comprised of higher-level psychology students, may have played a role in their overall higher scores measuring capacity for socially responsible leadership. Since they may have already developed the Individual Values (i.e., Consciousness of Self, Congruence, and Commitment) at an earlier moment in their collegiate experience, further inquiry is needed into the salience of the findings for larger populations. Overall, their study suggests that the intervention of using the SCM as a framework for curriculum and instruction enhanced students understanding of self and the role of service in their lives (Buschlen & Dvorak).

In another survey study leveraging the SCM to understand the ways in which holding leadership positions, co-curricular involvement, and participation in leadership training program informed a student's leadership development, Haber and Komives (2009) identified a positive correlation between students who participated in experiences related to collegiate leadership (e.g., service, clubs, and fraternity and sororities) and their sense of responsibility. However, some findings may shape how leadership educators and student

affairs professionals approach leadership development for social change. First, the findings noted that students who were involved in many organizations had a negative relation to Commitment, as a SCM construct, in male participants. Second, engagement in leadership training and educations programs, as opposed to other co-curricular activities, did not significantly contribute to outcomes related to socially responsible leadership. The researchers noted how that second finding may be dependent on a student's predisposition to individual values associated with social change, which were the values measured in this study.

Notable Limits of Socially Responsible Leadership Frameworks

One limitation noted in Dugan's (2006) study is that the SCM framework may curtail the ways in which leadership educators and researchers view leadership. Leadership and its definitions continue to change, especially as the make-up of the workforce changes (Vecchiotti, 2018). Therefore, the SCM, as with any framework that is dependent on societal shifts, may hinder scholars' and practitioners' ability to understand leadership if/when socially responsible leadership is not the framework of leadership development they are interested in exploring or the needs of society change.

Section Summary: Staying Adaptable

While varying definitions of socially responsible leadership exist, few have been conceptualized for higher education professionals to enact in their programming for leadership development. The primary driver of socially responsible leadership in higher education has been the Social Change Model of Leadership Development (HERI, 1996). While governing bodies, such as the AACU (2002, 2008) have discerned overarching goals for educators to consider, little research has been conducted to describe the ways in which their frameworks can be employed. However, the differing definitions of socially responsible leadership can and should play a role in how leadership educators develop programming, as

they guide and promote the aims necessary for developing leaders that are prepared to tackle the issues of contemporary society. Moreover, leadership educators may need to recognize that any framework chosen may require greater contextualization and adaptability based on current societal shifts and interests (Vecchiotti, 2018).

The Current Study

Student leadership development at institutions of higher education is a labyrinth of opportunity and experience. Leadership educators have the incredible prospect of engaging student leaders in curricular and co-curricular programming that enhances their understanding of themselves, their community, and the world around them, yet the pedagogical practices and aims can vary significantly in and between programs, providing no clear and codified approach to student leadership development across universities nationally that support programs in their assessment of programmatic outcomes. Moreover, the influx of diverse populations in these leadership development spaces also requires significant consideration and attention from a programmatic standpoint, as greater thoughtfulness and intentionality around student leadership development to meet the needs of all students is a noted priority for professional organizations dedicated to enhancing the student leadership development experiences in higher education for all interested stakeholders.

These noted themes from the literature are quite salient for the identified Problem of Practice and the site of this study. As Rugby Leads attempts to discern its conceptualization of socially responsible leadership and the ways in which its staff currently provide students experiences and opportunities aligned with that belief, a greater understanding of current beliefs and practices is needed to support their intended alignment and growth. It is important to investigate, through various means, the complex and nuanced nature of their program in practice in order to share more thoughtful recommendations grounded in both the published scholarship and the identified themes from the collected data.

A multi-faceted approach to the data collection process, discussed in Chapter 3: Methods, grounded this inquiry into the nature of Rugby Leads' conceptualization, the various pedagogical practices that support such conceptualization, and the ways in which Rugby Leads compares with peer institutions throughout the country that share similar programmatic aims and interests. Through the following research questions, with support from the literature described in this chapter, this inquiry intends to support Rugby Leads in their desire for a comprehensive and high-quality student leadership development program:

- Research Question 1: In what ways do Rugby Leads stakeholders conceptualize socially responsible leadership?

- Research Question 2: Based on their conceptualization of socially responsible leadership, in what ways, if any, do Rugby Leads staff currently employ curricular and co-curricular learning experiences to support student leadership development?

- Research Question #3: What does programming look like at peer institutions that focus on, or have a mission or vision regarding, the development of socially responsible student leaders?

Chapter 3

Methods

Based on the identified Problem of Practice for this inquiry, a qualitative, descriptive case study approach was adopted, as it allowed for a multi-faceted approach to complex issues within a specific setting (Crowe et al., 2011; Yin, 2009) to reveal greater truths about the phenomena at hand (Moore et al., 2012).

Yin (2009) notes the value of the case study method when questions such as "How?" or "Why?" are driving the inquiry. The question: How are various stakeholders, including staff, board members, local community partners, and staff at peer institutions, defining socially responsible leadership practices? is at the forefront of this study; it is then contextualized to address the site and participants to make the inquiry more proximate and intentional.

Additionally, I tried "to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result" (Schramm, 1971, p. 6). This study focused on various stakeholders' conceptualization of socially responsible leadership and the practices aligned with that conceptualization, in hopes of illuminating the necessary information about what current opportunities at Rugby Leads best support and promote greater efficacy for leadership development programming. In this contextually bound study, I investigated the gap between stakeholders' conceptualization of such leadership development practices with current pedagogical opportunities for students' social and leadership identity development. And knowing that this study was largely descriptive in nature, it was my role as a researcher to truly immerse myself in the appreciation of the phenomenon that Crowe et al. (2011) describe to provide Rugby Leads with a set of findings, commendations, and recommendations that will help them further develop their student leadership programming.

Rationale for Method

My emic perspective on the Problem of Practice, as a student employee (Doctoral Fellow) and colleague of many stakeholders in this context, was a key factor in adopting a case study methodology for this inquiry, as my knowledge of the behavioral patterns within this context required greater insight to catalyze any future enhancements to student leadership development practices. A case study design allowed for the greatest flexibility, while also providing an ideal framework for meeting the overall goals of the study's purpose: to learn about how the current program stakeholders make meaning of social responsibility for student leaders and to better understand how their understandings intersect with currently researched best practices in socially responsible leadership development practices for program improvement at Rugby Leads.

Research Questions

I aimed to explore the ways in which various stakeholders conceptualized socially responsible leadership and the ways in which Rugby Leads at Little Mountain University (a pseudonym), as well as other peer institutions, pedagogically practice socially responsible leadership in a bound leadership program. Through a combination of data collection methods that aligned with the case study methodology, I intended to answer the following research questions:

- Research Question 1: In what ways do Rugby Leads stakeholders conceptualize socially responsible leadership?

- Research Question 2: Based on their conceptualization of socially responsible leadership, in what ways, if any, do Rugby Leads staff currently employ curricular and co-curricular learning experiences to support student leadership development?

- Research Question #3: What does programming look like at peer institutions that focus on, or have a mission or vision regarding, the development of socially responsible student leaders?

The answers to these questions present a holistic view of the ways in which Rugby Leads understands its leadership development program, from which recommendations are made so that programming can better prepare students for the complexities of socially responsible leadership practices. Asking these descriptive questions promotes greater clarity around what is currently taking place in the program and how Rugby Leads can best shape future programming to build around currently efficacious and aligned structures to achieve one of the organization's strategic aims. Additionally, by reviewing the practices of peer institutions, Rugby Leads may better understand the ways in which its program aligns or misaligns with other programs nationally that share similar mission and visions.

Site of Study

The site for this study is a leadership development program (pseudonymized for this study as Rugby Leads) at a volunteer center at Little Mountain University, a large, public, research university in the southeastern United States. Rugby Leads has been a university affiliate for over 50 years. While initially a student-led organization within the university, the center was incorporated over 40 years ago into an independent non-profit agency with its own board of directors, staff, and strategic initiatives outside the university's influence in which it is currently an affiliate. A formalized relationship exists between Little Mountain University and Rugby Leads, including both in-kind resource sharing, such as data management tools and custodial services, as well as financial support for Rugby Leads programming. And while Rugby Leads' offices are located on Little Mountain University's campus, the building and land is owned and operated solely by Rugby Leads. All operational decisions, including any curricular and instructional student development decisions and strategic planning aims, are governed strictly by Rugby Leads, with no oversight or responsibility to Little Mountain University's governing bodies or leadership.

Student leaders at Rugby Leads take on various roles at the center, including Senior Program Leaders, Junior Program Leaders, undergraduate interns, graduate fellows, and student board members, and play an integral role in how Rugby Leads engages in community-engaged and volunteer programming. Figure 3.1 below provides an organizational chart to clarify the orientation and relationships between staff and student leaders.

Figure 3.1

Rugby Leads' Organizational Chart

Board of Directors (n=13)

Executive Director (n=1)

Directors (n=4)
(e.g.: Director of Community Engagement)

Programs Staff (n=2)
(i.e.: Community Partnerships Manager and
Volunteer Programs Manager)

Doctoral Fellow
(n=1)

Senior Program Leaders (n=30)
(Animals and Environment, Education and Youth, Human, Medical Services)

Junior Program Leaders (n=~200)
(Ex: Habitat for Humanity, Local Gardens and Farms, Hospitals, Schools)

Note. This is a generalized organizational chart to illustrate the relationship between staff and student leaders (i.e., Senior Program Leaders and Junior Program Leaders). It does not include the entire staff and their respective titles, nor does it include a description of the community partners associated with each Junior Program Leader.

Student leadership is a core tenet of Rugby Leads as is evidenced by their motto: "Leadership. Service. Community" (n.d.). Additionally, their mission to "develop responsible, ready, and effective leaders while enriching lives and helping local nonprofits

meet their mission" is also grounded in their community-engaged leadership experiences (n.d.). As part of their programming, Rugby Leads:

> has developed a systematic, multi-tiered approach to leadership and volunteer management. Through a train-the-trainer model, the Program staff teaches leadership skills to 200 student leaders who then recruit, train, place and manage the weekly service of more than 3,000 volunteers. [Their] student leaders are chosen by their peers through a competitive selections process to lead one of [Ruby Leads'] programs. One third of the members of the [Rugby Leads] Board of Directors must be students, offering a unique educational experience in "hands on" nonprofit governance. (n.d.)

During the 2021-2022 academic year, staff at Rugby Leads identified strategic initiatives related to the leadership development experience to be adopted as part of their Strategic Impact Map for the 2022-2023 academic year and onward. Of note was the emphasis on socially responsible leadership. Under the section *Long-Term Change*, Rugby Leads explicitly states how it wants "Students [to] become socially responsible and effective leaders" (Strategic Impact Map, 2022).

Students primarily enter Rugby Leads as undergraduates looking to volunteer in the local community. Historically, students ascend sequentially through the leadership ranks, from volunteer to Junior Program Leader to Senior Program Leader, based on their initial experiences volunteering with specific organizations (Personal communication, Director of Community Engagement, 2022). Volunteers who show an interest in leading the community partner relationship, or more broadly the larger programs, may apply each year for any vacant Junior Program Leader or Senior Program Leader position. The significant difference between Junior and Senior leadership roles is the proximity to community partners and volunteers. For a majority of programs, Junior Program Leaders are primarily responsible for

training and placing volunteers within specific organizations and partnerships and meeting directly with local community partner organizations, while Senior Program Leaders are primarily responsible for advising and supporting the Junior Leaders from a higher vantage point (e.g., advising Junior Leaders on challenges with volunteers and/or community partners, identifying and addressing specific programmatic needs, supporting recruitment and retention efforts, and liaising with Rugby Leads staff).

In the 2022-2023 academic year, approximately 250 university students were engaged in leadership development roles at Rugby Leads, from undergraduates to doctoral students. Generally accepted demographic information about the makeup of student leaders (e.g., race, gender, age, religion, and sexuality) is unknown. (Systems were implemented since the start of this study to collect this information.) However, in conversation with the staff from Rugby Leads, the leadership makeup shares similarities to that of the primarily white institution in which Rugby Leads affiliates, with the highest percentage of leaders identifying as white and the lowest percentage of leaders identifying as Black or African American (Personal communication, 2022).

Study Sample

Leveraging various populations (Rugby Leads' staff [n=3], members of the Rugby Leads' Board of Directors [n=2], Community Partners [n=2], and Peer Institution Staff Members [n=1]), the chosen sample supported a robust inquiry into the various conceptualizations of socially responsible leaders, the current practices of student leaders, and the ways in which Rugby Leads can better support their student leaders. The inclusion of varied participants and perspectives helped provide greater understanding for the complex topics and experiences related to socially responsible student leadership development at Rugby Leads and the importance of interconnectedness between the various stakeholders and programming activities.

Staff Members

Organizationally, Rugby Leads' staff (n=8) includes individuals who vary in proximity to student volunteers and leaders. Some are primarily student facing (see Staff Participation and Access), who play a role in the leadership development programming, while others (e.g., the Director of Advancement) are less student facing. Some staff members, such as the Director of Operations and Director of Communications, are readily accessible to students, though their roles within the organization are less oriented to the student experience and the implementation of student leadership development pedagogy.

Staff Participation and Access. For this study, the sample of staff interviewed (n=3) was comprised of the following individuals: the Director of Community Engagement, the Community Partnerships Manager, and the Volunteer Programs Manager. I delimited the staff to those three participants, who all met the following criteria: they (a) are student-facing staff of the organization, (b) advise a group of Senior Program Leaders, and (c) have a role in devising and implementing programming for student volunteers and leaders. All three Rugby Leads staff members who fit within these delimitations agreed to participate in this study. The population represented various demographics, including both male-identifying participants (n=1) and female-identifying participants (n=2). Additionally, two members of the interview sample identify as White, and one member identifies as Black. One member also identifies as a member of the LGBTQ+ community. The three members of this participant group have been staff members at Rugby Leads for at least one year but no more than four years.

Board of Directors

Because Rugby Leads is an independent non-profit of Little Mountain University, it is overseen and governed by an independent Board of Directors, consisting of university students, staff, faculty, and other external community members. These members'

participation on the Board consists of three-year terms in which members can renew for a second term upon approval and majority vote. Currently, the Board is co-chaired by a senior university student and a university faculty member, and 12 of 13 board members are graduates of Little Mountain University. Many of the graduate members of the Board are now considered community members and/or local community partners of Rugby Leads (n=5), since their primary position and occupational experience are within the local community and not as members of Little Mountain University's faculty or staff community.

Board of Directors Participation and Access. The primary role of the Board of Directors is to shape the mission and vision of Rugby Leads, as well as hold individual, senior-level staff members (e.g., the Executive Director) accountable to the achievement and success of those aims. Therefore, their participation in this study was key, as their insights, previous decision making, and governance informs how Rugby Leads conceptualizes socially responsible leadership from a more vision-centric perspective. The initial criteria used to select the sample included the following: (a) the longest serving member of the Board, as their knowledge of how Rugby Leads is currently envisioning its mission and vision may inform the conceptualization of socially responsible leadership, (b) at least one board chair, as their leadership plays an integral role in shaping any currently developed strategic goals and initiatives, and (c) at least one city-based community member, since their role on the Board may present a different perspective than those who are entrenched in the Little Mountain University perspective. The sample interviewed (n=2) addressed two of the three criterion (A and C), since I was unsuccessful at securing the board chair though my recruitment email efforts.

Community Partners

Because Rugby Leads aims to provide students with an opportunity to develop their leadership capacity through engagement in community contexts as part of their leadership

program, it was necessary to discern the ways in which other stakeholders, outside of Rugby Leads, may view socially responsible leadership in local community contexts. While these individuals had no decision-making power over the leadership development practices within the Rugby Leads leadership development program, Rugby Leads staff have historically attended to the needs of local partners and have modified programming to better meet the needs of those partners. Local community partners are provided formal feedback opportunities seasonally, though they are always encouraged to connect with Rugby Leads staff should they have any questions, concerns, or would simply like to check-in. Therefore, their insight and understanding provides greater clarity about the ways in which student leaders can and should practice socially responsible leadership within the local community.

Community Partner Participation and Access. Selecting community partners to interview for this study was largely dependent on both (a) convenience of the partner (i.e., partners who were available during the time of the data collection process), and (b) selecting partners with longstanding relationships with Rugby Leads, since the continued relational trust built over time may provide greater transparency in data collection (e.g., semi-structured interview) process. I relied on Rugby Leads staff members' knowledge of community partners to help identify and select the individuals to interview. From an explanation I provided via email of the inquiry being conducted, two community partners were selected by Rugby Leads staff, both with longstanding relationships[1] with Rugby Leads who are active in the leadership development of student leaders. Rugby Leads staff introduced me via email to the Community Partners, which I then followed up with additional information about the study and my interest in their participation (see Appendix C). The initial Community Partners identified by Rugby Leads staff were the two partners interviewed.

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[1] Community Partner #1 has been a Rugby Leads' Community Partner for 40 years at various organizations. Community Partner #2 has been a Community Partner for over 5 years at a single organization.

Peer Institution Staff Members

Peer institutions, especially those that share similar missions, visions, and values as Rugby Leads, played a significant role in this inquiry, as the practices and experiences taking place at those respective institutions helped situate the work happening at Rugby Leads in a greater narrative about socially responsible student leadership development in higher education. As such, it was necessary to inquire with staff and leaders at those peer institutions about the work happening in their contexts. By talking with stakeholders nationally who understand the complexity of this work and the general aims of community-engaged student leadership development, it provided insight into other known and effective practices taking place at peer institutions under the supervision of their experienced practitioners.

Peer Institution Staff Member Participation and Access. The selection process for individuals from peer institutions was delimited to: (a) institutions that were identified as peer institutions during the original delimitation process (see *Peer Institution Review Protocol*), (b) staff members whose title directly related to student leadership or student leadership development, and (if B is not identifiable), then (c) institution directors. Of the seven institutions identified for this part of the inquiry, seven individuals from those institutions were identified for possible recruitment. Of the seven inquiries, only one individual (n=1), an Executive Director of a center at a public, four-year university, was interviewed.

Data Collection Tools

To be able to understand and describe the ways in which Rugby Leads' stakeholders conceptualize socially responsible leadership and how, based on that perspective, they pedagogically practice socially responsible leadership development at Rugby Leads, I conducted semi-structured interviews with the Rugby Leads staff (n=3), members of the Board of Directors (n=2), local Community Partners (n=2), and a Peer Institution Staff Member (n=1). As well, I performed a comprehensive review of other data sources, including

stakeholder produced and provided documents (e.g., summit and retreat agendas, advising meeting templates) and a systematic review of similar programs at identified peer institutions.

Semi-Structured Interviews

Interviews are opportunities to dialogue with others about the complexities we wish to seek more information about (Kvale & Brinkman, 2015). For this research, I wanted to learn about the ways in which (a) Rugby Leads' stakeholders conceptualize socially responsible leadership, and (b) how such conceptualizations may appear in current student leadership development programming at Rugby Leads and at peer institutions. For all interviews, which were conducted one-on-one, I created a semi-structured format, which allowed for flexibility in the interview protocols to ask follow-up questions based on interviewees' responses. This interview structure facilitated a rigorous data collection experience, as it allowed me to inquire further about ideas offered by participants that were not originally in my periphery at the start of the interview. Additionally, because I was associated with Rugby Leads for the last two years in varying capacities and I had built relationships with many of the stakeholders associated with this inquiry, it was to my advantage in this data collection process that I select tools and structures that deepened my own understanding of the current problem.

To generate the richest data, I held the one-on-one interviews in spaces that were comfortable for stakeholders to be vulnerable and authentic. In my recruitment emails (see Appendix A, B, C, and D), I offered possible participants the opportunity to be interviewed either in person at a location of their choosing or to be interviewed remotely (i.e., via Zoom). As Elwood and Martin (2000) discuss in their work on interview locations for social science research, by having a choice about the location of their interview, participants may feel more inclined to participate authentically with the researcher. All participants selected the remote

interview option and were interviewed via audio recording for a single one-hour session during a three-week period between January and February 2023.

The semi-structured interviews were held and recorded using an online video-conferencing platform. Upon completion of each interview, an AI-based transcription service was used to create the initial draft of each interview transcript. Following that first step, I listened to the audio recording while correcting any misspellings or misinterpretations within the text. The transcripts were then placed into an Excel document for future coding and analysis.

Interview Protocols. The protocols I created for the semi-structured interviews with Rugby Leads Staff, Board Members, and Community Partners (see Appendix E, F, and G) were designed to address my first two research questions: (a) In what ways do Rugby Leads stakeholders conceptualize socially responsible leadership? (b) Based on their conceptualization, in what ways, if any, do Rugby Leads staff currently employ curricular and co-curricular learning experiences to support student leadership development? The protocol created for the semi-structured interview with the Peer Institution Staff Member (see Appendix H) was designed to address the third research question: What does programming look like at peer institutions that focus on, or have a mission or vision regarding, the development of socially responsible student leaders?

Staff and Board Member Interview Protocols. The sections within the semi-structured interview protocol (i.e., Conceptualizations of Socially Responsible Leadership, Implementing Socially Responsible Leadership Development into Rugby Leads Practices, and Pathways Toward High-Quality Socially Responsible Leadership Development) aligned with the research questions from this study and the intended aims of providing recommendations that aligned with published practices and the data collected.

Community Partner Interview Protocol. The data from the interviews with community partners (see Appendix G) informed a more nuanced understanding about the ways in which student leaders engage when leading in the community. The interviews with community partners illuminated the holistic experience of working with student leaders from Rugby Leads: the ways in which students engage in leadership practices at their sites, their expectations of how a student leader in their community should engage responsibly, their thoughts on how Rugby Leads staff can better support student leaders to align with their desires for greater efficacy in partnerships, and how they would like to see student leaders engage differently in the future. Additionally, these semi-structured interviews provided an opportunity for the Community Partners to conceptualize socially responsible leadership and to consider how that conceptualization presents itself contextually at their sites.

Peer Institution Staff Member Interview Protocol. After reviewing the publicly available data from peer institutions (e.g., websites, shared documents), it was also important to hear from the staff members who created and/or promoted those ideas. The semi-structured interview with the Peer Institution Staff Member (see Appendix H) provided greater nuance to the original data procured. Moreover, through the interview, such data were contextualized, providing a stronger connection between purpose and practice currently happening at the peer institution. Through questions pertaining to conceptualizations of socially responsible leadership to clarifying intended future develop practices for student leaders, this interview provided this inquiry with some comparative and confirmatory evidence about the current high-quality practices being employed at Rugby Leads.

Other Data Sources

As part of this inquiry, I reviewed additional sources of data to bolster the findings and information collected through the semi-structured interviews. These data sources included documents provided by interviewed stakeholders, such as vision statements and

training manuals, as well as publicly available data from peer institutions who were identified as comparable or visionary for stakeholders of this inquiry.

Document Review. I conducted a document review of materials provided by interviewed Rugby Leads stakeholders. This document review was employed as a method to provide supporting evidence for a more comprehensive conceptualization of socially responsible leadership and to help identify student developmental practices in leadership currently in practice that support such a conceptualization. With staff and members of the board of directors, I inquired about documents related to any mission and vision, training, advising sessions, retreats, or other materials they deemed pertinent (e.g., advising session templates or leadership training modules). With community partners, I requested any documentation they have provided to volunteers, student leaders, and staff from Rugby Leads that may articulate social responsibility within their context (e.g., training/onboarding modules or mission and vision statements).

Document Review and Selection Protocol. The document review was rooted in both the conceptualizations of socially responsible leadership as articulated by professional organizations (e.g., AACU, CAS, ILEC) and any emerging themes from the interview process (see Appendix J).

When conducting this document review, I noted instances where stakeholders articulated explicitly or described implicitly socially responsible leadership using the inclusion and exclusion parameters outlined in my codebook to see if such articulations aligned with other, noted definitions or conceptualizations. Through the collected artifacts, I developed a better understanding of the contrast exhibited between current curricular and instructional practices employed by Rugby Leads stakeholders and the research and practices that bolster the pedagogy of socially responsible leadership development at peer institutions and at previously identified professional organizations.

Peer Institution Review. Research shows the value of looking at peer institutions to enhance a program's view of how their current design and purpose may or may not promote high-quality student leadership development (Zimmerman-Oster & Burkhardt, 1999). To provide the most comprehensive conceptualization of socially responsible leadership in student leadership development programming at higher education institutions, a review of identified peer instructions may help Rugby Leads (a) understand how their conceptualization of socially responsible leadership compares in relation to others, and (b) deepen their views of what socially responsible leadership may mean in practice for peer institutions that are viewed highly.

Peer Institution Review Protocol. A multi-faceted process was used to delimit the peer institutions reviewed. First, to identify institutions that were identified as peers with Little Mountain University, I used data provided by the State Council of Higher Education of [State], which specifies a list of approved peer groups of nationally comparative colleges and universities for review (n.d.). This initial list of institutions (n=25), which includes both public and private college and universities across the United States, was then delimited further to schools that had a volunteer center or center for community engagement. Five of 25 institutions (20%) did not identify a specific center. Of the remaining 20 schools, 12 schools (60%) identified student leadership, student development, or student learning in their mission, vision, values, or purpose statements. For example, one school, housed in their Division of Student Affairs, shares the following mission and vision:

> [The Center] envisions a world in which [University] students are empowered
>
> learners in community together, taking action through leadership processes to advance
>
> just causes. In pursuit of this vision, [The Center] engages students
>
> in *experiential* and *community-based learning* to foster *socially responsible*
>
> *leadership*. (n.d.)

Of the list of 12 schools that identified some form of student leadership, student development, or student learning in their mission, vision, value, or purpose statements, seven institutions (60%) identified clear pathways to engage in community-engaged leadership through their website. These developmental opportunities ranged from internships to alternative spring breaks to certificates to intensive week-long learning experiences to credit-bearing coursework. As an example, one university provides students with the opportunity to complete a leadership certification program, which seeks "to facilitate student reflection on their leadership learning and development" (n.d.). In the same vein, another university's year-long public purpose and leadership program was developed to support students in their leadership development:

> **[The program]** is a year-long leadership and social change fellowship grounded in a community organizing model. Students have the opportunity to undergo workshops highlighting relationship building, personal development/branding, leadership, communication, community organizing, etc. You will get exposed to numerous community organizations and leaders in [the university's city] and [surrounding] County and develop relationships between you and the community to support long-term goals of positive community growth. (n.d.)

Employing these delimitations, seven of the original 25 schools (28%) met the criteria for future inquiry, which included six public and one private four-year universities that spanned the continental United States. The full-time student population sizes for these schools ranged from approximately 15,000 students to 31,000 students, with a median of 29,000 full-time undergraduate and graduate students.

To systematically track the information collected during this process, I compiled the information provided into a single document (see Appendix K) to include the various components of the program associated with high-quality programming as defined by Eich's

(2008) framework: identified purpose (mission/vision/values), strategic initiatives, curricular content, pedagogical approaches, and any noted assessments.

Member Checks

I engaged in member checks (or respondent validation) of emerging themes from the interviews with the interviewees at the end of their interviews to ensure that the information shared was representative of the thoughts and beliefs of those being interviewed for greater accuracy and credibility in the analysis phase of the study (Birt et al., 2016). These member checks were integrated into the interview protocols outlined in the appendices (see Appendix E, F, G, and H).

Data Analysis

Various data analytic techniques were employed to assist in providing findings that are valid, anti-bias, and triangulated for this research study. I used a codebook of predetermined *a priori* and any needed emergent codes to identify themes in the data. I also implemented reflective memos and member checks to enhance the trustworthiness and comprehensiveness of the qualitative findings.

Formal Coding and Data Categorization

Coding plays an integral role in shaping the research experience and providing the foundation to analyze purposively (Charmaz, 2006). Additionally, the intention behind my analysis process, as outlined by Creswell and Guetterman (2019), was to identity any possible patterns that emerged from the data to inform my findings and recommendations. For this study, multiple analytic strategies were used throughout the data review process, including an initial coding of each interview using predetermined *a priori* and any needed emergent codes, the implementation of data categorization upon completion of all interviews, and member checking with interviewees to ensure the information collected was being represented accurately.

Qualitative Coding. As the first step in my formal coding process, I coded each semi-structured interview using *a priori* codes (see Appendix M). The initial codes used were (a) representative of my conceptual framework, (b) associated with existing conceptualizations of socially responsible leadership as defined by the literature, and (c) other necessary codes generated from the reviewed literature. Each *a priori* code included defined inclusion and exclusion parameters to help distinguish any emerging themes that required additional review. During the initial line-by-line review, when emerging ideas appeared that could not be coded to an *a priori* code, I created an emergent code for that line of data. Upon completion of the initial coding process for each interview, I completed a reflective memo describing my thoughts on each interview (see Appendix I for an example) with particular attention given to one's understanding of socially responsible leadership and socially responsible leadership development practices at Rugby Leads. This process was repeated at the completion of each interview.

Using the initial codes produced, I engaged in a similar review of the archival data during my document analysis. When any additional themes emerged from the document review that were not mentioned during the semi-structured interviews, I noted those findings in a reflective memo for future member checks.

Data Categorization. As the second stage of my data process, I used the initial coded data and the accompanying reflective memos to identify possible categories/themes in which current stakeholders idealize socially responsible leadership and development. By categorizing the participants into various categories (based on their proximity to student leaders and their respective development [e.g., staff, board members, and community partners]), I was able to identify the greatest saliency of findings from each group to ensure the recommendations were both meaningful for all stakeholders within that group and aligned with recommended pedagogical approaches to student leadership development.

Trustworthiness of the Research Findings

Lincoln and Guba (1985) identified certain strategies for qualitative researchers to implement that build trust into the research process, including credibility and dependability. For this study, I implemented triangulation of well recognized data collection techniques (e.g., semi-structured interviews with various stakeholders), conducted debriefing sessions with committee advisors and critical peers, leveraged reflective memos throughout the study, and member checked with study participants as part of the data collection and analytic process.

Credibility

To enhance the trustworthiness of the findings from this study, I employed triangulation, wrote reflective memos, and conducted member checks to address any possible tensions described in the data and to bolster the credibility of the rich data collected.

Triangulation. Triangulation plays an important role in the qualitative research process, decreasing possible bias in various data collection methods (e.g., interviews) (Carter, 2014). For this study, both stakeholder triangulation and data triangulation were employed to increase credibility. The stakeholder triangulation for this study was grounded in the semi-structured interviews with various stakeholders (e.g., Rugby Leads staff and Community Partners), where multiple perspectives were collected and analyzed. By leveraging the experiences and knowledge of various stakeholders, this study found an appreciation for the various ways in which Rugby Leads stakeholders conceptualize socially responsible leadership and the ways in which student leaders currently develop their capacity for and relationship to such practices at Rugby Leads. Additionally, data triangulation was also employed, with artifacts (e.g., vision and mission statements) and semi-structured interview transcripts from various stakeholder groups being collected and analyzed in this study.

Reflective Memos. As part of my data collection process, I took notes immediately following each semi-structured interview to describe the exchange in a formal way for future analytic review. Ravitch and Carl (2021) see writing memos as integral to the research process, as it helps with the retention of information that may otherwise go undocumented and forgotten in the data collection process and provides the researcher with an opportunity to reflect on their own assumptions and beliefs. As Birks et al. (2008) note, it is a snapshot of a current moment during the data collection process and the researcher's thought process at that time.

Role of Researcher

One of the greatest assets I presented as a researcher in this study is my proximity to the various stakeholders. I immersed myself in the Rugby Leads experience as a doctoral student over the previous two years, presenting both a boon and challenge for the study and the research. In one instance, my role as a researcher is based on my prolonged involvement with the organization, possibly decreasing the threat to validity (Robson, 2002). In fact, certain components of my experience at Rugby Leads allowed me to understand the experiences of Rugby Leads staff in genuine and unfiltered ways (Sutton & Austin, 2015). As someone who many of these stakeholders have worked with in varying capacities over the last two years, it seemed as if they were comfortable discussing their lived experiences as Rugby Leads stakeholders.

However, that asset can also be problematic in nature, too, as my perspective may have created unconscious bias in my review of the data, my interviews with stakeholders who are colleagues and peers, and my understanding of the findings during the analysis phase. For this study, it was necessary to separate my understanding of the political forces at play within Rugby Leads and delimit my understandings and intended recommendations to align solely with the data collected throughout the course of this inquiry. To address this concern, I

regularly met with a critical peer to discuss the data collection and analysis processes to ensure my findings and recommendations aligned with the information procured in this study.

Ethical Considerations

It is necessary to consider the ethical ways in which I approached this inquiry to protect, to the best of my abilities, the identities of the interviewed individuals. Because this research involved human subjects, all practices were in accordance with and approved by the University's Institutional Review Board (IRB) for Social & Behavior Sciences. I adhered to the guidelines set out by the approved IRB, which included signed informed consent agreements from all participants that outlined the risks associated with participating in this study. Moreover, upon completion of my data analysis, all information pertaining to their identity outside of necessary demographic information (i.e., organization and role orientation) that may be publicly consumed (or is necessary for this study) was pseudonymized.

Additionally, to protect the information from this study, all participant information was stored using an online data storage space (i.e., [Little Mountain University] Box) provided by the University. (See Appendix L for Data Management Plan.)

Delimitations

The purpose of this study was to better understand the ways in which Rugby Leads stakeholders and decision makers conceptualized socially responsible leadership and how, if at all, they engaged in developmental practices that encourage such development in student leaders. The delimitations imposed on this research study include the following: (a) the choice of which staff, board members, community partners, and peer institution staff to interview, (b) the availability for interviews to take place during the inquiry period, and (c) the peer institutions reviewed.

The delimitations were imposed for both practical and strategic purposes. First, when thinking about which stakeholders to interview, I chose people in positions of power, rather

than student leaders, since their positions play a significant role in shaping the leadership

development process and curricular and instructional practices for students. Additionally,

because of the constraints of time to conduct this study, I chose to interview a select number

of Board members (n=2) and Community Partners (n=2), rather than interviewing a greater

number. However, I attempted to address this delimitation by identifying criteria that may

have produced the richest data and variability in experience for each stakeholder group. I

selected the number of Rugby Leads staff to interview for this case for both pragmatic and

philosophical purposes. Knowing that the interviewees chosen were (a) most proximate to the

student leaders and (b) staff members who have advising responsibilities with Senior

Program Leaders, they have an impact on the ways in which student leaders may or may not

develop socially responsible leadership constructs.

Limitations

The most significant limitation for this study is my own role as researcher. Having

relationships with many, if not all, of the individuals from this study may have played a role

in the data collection and analysis processes. While steps were taken to address such limits

(e.g., member checks and critical peer reviews), this limitation is one that may have

implications on the trustworthiness of the study.

Additionally, the sample populations for this study present various limitations based

on their positional orientation to Rugby Leads' student leadership development programming

and their availability to be interviewed. For example, members of the Board of Directors may

take responsibility for shaping the mission and vision of the program, yet their previous

interactions with socially responsible leadership as a construct, their current

conceptualizations of socially responsible leadership, and their daily investment in higher

education student leadership development may not have provided data that easily transferred

into recommendations for practice. However, the Board plays an integral role in the strategic

planning for the organization, so the information shared about their views on socially responsible leadership in connection with student leadership development helped refine a conceptualization of socially responsible leadership that is responsive to all stakeholders and helps steward the organization forward to address the noted gap in the current student experience. When it came to selecting community partners to interview, challenges presented themselves based on their schedule and availability. And once community partners were selected, necessary modifications were made to interview protocols to mitigate confusion regarding educational "jargon" and rhetoric that play a role in the educational institution but were superfluous to their work in the community.

This study was also limited in its access to peer institutions. For the peer institution review, information that was freely accessible online was the primary data used in the inquiry. While I aimed to recruit an individual from each of the peer institutions identified in this inquiry, only one individual responded and agreed to be interviewed. This factor certainly limited the amount of information known about many of the institutions. As well, depending on the static nature of the websites, the information provided may have been out-of-date and not representative of the current program and student-centered opportunities.

An additional limitation is the predominantly White racial demographics of Rugby Leads, Little Mountain University, and the intended sample population. Therefore, limits to the conceptualization of socially responsible student leadership development for diverse learners, a key charge of student leadership development programming by professional associations (Andenoro & Skendall, 2020; CAS, 2020; ILEC, 2016), may not be as robust as desired.

Lastly, the data collection process for this inquiry, including the semi-structured interviews, did not provide the most robust set of data for study. Therefore, aspects of the findings from this inquiry, including the explicit practices transpiring in co-curricular

settings, were not effectively discussed to produce a nuanced understanding of what is

happening in those settings.

Chapter 4

Findings

The purpose of this inquiry was to better understand the ways in which Rugby Leads stakeholders conceptualize socially responsible leadership, the practices currently employed in their leadership program that align with that concept, and how those practices align with the high-quality practices in the reviewed literature and with other peer institutions who hold similar visions for student leadership development.

In this chapter, I describe findings from the interviews with various Rugby Leads stakeholders, the review of documents provided by various Rugby Leads stakeholders, and a review of peer institutions, which included both publicly available data (e.g., websites) and an interview with a peer program director. I weave together a narrative about the various stakeholders and peer institutions, their role orientation, and the ways in which they articulate their beliefs from the interview questions posed and the ideas presented. This Findings chapter addresses each of the questions from this inquiry.

What remained consistent throughout most of the interviews that became an overarching theme was the recognition that challenges in the field of student leadership development are ever-present when so many stakeholders are involved. In one of the interviews from this inquiry, it was noted how inconsistencies in student leadership development practice, especially in community-engaged spaces, are universal in higher education (Rugby Leads Staff Member, para. 14). This perspective highlights how these challenges impacting the student leadership development experience at Rugby Leads are not singular in nature, and greater intentionality is needed from both proximate stakeholders at Rugby Leads and global members of professional organizations to enhance and hone a codified practice for implementation.

I have organized this chapter generally by research question, leveraging the information from each question to systematically build a more nuanced and complex narrative about Rugby Leads' common language, programming, and their alignment with practices seen at other peer institutions across the United States.

Finding I: A Conceptualization of Socially Responsible Student Leadership

This finding directly aligns with the first question of the inquiry: In what ways do Rugby Leads stakeholders conceptualize socially responsible student leadership? The themes that emerged from the data about socially responsible leadership were both nuanced and highly contextual. The conceptualization articulated in this finding, with its various constructs and behaviors, described a definition of socially responsible leadership that (a) promoted behaviors of responsibility that would enhance the overall student leadership development process in community-engaged contexts, (b) encouraged student leaders to build meaningful relationships among themselves, the Rugby Leads staff, and their local Community Partners, and (c) recognized how Rugby Leads' context (both as an affiliate of a university and a partner to the local community) is interconnected in both supportive and exigent ways. These three constructs also align sequentially with students' learning about self, others, and community in their development towards socially responsible leadership. The figure below illustrates the various constructs and their accompanying tenets according to the data:

Figure 4.1 Rugby Leads' Conceptualization of Socially Responsible Leadership

Rugby Leads Conceptualization of Socially Responsible Leadership

Responsibility	Building Relationships	Interconnectedness
Mutuality	Professionality	Coterie
Decentering Self/ Centering Community	Communication	Interdependance
Humility and Morality	Consistency	
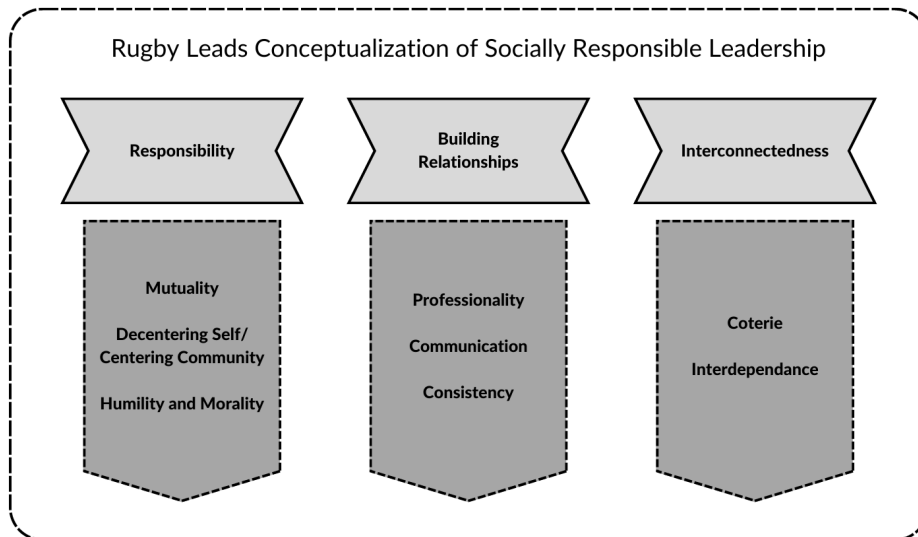
Constructing Shared Meaning of Responsibility Between Stakeholder Populations

Responsibility was key construct that emerged from the study. Both Responsibility and Building Relationships focus on the skills necessary to engage responsibly in community. However, to distinguish between the two: Responsibility is the inward, self-reflective work that student leaders must practice to engage responsibly, while the Building Relationships construct is more focused on the behaviors that student leaders can implement in their practice. Each of the three tenets associated with Responsibility – *Mutuality*, *Decentralizing the Self by Centering Community*, and *Humility and Morality* – play a significant role in shaping socially responsible leaders and are fundamental concepts for leadership educators to promote during the student leadership development and practice experience.

Mutuality. This belief that various stakeholders (e.g., Rugby Leads staff and community partners) play a significant role in shaping the experience of socially responsible student leadership development was at the forefront of each semi-structured interview. Moreover, when analyzing the data, it was evident that expertise about how to lead responsibly was constructed at various moments for Rugby Leads student leaders in their development and practice. When talking specifically with Rugby Leads staff members, they ascribed the term *Mutuality* to this belief; the belief that, when community partners are

hosting students, both student leaders and community partners can benefit from the experience (Interview, Staff Member, para. 8). However, this Rugby Leads staff member was also cautious about the extractive nature of using community partners for the benefit of the student development experience. As one Rugby Leads Staff Member noted, it is vital that local community partners share their expertise with students to enhance the student leaders' understanding of context, but the community partner should not feel solely responsible for the process of training and educating student leaders. According to this Staff Member, Rugby Leads' internal stakeholders, including students, staff, and members of the Board of Directors, "have to be willing to understand that it's not our community partner's job to serve us if…the mutuality…[is only where] they're hosting us" as a site for learning and practice, as it is not an equal partnership between Rugby Leads and the community (Interview, para. 8). Recognizing that mutuality is about sharing resources and expertise to create authentic opportunities for development was notable, but ultimately keeping the onus on Rugby Leads internally, as the hub for student leadership development, was the most pressing topic amongst Rugby Leads Staff interviewees. Mutuality, in this instance, is about understanding the ways in which Rugby Leads staff and student leaders are extracting resources from the community partner, rather than leveraging their own talents to benefit the partnership.

From the Rugby Leads staff perspective, it is also important to make sure that student leaders are being trained and oriented appropriately to the roles and responsibilities of leading in the local community. While the ways in which students are oriented to socially responsible leadership requires the community partners to share in the process so students are not being misguided during their training, it is also important to protect the community partner from undue harm (e.g., being solely responsible for supporting the student leadership practice) (Interview, Staff Member, para. 18). As one Rugby Leads Staff member described,

There is a desire to want to do good…[and] that desire just needs to be paired with

some…training development [for student leaders]…to ensure that the experience is

better for the volunteer, but then also better for the community partner. (para. 6)

Therefore, to combat spaces that are more extractive than mutual, leadership educators need

to develop trainings and opportunities for students to reflect on the ways in which their

identities, both social and leadership, may impact their work in the community.

The two community partners interviewed for this study articulated an invested interest

in the Rugby Leads student experience, and they want to support the student leadership

development experience in thoughtful ways. According to the interviews with both

community partner interviewees, one way in which they attempted to support Rugby Leads in

their leadership development practices was by contextualizing the leadership development

experience for their student leaders at the sites. While the Community Partner felt that Rugby

Leads staff were supporting the overall mission of providing community organizations with

student volunteers and leaders as responsibly as possible, they noted how, as a community

partner, they also started hosting an annual Junior and Senior Program Leader bootcamp for

their respective leaders to make sure their student leaders understood the basics of their roles

in context (Interview, para. 14). The Community Partner emphasized how necessary it was to

make sure student leaders understood the values of the partner organization, which meant a

more in-depth look into their organization's values, protocols, and policies that student

leaders needed to understand for their practice. This type of experience, as the Community

Partner emphasized, was not meant to take the place of the work happening at Rugby Leads;

rather, it was meant to enhance and support the student leaders in their development for

greater success in their respective leadership contexts.

In addition to Rugby Leads being a place where student leaders are practicing their

leadership while supporting community partners, mutuality is also about sharing expertise

and resources, which means Rugby Leads, its student leaders, and the community partners play a significant role in shaping the knowledge and experience building for each other. During their interview, one Community Partner mentioned how a student leader once approached them about bringing in a friend as a guest speaker who could share insights with parents who may be challenged with supporting their youth who share similar physical challenges as the guest. As the Community Partner articulated in the interview, the student leader "really did a service to the…program by elevating it and taking it a step further" (para. 14). By engaging in mutually beneficial ways, not only did the student leader immerse in an experiential learning opportunity that continued to develop their understanding of socially responsible leadership, but, from the Community Partner's perspective, this experience provided the student leader with the opportunity to feel empowered to meet their program's needs in tangible and mutually advantageous ways. Moreover, this experience furthered the aims of the Community Partner and their respective organizations, providing them with additional insight and resources to support their community members.

      Decentering Self and Centering Community. Understanding oneself is a valuable tenet when developing socially responsible leaders. As noted by a member of the Board of Directors at Rugby Leads, when student leaders develop their sense of self, they are doing so in service to the local community partners by decentering their own needs and interests for the benefit of the community. This member of the Board outlined how socially responsible student leaders must examine their own role in the leadership process. They noted how, "unless [student leaders are] examining the way in which [they] are changing [their] community, [they're] not doing it correctly, essentially" (Interview, Board Member, para. 8). This particular Board Member had also immersed themselves into the Rugby Leads experience in various ways, having been a community partner at Rugby Leads with a now dormant community organization. Their understanding of decentering self for community

takes on a more proximate and authentic perspective. In their previous role, they went through the "grueling process…of examining [their] life's work to say, 'Is this, in fact, community centered, [and] best for the community?'" when examining whether their own organization was effectively centering community (Interview, Board Member, para. 8). This Board Member's understanding of centering community took on a more nuanced understanding; they not only participated in the student development experience as a community partner, reaping the benefits of having Rugby Leads student leaders engaged at their organization, they also had to look at their own leadership practices and question whether they were also meeting the needs of the local community members (para. 8).

According to a Rugby Leads Staff Member, this centering of community and the community partners creates an inherent tension for Rugby Leads and the local community, as many components of the leadership (and volunteer) development process are oriented towards Little Mountain University and its academic schedule. All participant groups noted how the student support for these community organizations plays an unintended role in how efficacious an organization can be when they depend on the student personnel for operational support (see Interdependence). As one Rugby Leads Staff Member noted, centering community is not about aligning to the University's schedule and calendar; rather, it is about being present whenever volunteers are needed. Yet, interviewees from the Board of Directors and the Community Partner participant groups recognized how disregarding the students' academic schedules negatively impacted the community. For better or worse, as one member of the Board of Directors noted, these local community partners are entrenched in the University's calendar, and when they attempted to build programming that regularly required support from student leaders and volunteers, it did not have the personnel buttressing it needed to run effectively.

The tension in centering community in this local context is not always negative; in fact, it can have benefits for student leaders, their development as socially responsible leaders, and for the community. As one Rugby Leads Staff Member described, it forces students to think outside of themselves and "their own good" and to consider the "larger good of the community" (Interview, para. 8). And in their search for the best ways to decenter themselves, two participants, including a Rugby Leads Staff Member and Community Partner, noted the importance of understanding the history of the local community:

> One of the ways we've [Rugby Leads Staff] talked about engaging student leaders, as it relates to [Socially Responsible Leadership] is providing more just history about the community, about greater [Little Mountain University City]. Because I feel like that would bring a level of connection to the community that doesn't exist right now for students. So that's one immediate thing that we've talked about doing for all of our student leaders… (Interview, Rugby Leads Staff Member, para. 22)

Accordingly, understanding the community – including its history and the ways in which the University has engaged in it – plays an important role in shaping a student leader's understanding of context and their efficacy towards engaging in community-centered socially responsible leadership. Decentering self while centering community encourages a proximity to the local community, which may support their development as socially responsible leaders. And to take it a step further, one Community Partner went on to describe how it was not simply about knowing the history but having some respect and deference for what had happened in the community, too. Leadership and volunteerism are not only about engaging, but also about doing it with a respect for the work that local members of the community have been doing before students arrive at the university and will continue to do after they leave. It is, as one Community Partner noted, about balancing the various roles for student leaders: they may be a student, but they are also part of the community, too (para. 16).

Humility and Morality. Over the course of this study, it became evident that *Humility* and *Morality* played important roles in shaping socially responsible leaders. And for student leaders invested in leading responsibly in community, this means knowing what is possible (Interview, Staff Member, para. 8).

As noted by one of the Rugby Leads Staff Members during their interview, "it's not about saving the world" when leading socially and responsibly (para.10). This Staff interviewee also went on to describe how orienting towards the community and community partners required "a lack of self-aggrandizement" (para. 10). Accordingly, for students to lead responsibly, they must understand what the limits are to their efforts as student leaders and internalize this belief before engaging in the community with poorly devised intentions. Other interviewees noted similar beliefs – letting go of egos, being generous, listening to others, and being a "morally positive leader" (Interview, Board Member, para. 6) – all of which emphasize the importance of student leaders knowing that their leadership development practices are in service to the community and the work already happening within it.

Humility and Morality is not about stifling a student leader's ability to be an agent of change; however, it is about clarifying the roles, responsibilities, and abilities of student leaders for all stakeholders. As a Rugby Leads Staff Member noted, it is necessary to think about how the pedagogical practices of Rugby Leads, including training, orientations, and advising, "are setting [student leaders] up to be a socially responsible leader" (para. 16). It is, as this Staff member described it, being humble in one's ability to make impact. Moreover, a Board of Directors Member articulated humility and morality as knowing when to step aside and recognize one's position in shaping community. Thinking back to the narrative described earlier about the now dormant community partner organization, that Board Member recounted how they felt a moral obligation to shutter what was, at one point, a

thriving community partnership. In the discussion about the decision-making process behind the closure, a driving factor in their final decision was that they "really felt like [they] were not an organization who was structured to center community voice" (para 8). This response emphasized how humility and morality must be prioritized in the leadership development process and knowing when, as a leader, one is impeding progress even if they have the best of intentions.

The tenets of Mutuality, Decentering Self and Centering Community, and Humility and Morality all intersect to promote greater social responsibility for student leaders. With the appropriate focus on mutuality of expertise and ability, the attention to the community and centering their needs/experiences, and the recognition of humility and morality in the community-based leadership practice, student leaders can best practice and engage in leadership experiences that supports the community and their own social and leadership identity development simultaneously. Having foundational knowledge of these tenets and internalizing these tenets can support leadership educators as they promote socially responsible leadership with students who are preparing to lead responsibly in local community contexts. Furthermore, by starting with the construct of Responsibility, student leaders can better understand how their identities, both social and leadership, play roles in their leadership practice.

Constructing Shared Meaning of Building Relationships Between Stakeholder Populations

The concept of *Building Relationships* was prevalent across all participant groups. As described during the semi-structured interviews, at least one member from each group articulated not only the importance of building relationships between Rugby Leads' student leaders, the staff, and the local community partners, but also how relationship building in community-engaged contexts, especially between student leaders and the community partners, coalesces around professionality, communication, and consistency of such practices

in socially responsible student leadership development. The three tenets associated with relationship building, including *Professionality*, *Communication*, and *Consistency*, are all interconnected, yet they play distinct roles in not only how the relationships are built but also how those relationships are sustained over time.

Professionality. Professionality in relationship building, according to one Community Partner, is no different than "good ole common courtesy" (Interview, para. 18). Their belief about common courtesy went beyond simply opening doors or being on time, though. It was more about finding commonality between the community partners and the student leaders at Rugby Leads to promote collegiality (Interview, para. 6). The Community Partner, in this instance, saw professionality as a core component of the socially responsible practice of leaders and felt as if having defined moments where students flexed professionality (e.g., modeled appropriate and defined behaviors for student volunteers) would enhance their development as leaders and support the relationship building between the two parties.

Another Community Partner took that belief about professionality a step further, describing how identifying professionality as a core behavior of socially responsible leadership can have ripple effects for the relationship building process between student leaders and local community partners. Their beliefs were grounded in the previous experiences with students who did not always enter in the local community with a collegial attitude:

> I'm also a townie and having been a student, sometimes I feel that some of the students are not as open as I would like for them to be, and sometimes can come across as having an elitist attitude. And that doesn't make for very good feelings. (Interview, para. 12)

This comment is a striking rebuke of the University students based on this Community Partner's previous experiences and current occupational role in the community. As a graduate

of the University and now as a member of the local community, the articulated concerns about the barriers impeding student leaders engaging in the most responsible ways and how those barriers affect the overall relationship building necessary for socially responsible leadership starts with students' attitudes. Based on this response, it suggests that, when professionality is not developed in student leaders, greater harm may be transpiring in the community, leaving a negative perception of Rugby Leads and its student leaders for community partners and their respective community members.

As a result, what appropriate avenues may be implemented to better support students in their professionality in the community was a topic of noted interest. According to one member of Rugby Leads' Board of Directors, it is all about returning to "self" as the foundation for building stronger community connections:

> Start with your idea of self, right? So what are your gifts? What are your experiences, passions, etc. And then you sort of move outside of yourself, as you're building that understanding of self, to understand community and community needs. (Interview, Rugby Leads Board of Directors Member, para. 8)

This quote suggests that student leaders, in order to be effective at building relationships in the community grounded in professionality, must first consider their own social and leadership identities, as these identities may play a role in shaping how students interact professionally in the community. This quote supports the broader discussion about knowing oneself (e.g., Responsibility as the foundational construct) in order to then build effective and responsible relationships.

Moreover, it was evident from many of the interviews that professionality played an integral role in shaping socially responsible student leaders' actions and decision making. Without acting in professional ways that support collaborative and responsible practices, students are not engaging in socially responsible leadership practices that enhance the overall

community-engaged experience of the community partners; in fact, it may actually be creating a chasm where negative feelings start to emerge between the community and Rugby Leads stakeholders. Therefore, to act with professionality is to understand the context in which one is leading and modify one's professional behaviors to align with a particular context's norms of professionalism.

Communication. Another core component of the *Relationship Building* construct of this conceptualized and contextualized version of socially responsible leadership by Rugby Leads stakeholders is the importance of *Communication* in building authentic community relationships. Communication, in tandem with professionality, supports the overall Relationship Building construct of socially responsible leadership. In an interview with one of the Community Partners, they emphasized how socially responsible leadership is really grounded in the ways student leaders effectively develop communication skills:

> Communication, you know, I think that I'm certain that a leader needs to have good communication that they take it on, as 100%, not 50/50. It's not like 'Tag you're it!'. If you need an answer, communicate in such a way that you get that answer. (para. 18)

The way that this Community Partner described the importance of communication emphasized the importance of leveraging communication as a tool to build stronger relationships between student leaders and community partners. It is not, as they described it, a hand off to the next student leader and Rugby Leads staff member; rather, it is a give and take between the student leader and the community partner that promotes greater clarity and connection about expectations and partner needs.

This same Community Partner went further, emphasizing that the act of communicating (i.e., sending emails and checking in regularly) is not enough; it is about the ways that both parties get the necessary response to their needs and inquiries that makes it socially responsible. According to this Community Partner, through *meaty* communication,

meaning that the communication is considering everything from content to context, greater

clarity in communication can support the relationship building process (Interview, para. 18).

This Community Partner provided anecdotal evidence about meaty communication,

suggesting that it is not enough to say that it may be raining outside immediately before an

activity is about to begin, which may alter a volunteer opportunity, but also thinking about

how that shift in weather may affect the overall success of the original activity's aim and

thinking through next steps (para. 18). This evidence affirms the importance of

communication not only being a learned skill, but also a tool for engaging responsibly, as

student leaders' decisions have real-life consequences for the community.

This conceptualization of how communication plays an integral role in the

relationship building process goes beyond exchanged emails, though such practices were

identified as an important component of the student leadership development experience as

described by the various participants. In fact, the beliefs about communication were identified

to be an integral component to leading a program and engaging in meaningful and

responsible partnerships.

Consistency is High Quality. As a final tenet of Relationship Building, the insistence

on consistency in all aspects of the student leadership development experience emerged from

all participants. When interviewing one of the Community Partners, a concern about

consistency, or lack thereof, in relationship building with student leaders was evident

between student leaders and community partners:

> So…giving the tools to some of us who live in the community who are community
>
> partners, to best communicate with the students. I think that that's, that's a direction I
>
> would like to see, too. And not just that first, you know, here's, you know, 'here's your
>
> packet as a new community partner'. But, but something a little more ongoing.
>
> Consistency. (Community Partner, para. 26)

This quote suggests that this Community Partner is invested and interested in having greater support from Rugby Leads staff about how best to engage consistently with student leaders for greater relationship building. Furthermore, their recognition that a welcome packet is only the catalyst for the relationship building indicates a desire for this Community Partner to learn innovative practices and strategies that support a more consistent engagement with student leaders.

A member of the Rugby Leads Board of Directors also noted the importance of consistency in a slightly different facet, but one that may share similarities to the Community Partner for student leadership development outcomes. When talking about the importance of student social and leadership identity development in the leadership development process, this member of the Board mentioned how students should be checking in every two weeks with an identified mentor to really increase greater practice in the community with partners (Interview, para. 10). Here, the Board Member's belief around consistency in engagement, both internally at Rugby Leads and externally in the community, aligns with the Community Partner's – having students consistently engage in practices associated with socially responsible leadership requires regular attention to support their development. Evidence from the document review (e.g., Community Engagement & Programs Fall Overview, 2022) also suggests a desired consistency in having mentors (e.g., Rugby Leads staff and community partners) connect with student leaders as a means of developing and sustaining positive relationships.

These three tenets associated with Building Relationships in community contexts between student leaders and the Community Partners: Professionality, Communication, and Consistency, undergird how relationship building between various stakeholders in the student leadership development process emerged as a key theme for this study.

Constructing Shared Meaning of Interconnectedness Between Stakeholder Populations

The emphasis on *Interconnectedness* across all participant groups was both enlightening and encouraging. As interviewees discussed their conceptualizations of socially responsible leadership, every participant emphasized how leading in community and with community members requires a discernment for how all stakeholders – student leaders, Rugby Leads staff members, and community partners – play a unique role in shaping responsible engagement.

Coterie. One aspect of interconnectedness is shaping an experience for developing student leaders that allows them to recognize that they are part of a larger community with shared understandings. This belief was apparent across all interviews, whether they articulated it as being part of a "bigger fabric" (Board Member, para. 6) or "part of the larger [City] community" (Staff Member, para. 24). Regardless of the institutional rhetoric used to describe the symbiotic relationship, it was a generally accepted belief that the interconnectedness of the many stakeholders is at the forefront of the socially responsible student leadership development experience.

However, one of the challenges to this idea of coterie is the general orientation of student leaders to their own lives as students. As one member of the Rugby Leads Staff noted during their interview, being a socially responsible leader in the context of this city, region, and university, is about being a leader "who sees themselves as part of a larger community: that it's not just them and their little bubble" (para. 8). Interviewees noted the inherent challenge student leaders face at this age, where they are focused on themselves and their own needs. One Community Partner went so far as to say that the student leaders they have worked with who are "checking off a task box" for their future aspirations are undermining the ability to create interconnectedness between stakeholders (Interview, para. 18), making it more difficult to create shared purpose and meaning when that is not innately the student leader's intention. This quote suggests that the purpose and aims of a student's decision to

engage in community, whether it be for school credits or for career resume building, may play a role in shaping the student leaders' ability to authentically be part of a community hoping to steward social causes forward.

How Rugby Leads staff support student understanding and respect for interconnectedness in socially responsible student leadership development is then in question. According to one Rugby Leads Staff member, they can address this concern by requiring students to return to responsibility and relationship building, where staff are facilitating meaning making around the partnership component of the leadership development process in community. It requires that humility and deference for what is already happening in the community, by the community, and understanding that to be part of the community is to listen and learn from those with the expertise.

Interdependence. In the Rugby Leads context, *Interdependence* plays a significant role in how leaders show up in various spaces when leading in community. As articulated by one of the Community Partners, this interdependence is about student leaders demonstrating how they are members of the community. This demonstration may be in the form of bringing their own individual expertise to relationship building, or it may be in the form of empathy sharing to understand the inherent systemic barriers that exist in the community and with the community. Because the various stakeholders depend on each other for both leadership learning and volunteer placements, it is necessary, as one Community Partner noted, to "have a little balance…with empathy" between Rugby Leads staff, university students, and the local community members (Interview, para. 20).

The conceptualization of Interdependence can best be described by the tension between the University structures at play with Rugby Leads and the local Community Partner and their needs. As articulated prior by the Board Member, any attempts to devise activities outside of the University's academic calendar (i.e., activities that took place outside of

regular school academic sessions) were met with insurmountable obstacles, where students and their absence in the community negatively impacted the possible programming that could be created to support the community members. This belief was also affirmed by a Community Partner, who noted how breaks and vacations play a significant role in shaping how they develop internal processes to support both their organizational needs and the student development experience (para. 8).

Interdependence also requires greater attunement by student leaders about every aspect of their daily lives. As one of the Community Partners noted in their interview, when students are in various locations outside of their community-engaged leadership practices (e.g., their daily lives as students in classes and clubs), they need to recognize that their behaviors directly affect their leadership ability and volunteer practices in the community. For example, if they are in closed spaces with others during a pandemic, this Community Partner noted that they should mask-up, as their participation in their leadership practice is contingent on their health and wellness to perform their roles (para. 8). It is, as this Community Partner articulated, about "following the mandates right now that are out here for our governing body [to ensure] the community and environment are going to be safe" (para. 8). This belief suggests that interdependence is not only about how one acts in the community, but also about how student leaders modify their daily behaviors to support the communities in which they regularly serve. Interdependence, as one interviewee described, is about student leaders getting on the same page with all aspects of the experiences, beliefs, and behaviors of the community members (para. 9).

Consistency and Inconsistency in Construction of Social Responsibility

Certain aspects of this socially responsible leadership construction were evident across all stakeholders, while others were primarily generated through the voices of a specific participant group. For example, every participant group discussed the importance of Building

Relationships in the development of socially responsible student leaders. Additionally, the importance of consistency in its various forms (e.g., communication, practicing professionality) was highlighted as a prominent theme in the inquiry for all participants. Aspects of Responsibility, including humility and morality, where also discussed in most of the interviews.

In contrast, the beliefs around Interdependence were primarily devised by the Community Partners and their recognition that student leaders and volunteers from Rugby Leads were needed to support their efforts in the community. These beliefs around dependance were less evident from the interviews with Rugby Leads staff, who focused more on the asset-minded views of mutuality, rather than the reality of what socially responsible leadership may look like in this context between Rugby Leads and the local community members. While these beliefs may have only been articulated by the Community Partner participant group, it is important that their voices, as invested and experienced practitioners in the student leadership development process, are highlighted and articulated for this contextual conceptualization.

While these various consistencies (e.g., the importance of mutuality) and inconsistencies (e.g., the interdependence at play) existed in this conceptualization of socially responsible leadership, the data collected from one participant group primarily affirmed the ideas and beliefs of other participant groups across all constructs and tenets. From a more holistic perspective, this recognition suggests a sense of coterie regarding the conceptualization of socially responsible leadership as well as its role within it. Moreover, by conceptualizing socially responsible leadership in a way that (a) gives credence to the various stakeholders in this context and (b) provides clarity with clear outcomes for various stakeholders, it can provide a foundation of common language needed to support students' socially responsible leadership development.

Finding II: Current Student Leadership Development Practices at Rugby Leads

This findings section explores the curricular and co-curricular practices that are currently employed at Rugby Leads, based on the data collected through the document review and the semi-structured interviews, and how those practices relate to the defined conceptualization of socially responsible leadership. This findings section aligns with the second research question from this inquiry: Based on [Rugby Leads' stakeholders] conceptualization of socially responsible leadership, in what ways, in any, do Rugby Leads staff currently employ curricular and co-curricular learning experiences to support student leadership development?

While there is evidence that aspects of socially responsible leadership are prevalent in the co-curricular experience, the consistency and coherence in which they are devised, designed, and employed was not clear in the data. Moreover, the data collection process illuminated how current developmental practices at Rugby Leads, including the Senior Program Leadership Retreat, the Junior Program Leader Summit, and other training modules, such as the Summer Leadership Training Modules for Senior Program Leaders, align in varying degrees to the conceptualization of socially responsible leadership for Rugby Leads. When discerning what constructs and tenets of socially responsible leadership are most prevalent, as described by various stakeholders at Rugby Leads, certain components of socially responsible leadership (e.g., *Relationships* and its sub-tenets) are more prominent in programming than others (e.g., *Interconnectedness*).

Existing Curricular Practices

There is evidence from the document review to suggest that Rugby Leads currently employs various in-house curricular experiences to support the development of student leaders. These practices range from opportunities for students to meet one-on-one with their advisors, staff-devised and led instructional modules that support the onboarding and

continued success of student leaders, and seasonal leadership retreats/summits that coalesce

around strategic initiatives and the overall learning and leader aims of Rugby Leads' student

leadership development programming.

      Advising and Mentorship. A core component of the student leadership development

framework is the value of advising and mentorship. Based on findings from the semi-

structured interviews with staff and the document review, every Senior Program Leader is

assigned a Rugby Leads staff advisor to support their development as leaders and their

program management skill development for their respective programs. As defined in the

"Summer Leadership Training Modules," advisors are meant to be "thought partners when

[student leaders] face challenges" as well as be available for any general support students

may need in their development and leadership process (*Advising* Module, slide 5). This belief

about the purpose of advising was affirmed through the semi-structured interviews, where a

member of the Rugby Leads Staff noted how the advising meetings "allow [Rugby Leads

staff] to be able to advise them and what they should do in various situations that may come

up" (para. 20). These data suggest that Rugby Leads staff look at advisement primarily as a

means of helping student leaders address concerns or situations that may arise throughout

their various leadership practices in the community, rather than a mentoring experience for

students to develop their social and leadership identities.

      That pragmatic-focus of advising was also noted by another Rugby Leads Staff

member, who described the role of advising in their interview as a means of supporting

students in their various co-curricular leadership practices:

    We want to make sure everyone's on the same page, checking in with community

    partners. We want to make sure that everyone's on the same page and recruiting for

    next year. So, that said, we do include some of those harder skills, we do include

    reminders, you know, 'Hey, if you haven't talked your community partner, yeah,

check in on what they need.' 'Okay, you have the practical bits, you know, what they

need?' 'Have you checked in just to see how they're doing?' We have a few of those

built into kind of the advising schedule. (para. 12)

This belief around advising was evident across the three Staff stakeholder participants. Since

their arrival in 2019, one Staff member noted how "advising was about helping [a student

leader's] programs run," rather than supporting the social and leadership identity

development of students as leaders (Interview, para. 12). The program was devised to support

"advising as logistics" rather than a true mentoring experience (para. 12), further bolstering

the evidence that mentorship is not a primary component of the Rugby Leads student

experience.

However, one notable finding from the interviews with Rugby Leads staff members

was the relation between advising and mentoring. In many of the interviews with Rugby

Leads staff, their desire to enhance the advising component of the program was dependent on

the shift from advising to mentoring. As was described in one of the interviews with a Staff

member, "advising at [Rugby Leads] right now is in transition and has been" in order to

"level up" the student leadership development experience (para. 12). Such recognition that

the landscape of student support needed redevelopment was present throughout all Staff

stakeholder interviews.

To provide organizational support for student leaders, regardless of the aims of the

experience, the data suggested that Rugby Leads staff are increasing the consistency in which

they meet with their respective student leaders. One Rugby Leads Staff member articulated

how they are now "meeting with [their student leaders] bi-weekly to check in to see how their

programs are being run" (para. 18). This consistency was also a noted objective of the

advising model currently in place for the 2022-2023 academic year. Rugby Leads'

"Community Engagement & Programs Fall Overview" document explicitly states the

importance of advisors meeting with their respective student leaders every other week (2022).

This increase in consistency illustrated one way staff were committed to enhancing the

historical advising and mentorship model employed at Rugby Leads.

Another way staff were attempting to elevate the advising component of their student

leadership development program was through the implementation of a "Leadership Advising

Meeting Template" dispensed to all Rugby Leads staff for their one-on-one meetings with

students. These templates provide an outline to promote greater coherence between the

purpose of the meeting and the developmental needs of the student. Each template has space

to not only discuss the pragmatic program details (e.g., volunteer recruitment and

management) but also to support the individual student leader's personal development. For

example, under the "Leadership Development" section in the Leadership Advising Meetings

Template provided for the 2022-2023 academic year are the following questions:

- *How have you grown as a leader since our last meeting?*

- *How have you been working towards achieving your SMART Goals?*

- *What is a short-term goal you can set and accomplish before our next advising meeting?*

In this particular section of the larger template, Rugby Leads is providing a framework for

how student leaders can consistently engage in their leadership identity development and

reflective practices, while also focusing on the consistent improvement in programming

required for their roles.

However, the data also illuminated a somewhat stark contrast between the intended

practices and the actual practices taking place. In one interview, the advisor-advisee

communication stream was described as haphazard, significantly depending on the student

and the advisor (Staff Member, para. 20). Additionally, no evidence from the interviews was

provided to suggest that these templates were in regular use, and no documents from the

review were provided to suggest that this template was being used with any consistency. In a

follow up with one member of the Staff, they affirmed that these templates are not currently being used in their regular advising sessions (personal communication, 2023).

It is evident from the inquiry that improvement is not only encouraged from the Staff perspective, but also may be of interest to the student leaders. As one Rugby Leads Staff Member noted in their interview, "student leaders are thirsty for…support, levelling up, and aligning with more best practices and not sort of just every year making it happen the way that it's always happened" (para. 2). This desire for improvement was evident across many stakeholders in this inquiry, and it demonstrates how the current advising and mentorship practices have space for improvement.

Staff-Supported Curricular Practices. Data from the interview phase revealed how, over the last few years, there has been an intentional shift from student leaders having the autonomy to lead their program without much oversight to a more concerted effort on behalf of the Rugby Leads staff to provide more support. To address some of that unbridled autonomy, Rugby Leads created web-based Senior Program Leader and Junior Program Leader hubs on their website to promote greater professionalism in their student leaders' community-based practices. These hubs provide students with clear parameters for various components of their leadership experience, including how to develop marketing materials for external communications, understanding language usage, styling guidelines for merchandising, and framing crisis communications, among other non-relationship-oriented information. While less focused on the leadership and social identity of the student leadership development process, these information hubs attempt to shape an experience for students to learn how to build effective relationships with various stakeholders at Rugby Leads and in the community. In a follow-up conversation with a member of the Staff, they articulated how these hubs were devised and designed by current Rugby Leads staff members to support students in ways that enhanced their leadership autonomy but did not require much oversight

from advisors. It was, as they described it, a way for students to flex their self-authorship and learned skills in their leadership practices in small but necessary ways (personal communication, 2023). Ultimately, the use of these hubs encouraged the development of particular socially responsible leadership tenets (i.e., communication, coterie, professionality) without needing the hands-on support of a staff-led developmental process.

Additionally, while Rugby Leads is a co-curricular program, the curricular practices employed within the organization to support co-curricular leadership opportunities play a significant role in shaping the leadership learning experience for students. Historically, according to one Staff member, Rugby Leads' leadership development programming had been "a little bit disconnected from [pedagogical] scaffolding [by] staff support" the way other institutional programs are designed (para. 2). As one way to promote clarity around the leadership development experience at Rugby Leads, staff stakeholders have created a series of "Summer Leadership Training Modules" (2022) to support the student leader onboarding process for new and returning leaders. These modules encompass many aspects of the student leadership experience at Rugby Leads and were developed by the experienced practitioners at Rugby Leads explicitly for their student leaders' needs: advising, program management, finances, communication, and leadership development. Through the Leadership Development module, specifically, all Senior Program Leaders at Rugby Leads are asked to complete the Clifton Strengths Assessment (Gallup, 1999) as a means of reflecting on their role as a leader and their developmental practice. Upon completion of the Clifton Strengths assessment, student leaders are asked to reflect on their findings, and the reflective prompts provided encourage student leaders to consider their role in community and to think about how knowing those strengths may enhance or inhibit their ability to lead in the community with Rugby Leads. Through curricular experiences, such as this one, student leaders are learning about the ways in which their roles as leaders encompass aspects of their own identity (e.g.,

their strengths), too. However, there is no evidence to suggest that these staff-supported, individualized leadership development practices are transpiring for other leaders at Rugby Leads (e.g., Junior Program Leaders), or that they are being employed consistently with any effects.

All the curricular efforts designed are intended to support the student leaders in ways that (a) set them up with the logistical needs to be successful student leaders at Rugby Leads and (b) help find ways to increase a student's ability to reflect on and plan for their growth regarding their leadership experience. As one Rugby Leads Staff member noted, these curricular practices are meant to "take their choices off the table a little bit" to create more cohesion between developing student leadership programming provided by Rugby Leads staff and a student's individualized leadership development experience (Interview, para. 10).

Staff-Guided Curricular Practices. The ability to frame the student leadership development experience in autonomic ways (e.g., Summer Leadership Training Modules), where the staff have created programming that promotes student leader self-study without consistent oversight, is one way in which Rugby Leads staff are developing curricular content to support the student leadership development experience. Another component of the devised curricular practice is staff-guided experiences, which require a high-touch approach between Rugby Leads staff and student leaders. Two curricular components that align with this type of practice are the Senior Program Leader Retreat and the Junior Program Leader Summit, both taking place at the beginning of each academic year. As identified through the semi-structured interviews, these summits and retreats were "top-down leadership development workshops" hosted by the Director of Community Engagement and the other Community Engagement and Programs staff (i.e., Community Partnerships Manager, Volunteer Programs Manager) (Staff Member, para. 10). According to one Staff member interviewed, these single-day events focused on more generalized leadership development topics (e.g., humility,

understanding of ethics, ethical volunteer relationships), and were primarily focused of

making sure student leaders understood their space in the larger community (para. 10). Based

on the agendas from these two events, the evidence suggests that topics addressed in these

events are connected to some of the constructs and tenets of socially responsible leadership

for this study (e.g., humility and morality, communication, decentering self while centering

community).

One aspect of these two single-day leadership development opportunities, as

evidenced by the document review, is the small group discussion component apparent from

the agendas and planning documents. As described in the aims for the Senior Program Leader

Retreat from the planning document, student leaders should have the opportunity to "get to

know each other" by "integrating and connecting with peers, colleagues, and the [Rugby

Leads] staff" (2022). This aim affirms the much larger connection to building curricular

experiences within Rugby Leads that (a) support student leaders' understanding of

relationships, and (b) promote more interaction with other student leaders in their respective

programs. The agenda for the Junior Program Leader Summit also provided opportunities for

small group discussion, encouraging Senior Program Leaders to meet with their Junior

Program Leaders to discuss their programmatic needs (e.g., recruiting, registration, training)

for the upcoming year, while also thinking about "building communities of trust" with the

community partners (Junior Program Leader Summit Agenda, 2022). It is evident from the

data that the pedagogical aims of these events are grounded in the pragmatism of engaging in

the community and with the community partners. While one component of the Senior

Program Leader Retreat was designed to support the student leaders in their leadership and

social identities (e.g., strengths), a greater focus was placed on successful programming

between Rugby Leads and the local community partners.

Additionally, there is little to no evidence, outside of the Senior Program Leader Retreat and the Junior Program Leader Summit agendas, indicating student leaders are sense making about their individualized and varied leadership experiences with one another and the possible leadership developmental opportunities they had in the community. One Rugby Leads Staff member corroborated this observation, noting a dearth of leader-to-leader relationship building opportunities. From the perspective of this Staff Member, "some of [Rugby Leads] student leaders have naturally built relationships with one another" through shared interests and shared leadership responsibilities, but they were not happening intentionally (Interview, para. 18). This quote suggests that the relationship building within Rugby Leads is happening despite, rather than as a direct result of, the staff-led programming. Moreover, looking at the existing practices, the evidence from this inquiry suggests an inconsistency in staff-led, student-centered leadership development practices that support a high-quality program.

Aligning Curricular Practices with Stakeholder Conceptualizations

It was evident from the data that many current practices aligned with the constructs and tenets of socially responsible leadership conceptualized for this context. However, the practices employed are intermittent with varying degrees of intentionality.

As noted prior, Rugby Leads staff, through the use of their curricular programming (e.g., leadership summits/retreats) encouraged students to communicate with their community partners regularly, meet consistently with their respective advisor, and build professional relationships with Rugby Leads staff, their peers, and community partners. The *Relationship* construct and accompanying tenets (i.e., professionality, communication, consistency) were all prevalent practices in program management presented on the hubs. As one example, student leaders at Rugby Leads were provided with ample opportunity to act as a program manager, including overseeing their program's budget, spending, volunteer recruitment,

retention, and training (*Program Manager Module*, Summer Leadership Training Modules, 2022). While program management was not articulated as a distinct tenet associated with socially responsible leadership, this type of developmental opportunity contributes to a student leader's conceptualization of what is expected when engaging professionally in the local community.

Additionally, as one Rugby Leads Staff member described, the COVID-19 pandemic altered the ways in which students engaged in building their own professional communities (Interview, para. 2), which may have played a role in the current state of any curricular practices. This shift also created a chasm in defined communication structures for various stakeholders, as Rugby Leads had a history, or "oral tradition of passing on what's important about leadership in any given program," which had played a significant role in shaping the knowledge building process from year to year (para. 6). In fact, as described by one of the Staff interviewees, a core component of the *Relationship* construct at Rugby Leads is centered on the belief that students at this university self-govern (para. 4), which may have implications for a student's understanding of *Responsibility*. Because of these self-authoring experiences promoted by the university, the curricular components of the program were designed to provide student leaders with the tools, but not the oversight, to lead their respective programs (para. 4). It creates a lapse in reporting and institutional knowledge, which, in turn, may alter the efficacy in socially responsible leadership practices for student leaders.

Furthermore, while not currently employed to the desired level, a member of the Rugby Leads Staff noted how they were moving towards greater communication between student leaders and staff to make sure that all student leaders, regardless of their community context, are set up to be socially responsible leaders. As a way to address this gap in practice, one Rugby Leads Staff member discussed the importance of "creating avenues for leaders to

have conversations amongst themselves, to talk about the work that they're doing, the conversations that they've had with community partners, to be able to share best practices" (para. 16). One example of this shift is through the spring transition meetings taking place between advisors and current and future student leaders. Through explicit conversations with guided questions and expectations, Rugby Leads staff are working towards building more cohesion in their communication strategy and creating experiences that (a) provide current student leaders with an opportunity to flex their understanding of social responsibility and (b) support Rugby Leads' overall goal of building stronger relationship (and understanding) between Rugby Leads' inter-organization stakeholders and the local community partners.

Existing Co-Curricular Practices

The leadership practice undertaken by student leaders at Rugby Leads in their community contexts was evident from much of the interview process. Whether it be through the student leaders' work with student volunteers or local community partners, one Staff member noted how the co-curricular leadership experience was mostly student driven, whether that practice is desirous or not. They described how, "in the past, it's been more, you know, let's give students the freedom to…create programs and to manage volunteers", rather than providing the necessary oversight and expertise of Rugby Leads staff (Interview, para. 4). This freedom described suggests how oversight by staff members has been historically less integral to the programming provided, which may be problematic to ensure cohesion between curricular and co-curricular practices.

One theme that emerged from Rugby Leads Staff members is the tension between what happened in students' co-curricular leadership practices (i.e., their leadership experiences with community members) and the developmental practices framed curricularly by staff at Rugby Leads (e.g., Leadership Advising Meetings). Interviews with Community Partners provided evidence to show that the connection between Rugby Leads staff and

community partners is less regimented as desired, which may have ramifications for shared

understanding of what leadership development looks like for Rugby Leads. As one

Community Partner noted,

> I know we have the [Community Partner] agreement, but that [Community Partner]
>
> agreement really is just a formality for something that you guys got going on at
>
> [Rugby Leads]. It does, it isn't, it is not a working document…Once those goals are
>
> created in the spring, nobody looks at them anymore. Until the next year, when we
>
> when, when more when three goals are created again. (para. 18)

This quote articulates an inherent challenge in how community partners can support the

development of student leaders or how Rugby Leads can assess their practices. While this

Community Partner does not articulate how they are supporting student leaders in their

development, their views on current practices may provide evidence for what barriers may

currently exist for community partners to engaging thoughtfully with student leaders.

To address some of the challenges they identified for their respective context, one

Community Partner had taken the co-curricular leadership practice into their own hands,

supporting student leaders co-curricularly with their own leadership bootcamps, which

discussed everything from their organization's values to rules and protocols. As this

Community Partner described it, they are "taking that on," whether they are expected to or

not (para. 14).

One way in which Rugby Leads staff tried to support student leaders in their co-

curricular leadership practice was through the Program Advising Meetings. These meetings,

led by Senior Program Leaders to convene their various Junior Program Leaders, provided

opportunities for student leaders to understand the interconnectedness of the various

stakeholder groups: Rugby Leads, Little Mountain University, and the local community in

which they serve. As described in the Program Advising Meeting Template (2022), student

leaders were expected to focus on how to support their community partners from very pragmatic standpoints in coordination with other student leaders. The template focused on concerns regarding volunteers, volunteer recruitment, impact tracking, training, and a continual consideration for short- and long-term goals – both for the community partner and for the student leaders. This template's foci for discussion emphasized the symbiotic nature of community-engaged leadership and was a constant reminder for student leaders that their co-curricular leadership practice was in service to the community partner. Additionally, as described on the Senior Program Leader web-based hub, these meetings were intended to take place regularly, though no data from this study can confirm that students were performing these co-curricular tasks (e.g., setting goals, meeting with their partner, assessing current practices) with any consistency.

The data regarding the co-curricular experiences for student leaders was sparse. Though the Community Partners described the ways in which they supported student leaders, there was little to no evidence outside of the advising meetings taking place at Rugby Leads to suggest how student leaders were leveraging their leadership practice in community. Moreover, while students may have engaged in their own sense making through the Program Advising Meetings, no experienced practitioner oversight was supporting that pedagogical practice, either from community partners or Rugby Leads staff. As one Community Partner noted, they had historically participated in weekly Program Advising Meetings at Rugby Leads offices, but those shared practices were not in place for several years as a result of the pandemic (para. 11).

Finding III: Current Student Leadership Development Practices at Peer Institutions

This section outlines the ways in which peer institutions not only define socially responsible leadership, but how their practices both aligned to those conceptualizations and

encouraged practices that support the conceptualization of socially responsible leadership for Rugby Leads.

Defining Socially Responsible Leadership Practice at Peer Institutions

Amongst the many variables associated with the peer institution review is the recognition that not all programs presented concise definitions about socially responsible leadership. While the delimitations for this inquiry included institutions that shared aspects of socially responsible leadership (e.g., responsibility, mutuality) as articulated by the literature (see AACU 2002, 2008), only two institutions explicitly defined socially responsible leadership as the foundation of their student leadership development practices. One of the institutions defined socially responsible leadership as:

> a collaborative and inclusive process that positively contributes to communities while advancing a group's goals. Socially Responsible Leadership includes (1) Collaborative effort for positive, collective impact (2) Sustained engagement in a social change process (3) Commitment to critically conscious action, and (4) Living and leading with integrity. (n.d.)

The other institution conceptualized socially responsible student leadership as developing "leaders who understand, advocate for, and provide services to meet campus and community needs" in their mission statement (n.d.). To employ this mission, the institution used a service philosophy titled *Active Citizenship* that encouraged students to develop their social responsibility through a continuum from member, to volunteer, to conscientious citizen, to active citizen.

Both institutional views of socially responsible leadership suggest a criticality to the overarching aims of social responsibility, encouraging leaders to recognize their own role as citizens in a greater context of the community. These aims are shared by four additional

schools included in this study through their missions and visions, though they did not articulate the development of socially responsible leaders as the aim of their programs.

High-Quality Practices of Socially Responsible Leadership at Peer Institutions

The ways in which peer institutions of higher education approached student leadership development varied greatly from school to school, as was evidenced from the semi-structured interviews and peer institution review from this inquiry. While investigating the volunteer programming at these institutions, especially those that shared similarities to Rugby Leads' mission, vision, and values, it was apparent that certain curricular and co-curricular experiences were commonplace in the student leadership development experience in this higher education arena. Moreover, while the programs at these institutions varied in their intentionality for building leaders through community-engaged practice, certain high-quality (Eich, 2008) developmental practices, as described in the conceptual framework and literature review, were either highly visible (i.e., leadership and reflective practices) or strikingly absent (i.e., mentorship). In this section, I describe the most salient findings about those practices at the identified peer institutions.

Constructions of Leadership Practice at Peer Institutions

As a core component of leadership development programming for student leaders, many of the institutions reviewed promoted the importance of students developing their understanding of leadership through their leadership practice experientially in community and theoretically in the classroom. These leadership practices varied in scope, with many of them praxis oriented.

Co-Curricular Leadership. One notable construction of co-curricular leadership that grounds this study and the conceptual framework was that students develop their leadership identity through their leadership practice in the local community. This belief was evidenced by various institutions organizing opportunities for students to engage in dialogue and

practice with community partners and community members and to participate in practices that encourage their agency as leaders. For example, one institution's year-long program highlighted the importance of working towards understanding their leadership identity with programmatic support and feedback from community partners (n.d.). However, when investigating the peer institutions, it also was evident that student leader community practice was primarily bound to volunteering as opposed to articulated curricular leadership practices. Little to no evidence from this inquiry informed how students were explicitly developing the behaviors of socially responsible leadership exclusively through co-curricular practices. While each of the institutions encouraged students to volunteer with various local community partners and organizations in their context, no reviewed data illustrated a co-curricular experience that developed leadership behaviors without the other levers of support for high-quality practice (i.e., leadership practice in community without pedagogical support). This evidence, or lack thereof, was also affirmed by the Center Director at one of the reviewed institutions. During the interview, they remarked on the importance of having other programming, such as structured mentorship and reflective practice, as an integral component of a high-quality leadership development program (para. 14). This recognition that co-curricular leadership development may not effectively flourish in a vacuum without other pedagogical supports provides insight into how at least one peer institution views effective and high-quality leadership development. It encourages the interrelatedness between the community-engaged component of socially responsible leadership practice and the developmentally appropriate curricular requisites for emerging adults in higher education.

Balancing Curricular and Co-Curricular Leadership Practices. This review of institutions commonly identified a balance between curricular and co-curricular strategies to support the student leadership development process. For example, at one institution, their year-long program for leadership development highly encouraged students to engage in a

community organizing model. This opportunity emphasized the importance of community practice in the learning experience, noting how student leaders "will get exposed to numerous community organizations and leaders in [the area]…and develop relationships between [them] and the community to support long-term goals of positive community growth." (n.d.) Nevertheless, while this program is described as a "self-directed and self-motivated" opportunity, it also leveraged its embeddedness in a higher education institution to provide additional supports for student learning, such as mandatory weekly meetings/orientations, that undergird the student leadership development process (n.d.). Additionally, this program publicly articulated its pedagogical aims, too, giving clear outcomes that may inform future assessment and measurement practices of student leadership development in that context. These aims included essential skills aligned with the conceptualization of socially responsible leadership from this inquiry: communication, relationship building, and listening, among other skills, such as the ability to connect with local community partners and channeling one's agency and passions for the greater good of the community. By publishing these aims in a public way, they are framing the student leadership development process for students and staff, providing clarity to the overall program and accountability structures for staff leadership. Another item of note is that this program functioned as a cohort-based model, encouraging student leaders to develop their leadership practice in community with others. Cohort-based practices (i.e., where students progress through a program or experience as a single unit from start to end) are one way in which this institution promoted a sustained learning community for all participants in both curricular and co-curricular ways that aligns with Eich's (2008) beliefs about high-quality leadership development programming.

While still balancing both curricular and co-curricular opportunities, some programs focused their leadership development efforts primarily through curricular, class-based instruction to support the leadership practices happening experientially. These programs

focused solely on student exploration of leadership through coursework to develop their understanding of how one leads effectively and responsibly in local communities. These community-engaged courses were a highly publicized aspect of many institutions' models, with some programs promoting community-engaged learning courses as an approachable way for students and volunteers to learn about their impact in community. It was apparent that community-engaged learning courses were a primary conduit for student learning, though no direct connections were identified for the ways leadership was explicitly developed for students through the course offerings.

Lastly, one reviewed program attempted to find a balance for student leadership development between co-curricular leadership practice and curricular learning practice by encouraging a diverse set of pathways for students to explore their leadership development. As one path, this program built an opportunity dedicated specifically to the leadership development practices of rising fourth- or fifth-year students at its university. From the publicly available data, it was evident that this program, unlike others, recognized how a bound program for final-year students can promote greater clarity around previous practices, current personal development, and future aspirations. Built on the foundation of reflective based habitudes, this initiative becomes a launching point for students into their next stage of development outside the confines of the university. Additionally, this program, among two others reviewed, developed a leadership minor at its institution, encouraging students who have the facility and capacity (i.e., the course-credit availability in their schedules) for completing a leadership minor to engage in coursework that coalesced around the various components of high-quality leadership towards social responsibility: in-class reflective practice, theories of leadership, and an interdisciplinary focus that promoted learning from various narratives and experiences (n.d.). It is important to note that one program reviewed is also housed organizationally under its school's Office of Undergraduate Academic Affairs,

allowing the center staff the opportunity to leverage course credits to support accessibility to students who may not otherwise have the opportunity to engage in these co-curricular leadership development practices.

Curricular Leadership. Only one program reviewed that articulated student leadership as a component of its vision and mission primarily focused its attention solely on community-engaged learning courses (e.g., Cultures and Communities, Making a Difference by Design), with little information provided about how leadership development transpires at the volunteer center outside of that coursework. The program provided a singular leadership certificate that was described as a two-semester experience for undergraduate students; however, according to the website, it was currently paused, and there was no evidence that leadership development was occurring for student leaders in other curricular or co-curricular ways. Any explicit leadership development happening for student volunteers was not described or articulated in publicly available data, either.

The data from this inquiry suggested that, even when institutions and volunteer centers shared similar aims, each center approached the student leadership development experience differently. Furthermore, when reviewing the pedagogical practices embedded into the student experience at each institution, the evidence suggests that a balance between co-curricular practices and curricular practices was most common for student leadership development practice.

Constructions of Reflective Practice at Peer Institutions

A pattern of employing reflective practice in student leadership development was noted for the various programs and opportunities reviewed. However, the ways in which different institutions defined reflection presents diverging narratives about achieving high-quality reflective practice for emerging student leaders.

Purpose of Reflective Practice. While every program, in some capacity, described the value of reflective practice, each program endorsed certain aims of the practice itself. For two of the programs, the priority of reflection was about the student leader's strengths. For two others, it was less about the students' strengths and their leadership identity development and more about making connections between the students' practice, the systems in which they reside, and the theories they had learned about that may inform their future practice. The variations of programmatic purpose certainly led to varying pedagogical applications, too.

One program articulated a robust description of the intended aims and purposes of reflection, describing the relationship between direct service, a tenet of Rugby Leads' leadership development programming as well, and reflective practice:

Reflection offers the opportunity to integrate the often deeply impactful experience service and education provide. Time spent in both individual and group reflection promotes a community able to dialogue on complex and emotionally-provoking social justice issues. Without reflection, service partners are often left without community or an avenue of expression for the deep experiences that occur through direct service. (n.d.)

As this quote implies, reflection becomes a critical component of student meaning making, regardless of whether it is about themselves or the world around them. By connecting reflection to leadership practice, it promotes high-quality programming and beneficial outcomes for student leaders (Eich, 2008). As discussed during one interview with an institution's Center Director, opportunities for reflection, regardless of their depth, support student leaders as they conceptualize their understanding of self and how cultural competency and humility may inform their future work outside of the volunteer center once they graduate (para. 26).

Modality of Reflective Practice. While data about the modality in which students reflect was not a prominent theme across all the institutions reviewed, three of the schools described the importance of a multi-model approach to reflection. For two of those three schools that mentioned modality, they described how reflection can be an activity that is done both individually as well as collectively in small groups. One of the schools went so far as to, in detail with clear directives, provide over 10 reflective-based opportunities that took anywhere from 30 seconds to two hours to complete. What remained apparent across the various volunteer centers reviewed and articulated effectively by one center was how "These activities…can be adapted to reflect on [the student leader's] service experience, who [they] are as a leader, or [their] service programs and its impact" (Student Toolkit, 2016-17, p. 77). This belief that reflection is contextually embedded into the overall experience is significant, illustrating how reflection, as a practice performed independently of other leadership practices, does not effectively develop student leaders.

Another school affirmed the multi-pronged approach to reflection, describing some modes of practice that can be employed, such as written, activities, multimedia, and telling (n.d.). Some of these modalities, though not fully described in this instance, can be used for both individual and group-based reflective practice, affirming how reflective practices can take on many forms. Accordingly, this variability may suggest that it is up to the student leaders, faculty, and staff to distinguish which forms of practice are best for them and their program.

Only one peer institution articulated a tangible outcome of reflection: an e-portfolio. This e-portfolio, embedded into their year-long leadership program as well as their leadership minor for student leaders, aimed to support students as they discerned what they had learned and how they had developed during their time as leaders. A review of the website suggested

that this e-portfolio was developed to work in tandem with the mentorship provided by center staff and course instructors.

Sustained Reflective Practice. The consistency in which reflection occurs within the various institutions was not widely articulated, yet two of the programs noted in their conceptualizations that reflection should transpire at various stages of the engagement process, including before, during, and after any experience related to student leadership or volunteer experience. A third institution went so far as to say that reflection should transpire within a day of any experiential opportunity, if all possible. However, no program noted a meticulous and didactic practice to be exemplified or replicated for this aspect of leadership development.

Constructions of Mentorship Practice at Peer Institutions

It was evident from the literature that high-quality models of student leadership development require mentorship as a core component of the programming (Crisp & Alvarado-Young, 2018; Dugan & Komives, 2007; Dziczkowski, 2013; Zimmerman-Oster & Burkhardt, 1999). Upon the review of the peer institutions, though, it was evident that mentorship was poorly articulated, if articulated at all.

At one institution with a well-conceived year-long leadership development program (i.e., their program articulated many practices supported by the literature for high-quality leadership programming), the only appearance of mentorship comes in the form of "individualized support and structure provided by the…[Volunteer Center] team" during a year-long community-engagement experience (n.d.). Another institution showed some evidence of mentorship for undergraduate leaders through Graduate Student Facilitators for various student-led programs (e.g., Alternative Breaks). These graduate facilitators are responsible for "mentor[ing], coach[ing], and [support]ing passionate and inspiring

undergraduate students engage[d] in public service leadership," though no information was provided about the nuance of such practices (Peer Institution, n.d.).

Another institution, though not well articulated for how it was employed in practice, did define the aims of mentorship, encouraging students to either become a mentor and/or become a mentee, depending on their needs. On their website, they defined the importance of mentors as follows:

A mentor can provide academic, personal and professional advice, make connections with other people and opportunities, help in identifying goals and make meaning of experiences. A mentor provides support, empathy, wisdom and respect throughout, and often beyond, one's educational career. Mentoring can be informal or formal and can take place over a one-time meeting, a few months or over several years. (n.d.)

In this articulation, the institution outlined a broad description of the modalities and consistencies in which mentorship can transpire. It related to how another school's Community Leadership Fellows program attempts to provide greater nuance about the consistency in which these meetings with mentors take place. These mentorship meetings work in tandem with the bi-weekly cohort meetings that the Fellows participate in, showing the connection between small group discussions and individualized mentorship meetings for those students selected and enrolled in the program. The word *multiple* is used to describe the timing they may meet with their mentor, but little information is provided about the aims of that relationship building or the developmental practices embedded into those meetings.

Another notable finding when investigating the mentorship practices at the institutions included in this study was that, outside of the leadership development of students in these leadership programs, mentorship was a signature focus in their volunteer opportunities. Through volunteerism, at least one opportunity across all the institutions reviewed showed evidence of students being asked to mentor youth and/or adolescents, illustrating both the

need for mentorship in the development process for adolescents and the inherent lapse in internal commitment to such practices for their own developing student leaders.

It is evident from both the literature reviewed and this inquiry that mentorship is a significant component for student leadership development, yet little information provided by the peer institutions review supports a cogent understanding of what mentorship can and should look like. While there is evidence to support its value as a high-quality practice in developing students' social and leadership identities, there is little evidence to support its implementation based on these findings.

Discussion

This inquiry, in an attempt to support Rugby Leads in its conceptualization of what socially responsible leadership means and the ways in which such student leaders are developed at various peer institutions, yielded a robust data set to draw from. At various instances when reviewing and analyzing the data, a few findings were most salient to the overall potential of this inquiry to inform Rugby Leads' future practice: (a) socially responsible leadership is nuanced, and with the various stakeholder groups playing a significant role in the meaning making for students, it was necessary to codify a conceptualization that addressed the expertise and values of each stakeholder group, (b) the ways in which Rugby Leads develops leaders, while varied and inconsistent, illuminated a labyrinth of opportunities for students to develop their leadership identity and sensibility, and (c) peer institutions of Rugby Leads, while noteworthy in their own right, are also challenged by the ways in which they conceptualize and define aspects of high quality leadership development that promote greater understanding of and capacity for socially responsible leadership. In this discussion section, I discern further some of the interrelatedness between the various findings described earlier in this chapter, attempting to create a narrative of

Rugby Leads in relation to its own stakeholders as well as the exemplars as articulated by its peer institutions.

Meeting Common Needs of Stakeholders

One of the most salient takeaways from the inquiry is this recognition of interdependence in this conceptualization of socially responsible leadership: that the stakeholders associated with Rugby Leads are in an amicable relationship with external forces and power dynamics that should not, inherently, existent in a socially responsible leadership development program that also promotes deference for community member expertise. Though it cannot be generalized to all community partners from Rugby Leads, it is necessary to consider how the two Community Partners interviewed, along with one member of the Rugby Leads Board of Directors who also was a community partner at one point in time, articulated how they could not operate without the volunteer student support from Rugby Leads. While interconnectedness is a valuable and desired trait of social responsibility, seeing as programs and partners want to feel connected with one another, it is also problematic, in a sense, when partners feel as if they cannot operate *without* the other.

This interdependence affects all aspects of the Rugby Leads student leader experience. First, if student leaders do not have a place in which they can practice their leadership, then an anchoring component of the Rugby Leads student leadership development experience is gone. Moreover, with no formal connection to the curricular experiences (e.g., coursework) provided by the university with which Rugby Leads is affiliated or by Rugby Leads itself, the leadership development experience for student leaders becomes paradoxical: an experiential leadership development program without pedagogically supported leadership developmental practices. Furthermore, without the support from student volunteers and leaders, the community partners are then in a position fraught with challenges. Community Partners who tried to operate in spite of Little Mountain University's students and academic

calendar came under stress and were challenged. Additionally, building relationships, while a key component of socially responsible leadership, must also be seen for its limitations in this context. In one sense, the interdependence described in this contextualization is as extractive as the paradigm this program attempts to mitigate and/or ameliorate. This study only further illuminated the unintended dependance of each stakeholder group, exemplifying *Interdependence*'s staying power in this contextual definition of socially responsible leadership. The question for future study moves from "How does Rugby Leads move away from interdependence?" to "How does Rugby Leads ensure that this interdependence, a seminal component of this context's conceptualization in practice, is appropriately addressed to minimize the possible damage done to the community and the community partners and to ensure student leaders understand the implications of such practice?"

Sharing Common Language

Another aspect of the data worthy of discussion, which is also foundational to the conceptual framework devised for this study, is the ways in which Rugby Leads staff and its various internal stakeholders (i.e., Members of the Board of Directors) discern aspects of socially responsible leadership. One notable challenge that emerged from the data was the lack of coherence around socially responsible leadership as a concept. One member of the Staff participant group could not provide an answer to the question about what socially responsible leadership means to them. Additionally, the varied ways in which each interviewee described social responsibility was of note. Many times, it was from their own respective role at Rugby Leads that they approached meaning making. For example, one Staff member, who primarily focuses on community partners, articulated a conceptualization that focused primarily on the community partnerships, with aspects of student leadership development interspersed throughout their phrasing. In contrast, one of the members of the Board of Directors focused primarily on the larger, broader concepts of social responsibility,

employing Astin and Astin's (1996) Social Change Model for Leadership Development as their primary belief about socially responsible leadership, where student leaders start with their understanding of self prior to engaging in community. Upon further inquiry regarding the connection between the Social Change Model and the student leadership experience at Rugby Leads, this interviewee, while identifying the limits of their knowledge around socially responsible leadership, could not articulate explicit ways in which that concept aligned with how they believed Rugby Leads currently develops such leaders. It suggests misalignment between stakeholders at Rugby Leads and the common language needed to support a more robust and aligned leadership development program, which may play a significant role in addressing the original problem of practice articulated in this study. This belief also aligns with the aims of the conceptual framework devised for this study; without common language, student leaders cannot effectively develop their social and leadership identities.

Furthermore, it was apparent from those respondents who did not elect to answer the question about their personal views of socially responsible leadership or chose to answer the question with varying degrees of connectedness that beliefs around leadership practices were not at the forefront of their construction of practice, choosing instead to focus on other vernacular associated with Rugby Leads (e.g., community engagement, service learning). As one member of the Board of Directors described, the word *social* was interfering with their beliefs about the word *responsible*, and they believed that "Applied Leadership" with a focus on responsible behaviors is truly where the efforts of Rugby Leads should reside (Interview, para. 6). This tension between the Rugby Leads Staff and Board Member participant groups is certainly worthy of mention. And while the idea of tension primarily connotes negative relationships, I see this tension in this study as an opportunity for Rugby Leads stakeholders

to assess their current state and to identify priorities for the next phase of leadership development programming at the institution.

Lastly, looking at the peer institutions and their visions and missions is an effective way of identifying how this common language around socially responsible leadership may align or misalign with peers across the country. Data from this review suggests many parallels. As was evidenced, the major findings around Relationship Building and Responsibility playing significant roles in the construction of socially responsible leadership for Rugby Leads paralleled two of the main constructs associated with community-engaged leadership practices at many other institutions. It provided a reassurance that Rugby Leads stakeholder beliefs are not deviating from commonly shared conceptualizations. In fact, it promotes a sense of commonality that can then be superimposed onto the specific Rugby Leads context with greater nuance for its respective community and the local community partners.

Implementing Common Practice

The data around common practices for high-quality student leadership development programming were both encouraging and challenging to parse through. From one aspect, it was necessary to discover that programming in this arena does not coalesce around one, defined practice. There is no coherence around practices in student leadership, both internally at Rugby Leads and externally at other peer institutions. What stood out as an exemplar in practices was the way in which some programs at peer institutions provided varying degrees of student exploration of leadership. While some were sustained, year-long engagements, others were transpiring in intensive, week-long programs. What grounded each of these programs, in some capacity, was the recognition that reflection plays a significant role in the leadership development process. Each program, in its own way, promoted reflective-based opportunities for students to better understand themselves, their community, or the larger

systems at play globally. Moreover, the provision of varied experiences encouraged participation from a diverse population of students with varying degrees of interest, availability, and accessibility.

Further, the disparate nature in which these programs, including Rugby Leads, exist provided a challenge. While certain concepts around community-engaged learning were apparent across most institutions (e.g., volunteerism, community engagement), the articulation of leadership development and the practices associated with such development were either ambiguous or nonexistent. For programs to ascribe leadership development as a tenet of practice through their vision, mission, and values, yet provide little evidence of such practices occurring in publicly available data suggests a lack of connectedness between the actual development of leaders and the confluence of leadership development as causal to community-engaged learning and/or volunteerism. Leadership, then, is a by-product of the other practices (e.g., volunteering) rather than the stated intent of the leadership program.

Additionally, the facility in which certain programs can function as both curricular and co-curricular learning experiences provides an incredible arsenal for student learning and leading. As was evidenced by peer institutions, when access to academic credit-bearing opportunities were paralleled with other, more experiential-based practices in the community, the pairing elucidated a desire to intersect a diverse population of students and an encouragement to engage when possible in the leadership and community-engaged learning process. While few programs encouraged such diverse pathways to engagement, the way that it was articulated by those programs suggests a future where co-curricular and curricular programming can better serve one another and work in harmony for the greater good of the student leadership development experience.

In practice at Rugby Leads, the findings illuminated some challenges to coherence in leadership development programming that affect common practices. Specifically, as

described by various participants and confirmed by the documents reviewed, the common practices at Rugby Leads are anything but common for the student leadership population; rather, the interviews described a splintered practice with varying degrees of cohesion. As exemplified earlier, what certain student leaders at Rugby Leads received in training (e.g., Senior Program Leaders leverage the Strengths inventory for leadership identity development) is absent for other student leaders (e.g., Junior Program Leaders). And while the practices of one type of leader may require greater emphasis on strengths than another, no pedagogical practices as described in the reviewed data suggest that other leaders are getting comparable, pedagogically sequenced, and appropriate opportunities for their leadership development curricularly. This gap requires addressment in future iterations of the leadership development programming provided to student leaders.

Chapter 5

Commendations and Recommendations

To address the Problem of Practice for this inquiry, a set of commendations and recommendations were created to (a) distinguish the high-quality practices currently taking place at Rugby Leads, (b) identify a set of enhancements that can be employed for programmatic improvement, and (c) share recommendations for how best to integrate such enhancements into the Rugby Leads student leader development experience. This study highlights how curricular and co-curricular experiences at Rugby Leads support the student leadership development process. The recommendations described in this chapter were developed based on the findings from the study and are intended to support Rugby Leads stakeholders as they continue to devise, design, align, and implement their practices with the long-term goals of developing socially responsible leaders.

Commendations

In this section, I describe the aspects of the Rugby Leads student leadership development experience that benefit the overall goals of developing socially responsible student leaders. Furthermore, I articulate how Rugby Leads' program and its conceptualization align with other peer institutions reviewed for this study, as this particular interest in the comparison was noted during the semi-structured interview process by various Rugby Leads Staff.

Commendation I: High-Quality Leadership Practices are Happening

Based on the findings from this inquiry, Rugby Leads is engaging students in high-quality leadership development programming, as articulated by Eich's (2008) work, that supports its intended goals of developing socially responsible student leaders. While there may be concern about consistency and connection to aims related to socially responsible leadership, Rugby Leads stakeholders, including staff and student leaders, are engaging in

leadership development practices in varying capacities. Participants noted high-quality leadership development experiences that align with Eich's (2008) conceptualization of high-quality leadership development programming. From *Cluster I: Participants Engaged in Building and Sustaining a Learning Community*, notable instances of building one-on-one relationships with advisors and community members were apparent. Moreover, a commitment to experienced practitioners (in this case, community partners and community members) who may play an integral role in shaping the leadership development process was also noted. In *Cluster II: Student-Centered Experiential Learning Experiences*, Leadership Practice (i.e., practicing leadership in the community) was not only a consistently described opportunity, but such practices were also the most prevalent aspect of programming described in the study. For example, many of the documents reviewed, including the *Leadership Advising Meeting Template* and the *Program Advising Meeting Template*, encouraged students to explore their role as leader through the practices in the community – how they lead their peers, how they engage with their community partners as student leaders, and how they enhance their programs in service to the larger community. Rugby Leads staff also create Discovery Retreats (Eich), or student-centered leadership development programming, using both multi-day retreats and single-day summits for Senior and Junior Programs Leaders, respectively, to enhance a student's coherence around leadership in community-engaged practice. These practices illuminate how Rugby Leads has programming already developed and deployed to support various students' leadership in the development process. As Rugby Leads stakeholders consider how they would like to enhance their programming around socially responsible leadership development, it is important to note that a foundation of good, high-quality practice is already apparent.

Commendation II: Connection to Peer Institutions

One of the greatest challenges of operationalizing socially responsible leadership, as a framework for student leadership development, is recognizing that being socially responsible can be highly dependent on context. However, aspects of Rugby Leads' conceptualization of socially responsible leadership, including the larger constructs of *Relationships*, *Responsibility*, and *Interconnectedness*, share similar meanings to how other institutions have situated their leadership development experiences in community-based leadership development programs. For example, one university identified *Authentic Relationships* and *Cultural Humility* as two of their shared values. One other peer institution also shared similarities to Rugby Leads. For example, one institution that provided a definition of socially responsible leadership included aspects of *Commitment* and *Collaboration*, both of which were apparent in the findings from this study for this context.

While the peer institution review was intended to support a broader understanding of the practices taking place at other institutions nationally with shared vision, mission, and values, it also affirmed how Rugby Leads employs similar leadership development practices with other institutions across the country, regardless of the consistency and depth of those practices.

Commendation III: Desire for and Recognition of Improvement

Innovating is hard, and coalescing a stakeholder group around the importance of positive progression can diminish any forward momentum an organization may have (Sims, 2011). However, the opposite is true for those at Rugby Leads. It was evident that improvement in practice is not only needed but also desired. A consistent theme was how the various stakeholder groups, including Staff, Board Members, and Community Partners, all recognized the value of what Rugby Leads was offering for student leaders and volunteers, and all stakeholders wanted to see greater connectivity, cohesion, and nuance in the student leadership development program for the benefit of the students and the community partners.

One cannot take for granted the momentum at Rugby Leads, when all necessary stakeholders desire improvement. Whether it be about the advising and mentoring component of the student leadership development experience or the community partner connections, it was clear that Rugby Leads stakeholders have built an institutional community who seek out improvement opportunities. This leveling up of practices, or bolstering of its practices to support the various stakeholders (i.e., student leaders and community partners), is at the precipice. One Rugby Leads Staff member noted how they felt confident that the current staff were all on the same page when recognizing that there is room for improvement. From the conversations that took place, these stakeholders illustrated an openness to seeking out possibility beyond the four walls of Rugby Leads. Such openness also presents fertile ground for the findings of this study to better situate the organization to continue serving the community and developing student leaders for years to come.

Recommendations

This section outlines that ways in which Rugby Leads stakeholders can enhance their current leadership development programming to better serve the student leaders. Outlined in this section are recommendations related to the further integration of socially responsible student leadership development into practice, enhancing the current programming around particular practices (i.e., mentorship, reflection), and employing more consistent opportunities for assessment and feedback in programming across all stakeholders. These recommendations are being constructed in a way that can also support a strategic plan, starting with the first recommendation as the highest priority. As well, the sequential nature of the recommendation order illustrates an interrelatedness (and dependency) between the various recommendations.

Recommendation 1: Integrate into Practice Socially Responsible Leadership Language

Beliefs around socially responsible leadership were both varied and multifaceted. As the first recommendation from this inquiry, I encourage Rugby Leads stakeholders, with particular attention given to the Board of Directors, the Executive Director, and the Director of Community Engagement, to construct a definition of socially responsible leadership (with clear beliefs and aims) into practice. As many professional organizations (see Andenoro et al., 2011; Andenoro & Skendall, 2020; CAS 2020) note, a program's vision and mission play significant roles in shaping the developmental experience for students. By implementing a common language of socially responsible leadership that is responsive to the findings from this study, it can help shape all future programming around an accepted and promoted set of aims in which all other pedagogy at Rugby Leads can refer to in the future. This recommendation is also directly linked to Seemiller and Murray's (2013) beliefs around the importance of common language in leadership development. Emphasizing how intentional programming for student leaders helps programs (a) be outcome driven, (b) increase transparency, and (c) identify programmatic gaps, Seemiller and Murray (2013) see common language as the first step in developing a comprehensive leadership development program for student leaders. This belief aligns with the conceptual framework from this inquiry, illustrating how important common language is to catalyzing all pedagogical practice. By leveraging this new common language of leadership, Rugby Leads stakeholders can better support student leaders while also measuring program impacts and effectiveness.

The suggested steps for this recommendation are outlined as follows:

1. Once a common language of socially responsible leadership is accepted by the necessary decision-making stakeholders, the Executive Director, along with the Director of Community Engagement, should promote that language internally at Rugby Leads with various staff for feedback.

2. Following those internal conversations, and in consultation with the Director of Communications, the Director of Community Engagement with the support of the Community Partnerships Manager should hold small group sessions (similar to the small group sessions among student leaders encouraged in high-quality student leadership development) with the local community partners about the aims of Rugby Leads' socially responsible student leadership development programming, encouraging coterie amongst the various stakeholders who interact with student leaders regularly – getting everyone on the same page.

3. After those conversations with internal and external stakeholders, Rugby Leads staff should outline these definitions into approachable vernacular for each stakeholder group (e.g., student leaders and community partners). Additionally, in order to promote clearer aims, this common language of leadership should be articulated in places for students to review the aims and intended outcomes of this leadership development opportunity (e.g., on the student leadership hubs, in reflective-based practices).

By sharing this newly implemented language with the various stakeholders, it will ground all aspects of the student leadership development experience. Specifically, the aspects of socially responsible leadership can be integrated into the mentorship and assessment components of the student leadership development process. Serving as the guidepost for all future assessments, Rugby Leads staff can integrate this common language in assessment modalities (e.g., reflection) and identify metrics associated with the language to assess student social and leadership identity development.

Additionally, promoting this language may address some of the noted concerns about a lack of connectedness described by the Community Partner participant group, as their desire to learn more about the aims of the student leadership development experience was of

interest. Moreover, it may provide Community Partners with additional information to integrate into their contextually based trainings that they lead in their own spaces, which supports greater cohesion between the curricular and co-curricular practices employed for Rugby Leads student leaders.

Recommendation II: Devise and Implement More Staff-Supported and -Led Experiences

Various practices at Rugby Leads that support the student leadership development experience require greater attention by Rugby Leads staff. One notable finding that needs addressment is the inherent interest and desire to produce and provide greater support in the Staff-supported and -led programming at Rugby Leads. Leveraging the expertise of those staff members, specifically the Director of Community Engagement and the Community Partnerships Manager, this recommendation is grounded in three action items: (1) integrate specific topics into already devised programming, (2) implement pedagogy (i.e., reflection) that can further support student development and assessment practices, and (3) consider what networks already exist in the Rugby Leads ether that can be leveraged for student leadership development.

Integrating Topics in Trainings and Orientations. This inquiry identified specific topics that can be integrated into various practices already taking place at Rugby Leads. Using existing structures (e.g., summits and retreats), I recommend enhancing the programming with the following topics:

- The history of [University City] and the implications of volunteerism in the community (looking explicitly at the historical proximity between the university and the local community).

- Actionable ways to decenter oneself while centering the community partners and community members (including *generosity* and *listening*).

- How student leaders can train their program volunteers to work in community spaces with professionality and an attention to the community partner's needs and interests (e.g., *communication* and *conflict resolution*).

- Understanding the role of Interconnectedness (and Interdependence) in the historical relationship between Rugby Leads, the University, and the local community.

Additionally, as Rugby Leads staff integrate these topics into the organization's training and orientations, it is also important to solicit additional feedback from community partners about what other timely information should be included in these modules.

Reflection. The evidence on the importance of reflection is clear: reflective practice, regardless of the profession, is a vital way to support the development of leaders. As Cathcart (2013) describes, leadership practice is a process, and critical reflection can play a significant role in helping developing leaders build their understanding of their practice. For Rugby Leads, reflection is used as a way of assessing a student's program management skills rather than being used as a tool to promote social and leadership identity development. As one way to encourage greater clarity in the leadership development process for all student leaders and respective staff/mentors, I recommend Rugby Leads stakeholders employ greater reflective-based practices into the program. This recommendation can be integrated into either the mentoring experience discussed prior for more targeted one-to-one discussions between mentor and mentee or through another avenue (see Course-Based Instruction below).

As a first step in the process, Rugby Leads stakeholders will need to consider the modality and consistency in which this practice occurs. Based on this inquiry, it is evident that no practice in reflection is more broadly accepted by peer institutions than others. Therefore, as an initial step into greater consistency, I recommend Rugby Leads create a reflective practice that can be implemented during each semester as a "check-in" and "check-out." As described by one of the peer institutions, they believed that reflecting immediately

before and after any engagement or practice was key; therefore, with this year-long program

of leadership development at Rugby Leads as the main training program, I encourage

program leadership to integrate these semesterly practices into their overall program.

Additionally, since the leadership program is about development and growth, I

recommend Rugby Leads staff focus their efforts on reflection practices that encourage a

more vertical process, rather than an iterative one. One model to consider is Moon's (1999,

2004) work on reflective practice within experiential learning opportunities that describes

five levels of transformative reflective learning: (1) Noticing, (2) Making sense, (3) Making

meaning, (4) Working with meaning, and (5) Transformative learning. These levels of

transformative reflective learning can be integrated in ways that promote greater

individualization for each student and promote the inclusion of diverse experiences.

Moreover, reflective practices can be employed to support a sustained learning engagement

for student leaders. For example, the first semester of leadership practice for student leaders

can align with the first stage of Moon's (1999) reflection: Noticing. It allows for student

leaders to begin their reflective practices when they begin leading, which creates an

individualized experience for each individual student, rather than trying to balance student

leaders with varying degrees of experience using the same template.

By having explicit practices of reflection that align with various stages, it can also

support future assessment of student development and learning. However, further information

about the aims of assessments leveraging reflective practice (e.g., leadership improvement,

measurement of making meaning) needs to be explored on behalf of Rugby Leads staff prior

to further recommendations being idealized.

Course-Based Instruction. Students enter their leadership development experience at

Rugby Leads from varying intersection points. Some student leaders are associated with

majors and programs at Little Mountain University that directly align with the interests and

programmatic aims of Rugby Leads (e.g., student leaders who are part of the Youth, Community, Society Studies major [a pseudonym]), while others are developing their leadership at Rugby Leads based on interests cultivated from previous experiences prior to their matriculation to the university (e.g., they volunteered at their local non-profit and identified Rugby Leads as a viable place to continue that experience while also developing their leadership identity). These dichotomizing entry points create a gap in the necessary supports for student leaders curricularly. Therefore, one recommendation is for Rugby Leads to consider (a) partnering with an already devised program (i.e., Youth, Community, and Society Studies) with already existing coursework that can provide the pedagogical support and content for student leaders about the behaviors and constructs of socially responsible leadership, or (b) devise a robust, inter-organization curricular experience for student leaders that can directly support their leadership process at Rugby Leads and can be employed through a variety of modalities (e.g., week-long intensive training prior to the start of the semester, semester-long training with weekly meetings).

These recommendations share some parallels to the work happening at one peer institution, where their leadership minor is housed within a center, allowing them to build and define a curriculum that aligns explicitly with their intended aims and outcomes. By devising their own leadership course (or course series like the Summer Leadership Training Modules), Rugby Leads can leverage curricular practices in varying ways (including the number of credits required), which can be both an asset to inclusivity for students who cannot engage because of the co-curricular nature of the program and an opportunity for those who have time-constraining course requirements. Similarly, one peer institution reviewed provides two curricular programs, the leadership minor (heavily credit-oriented) and a leadership certificate (non-credit bearing) that provide similar opportunities regarding reflection and

outcomes for the various student leaders who engage with their center but are aligned to increase possible student engagement.

Recommendation III: Create Consistency Across High Quality Practices

This recommendation is grounded in Eich's (2008) beliefs about high-quality student leadership development, which encourages greater consistency in the relational components among stakeholders. For Rugby Leads, these relationships include student leaders and the community partners they support, as well as the relationships built between student leaders and their respective advisors within Rugby Leads.

External Community Partnerships. To support the student leaders in their co-curricular development process, the co-curricular community aspect of the student leadership experience requires additional support and overview. The first recommendation is based on the noted disconnect between Rugby Leads staff and the community partners about expectations and responsibilities. One way in which this concern was addressed historically was through the Memorandums of Understanding (MOUs) and Community Partner Agreements, but the data showed those components were not being reviewed and managed in any consistent or tangible way. Therefore, the first step is to bring more consistency to the review process of those documents between Rugby Leads staff, student leaders, and the community partner.

The second recommendation to bolster greater consistency within the co-curricular context is to re-engage community partners in pre-pandemic experiences that were identified as meaningful to the partners. For example, as one Partner noted, they regularly attended the Program Advising Meetings with the various Senior and Junior Program Leaders, though they have not attended those meetings since the pandemic began. Creating expectations about community partner participation in those experiences may continue to enhance the

connectivity of the various stakeholders and the consistency in which the various stakeholders engage with one another.

Internal Mentoring Practices. Mentoring is transpiring in small ways at Rugby Leads, mostly through the advising model currently in place. However, as noted by all Rugby Leads Staff participants, mentorship was a space in which Rugby Leads can and should enhance their practices. The nuance regarding mentorship is twofold: (a) mentoring requires pedagogical framing that focuses on the student's development of both social and leadership identities, and (b) the consistency in which these practices transpire must also be considered.

When comparing the documents reviewed from Rugby Leads with the peer institutions, it was evident that this practice at Rugby Leads was less focused on the development of student leaders' social and leadership identities than their peers. Greater emphasis at Rugby Leads is placed on the programmatic management component of the leadership practice (e.g., making sure they have volunteers trained, investigating community partner needs). While beneficial to the overarching aims of Rugby Leads as an organization, a gap exists between the engagement practices in the community by students and the development of student leaders at Rugby Leads.

The literature (e.g., Crisp & Alvarado-Young, 2018; Dugan & Komives, 2007; Dziczkowkski, 2013) illustrates the effectiveness of mentoring relationships in developing student leaders. Additionally, the implementation of robust mentoring aligns with how Eich (2008) conceptualizes high-quality leadership development programming, as mentoring relationships can provide students with opportunities to make meaning of their leadership experiences in smaller settings. One way to frame the mentorship experience for Rugby Leads staff members is through Nora and Crisp's (2007) domains of effective mentorship for students: (a) psychological or emotional support, (b) goal setting and career paths, (c) academic subject knowledge and support, and (d) the existence of a role model. By framing

the mentorship program with these domains in mind, it may be able to support new Leadership Advising Meeting and Program Advising Meeting templates that directly connect a student leader's experience to their social and leadership identity development. Additionally, a more comprehensive mentoring program has positive implications for a program like Rugby Leads. As Crisp and Alvarado-Young (2018) note in their research, a more robust mentoring program promotes stronger inclusion for student leaders, as it encourages them to consider their own position in relation to their interests and intentions. By focusing on implementing greater consistency in the mentoring practices, Rugby Leads can support a more robust and pedagogically sound experience for the diverse set of student leaders who may enter the program.

If Rugby Leads does not currently have the capacity to provide one-to-one mentoring, another signature pedagogy, student-centered small group discussions (Jenkins, 2012, 2020), is a viable option for Rugby Leads stakeholders to explore. These student-centered small group discussions can continue to provide student leaders with an opportunity to make meaning of their experiences alongside experienced practitioners and possibly other students with diverse perspectives. Moreover, these practices can still align with the other assessment practices discussed in this recommendations section; focusing the small-group discussions on the constructs and tenets of socially responsible leadership can inform student understanding of and relationship to the various aspects of the common language of social responsibility guiding the program.

Consistency. Current forms of mentorship are not consistent with the best practices seen in the literature. It was noted that advisement, the main source of mentorship at Rugby Leads, was inconsistent across various Rugby Leads staff, which led to students receiving varying levels of mentoring support and guidance. As part of this recommendation on enhancing the mentoring experience, it is necessary to also consider the consistency with

which mentorship transpires. For example, one document describing the overview for Fall 2022 programming encouraged meeting every other week with a student leader's respective mentor. However, that same document goes on to note that it can be organized "by whatever makes sense for the track/programs" (p. 3). To address the inconsistencies in the mentoring process, more explicit directions from Rugby Leads staff leadership about the expectations for the mentors may promote greater consistency amongst the staff and fellow mentors. The directions should include: purpose and aims, intended outcomes, and measures for assessment.

Recommendation IV: Create Aligned Assessment Practices

It is important for Rugby Leads stakeholders, specifically the current staff members, to think strategically about the ways the organization can ensure that what they are doing in practice (e.g., advising and mentoring, small group discussions) is aligned with the curricular and instructional practices established for the student leadership development program. To address this concern and the current absence in practice identified through this inquiry, a greater emphasis on continuous assessment should be integrated into the program. The focus of this recommendation aligns with Eich's (2008) emphasis on research-grounded and continuous program improvement in the design of leadership development programming. To best understand the effectiveness of the current program (e.g., the student experiences and the opportunities currently being employed for their development), it is necessary to integrate assessment practices that can provide a continuous stream of data with which to act upon in the future.

From a pragmatic standpoint, assessments can be integrated into the various components already noted in this Recommendations section, including the mentorship and reflective-based learning experiences. Moreover, using the devised conceptualization of socially responsible leadership, further inquiry and curriculum mapping can support

knowledge building around what student leadership development practices currently employed align with the tenets of socially responsible leadership conceptualized for this study. Through a stronger emphasis on connecting the programmatic aims with the common language articulated in this inquiry, Rugby Leads staff can identify any deaths in practice and purposefully devise and design new experiences to support the development of socially responsible student leaders.

Assessment practices should be employed with various stakeholder groups, including current student leaders, program alumni, and community partners. With current student leaders, Rugby Leads staff can integrate pre- and post-engagement surveys and reflections to understand how students are conceptualizing socially responsible leadership, which can support more immediate interventions into the pedagogical practices for coherence between program aims and current understandings. With program alumni, surveys to understand which aspects of the leadership development experience enhanced their current practices can support building robust programming around already efficacious structures. And with community partners, consistent opportunities to reflect and provide feedback on the student experience in their contexts locally can shape pedagogical content within Rugby Leads and underpin future program enhancements.

The types of modalities that Rugby Leads can employ for assessment may be dependent on the proximity and experiences of each stakeholder group. Reflections, as noted earlier in this inquiry, is a viable way to assess current student leadership development in ways that is both constructive for the student leader's development and fruitful for program staff. Moreover, reflections are a viable way to promote student development that integrates their meaning making around their social and leadership identities and their connection to the leadership practices that are currently going unfettered. For others (i.e., alumni and community partners), feedback through surveys can support a less obtrusive feedback loop

that does not interfere with work local partners are already doing to support student leaders and is easy to complete for alumni.

Data-driven decision-making opportunities are integral to creating the comprehensive and aligned practices that Rugby Leads stakeholders desire for this student leadership development process. The ways in which Rugby Leads chooses to integrate assessment practices are factor-dependent: modality, time, access, knowledge; however, assessment is a necessary component of the leadership development process, as it (a) supports students development, both from a social and a leadership identity perspective and (b) provides Rugby Leads staff with evidence to support any enhancements or modifications needed for the program to truly promote socially responsible leadership for their student leaders.

Chapter Summary

Rugby Leads is in a position at Little Mountain University to continue enhancing the student leadership development experiences and creating transformative opportunities for student leaders to cultivate their sense of self while also cultivating their leadership identity. Through the various commendations and recommendations described in this chapter, Rugby Leads can continue leading students in community-engaged practices, while also proving them with pedagogically sound and robust programming that (a) supports their development as students and leaders, (b) encourages diverse learners to become leaders, and (c) is responsive to the needs of the various stakeholders associated with Rugby Leads. Socially responsible leadership is certainly needed in times when an absence of strong leadership is present, and I commend Rugby Leads on their interest in developing a stronger, more cohesive program for students interested in serving their communities responsibly now and in the future.

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Appendix A

Recruitment Email Template: Rugby Leads Staff

Hi _____,

As part of my doctoral studies, I am engaging in a research project and would like to ask whether or not you would be willing to participate.

This study aims to understand the ways in which [Rugby Leads'] various stakeholders conceptualize socially responsible leadership and how [Rugby Leads] may develop a more robust program to support current and future student leaders in their development of socially responsible leadership values, constructs, and behaviors.

Your participation in this study, as a [Rugby Leads] staff member, is key to providing the most comprehensive review of current experiences, understandings, and practices. Your participation would include an audio recorded, one-hour interview with me during the spring of 2023 in person or via Zoom, whatever your preference may be.

At the conclusion of this study, recommendations will be made to [Rugby Leads] staff and stakeholders. Evidence from this study, including your participation as an interviewee, will help support those recommendations in conjunction with published and noted practices from published scholarship.

The interview will explore the following topics:
- General insights into your experience at [Rugby Leads]
- Your conceptualization of socially responsible leadership
- The opportunities and developmental practices you may have encountered at [Rugby Leads]to support socially responsible leadership development in student leaders
- Ideas about future student leadership and identity development practices to enhance the [Rugby Leads] experience for current and future leaders

If you are interested in participating in this study, please let me know at your earliest convenience by responding to this email. Upon receipt of your interest, I will follow-up with information regarding your interview availability as well as a consent form for this study. As mentioned prior, this interview can take place either in person or via Zoom, whatever your preference may be.

I appreciate any possible interest you may have in participating. If you have any questions, or would like to learn more about the study, please feel encouraged to reach out to me at dr4kh@virgina.edu.

Thank you for your time and participation consideration,

David-Aaron Roth
UVA IRB-SBS #5550

Faculty Advisor: Tonya R. Moon, Ph.D.
Department of Curriculum, Instruction, and Special Education, 417 Emmett St. S

School of Education and Human Development
University of Virginia, Charlottesville, VA 22904.
Telephone: (434) 924-0823
Email: trm2k@virginia.edu

Appendix B

Recruitment Email Template: [Rugby Leads] Board of Directors Member

Hello _____,

As part of my doctoral studies, I am engaging in a research project and would like to ask whether you would be willing to participate. Your participation would include a one-hour, audio recorded interview with me during the spring of 2023 in person or via Zoom, whatever your preference may be.

This study aims to understand the ways in which [Rugby Leads'] stakeholders conceptualize socially responsible leadership and how [Rugby Leads] staff may develop a more robust program to support current and future student leaders in their development of socially responsible leadership values and constructs. Your participation in this study, as a member of the Board of Directors, is key to providing the most comprehensive review of current experiences, understandings, and practices. Additionally, as a member of the Board, it is my hope to learn more about how you see socially responsible leadership intersect with our current mission, vision, and values as an organization.

At the conclusion of this study, recommendations will be made to [Rugby Leads] staff, including the Executive Director and other interested stakeholders. Evidence from this study, including your participation as an interviewee, will help support those recommendations in conjunction with published and noted practices from published scholarship.

The interview will explore the following topics:
- General insights into your experience at [Rugby Leads]
- Your conceptualization of socially responsible leadership
- The opportunities and developmental practices you may have encountered at [Rugby Leads] as a member of the Board
- Ideas about future student leadership and identity development practices to enhance the [Rugby Leads] experience for current and future leaders

If you are interested in participating in this study, please let me know at your earliest convenience by responding to this email. Upon receipt of your interest, I will follow-up with information regarding your interview availability as well as a consent form for this study. As mentioned prior, this interview can take place either in person or via Zoom, whatever your preference may be.

I appreciate any possible interest you may have in participating. If you have any questions, or would like to learn more about the study, please feel encouraged to reach out to me at dr4kh@virgina.edu.

Thank you for your time and participation consideration,

David-Aaron Roth
UVA IRB-SBS #5550

Faculty Advisor: Tonya R. Moon, Ph.D.
Department of Curriculum, Instruction, and Special Education, 417 Emmett St. S

School of Education and Human Development
University of Virginia, Charlottesville, VA 22904.
Telephone: (434) 924-0823
Email: trm2k@virginia.edu

Appendix C

Recruitment Email Template: Community Partners

Hello _____,

My name is David-Aaron Roth; I am currently the Doctoral Fellow at [Rugby Leads] and a doctoral student in the School of Education and Human Development at UVA. As part of my doctoral studies, I am engaging in a research project and would like to ask whether you would be willing to participate. Your name was proposed by [Rugby Leads'] Community Partnerships Manager, [NAME], as an individual who may be able to provide some keen insight. Your participation would include a one-hour, audio recorded interview with me during the spring of 2023 in person or via Zoom, whatever your preference may be. As well, you will be compensated $50 for your time.

This study aims to support [Rugby Leads] as they development current and future student leaders. Your participation in this study as a Community Partner of [Rugby Leads] will help me better understand how student leaders currently engage with the community.

If you are interested in participating in this study, please let me know by responding to this email. Upon receipt of your interest, I will follow-up with next steps. As mentioned prior, this interview can take place either in person or via Zoom, whatever your preference may be.

I appreciate any interest you may have in participating. If you have any questions, or would like to learn more about the study, please feel encouraged to reach out to me at dr4kh@virgina.edu.

Thank you for your time and participation consideration,

David-Aaron Roth
UVA IRB-SBS # 5550

Faculty Advisor: Tonya R. Moon, Ph.D.
Department of Curriculum, Instruction, and Special Education, 417 Emmett St. S
School of Education and Human Development
University of Virginia, Charlottesville, VA 22904.
Telephone: (434) 924-0823
Email: trm2k@virginia.edu

Appendix D

Recruitment Email Template: Peer Institution Staff

Hello _____,

My name is David-Aaron Roth; I am currently the doctoral candidate in the School of Education and Human Development at the University of Virginia. As part of my studies, I'm looking at the ways the volunteer and leadership center at [X] University conceptualizes socially responsible leadership for student leaders. In my inquiry of peer institutions, [NAME OF SCHOOL] and [CENTER NAME] appeared as places where this work may be happening.

If you are willing, I'd love to find a time to interview you for this study. Your participation in this study would include a one-hour, audio recorded interview during the spring of 2023 to discuss some of the following subjects:

- General insights into your experience at [NAME OF CENTER]
- Your conceptualization of socially responsible leadership
- The opportunities and developmental practices you may have encountered at [NAME OF CENTER] to support socially responsible leadership development in student leaders
- Ideas about future student leadership and identity development practices to enhance the experience for current and future leaders in higher education

I appreciate any possible interest you may have in participating. If you have any questions, or would like to learn more about the study, please feel encouraged to reach out to me at dr4kh@virgina.edu.

Thank you for your time and participation consideration,

David-Aaron Roth
UVA IRB-SBS #5550

Faculty Advisor: Tonya R. Moon, Ph.D.
Department of Curriculum, Instruction, and Special Education, 417 Emmett St. S
School of Education and Human Development
University of Virginia, Charlottesville, VA 22904.
Telephone: (434) 924-0823
Email: trm2k@virginia.edu

Appendix E

Interview Protocol: [Rugby Leads] Staff

Interviewer:

Interviewee:

Date and Time:

Location:

Introduction:

  Thank you so much, (Interviewee Name), for your willingness to participate in this interview. Over the course of the next 60 minutes, I will be asking you a series of questions related to [Rugby Leads'] interest in developing student leaders who imbue the behaviors related to socially responsible leadership. Should you feel as if any question asked is not appropriate or unanswerable, please feel free to let me know that you would like to skip the question. Additionally, should any question asked of you incite other ideas, please feel free to elaborate through story and experience as desired. **Do you have any questions so far?**

(Seek verbal confirmation #1)

  Additionally, as noted in the recruitment email, I intend to audio record this interview. Following this recording, the data will be uploaded to a secure file server provided by the University, where only the individuals associated with this study will have access to any information. Lastly, please know that your name will be removed from the reported data and all aspects that may make you identifiable will be removed. **Are you still okay with this interview being recorded?**

(Seek verbal confirmation #2)

I will now begin the recording until the end of the interview, when I will confirm that the recording has ended.

(Begin recording when given consent.)

As mentioned earlier, I will be asking a series of questions that pertain to [Rugby Leads'] interest in developing student leaders who imbue the behaviors related to socially responsible leadership. These questions pertain to three separate aspects of the [Rugby Leads] experience: the ways in which you believe [Rugby Leads] is developing students to become socially responsible leaders, the mechanisms used by [Rugby Leads] to support that development, and the ways in which [Rugby Leads] may develop future programming that can better enhance the leadership development of student leaders to have a greater capacity for socially responsible leadership.

<u>Preliminary Warm-Up Questions:</u>

Question 1: *Tell me a little bit about your [Rugby Leads] experience.*

Question 2: *In your own words, how would you describe the student leadership development experience at [Rugby Leads]?*

<u>Questions Related to Research Questions:</u>

Question 3: *What comes to mind when you hear the term "Socially Responsible Leadership"?*

> Follow-Up Question 1: *Can you think of any potential leadership traits or behaviors that you would directly associate with Socially Responsible Leadership?*

Question 4: *In what ways do you believe your conceptualization relates to those of your colleagues at [Rugby Leads]?*

Question 5: *Based on that conceptualization you've just described for yourself, in what ways, if any, do you believe that [Rugby Leads], both systematically and intrapersonally, is developing those behaviors or traits in current student leaders?*

> Follow-Up Question 1: *Based on your experiences working with student leaders at [Rugby Leads], how might you enhance the experience and opportunities provided to better develop those traits and behaviors in student leaders? (i.e., What do you think is missing from the current programming?)*

> Follow-Up Question 2: *In what ways do you believe that the current leadership design of the program may or may not support [Rugby Leads] interest in developing student leaders who imbue a socially responsible leadership mindset?*

Question 6: *Off the top of your head, can you think of other programs around the country that you think are doing similar work in a more robust and intentional way?*

END OF INTERVIEW QUESTIONS

Thank you so much for your insights. That is the end of my questions. I would like to take a moment now to review some of the information you shared in this interview to make sure that I am accurately understanding your experiences, insights, and opinions.

Member Check

Thank you for that clarity.

I will now end the recording unless you have anything specific you would like to add about your experience as a staff member at [Rugby Leads] that was not addressed in earlier questions. (Wait for confirmation that no other information is to be provided.)

(Stop recording.)

I have now ended the recording.

CLOSING:
Thank you again for giving me your time this morning/afternoon. I appreciate your willingness to speak candidly about your experience.

Appendix F

Interview Protocol: Member of [Rugby Leads'] Board of Directors

Interviewer:

Interviewee:

Date and Time:

Location:

Introduction:

Thank you so much, (Interviewee Name), for your willingness to participate in this interview. Over the course of the next 60 minutes, I will be asking you a series of questions related to [Rugby Leads'] interest in developing student leaders who imbue the behaviors related to socially responsible leadership. Should you feel as if any question asked is not appropriate or unanswerable, please feel free to let me know that you would like to skip the question. Additionally, should any question asked of you incite other ideas, please feel free to elaborate through story and experience as desired. **Do you have any questions so far?**

(Seek verbal confirmation #1)

Additionally, as noted in the recruitment email, I intend to audio record this interview. Following this recording, the data will be uploaded to a secure file server provided by the University, where only the individuals associated with this study will have access to any information. Lastly, please know that your name will be removed from the reported data and all aspects that may make you identifiable will be removed. **Are you still okay with this interview being recorded?**

(Seek verbal confirmation #2)

I will now begin the recording until the end of the interview, when I will confirm that the recording has ended.

(Begin recording if given consent.)

As mentioned earlier, I will be asking a series of questions that pertain to [Rugby Leads'] interest in developing student leaders who imbue the behaviors related to socially responsible leadership. These questions pertain to three separate aspects of your [Rugby Leads'] experience: Your conceptualization of socially responsible leadership, the ways in which [Rugby Leads] has supported that development, and the ways in which [Rugby Leads] may develop future programming that can better enhance your leadership development with regards to socially responsible leadership.

Preliminary Warm-Up Questions:

Question 1: *Tell me a little bit about your [Rugby Leads] experience as a member of the Board.*

Question 2: *What factors played a role in your decision to join the [Rugby Leads'] Board of Directors?*

Question 3: *In what ways do you believe that [Rugby Leads] has changed since your initial joining of the Board?*

<u>**Questions Related to Research Questions:**</u>

Question 4: *How would you describe "Socially Responsible Leadership"?*

> Follow-Up Question 1: *Can you think of any potential leadership traits or behaviors that you would directly associate with Socially Responsible Leadership?*

Question 5: *Based on your conceptualization of Socially Responsible Leadership, where do you believe [Rugby Leads]'s is building opportunities to cultivate those behaviors and/or traits?*

> Follow-Up Question 1: *Based on your experiences working with the Board on strategic planning and goal-setting for the organization, can you describe any particular initiatives that are aligned with this conceptualization?*

Question 6: *Based on your experiences and knowledge of current [Rugby Leads'] practices, what future practices do you believe may enhance the overall experiences of student leaders to become more socially responsible leaders?*

Question 7: *Off the top of your head, can you think of other programs around the country that you think are doing similar work in a more robust and intentional way? Or programs that you aspire [Rugby Leads] to be like?*

END OF INTERVIEW QUESTIONS

Thank you so much for your insights. That is the end of my questions. I would like to take a moment now to review some of the information you shared in this interview to make sure that I am accurately understanding your experiences and insights.

Member Check

Thank you for that clarity.

I will now end the recording unless you have anything specific you would like to add about your experience as a Board member at [Rugby Leads] that was not addressed in earlier questions. (Wait for confirmation that no other information is to be provided.)

(Stop recording.)

I have now ended the recording.

CLOSING:

Thank you again for giving me your time this morning/afternoon. I appreciate your willingness to speak candidly about your experience.

Appendix G

Interview Protocol: Community Partners

Interviewer:

Interviewee:

Date and Time:

Location:

Introduction:

Thank you so much, (Interviewee Name), for your willingness to participate in this interview. Over the course of the next 60 minutes, I will be asking you a series of questions related to [Rugby Leads'] interest in developing student leaders who imbue the behaviors related to socially responsible leadership. Should you feel as if any question asked is not appropriate or unanswerable, please feel free to let me know that you would like to skip the question. Additionally, should any question asked of you incite other ideas, please feel free to elaborate through story and experience as desired. **Do you have any questions so far?**

(Seek verbal confirmation #1)

Additionally, as noted in the recruitment email, I intend to audio record this interview. Following this recording, the data will be uploaded to a secure file server provided by the University, where only the individuals associated with this study will have access to any information. Lastly, please know that your name will be removed from the reported data and all aspects that may make you identifiable will be removed. **Are you still okay with this interview being recorded?**

(Seek verbal confirmation #2)

I will now begin the recording until the end of the interview, when I will confirm that the recording has ended.

(Begin recording if given consent.)

As mentioned earlier, I will be asking a series of questions that pertain to [Rugby Leads'] interest in developing student leaders who imbue the behaviors related to socially responsible leadership.

Preliminary Warm-Up Questions:

Question 1: *Can you share a little bit about your experience being a member of the local community here in [UNIVERSITY CITY]?*

Question 2: *Can you describe the experience being a local community partner of the [UNIVERSITY] and [Rugby Leads]?*

Follow-Up Question 1: *Tell me a little bit about your experience working with student leaders from [Rugby Leads].*

Questions Related to Research Questions:

Question 3: *What comes to mind when you hear the term "Socially Responsible Leadership"?*

Follow-Up Question 1: *Can you think of any potential leadership traits or behaviors that you would directly associate with Socially Responsible Leadership?*

Question 4: *Based on that conceptualization you've just described, in what ways, if any, do you believe that student leaders from [Rugby Leads] are engaging in those ways when working with you and your organization?*

Question 5: *Based on your experiences working with student leaders at [Rugby Leads], what practices would you like to see [Rugby Leads] staff focus on to better enhance a student leaders' ability to engage in socially responsible ways? (i.e., What behaviors/traits are you seeing/not seeing when you work with [Rugby Leads] leaders that you'd want [Rugby Leads] to help support student development in?)*

Question 6: *Have you developed any particular trainings or supports within your organization to support student leaders from [Rugby Leads] when working with you and your organization?*

END OF INTERVIEW QUESTIONS

Thank you so much for your insights. That is the end of my questions. I would like to take a moment now to review some of the information you shared in this interview to make sure that I am accurately understanding your experiences, insights, and opinions.

Member Check

Thank you for that clarity.

IF RECORDED:
I will now end the recording unless you have anything specific you would like to add about your experience working with [Rugby Leads] that was not addressed in earlier questions. (Wait for confirmation that no other information is to be provided.)

(Stop recording.)

I have now ended the recording.

CLOSING:
Thank you again for giving me your time this morning/afternoon. I appreciate your willingness to speak candidly about your experience.

Appendix H

Interview Protocol: Peer Institution Staff

Interviewer:

Interviewee:

Date and Time:

Location:

Introduction:

      Thank you so much, <u>(Interviewee Name)</u>, for your willingness to participate in this interview. Over the course of the next 60 minutes, I will be asking you a series of questions related to how your program and university support the development of student leaders who imbue the behaviors related to socially responsible leadership. Should you feel as if any question asked is not appropriate or unanswerable, please feel free to let me know that you would like to skip the question. Additionally, should any question asked of you incite other ideas, please feel free to elaborate through story and experience as desired. **Do you have any questions so far?**

(Seek verbal confirmation #1)

      Additionally, as noted in the recruitment email, I intend to audio record this interview. Following this recording, the data will be uploaded to a secure file server provided by the University, where only the individuals associated with this study will have access to any information. Lastly, please know that your name will be removed from the reported data and all aspects that may make you identifiable will be removed. **Are you still okay with this interview being recorded?**

(Seek verbal confirmation #2)

I will now begin the recording until the end of the interview, when I will confirm that the recording has ended.

(Begin recording when given consent.)

As mentioned earlier, I will be asking a series of questions that pertain to how your program and university support the development of student leaders who imbue the behaviors related to socially responsible leadership. These questions pertain to three separate aspects of your program and your experience: the ways in which you believe [NAME OF SCHOOL AND CENTER/PROGRAM] is developing students to become socially responsible leaders, the mechanisms used by [NAME OF PROGRAM] to support that development, and the ways in which [NAME OF PROGRAM] may develop future programming that can better enhance the leadership development of student leaders to have a greater capacity for socially responsible leadership.

<u>**Preliminary Warm-Up Questions:**</u>

Question 1: *Tell me a little bit about your [NAME OF SCHOOL AND CENTER] experience.*

Question 2: *In your own words, how would you describe the student leadership development experience at [NAME OF SCHOOL AND CENTER]?*

Questions Related to Research Questions:

Question 3: *What comes to mind when you hear the term "Socially Responsible Leadership"?*

> Follow-Up Question 1: *Can you think of any potential leadership traits or behaviors that you would directly associate with Socially Responsible Leadership?*

Question 4: *Based on that conceptualization you've just described for yourself, in what ways, if any, do you believe that [NAME OF SCHOOL AND CENTER] is developing those behaviors or traits in current student leaders?*

> Follow-Up Question 1: *Based on your experiences working with student leaders at [NAME OF SCHOOL AND CENTER], how might you enhance the experience and opportunities provided to better develop those traits and behaviors in student leaders? (i.e., What do you think is missing from the current programming?)*

> Follow-Up Question 2: *In what ways do you believe that the current leadership design of the program may or may not support [NAME OF SCHOOL AND CENTER'S] interest in developing student leaders who imbue a socially responsible leadership mindset?*

END OF INTERVIEW QUESTIONS

Thank you so much for your insights. That is the end of my questions. I would like to take a moment now to review some of the information you shared in this interview to make sure that I am accurately understanding your experiences, insights, and opinions.

Member Check

Thank you for that clarity.

I will now end the recording unless you have anything specific you would like to add about your experience as a staff member at [NAME OF SCHOOL AND CENTER] that was not addressed in earlier questions. (Wait for confirmation that no other information is to be provided.)

(Stop recording.)

I have now ended the recording.

CLOSING:
Thank you again for giving me your time this morning/afternoon. I appreciate your willingness to speak candidly about your experience.

Appendix I

Reflective Memo Example

After completing my interview with the [Rugby Leads Staff Member], it is evident that socially responsible leadership is grounded in the interconnectedness of [Rugby Leads] student leaders and the community partners they serve. In the interview, she mentioned how necessary it was to leverage the community partners' expertise and encourage greater collaboration between leaders and partners. Overall, the optimistic tone of the interview was in the conversations about progress and growth of the program. [Rugby Leads] is engaging in various ways to develop its leaders, including advising sessions, orientations, and retreats. However, those interactions are not enough, and they emphasize the practical experiences of working "in the field" rather than developing their own sense of identity. She did note the importance of how [Rugby Leads] leaders are engaging with one another, but the term "organic" was prevalent and illustrated a lack of intentionality. The programs that stood out to the [Rugby Leads Staff Member] were heavily focused on bringing the community partners into the conversation and dialogue around engagement.

Appendix J

Document Selection Protocol

Basic Information			
Data Element	**Description**	**Data Abstracted**	**Reflective Notes**
Title of Artifact			
Organization of Origin	*What organization designed the artifact?*		
Purpose/Aims of Artifact	*As described by the document itself or by the individual who shared the document.*		
Delivery Format of Artifact	*How and in what format is the artifact delivered to stakeholders?*		
Artifact Audience	*Who is the primary recipient of the artifact?*		
Artifact Date of Publication	*When was the artifact last modified, generated?*		
Date Reviewed	*When was it provided to the researcher for this inquiry?*		
Study-Specific Information			
Data Element	**Description**	**Data Abstracted**	**Reflective Notes**
Conceptualization of Leadership	*How does the artifact describe leadership for students?*		
Conceptualization of Socially Responsible Leadership	*How does the artifact encourage/describe socially responsible leadership?*		
Identity Development	*How does the artifact encourage/describe student exploration of self in connection with community and society?*		
Leadership Identity Development?	*How does the artifact encourage/describe student exploration as a leader in connection with community and society?*		
Common Language of Leadership	*In what ways is the artifact providing language for students to use as a leader?*		
Diverse Voices	*How does the artifact encourage difference of experience or diversity of voice?*		

Appendix K

Peer Institution Review Protocol

Basic Information			
Data Element	**Description**	**Data Abstracted**	**Reflective Notes**
Name of Peer Institution/Program			
Peer Institution Similarities/Differences	*What aspects of the peer institution relate to [Rugby Leads]? (Size of school enrollment, program size, location, university affiliation status)?*		
Purpose/Aims of Program	*Mission, vision, and/or values as described by available documentation.*		
Program Audience	*Who is the primary recipient of the program? (e.g., undergraduates? Law students?)*		
Date of Peer Institution (Program) Founding	*When was the peer institution founded?*		
Date Reviewed	*When was this peer institution reviewed? (Day, month, year)*		
Source of Peer Institution Name	*How was this peer institution identified? (Interviewee or another source)*		
Study-Specific Information			
Data Element	**Description**	**Data Abstracted**	**Reflective Notes**
Conceptualization of Leadership	*How does the peer institution describe leadership for students?*		
Conceptualization of Socially Responsible Leadership	*How does the peer institution encourage/describe socially responsible leadership?*		
Identity Development	*How does the peer institution encourage/describe student exploration of self in connection with community and society?*		
Leadership Identity Development?	*How does the peer institution encourage/describe student exploration as a leader in connection with community and society?*		

Common Language of Leadership	*In what ways is the peer institution providing language for students to use as a leader?*		
Diverse Voices	*How does the peer institution encourage difference of experience or diversity of voice?*		

Appendix L

Document Management Plan

For this study, I include one-on-one interviews with Rugby Leads staff, Rugby Leads

Board members, local Community Partners, a Peer Institution Staff member, and artifacts

collected that pertain to strategic plans, meeting agendas, mission and vision statements,

other similar documents provided by Rugby Leads staff, Board members, and Community

Partners. The interviews with Rugby Leads staff, Rugby Leads Board members, local

Community Partners will last approximately 45 minutes, and the entire data collection

process will take place over the course of two months during the 2022-2023 academic year.

All data files will be collected and stored within [Little Mountain University] Box, a secure

private online server, provided to each student at the university during their tenure as

students.

1. **Data Organization and Documentation**

Files will be named using the following convention: Source ID/Pseudonym, Data Type, Date, and Version

> *Example*: DARoth_Interview_1.22.2023_V1 [This interview took place with DA. Roth on January 22, 2023 - this is the first version of the transcribed interview.]

Data will be organized on UVA Box according to the following outline:

- Capstone Data
  - Interviews
    - Protocols
    - Audio
    - Transcriptions
    - Coded Interviews
  - Documents/Artifacts
    - Staff Provided Documents/Artifacts
    - Board Member Provided Documents/Artifacts
    - Community Partner Provided Document/Artifacts
    - Coded Artifacts

2. **Data Access and Intellectual Property**

All data will be uploaded to my University-hosted [Little Mountain University] Box.
Unless permission is granted, other individuals outside of the university do not have access to
these materials. Additionally, no high-security data will be collected for this study.

3. **Data Sharing**

At this time, I do not believe that others, outside of myself and my committee members,
will ever need access to this information, as it pertains only to the bounded case study.
Additionally, I do not intend for this information, outside of the information shared in the
Capstone project, to be made public or published for others to see for any reason. The
deidentified information discussed in my findings may be used at a later date for publication,
but that is yet to be known.

4. **Data Preservation and Archiving**

As graduated students, we will continue to have access to this file server for 5 years
following graduation. Therefore, I believe that this falls within the standard University
protocol for preserving and archiving data. The format for files will be either .docx, .pdf, or
.mp4, and I will monitor the files responsible during the 5-year period of data preservation
and archiving.

Appendix M

Codebook

Code	Definition	Example	Non-Example
Co-Curricular Strategies	Any experience that occurs outside the confines of [Rugby Leads]	"Student leadership is really about the communication they have with their Community Partners."	
Curricular Strategies	The pedagogical practices that take place within [Rugby Leads]	"At [Rugby Leads], we ask students to complete Summer Leadership Modules prior to their engagement as leaders."	
Common Language	Presence of commonality between stakeholder views of leadership development or socially responsible leadership	"I think [Jane Doe] also sees SRL in the same way that I do."	
"High-Quality Practices"	Any experience related to leadership development that includes components of Eich's (2008) conceptualization of high-quality programming	"Our leaders engage in 1:1 mentoring as a way to inform their practices in the community."	
Mentoring	Opportunities between student leaders and adults who support their learning (e.g., Rugby Leads' staff, Community Partners")	"When working with leaders, I check-in on them to see how they are developing their communication and collaboration skills."	
Reflective Practices	Students are asked to engage in individual opportunities for reflection	"I make sure that before a student meets with me that they have taken a moment to think about their practices."	
Socially Responsible Leadership	Any mention of how socially responsible leadership is conceptualized	"I believe that socially responsible leadership is about listening to community partners."	
Student Identity Development	Student's development, whether it be their leadership or social identity, is considered in the leadership development process	"Part of our assessment practices are centered on a students understand of who they are in the community."	