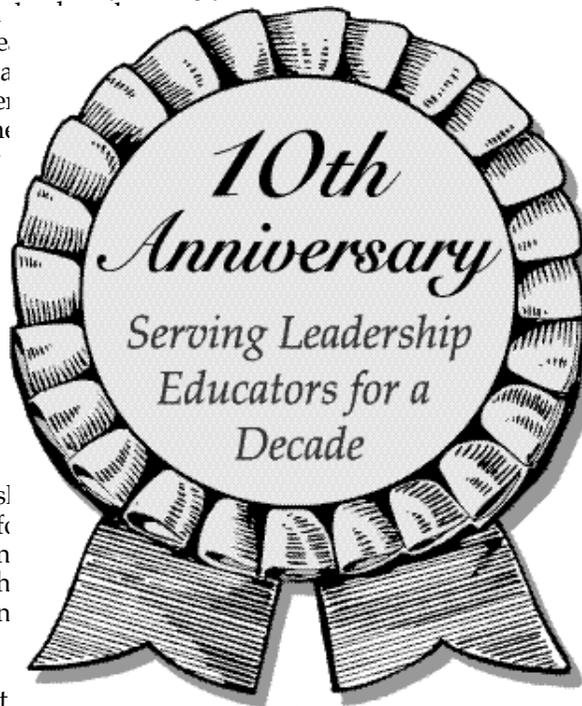# The Maryland Higher Education Commission's Student Advisory Council

By Paula Fitzwater

In 1988, when higher education in Maryland was reorganized, the Maryland General Assembly strongly felt that the student voice should [...] When legislation was enacted to cre[ate...] Maryland Higher Educa[tion] Commission, not only was a studen[t] member designated but also the statutory Student Advisory Council was established. This standing advisory council of students reviews matters for consideration and advice referred by the Commission or the Secretary of Higher Education. The Student Advisory Council provides a forum for students to voice their concerns, perspectives, and experiences to the Commission.

Each year, the Commission ask[s] public and private two-year and fo[ur-]year campuses to nominate a studen[t to] serve on the Maryland High[er] Education Commission's Studen[t] Advisory Council. The campuses are asked to work collaboratively with the Student Government Association to select a representative who has shown leadership skills, demonstrated commitment to student con-

cerns, and who will act as a liaison between the campus, the Student Advisory Council, and the Commission.

[...] her education institutions in [...] and are very diverse in size, mis[sion], and student make-up. There [ar]e approximately fifty colleges and universities. In the community college segment, there are sixteen colleges that range in size from Garrett Community College with 685 students to Montgomery College with three campuses and 20,923 students. The University of Maryland System is comprised of eleven institutions that range in size from the flagship, University of Maryland, College Park with 30,189 students to [U]niversity of Maryland Eastern [Sh]ore, one of four historically black [in]stitutions, with 3,297 students. [M]organ State University is the State's urban university and a historically black institution that serves 6,269 students. St. Mary's College, located in rural southern Maryland, is the State's public honors college with 1,547 students. The private colleges range in size from St. John's College with 537 students to Johns Hopkins with 17,774 students.

The range of institutional missions vary from the small, liberal arts colleges to the large, research institutions, from the historically black institutions to the open enrollment at community colleges. There is just as much variety in the make-up of the student bodies as is in the missions. Nationalities and countries from all over the world are represented at our Maryland colleges.

The Student Advisory Council offers the opportunity for students to come together and engage in discussion with other students from other higher education institutions. It also gives them a chance to learn about the expe-

INSIDE THIS ISSUE:

Connections From The Director

This year marks the 10th anniversary of the National Clearinghouse for Leadership Programs (NCLP). The NCLP was formed in 1992 and has since grown to a membership base of more than 360 leadership educators nationally and internationally. In honor of a decade of service we would like to highlight a few of this year's accomplishments and activities.

NCLP web site (*www.inform.umd. edu/OCP/NCLP/*) has become a central resource for our members and non-members. Over the past year, we have expanded the web pages to include job opportunities, events and conferences, and leadership journals. We have also expanded the list of college and university campuses that house general leadership programs and organizations. The NCLP web site also provides summaries of our publications giving the customers a better overview of what NCLP has to offer. The response to our web site has been overwhelmingly positive, and we invite your feedback.

Each year, the National Clearinghouse for Leadership Programs co-sponsors and coordinates an annual National Leadership Symposium (NLS). Other co-sponsors include the National Association for Campus Activities (NACA) and the James MacGregor Burns Academy of Leadership. NLS 2001 was hosted by Marquette University in Milwaukee, Wisconsin. The symposium drew forty-four participants. The theme of NLS 2001 was "Pluralistic leadership: Intersecting tensions and connections." Scholars in-residence included Dr. Adrianna Kezar (University of Maryland, College Park), Dr. Barbara Crosby (University of Minnesota), and Dr. Lea Williams (Bennett College). The NLS 2001 proceedings were published two weeks after the symposium and were distributed to all attendees.

This year's National Leadership Symposium (NLS 2002), entitled "Defining Moments: Teaching Leadership to the Millennial Generation," will be held July 18-21, 2002 at University of Richmond in Richmond, Virginia. Scholars in-residence will include Paul Arnston (Northwestern University), Jim Cain (Association for Challenge Course Technology and Cornell University Corporate Teambuilding Program), Nancy Huber (University of Arizona), and Peter Northouse (Western Michigan University). We hope to see you there. For more information you may go to the web site *www.inform. umd.edu/OCP/NCLP/ nls02.html*.

NCLP's best selling publications this year were the *Social Change Model for Leadership Development Guidebook* followed by the *Leadership Insights & Applications Series*, and the *Concepts & Connections* newsletter (including current and past volumes). The newsletter continues to be a chief informational resource for our members [see *http://www.inform.umd.edu/OCP/NCLP/ Publications.html#Concepts* #.] Published three times each year, the newsletter provides scholarly work through six main areas: main article on the topic, connections from the director, program perspective, training and techniques piece, a book review on a contemporary leadership book, and a scholarship and research update. This year *Concepts & Connections* focused on three topics: "Asian American student leadership," "Leadership credentialing programs on college & university campuses," and "Leadership issue in student governance." The first issue featured a lead article on Asian Pacific American student leaders from Marie P. Ting, a program perspective on University of California's Irvine's cross-cultural center by Anna K. Gonzalez, a training and techniques piece on Asian American education at Oregon State University from Sho Shigeoka, and a book review by Henry Gee on the book *Working with Asian American college students*. The second issue featured a lead article on Frostburg State University credentialing issues and programs by William Mandicott and Thomas L. Bowling, an overview of 2002 National Leadership Symposium by NCLP director Craig Slack, a program perspective on Arizona Blue Chip program by Ann Wolnick, and a review by Cara Meixner of the book *Leadership reconsidered - Engaging higher education in social change*. The third issue of volume 10 focused on Student governance featuring a lead article on the Maryland Higher Education Commission's Student Advisory Council by Paula Fitzwater, a program perspective on the Southern Methodist University by William Finnin, a training and techniques article on student-athlete governance and NCAA by Demetrius Marlowe, and a book review by Tess Shier on *The contrarian's guide to leadership*.

Leadership Insights & Applications Series takes a topical approach to the exploration of leadership. Each paper includes a brief overview of the literature related to the specific topic, sample applications, training activities, assessment measures, web sites, and an annotated bibliography. Since the beginning of the series, the Clearinghouse has published eleven monographs, including eight this year. Monographs published in 2001 include "Service-learning and leadership" by Emily Morrison, "Spirituality and leadership" by Christopher Conzen, "Leadership and change" by Laura Osteen, "From competence to commitment: Developing civic leadership in college students" by Brian Kraft and Julie E. Owen, "African American leadership" by Carol W. Perkins, "Queer leadership: GLBT leaders, leadership, and the movement" by William D. Simpkins, "Women & leadership" by Brooke L. Supple, "Followers and followership in the leadership process" by Renee B. Snyder, and "An examination of leadership assessment" by Julie E. Owen.

The staff at the National Clearinghouse for Leadership Programs will be offering members access [via NCLP listserv] to an updated networking resource which lists the types of programs the members are working with on their specific campuses and whether they are willing to serve as a resource to address questions about their programs. We have also compiled a sampling of new leadership syllabi that members may request via e-mail (NCLP@union.umd.edu).

From the wealth of examples that I have shared with you in this introduction, I hope you will join me in acknowledging what a productive

and enriching year our organization has lived. And again, as we bring to a close a decade of service this year, we would like to thank the many individuals and organizations who have supported the NCLP. As we look to a new decade of providing a central clearinghouse of leadership materials, resources, and assistance, we will continue to reach out for your ideas, practical examples, and homegrown leadership materials.

This edition of *Concepts & Connections* "Leadership Issues in Student Governance" blends together three different student governance models and their leadership training and development implications through the writings of Paula Fitzwater, K-16 coordinator and advisor to the Student Advisory Council for the Maryland Higher Education Commission; William Finnin, Chaplin at Southern Methodist University; and Demetrius Marlowe, Associate Director of Athletics for Student-Athlete Support Services, Michigan State University. The authors bring to light leadership lessons of working with student governance structures. I trust that you will find a rich reservoir of wisdom and practical measures as you explore this piece.

Craig Slack

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This newsletter is printed on recycled paper.

The Maryland Higher Education Commission's Student Advisory Council

riences of other students and hear about activities that are taking place on other campuses. The students routinely exchange ideas for campus and club events. The students learn that the higher education experience looks very different from campus to campus and that the important issues students face varies from campus to campus.

The Student Advisory Council meets approximately seven times during the academic year. In October, at the organization meeting, officers are elected. Not only do the students elect a chairman, vice-chairman, and secretary to lead the Council, but they also elect leaders for each segment of higher education - four-year public colleges and universities, independent colleges and universities, and two-year colleges. The segmental chairs play a major role in leading their respective groups to a consensus view on issues the Commission asks the Student Advisory Council to address. The chairman, vice-chairman, secretary, and the three segmental chairs form the Council's executive committee.

The Student Advisory Council has a distinct personality that is different each year. The Council's personality is shaped by the interests and opinions of the students who are participating. However, there are some characteristics that remain constant. The students are always enthusiastic, loyal to their college, and committed to providing leadership on their campus. It is fascinating to watch the personality of the Student Advisory Council take shape over the course of the year as the strongest leaders emerge. I have found that there is no

"The Student Advisory Council offers the opportunity for students to come together and engage in discussion with other students from other higher education institutions."

stereotypical student leader. Student leaders come in all forms; some are the clowns while others are the introverts. Some are sophisticated while others are down to earth. Some are the academic high-achievers while others are the average student. Leadership is not a matter of IQ, socio-economic status, the school one attends, or even academic achievements. Leadership is a certain attitude. The Student Advisory Council offers students an opportunity to develop and test that attitude in a group of peers.

The Student Advisory Council serves two major roles for the Commission. The first function is an extremely important one. The Student Advisory Council conducts the interview process to identify the upcoming student commission member. Each year, nominations for student commission member are solicited from each campus. The executive committee selects six of the nominees to be interviewed by the full Student Advisory Council.

The interview process can be daunting for the six candidates. To be interviewed by 30-35 student leaders seated around a large table is quite an experience. However, the students want to make sure that the candidates are strong enough to stand up to the other eleven commission members in representing the students' view. They also know that the student commission member acts as a liaison between the Student Advisory Council and the Maryland Higher Education Commission. The student commissioner serves as the voice of Student Advisory Council and all students of higher education. It is important that the Student Advisory Council identify candidates who have a broad enough view to not only represent his or her own segment of higher educa-

The Maryland Higher Education Commission's Student Advisory Council

tion but all segments of higher education. Each year, the student commissioner maintains a close relationship with the Student Advisory Council. Throughout the year, the student commission member provides regular briefings to the Student Advisory Council on the issues and topics being addressed by the Commission. The student commissioner also engages the Student Advisory Council in discussions on important issues facing the Commission to gain valuable input on students' views.

The other role of the Student Advisory Council is to examine issues as referred by the Secretary of Higher Education and the Maryland Higher Education Commission. Each year, the Secretary or the Commission asks the Student Advisory Council to study and develop a report on an issue. Issues selected are broad in nature, timely, and of importance to students, the Commission, and the State. During the evaluation process at the final meeting of the Student Advisory Council, the students are asked to suggest topics for a project for the following year.

For the 1998-1999 academic year, the Student Advisory Council was asked to study remedial education on the campuses. The students spent the year researching and discussing remedial or developmental education. In addition to reading numerous articles, the students reviewed several statewide studies on remedial education to gain background and insight into the issue. The students conduct-

"The Council is a wonderful opportunity for students to practice leadership skills, learn about the important higher education issues, and learn from other student leaders across the state."

ed interviews on campus, held campus meetings to discuss and debate the issue, and conducted focus groups that included high school students. Their final report included strategies for reducing the need for remediation and recommendations for making remedial education more effective. The recommendations and strategies were very helpful to the Commission in working with colleges and universities to improve remedial education.

In 1999-2000, the Student Advisory Council reacted to drafts of the State Plan for Postsecondary Education. The Student Advisory Council discussed, among other things: the need for campus autonomy balanced with the need to keep tuition increases to a minimum; the need to offer adequate student services to the non-traditional as well as traditional students; the importance of providing access to underserved areas of the State; and value of having distinctive, excellent higher education institutions. In its final report, the Student Advisory Council submitted comments on the goals and objectives in the State Plan for Postsecondary Education.

The project for academic year 2000-2001 was the examination of education programs offered by colleges and/or credit card companies on the responsible use of credit. The students were asked to contact campus administration to determine what, if any, education programs on the responsible use of credit are offered by the college or by credit card companies on campus and interview between 15-25 students on campus on whether or not students feel that enough information is provided on the credit card use. During the meetings throughout the year, the students discussed their findings and developed recommendations for their final report. In June 2001,

the Commission adopted the Student Advisory Council's recommendations on credit card issues. Subsequently, the recommendations were disseminated to all colleges and universities for implementation. Many of the colleges have since responded on their efforts to implement the recommendations.

This academic year, 2001-2002, the Student Advisory Council is examining tolerance and acceptance of other races, religions, and ethnicities on campuses. It has been a very interesting topic and has sparked many spirited discussions. Most of the members of the Student Advisory Council have commented that the project and the discussions in the meetings and on campus have provided an opportunity for growth and understanding.

The group project gives the students an opportunity to develop leadership skills within the Student Advisory Council. The segment chairs must lead and guide the groups in developing their report. The entire Student Advisory Council participates in the development of the final report and recommendations. The recommendations are developed through consensus building. Council members work to make sure the views of their segment of education are included but also that the views of all Maryland students are adequately considered and expressed.

The role of the Student Advisory Council is vital in Maryland's higher education. The Council is a wonderful opportunity for students to practice leadership skills, learn about the important higher education issues, and learn from other student leaders across the state. It also serves a very important role in giving the students a voice in higher education policy in Maryland. The Student Advisory Council is greatly valued by the Maryland Higher Education Commission.

Paula Fitzwater is K-16 Coordinator and Advisor to the Student Advisory Council for the Maryland Higher Education Commission.

Program Perspective

A Generation of Wounded Healers:
Glimpses of Student Spiritual Development in the New Millennium

By William Finnin

Spirituality after 9-11 University chaplains, campus ministers, and religious life workers around the nation in recent months have heard the question repeatedly, "Have you noticed an increased interest in spirituality on campus since 9-11?" Of course, there is no "stock" response. In days following 9-11 students and others experienced heightened levels of uncertainty, anxiety, and fear. In light of the disruption of familiar patterns of stability and perceived security, students discovered a need to be connected with friends and family and engaged in more intentional questing of purpose and meaning. These are "normal" responses to crisis and trauma, both personal and social. For many students who knew persons killed or injured on 9-11, life will move on a different, hopefully more profound level, in a contrapuntal or syncopated pace, somewhat out of rhythm with those less affected, and with added dimensions of poignancy that only those who grieve and survive can know. From other campus crises or "natural" disasters, we learn that in the wake of tragedy and loss students and other members of campus community require time and reflection to stabilize, reintegrate, and heal. Such moments of stress and unanticipated disruption of familiar patterns hold not only the potential for disintegrative danger but also distinct prospects of multiple personal and social learning.

A more important question probes the "spirituality quotient" on campus prior to 9-11. Observers of organized religious life and general spirituality in college and university settings have noted a groundswell of interest in recent years, not simply or lastingly since the events of 9-11. Students bring to campus religious expressions outside their own cultural experience, more defined than in some past generations. Linked to that interest is a heightened awareness of more general human spirituality and its personal

relevance. Still, others bring clearly and strongly held tenets of religious traditions that nourished them through adolescence. Some researchers have attempted to measure ambient levels of spiritual interest or activity in college-age populations and found those levels significant (Jesse Sell, University of Colorado & Will Slater, Bluffton College). The Lilly Endowment and Templeton Foundation have focused significant resources on assisting student life and religious professionals in development of more accurate understanding of the spiritual quests of emerging young adults. Woodruff's "Ivy Jungle Conferences" annually gather postmodern leaders of evangelical Christian campus faith communities to examine the "spiritual typography" of the American college student. Anecdotal observations in shared conversations among university chaplains, campus ministers, and religious life staff illustrate a broad sense of heightened awareness of numinous dimension of human experience among college and university students.

Even before 9-11 faculty and student affairs professionals noted increased interest connections between students' expressions of "faith" and their sense of identity and vocation. Although not a generalized

> *"Students bring to campus religious expressions outside their own cultural experience, more defined than in some past generations. Linked to that interest is a heightened awareness of more general human spirituality and its personal relevance."*

phenomenon, such an observation is neither unique nor new. The late Yale teacher and theologian, Henri Nouwen, wrote on "the wounded healer" that person who comes to healthy selfhood only through struggles that endanger and wound deepest self and threaten spiritual survival. Across the past decade at Southern Methodist University, conducting each year a program of fifty or more small group spiritual well-being discussions with the first year students, I have encountered a generation bearing multiple and deep personal wounds — some physical and emotional and some clearly "of the spirit." Divorce, chemical abuse and/or dependence, the distortion of identity-quest manifest in eating disorders, loss of friends and siblings to suicide, overdose, or acts of violence catalog a withering array of assaults upon the spirits of students today. This does not count the disjunctions that often occur among students' worlds of living, study, work, and leisure. Many wounds are profound and telling. It was no surprise to find the program roster at Florida State University's Institute of College Student Values (2002, February) dedicating fully one third of the breakout sessions to one or more aspects of the spiritual journeys of students. Many student affairs professionals authentically connected with the life-experiences of the students

Program Perspective
A Generation of Wounded Healers:

with whom they work have personally observed the individual and collective pain of a generation afflicted by and contending with these "maladies of the spirit." Some of the "walking wounded" of our current student generation have recognized in their personal journeys the need for spiritual deepening.

Spirituality and Religion Many first year students experiment with social groupings in an apparent search for social acceptance if not yet personal authenticity. Ideology and theology often take back seat priority to issues of effective and comfortable ambiance in late adolescence. As students' faith matures, one might expect shifts away from affection and "group-focused" religious communities to more intimate settings of meditative and devotional reflection or projects that engage conscience and the prospect of social action. Despite discernible reluctance to identify with formally organized religion, this student generation quest for spiritual wholeness finds both direct and indirect expression.

In the past decade, student affairs leaders have observed the growth of a degree of spirit related education on campus that includes a broad range of expression. What university setting has not been the scene for are opportunities such as curriculum-supported service-learning internships offering transformative educational experience, spring and fall break work/service settings that offer alternatives to bacchanalian hedonism, and a plethora of issues-based co-curricular involvements that include social justice, human rights, and environmental action concerns. These settings engage not only the intellect but also what can be understood as the spiritual aspect of student development. Religious studies courses, especially those that deal with "varieties of religious experiences," those which link ethics and religious reflection, and those focusing study of non-Western religious traditions often wait-list students for lack of class space. For some, this initial inquisitiveness into backgrounds, traditional practices, and special regimes of celebration bear within them seeds of renegotiated meaning, reformulated faith perspectives, and heightened spiritual awareness. Quite independently of the tragic events of 9-11, the "millennials" arrive on campus with spiritual questions on front burners, often with significant experience in faith communities "back home." These emerging young adults at times bear within them openness to "things spiritual," an unstated priority for personal spiritual journey and faith development. For student affairs professionals few years older than those they serve, this new religiosity and articulated spiritual awareness may arouse latent insecurities of personal agendas not earlier satisfied in their own quests.

Intellectual resources for understanding student spirituality The literature of young adult development has contributed mightily to the recognition of spiritual development as an important element of healthy personhood. William Perry's anchoring work illuminating the structure of social/educational processes contributing to cognitive and ethical change across the college years finds enthusiastic support and refinement in the contemporary work of Sharon Daloz Parks. Parks' own focus on the development of "mentoring communities" draws faculty and administrators into a conversation about the comprehensive impact of the curriculum and character of the learning community upon student spiritual formation. In mentoring spiritual dimensions of learning, the expression of complex and transformative relationships among faculty/students, discipline content, and the chemistry of passionate engagement shapes meaning and identity. Parks invites her readers to appreciate that the tasks of spiritual integration during the college years stand as ineluctable components of emerging young adulthood. Quaker writer Parker Palmer's multiple publications herald the integrative connection between spiritual wholeness and learning as a lifelong vocation. Child psychiatrist Robert Coles of Harvard Medical School has long chronicled and interpreted the spiritual transformations that accompany educational emersions of university students in the issues and institutions of a turbulent society. These widely read student development theorists and practitioners each regard spirituality, both generally construed and reflected in commitments within particular communities of religious faith and value, as an essential touchstone of healthy human development.

> *"It is clear that this generation's quest for meaningful future embraces both deep personal wounds as well as the potential for healing, both chaotic randomness as well as focused value-commitments reflecting a spiritual yearning that often leads to life-long vocational journey and commitment."*

The spiritual topography of this student generation remains complex, rich, dynamic, and certainly still emerging. Today's students demonstrate a level of personal struggle coupled with a resilience of spirit that is heartening. The myriad of potentially traumatic changes associated with emerging young adulthood may be seen not only as one constituent element of this generation's experience but as an element essential to its formation; that is, the principal developmental thrust of this phase of meaning-making in the life-cycle. It is clear that this generation's quest for meaningful future embraces both deep per-

sonal wounds as well as the potential for healing, both chaotic randomness as well as focused value-commitments reflecting a spiritual yearning that often leads to life-long vocational journey and commitment. Whether healing and wholeness will emerge to re-knit healthy personhood may depend in part upon our individual and institutional sensitivities and responses. Whether internal order will emerge from the unsettlement of apparent groundlessness may rest upon the quality of mentoring that takes place in collegiate settings. As religious life leaders and student affairs professionals, we bear together significant and privileged responsibility to walk with, share in, and encourage the distinct yet emerging spirituality that is this new generation's promise. ◆

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William Finnin is Chaplain at Hughs-Trigg Student Center in Southern Methodist University, Dallas, Texas.

Training & Techniques

Student-Athletes Governance: Student-Athletes Give Voice to the NCAA

By Demetrius H. Marlowe

The number and type of student groups on today's college campuses are increasing. Student athletes as a group have been on college campuses before the Civil War. Believe it or not, the concept of "rushes" was initiated in the late 1700's when the son's of the clergy attempted to break free of the local controls of their school masters in order to fill the void of their sporting spirit. They engaged in what was then known as "Bloody Monday," a day designated for upperclassmen to rush the freshman on the mall until both "teams" had bloodied the other to satisfaction. As time passed, the Orthodox English education offered to clergymen promoted a more civilized state of affairs, and for a time period, the students developed and enjoyed more formal recreational activities that were viewed by faculty as extracurricular. By the latter part of the 19th century, athletics had become the dominant extracurricular activity on most campuses. Most evident were student organized sport teams. Faculty became more wary of the sophisticated leadership that students developed to control sporting events. The sentiments of the faculty that these non-cerebral activities were deteriorating not only the college mission to develop moral men but also distracting the intellectual development of the students became prominent. As a result, student views of and faculty resistance to valuing athletics as a co-curricular activity would forever more be one of the classic debates for higher education. In 1852, when a

> *"A student-athlete advisory committee (SAAC) is a committee made up of student-athletes assembled to provide insight on the student-athlete experience."*

railroad superintendent incubated the concept of marketing college sporting events, student-athletes from Yale and Harvard met on Lake Winnispes-kaukee in New Hampshire for the first intercollegiate athletics contest. This lone event set the course for years of debate concerning student-athlete's freedom to govern the affairs of intercollegiate athletics. After many years of horrid injuries and deaths in the sport of football, student-athlete governance concerning intercollegiate athletics came to a halt. In 1905, President Theodore Roosevelt spearheaded a summit, better known as the MacCracken conference, to reform the game of football. The result was the formation of National Collegiate Athletics Association (NCAA). Since its inception in 1906 to its 1989 adoption of the Student Athlete Advisory Council, the NCAA had no formal structure that provided student-athletes a voice over how to govern intercollegiate athletics.

What is a Student-Athlete Advisory Committee?

A student-athlete advisory committee (SAAC) is a committee made up of student-athletes assembled to provide insight on the student-athlete experience. SAAC also offers input on the rules, regulations, and policies that affect student-athletes' lives on NCCA member institution campuses.

Presently, there are separate national SAACs for NCAA Divisions I, II, and III. NCAA legislation mandates that all member institutions

have SAACs on their respective campuses. Further, NCAA legislation requires that all member conferences have SAACs.

The information that follows will assist you in understanding how the network of SAACs [from individual campus committees to the conference and/or national committees] interacts and supports one another to shape intercollegiate athletics policy and enhance the student-athlete experience.

History of the NCAA Student-Athlete Advisory Committee

An Association-wide SAAC was adopted at the 1989 NCAA Convention to review and offer student-athlete input on NCAA activities and proposed legislation that affected student-athlete welfare. The initial national committee was comprised of student-athletes from all membership divisions for the purpose of ensuring that the student-athlete voice accounted for the myriad of educational and athletics experiences of both female and male student-athlete at all NCAA member institutions. In August 1997, the NCAA federated along divisional lines. The federation caused SAAC to expand to three SAACs representing NCAA Divisions I, II, and III.

Each national divisional committee is comprised of female and male student-athletes charged with the responsibility of assisting in the review of NCAA governance structure. This is accomplished by providing student-athlete input on issues related to student-athlete participation in the governance process of intercollegiate athletic by increasing the number of SAAC members from the former Association-wide committee of 28 student-athletes to sum of 79 members serving on the national Divisions (I, II, and III committees).

With the input of Divisions I, II, and III, SAACs continues to be sought by a variety of constituencies within the Association. Student-athlete committee members have the opportunity to speak on legislative issues with their respective NCAA Management Councils and Divisions I, II, and III SAACs at the NCAA Convention.

National SAACs (Divisions I, II, and III) at a glance:

- Generate a student-athlete voice within the NCAA structure
- Solicit student-athlete response to proposed NCAA legislation
- Recommend potential NCAA legislation
- Review, react, and comment to the governance structure on legislation, activates, and subjects of interest
- Actively participate in the administration process of athletics programs and the NCAA
- Promote a positive student-athlete image

Division I

The Division I national SAAC consists of one student-athlete from each of the 31 Division I conferences. Members are selected by the Division I Management Council from a pool of three nominees from each of the represented conferences. Each student-athlete serves a two-year term.

The Division I SAAC reports directly to the Division I Management Council, and two SAAC members participate in each meeting of the Management Council as nonvoting members. It is through these two mechanisms that NCCADivision I student-athletes offer input and assist in shaping the proposed legislation by which their division is governed.

Division II

The Division II consists of one student-athlete representative from each of the Division II multi-sport voting conferences, one student-athlete representative of Division II independent institutions, and two student-athlete at-large positions.

The Division II SAAC affects the legislative process via annual summit held each July with the Division II Management Council during which members of the SAAC have an opportunity to express the student-athlete voice on collective concerns regarding proposed Division II legislation and to interact with members of the Management Council on proposed NCAAlegislation.

Division II national SAAC members actively take the lead in addressing issues facing Division II student-athletes such as: the development of the campus and conference SAACs, Title IX education, faculty/student-athlete relations, and championships enhancements.

Division III

There are 24 members on the Division III SAAC, 16 of which are chosen from each of the four Division III regions across the nation and eight student-athletes serving on committee at-large selections.

Two student-athletes from the committee are voting members of the Division III Management Council. In Division III, legislation is proposed to the Management Council from Division III committees, and the Management Council has the option of forwarding the proposed legislation to the Division III Presidents' Council for approval. If the Presidents' Council approves the legislation, it is voted on at the annual NCAA Convention in January by each Division III member institution to determine if it will become the new legislation.

During the NCAA Convention, Division III SAAC members have an opportunity to speak to proposed legislation in front of the Division III membership.

Conference SAACs

Many NCAA conferences have created SAACs in order to strengthen the communication among the campus and national committees. Through increased communication and networking, SAACs hope to better represent the views of all student-athletes.

Campus SAACs

Though the focus on campus SAACs is intended to be more parochial in nature, communication among campus and national SAACs offers student-athletes the opportunity to shape the landscape of intercollegiate athletics.

The Leadership Bookshelf

The Contrarian's Guide to Leadership

By Steven B. Sample

Reviewed by Tess Shier

Every month I attend breakfast seminar series that features a different author of a recently published leadership or management book. Always interesting and often compelling, it was not until I attended the seminar of Steven B. Sample that I was inspired to read the monthly book selection in its entirety. The combination of the topic - contrarian ideas about leadership - and the fact that 90% of his stories and examples were from a university setting resonated with me.

The contrarian's guide to leadership is based on a view that leadership is highly situational and contingent; leadership is something that can be taught and learned. Progressing through the book reminded me of the 'toolbox' approach to leadership development: learn a certain set of skills and aptitudes and your ability to lead effectively will be greatly improved, just as a carpenter's ability to build a house is improved by possession of the right tools and the knowledge of how to use them. From the introduction by Warren Bennis (with whom Sample regularly teaches an upper-class leadership course) to the final chapter highlighting the successes of Sample's tenure as president of the University of Southern California, the *Guide* provides entertaining tales from university life and a vast array of historical and political references to illuminate Sample's contrarian ways of leading.

The *Guide* offers ten chapters on ways leaders (or potential leaders) can think in contrarian, or at least

> *"The Guide provides entertaining tales from university life and a vast array of historical and political references to illuminate Sample's contrarian ways of leading."*

non-conventional ways of leadership. One of the book's strong points is that each chapter can be read individually or out of order, thereby complimenting an existing textbook or syllabus. Its colloquial style is highly readable, and the mix of modern and historical examples keeps the book flowing.

1. *Think Gray, and Free:* Leaders often think in binary sets of 'yes or no' and 'right or wrong' and feel the pressure to show decisive leadership through decisive decisions. Contrarian leaders will withhold judgment until they have heard all the facts and arguments on a topic or until they absolutely must make a decision. Leaders may find that without the self-imposed constraints of making unnecessary or rash decision, they will be open to creative and imaginative options.

Complimentary topics: creativity, brainstorming, visioning

2. *Artful Listening*: Contrarian leaders must concurrently listen to the perspectives of the followers and to their own inner perspective. Leaders must be careful in deciding who to listen to and select their advisors accordingly so they include trusted individuals who will not tell the leader only what they believe the leader wants to hear. Leaders must also know when to stop listening.

Complimentary topics: listening skills, group dynamics, and interpersonal communication.

3. *Experts - Saviors and Charlatans:* Leaders should be careful about who they ask for advice and listen artfully to any advice they receive. Although experts should certainly be paid attention to, they do not necessarily need to always be immediately believed.

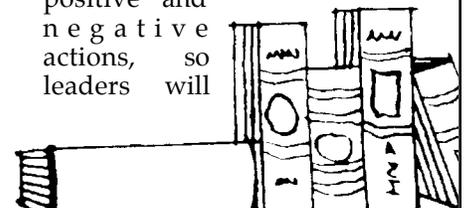*Complimentary topics: politics and leadership, developing trust in teams, and listening skills*

4. *You Are What You Read:* It is ok to not keep up with daily news or trade journals because a leader's lieutenants or staff members will keep the leader informed on any relevant topics. Also, leaders would be wise to spend their leisure reading time 'supertexts,' books that have endured for centuries.

Note: This is not a chapter to assign if reading the daily newspaper is an assigned part of class. Sample is especially fond of Machiavelli's "The Prince" as a recommended supertext for leaders.

5. *Decisions, Decisions*: Delegate as many decisions as possible to lieutenants and staffers and hold off on decision making until the decision must 'reasonably' be made. It is also important to recognize in what spheres of influence the leader actually has the right to make decisions.

Complimentary topics: decision making, delegation, and time management

6. *Give the Devil His Due:* Know your opponents and do not unnecessarily humiliate or eliminate them during the course of your actions. All people are capable of positive and negative actions, so leaders will

The Leadership Bookshelf

Continued from page 9

do their best to win adversaries over for positive purposes.

Complimentary topics: "The Prince" is assigned reading; good leaders vs. effective leaders; leadership traits; leadership and politics

7. *Know Which Hill You're Willing to Die On:* A contrarian leader must know what issues he or she will not budge. In choosing these issues, the leader should consider what is legal versus what is ethical and be willing to take responsibility for any results based on these decisions. Leaders should never divulge what their die-for issues are, lest adversaries use it against them.

Complimentary topics: ethical decision-making, values, navigating political systems

National Leadership Symposium:

July 18th - 21st
University of
Richmond, VA.
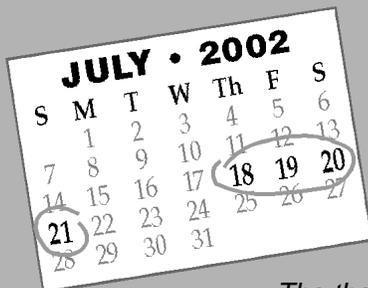
The theme
*is **Defining Moments for the Millennial Generation: Responding to Change & Crisis Through Active Learning**.*

For more information visit our website:
www.inform.umd.edu/OCP/NCLP/

8. *Work for Those Who You Work For:* Leaders will recruit the best people for the job (especially their closest appointees) and do everything they can to help the people succeed. Leaders discourage rivalries within the group and are not afraid to fire a lieutenant (or suggest a departure) who is not doing his or her job.

Complimentary topics: delegation, followership, group management; leadership and politics; people skills

9. *Follow the Leader:* A leader must have a designated group of followers whom the leader works to inspire and motivate. The use of myth and shared history is valuable in creating cohesion in large groups, especially where the leader may not know each member personally. Leaders should utilize 'people chains' where they can individually motivate a small group of people, each of whom motives a small group of people, etc., until an entire organization or population knows the myth, shared history, and feels personally connected to the leader.

Complimentary topics: motivation, the art of persuasion, inspiring others

10. *Being President versus Doing President:* Although many may want to be president or a leader, the actual day-to-day work of being president involves significant time spent on things other than a leaders area of interest. Contrarian leaders must be willing to do the tasky side of leadership, but must also carve out and protect significant amounts of time to attend to the substantive issues of interest.

Complimentary topics: media relations, time management.

The final chapter is devoted to Sample's experience and successes as president of the University of Southern California.

As most of the stories and anecdotes in the book come from Sample's years of university experience, students can make an easy connection to the work. Members of student governance bodies or organizational presidents will be able to quickly make comparisons to Sample's experiences. Many of his other favorite leadership stories are about familiar figures (Lincoln, Kennedy, and GE's CEO Jack Welch), but Sample does an excellent job filling in the historical details of leadership lore and fleshing out these almost mythical figures.

The book's strongest chapters are: "Thinking Gray, and Free," "Artful Listening," and "Know Which Hill You're willing to Die On"; although, these are not the most contrarian ideas. Most challenging to student leaders will be "Work for Those Who Work for You" and "Being President versus Doing President." Students may find it difficult to argue with Sample's points as he does an exceptional job of anticipating criticisms and countering them within each chapter. Discussion based solely on these chapters might be frustrating for less advanced students of leadership.

The contrarian's guide to leadership is based on a traditional, hierarchical model of leadership, with the president or head of an organization as central to the leadership model. For groups or courses focusing on non-hierarchical leadership models, only certain chapters of the book may be useful (see "Thinking Gray, and Free" and "Artful Listening" in particular). Overall, the book offers new ways of thinking within traditional leadership structures and would serve as an excellent compliment, in whole or in part, to a traditionally structured leadership course. ◆

Reference:

Sample, S.B. (2002). *The contrarian's guide to leadership.* San Francisco: Jossey-Bass.

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Scholarship and Research Updates

Student Voice in Governance

By Susan R. Komives & Irene Kao

Students have had a role in their own governance (e.g. student government, residence hall government, judicial programs, Greek life) for a long time. But admittedly, the early 1970s were the hey-day of students claiming and being granted voice in campus-wide governance. The reform movements in higher education in the early 1970s changed faculty senate structures to be campus or university senates giving voice to students and staff alike. For example, the Minnesota board granted student voice in 1973. Boards of control considered adding constituent-based (e.g. student, alumni, and faculty) voting presence. Those institutions that involved students in trustee level governance saw benefit and contributions from that involvement (Melia, 1982). The student voice might also be raised outside the formal structures as in student protest. Students led campus change in such arenas as campus investments in apartheid in the 1980s and in living wage and sweatshop issues in the 1990s usually outside their governance roles, seeking to influence campus decision makers to take a stand on various issues.

There are several sources of training, scholarship, and research on constituent voice in campus governance. Over 75 years old, the Association of Governing Boards of Universities and Colleges (AGB) claims to be the only national organization providing university and college presidents, board chairs, and individual regents or trustees of both public and private institutions with the resources they need to enhance their effectiveness. In addition to developing programs and services to advance the practice of citizen trusteeship and help ensure the quality and success of our nation's colleges and universities, AGB also supplies research and critique on institutional governance (see their journal *Trusteeship*). Although some of the articles are for AGB members only (if your campus is a member see if you can get access), their website (*www.agb.org*) provides an extensive list of resources

on institutional governance and decision making, the presidential search process, the role of boards and presidents in strategic planning, the responsibilities of boards and presidents for fundraising, and conflict of interest and ethical issues for boards. Their publication *Trusteeship portfolios* (2000) is a terrific compilation of issues facing board of control that would prepare student leadership to be effective representatives of the student voice.

Admittedly, AGB provides little on student involvement in institutional governance. Indeed, students are often explicitly omitted from the constituent groups they note. Other sources for students in decision-making can be found in the University of California policy on student participation in governance. Their policy has great language on the vital importance of a "vigorous intellectual exchange" that leads to "sound development of policy" and an acknowledgement that students have a "vital interest in decisions" (*www.ucop.edu/ucophome/.uwnews/aospol/ucl1120.html*). Their advice is sound on the selection, training, and continuity of student participants in campus governance. Also check out Westmeyer's (1991) *Principles of governance and administration in higher education* and the *www.unesco.org/education/.wche/project studies/student.shtml* web page.

> *"Understanding how leadership is learned leads to understanding how educational interventions can be designed to facilitate that learning. The field of leadership education is still dismally weak in understanding how leadership is learned."*

A good source for student involvement on campuses and in communities is the United States Student Association (USSA). Founding in 1947, USSA, the country's largest and oldest national student organization, has a long history of student activism on social justice and equality. According to their website, "USSA trains and organizes students to win concrete victories on their campuses-like stopping fee hikes, expanding retention and recruitment programs for underrepresented students and improving campus safety. By mobilizing and uniting a powerful grass roots force of students all over the country, we build our power and win concrete victories. Educated, organized, and united, USSA leads the fight to make education a right, not a privilege" (*www.usstudents.org*).

USSA is actively involved in many projects with supporting papers and materials to help student leaders on member campuses. The Student of Color Campus Diversity Project addresses issues of increasing faculty of color, recruitment and retention programs, and implementing hate crimes policies. The Student Labor Action Project works with students and labor organizations to strengthen their fight on fair wage campaigns, antisweatshop campaigns, divestment from prison labor campaigns, and more. The GrassRoots Organizing Weekend Project helps students to

Scholarship and Research Updates

develop organizing and strategy skills through Direct Action Organizing. The Lesbian, Gay, Bisexual, Transgender Student Empowerment Project collects and analyzes studies and research on LGBT resource center development, campus non-discrimination policies, and other issues affecting LGBT access to higher education.

The recent *Leadership reconsidered* document (reviewed in the last issues of *Concepts & Connections*) addressed the role of faculty, students, and administrators in campus change. The disempowering and empowering beliefs that student's experiences are highlighted leading to targets for reframing the student role. Copies are still available through the James MacGregor Burns Academy of Leadership for costs from the Kellogg grant that sponsored the project.

Student leadership has to take a more focused role in intra-student governance issues. Sadly, little scholarship has occurred on student governance in their student government associations. Mel Terrell and Michael Cuyjet's (1994) *Developing student government leadership* is one of the few professional reviews of student government. This monograph includes chapters on student gains from being involved, advising relationships, providing services, activism, and involvement of ethnic minorities. Some work on student governance in residence halls asserts the student role in community standards and in meaningful decision-making (Engstrom, Hallock, Riewmer, & Rawls, 2000; Komives, 1994). Gardiner Tucker (Assistant Professor at the University of Northern Colorado) has recently completed the development of an instrument to measure Residence Hall Government's effectiveness. Developed with funding from ACUHO-I and NACURH as his University of Maryland dissertation (2001), Gardiner can be reached at *gltuckerjr@earthlink.net*. On a broader level, leadership educators frequently assert that greater student involvement in the civic life of their campus community is a useful training for later broader civic life. The civic leadership literature (Morse, 1989) makes a strong case for teaching/developing civic capacity in students to engage in their citizenship responsibilities for which campus governance is a fractal of that responsibility. Check out *Concepts & Connections* 6(2) in 1998 for a review of student involvement in campus change as well as the 1999 *Concepts & Connections* 7(3) on citizenship and civic leadership. Scholarship on the role, training, practices, and experiences of students in governance is pretty dismal. It deserves a rebirth in our research and even more importantly, in our practices with instituting, facilitating, and supporting the student role and voice in their college experience. Let us know of any studies you are aware of and, as always, stay in touch. ▲

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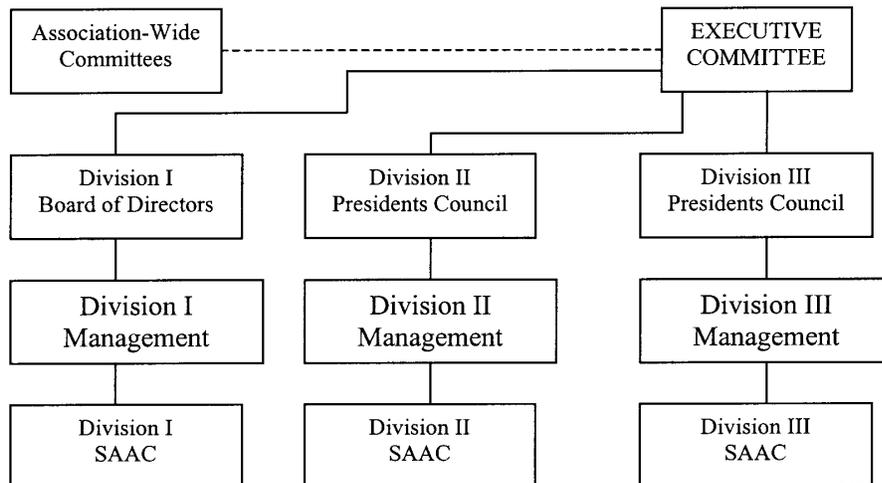
Credentialing Leadership Programs

Functions of campus SAACs:

- 🏠 Promote communication between athletics administration and student-athletes

- 🏠 Disseminate information

- 🏠 Provide feedback and insight into athletics department issues

- 🏠 Generate a student-athlete voice within the campus athletics department formulation of policies

- 🏠 Build a sense of community within the athletics program involving all athletics teams

- 🏠 Solicit student-athlete responses to proposed conference and NCAA legislation

- 🏠 Organize community service efforts

- 🏠 Create a vehicle for student-athlete representation on campus-wide committees (e.g., student government)

- 🏠 Promote a positive student-athlete image on campus

Members of a campus SAAC have the opportunity to address issues affecting student-athletes at their institution; furthermore, members have the opportunity to offer input on issues that may be national in scope.

The campus committee is meant to serve as a local student-athlete voice in addressing issues of student-athlete welfare at their respective institutions. Campus committees can facilitate better communication among student-athletes from various athletic teams to address issues common to all.

The campus SAAC may also serve as a conduit of communication among student-athletes, coaches, and athletics administrators on issues to improve the student-athlete experience and promote growth and education through sports participation. Concerns can be voiced and solutions offered regarding any issue that may be relevant to NCAA student-athletes.

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│Association-   │------------│  EXECUTIVE   │
│Wide Committees│            │  COMMITTEE   │
└──────────────┘            └──────────────┘

┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│  Division I   │  │  Division II  │  │  Division III │
│Board of       │  │Presidents     │  │Presidents     │
│Directors      │  │Council        │  │Council        │
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│  Division I   │  │  Division II  │  │  Division III │
│  Management   │  │  Management   │  │  Management   │
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│  Division I   │  │  Division II  │  │  Division III │
│    SAAC       │  │    SAAC       │  │    SAAC       │
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Through the grass-roots efforts of campus SAACs, student-athletes have the opportunity to change the face of intercollegiate athletics.

Campus SAAC Executive Board

The NCAA recommends the creation of some type of executive board to oversee the operation of campus SAACs. Traditional board member positions include chairperson, chair-elect, secretary/treasurer, and chairpersons of any standing subcommittees. Student-athletes should hold all of these positions.

Constitution and Bylaws

The constitution of the campus SAAC is a document written by the executive board and approved by the representatives. The constitution outlines the policies and operating procedures. It includes the name and purpose of the committee, membership, leadership structure, standing committees, philosophy, advisors, impeachment process, veto powers, ratification and amendment procedures, and voting and meeting requirements. It should be noted that many institutions require that an organization have bylaws to be officially recognized student committee.

Copies of campus SAAC bylaws and models are available though the NCAA national office.

Campus SAAC Enhancement Ideas

Creating an annual report for your campus SAAC includes concerns, committee actions, yearly activities, special honors or recognition received by teams or student-athletes, graduation rate information, and other relevant topics. Presidents distribute the annual SAAC report to constituent groups (e.g., athletics administrators, athletics council, Board of Trustees, coaches, faculty, CHAMPS/Life Skills Advisory Team, your conference SAAC, and national SAAC). Collaborate with other student organizations on campus to organize activities. Support your institution's CHAMPS/Life Skills Program.

For more information concerning the NCAA Student Athlete Advisory Council contact the NCAA, P.O. Box 6222, Indianapolis, IN, 46206-6222. Phone: 317/917-6222 or visit *http://www.ncaa.org* and *http://www1.ncaa.org/membership/mem-bership-svcs/saac/index/html.* For the history of student governance in intercollegiate athletics read the following:

Smith, R.A. (1988). *Sports & freedom.* New York, NY: Oxford University Press. 🏠

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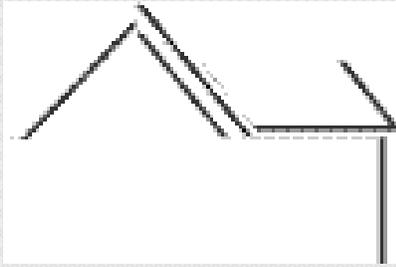
Conference Announcements

🏠 **July 8 - August 4, Prague, Czech Republic**

3rd Annual Global Leadership Program will be held in Prague. It is a four-week program for undergraduate students from all the nations. It is comprised of university courses, cultural activities, and community service.

For more information visit http://www.visionresource.org

🏠 **July 11-13, Lexington, Kentucky**

Association of Leadership Educators' Annual conference "Leadership Beyond Boundaries" will be held Hyatt Regency Hotel and will include keynote speaker Christina Baldwin of Peer Spirit and tours of the city.

For more information visit http://www.aces.uiuc.edu/~ALE/2002PROMO2.pdf.

🏠 **July 18-21, Richmond, Virginia**

National Clearinghouse for Leadership Programs and the National Association for Campus Activities are holding the annual National Leadership Symposium at University of Richmond entitled "Defining moments: Teaching leadership to the Millennial Generation." The conference will focus on the exploration of emerging trends in millennial generation, application of active learning pedagogy in leadership education, development of strategies for teaching leadership, and the changes post-September 11th world has brought to the millennial generation.

For more information visit http://www.inform.umd.edu/OCP/NCLP/nls02.html.

🏠 **July 26-29, Washington, D.C.**

National Leadership Conference for Youth with Disabilities will be held in Washington, D.C.

For more information contact turneauli@ohsu.edu

🏠 **August 1-4, Orlando, Florida**

5th Annual Leaders Involved for Tomorrow (LIFT) summit entitled "Fueling under fire" will be held at University of Central Florida in Orlando. The summit is open to high school juniors and seniors and will focus on empowerment, motivation, and diversity.

For more information visit http://reach.ucf.edu/~lead/lift/

🏠 **August 14-16, Madison, Wisconsin**

18th Annual Conference on Distance Teaching and Learning will take place in Monona Terrace Convention Center. The conference addresses the needs of educators, trainers, managers, and designers from throughout the world who are involved in the application of technology to the teaching and learning process and in the planning, administration, and management of distance education programs.

For more information visit http://www.uwex.edu/disted/conference.

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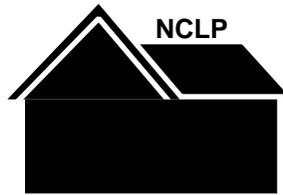
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