INTERSECTIONS OF PSYCHOSOCIAL IDENTITY DEVELOPMENT AND SOCIALLY RESPONSIBLE LEADERSHIP: DEVELOPING SOCIALLY RESPONSIBLE LEADERS IN ACADEMIC SETTINGS

by

THOMAS WATSON CAUTHEN III

(Under the Direction of Laura A. Dean)

ABSTRACT

This study expands the literature related to socially responsible leadership by exploring its connections with academic developmental tasks associated with psychosocial identity development. Utilizing a quantitative, correlational and causal comparative methodology with Astin's College Impact Model serving as the conceptual framework, the study answered the following overarching research questions by employing a simple random sample of undergraduate students ages 18 to 25.

1. What relationship exists between measures of socially responsible leadership and academic aspects of psychosocial identity development?
2. Do measures of educational involvement and academic autonomy contribute significantly to explaining participants' capacities for socially responsible leadership?

Findings from this study suggest a relationship between the two constructs with educational involvement emerging as a statistically significant positive predictor of societal dimensions of socially responsible leadership, and academic autonomy as a

statistically significant positive predictor of individual values associated with socially responsible leadership. This study serves as a foundation from which to broaden the understanding of socially responsible leadership development in academic settings.

INDEX WORDS: Socially Responsible Leadership; Psychosocial Identity Development; Educational Involvement; Academic Autonomy; College Students; Student Affairs/Academic Affairs Collaboration

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DEDICATION

To my nephew Jab…may you and the world of our future embrace and never forget the critical lessons you have taught and reminded me of in these first 19 months of your life: the world is full of wonder, awe, and possibility; there exists within each of us a childlike innocence and perspective that orders our life priorities in the most simplistic and truly important ways; the world is best encountered when we are focused on learning and experiencing it as though it were our first time; and last, but not least, the powerful capacity we each have to love others unconditionally.

ACKNOWLEDGEMENTS

Years ago I read Parker Palmer's book *Let Your Life Speak*. Reading the book was transformational in and of itself, but one of the passages that held critical importance for me was one entitled "Selfhood, Society, and Service." In the section, Palmer speaks of Rosa Parks and of what he calls the "Rosa Parks decision." He refers to this decision as one characterized by an undivided life. He goes on to say that "the universal element in her story is not the substance of her fight but the selfhood in which she stood while she fought it – for each of us holds the challenge and the promise of naming and claiming true self" (Palmer, 2000, p. 35). He closes with this profound thought…

> Rosa Parks took her stand with clarity and courage…Some journeys are direct, and some are circuitous; some are heroic, and some are fearful and muddled. But every journey, honestly undertaken, stands a chance of taking us toward the place where our deep gladness meets the world's deep need. (p. 36)

My journey has been one in pursuit of my own undivided life, and one that honors and gives thanks for the incredible community of support cheering me on in pursuit of this life accomplishment. Ultimately, I am confident that this journey has brought me closer to a person living out my full self in the world and aligning my passion and profession. I give thanks and gratitude for those who have supported, challenged, and encouraged me along this journey.

My earliest beginnings taught me much about work ethic, dedication, humility, and difference. Growing up on a farm in south Georgia provided me unique insight into each of these qualities, and I am eternally indebted to my family for raising me with a heart for others, an insatiable determination and work ethic, and foundational soil that

cultivated a questioning disposition and fertile ground for learning. I give thanks for my parents, Mr. Thomas Watson (Tommy) Cauthen Jr. and Mrs. Rebecca Martena Allen Cauthen, my siblings Mrs. Lindsey R. M. Cauthen Brown and Mr. Martin Carlton Cauthen for teaching me my earliest lessons in life—the ones that honor who I am and from whence I came. I offer gratitude to my brother-in-law, Mr. Joshua Adam Brown and nephew, Joshua Adam Brown Jr. (Jab), for re-introducing me to those earliest lessons and reminding me of why I do this work. I honor my grandparents for paving the way for my parents and for me to even consider reaching this goal: Mr. Thomas Watson (Tom) Cauthen Sr., Mr. Willie Carlton White, Mrs. Willie Mae Mock Jeffers Cauthen White, Mr. Martin Allen, and Mrs. Eleanor Allen.

As a first generation college student, the idea of college was novel and mysterious. I doubted myself, and although I had an exceptional record of academic and co-curricular achievement as a high-school student, I second-guessed my ability to attend college. I was blessed to have an incredible pedigree of educators who invested in my life throughout my K12 education. There were, however, a select few that stand out and deserve particular recognition for the role they have played in my subsequent academic pursuits. Mrs. Susan D. Johnson challenged me to break the rules of man. She inspired in me a belief that education held a higher purpose and that I needed to be about that purpose. She insisted that our heart's greatest desire was at the core of that purpose. She taught me that cutting up a term paper and pasting it together with scotch tape was perhaps the best way to edit a paper and that it wasn't so crazy to believe that when she retired she wanted to be a truck driver. Mrs. Johnson gave me a glimpse into what it

meant to subscribe to a process and rule that might not be popular, but was aligned most closely with what I knew to be right.

My education continued with a group of individuals who laid a foundation for academic success that I wouldn't realize until I was well into my master's degree. West Laurens High School in Dublin, Georgia, provided an incredible English faculty – each of who challenged me to delve into language, grammar, and research in a way that would provide the bricks and mortar to a writing foundation that has (and will continue) to serve me well as a scholar. After lying dormant during my undergraduate degree, those skills have been a critical player in my success as a scholar in my current profession. I give thanks for Dr. Aurelia Tippett and Mrs. Donna Pollock for their dedication to my education and for preparing me for graduate level work even as a high school student.

Self-doubt continued to be a major theme throughout my high school experience. One person helped to unlock the potential that lied within. As I considered college applications, I had already decided that Georgia Tech was not an option for me. Those people were too smart, too gifted, and too dedicated to their craft. I told myself that I would never be accepted there. Ms. Hazel G. Slaughter thought differently. My primary school secretary turned high school guidance center administrator, took me under her wing during my ninth grade year. I ate lunch in her office most every day, and during that special hour, I learned more about myself and about life. She helped me to turn the I can't into I can. And, on that fateful day in October, 1997, I found myself face to face with a post-it note on top of a Georgia Tech application taped to a mirror saying: "You won't ever get in if you don't apply. Deadline for President's Scholarship is October 31." For me, it was the ultimate ultimatum where self-doubt and possibility intersected. And,

lucky for me, possibility won out. Because of her belief in my ability and her challenge, I was admitted to the Georgia Institute of Technology as a President's Scholar. I give thanks to those people, both named and unnamed, who have believed in me along the way and who have challenged me to pursue possibility.

My tenure at Georgia Tech was incredibly formative. The institution's motto—progress and service—laid a strong foundation for what would become a motto I would choose for my own life. My experience there served as the birthplace of many significant life events – the commitment to a profession, a claim to my selfhood, and the origin of an incredible community of support that has continued to sustain my journey. Georgia Tech introduced me to a wealth of experience – experience that challenged me to connect to both who I was and from whence I came, as well as asked the pivotal question: "Who do you want to be?" I offer gratitude for those administrators, mentors, and friends who introduced me to myself as well as to the profession of student affairs: Ms. Amy Stalzer, Dr. Karen D. Boyd, Ms. Danielle McDonald, Mr. Buck Cooke, and Mr. David Prophitt. But, beyond the administrative connection and introduction to the student affairs profession, Georgia Tech introduced me to incredible friendship, undying devotion, and the courage to be my authentic self. I give thanks for the community of support that this institution has engendered, cultivated, and supported over the years. I am grateful for my connections to and friendships with: Mr. Steve Pinder, Ms. Anna Fincher Pinder, Ms. Jennifer Smith, Ms. Caroline Mahoney, Mr. George Henry (Trey) Baltz III, Ms. Annamarie Valentino Baltz J.D., Mr. Jonathan Olinger J.D., Ms. Alice Snedeker J.D., Ms. Allie Murray, Mr. Scott Jackson, Mr. Trey Childress, and all of the unnamed Yellow Jackets who have conspired in my success over the years.

I am most grateful for the opportunity to know Ms. Billiee Pendleton-Parker. Introduced as the instructor of my PSYC 1010 class as a first-year Georgia Tech student, Billiee quickly became a trusted advisor, friend, and confidant. Shepherding me through some of the most pivotal moments in my life, Billiee's impetuous joy, selflessness, unending reinforcement and affirmation were the things that mattered most. Billiee is the epitome of a life spent in the service of others. She has always inspired me to be my best self, and I am thankful for her investment in my life.

The foundation was set for full pursuit of my passion. Shirking the external expectations of what a Georgia Tech degree meant, I forged ahead to pursue a master's degree in College Student Affairs Administration from the University of Georgia. It was here that I was fully able to embrace and live my life in a way that honored my full self. I had discovered my passion and had found worthy work in the place where my head and heart connected. I give incredible thanks for Dr. Rodney Bennett and Ms. Vanessa Williams Smith who saw something in me and extended the invitation to begin my career in Minority Services and Programs as a White man. It was the beginning of my journey in truly understanding privilege and oppression, and the power of giving voice to the silent stories of our students that exist on our college campuses every day. This work connected with my core values in a way that served as a catalyst for the rest of my career.

My subsequent professional and scholastic career has been purpose driven. I have always believed that my work was the world's future. There is a quote by storyteller and artist Brian Andreas that perfectly captures this purpose: "I hope it will be said we taught them to stand tall and proud, even in the face of history and the future was made whole for us all, one child at a time." My path, as Palmer writes, has not always been clear, but

it has been one honestly undertaken. I am indebted to the University of Georgia's Division of Student Affairs for supporting my part-time graduate work as an employee and to the staff of the Center for Leadership & Service for "loaning" me to this process for so long. I am grateful for all of those who have played a significant role during my professional and scholastic journey in helping me to continue my purposeful work.

Throughout my experience, I have been blessed with an incredible community of support. Along the way, this community has provided inspiration and challenge and has played the role of champion, protector, and encourager. In addition to the amazing people named earlier as my "college crew," I am eternally grateful for the friendship I share with Ms. Jill Courson, Mr. Brian Viscusi, Mr. Dieng Cameron, Mr. Tony Wells, Ms. Libby McKinney, Dr. Jennifer Lease Butts, Dr. Kathy Guthrie, Ms. Melissa Jones, Ms. Andrea Cordy, Ms. Leigh Strickler, and Ms. Emily Garrison. Thanks to each of you for listening when I needed an ear, providing the much needed distractions when I just needed a laugh or time away from work and school, and sharing in both my joy and pain throughout this journey.

My community of support also includes a strong core of mentors who have continually invested in my personal and professional success. I give thanks to Ms. Amy Stalzer and Dr. Karen Boyd for inspiring the pursuit of this profession; Dr. Robert Kelly for showing me that incredible mentoring relationships can begin from even the smallest interview; Mr. Vernon Wall for showing me the profession at the national level and jump-starting my career by offering the gift of introduction and connection; and Dr. Nancy Evans for believing in and bolstering my potential by taking an interest in who I was as a person and professional and for being the consummate teacher.

No one understands the journey to Ph.D. better than those who share it with you. I was blessed beyond measure to share it with some of the most incredible people this profession has to offer. I offer thanks to all of those I with whom I shared a classroom. The cornerstone of graduate work is co-construction of knowledge, and I am honored to have been a part of that process with so many talented people. In particular, my experience would not have been complete without Dr. Candace Maddox, Dr. Jawaan Wallace, Dr. Jamie Riley, Ms. Kayla Hamilton, Dr. Marian Higgins, and Mr. Darren Pierre. I am eternally grateful for what each of you has taught me along the way. Words cannot express how much I appreciated our time together and how much I cherish our friendship.

Perhaps the individuals closest to this highly individualized journey were the faculty members responsible for my success. The Department of Counseling & Human Development Services at UGA has some of the most gifted faculty in the profession; I was lucky enough to work with them throughout this journey, and I am thankful for the time they spent cultivating me as a scholar. I express gratitude to our program faculty, Dr. Merrily Dunn, Dr. Michelle Espino, and Dr. Richard Mullendore; thank you for sharing your wisdom and offering the challenges I needed to become a better scholar-practitioner. Most of all, I am extremely grateful for the role of my faculty committee: Dr. Laura Dean (chair), Dr. Diane Cooper, and Dr. Gwynn Powell. They were a part of my journey from the beginning and were my biggest cheerleaders along the way. I appreciate the way in which they pushed my scholarship, challenged me to be a better researcher, and reminded me throughout the process to pay attention to all of the incredible lessons a Ph.D. journey has to offer. I could not have asked for a better chair, and I am eternally grateful for the

role that Dr. Dean played in my success. Last, but not least, I offer thanks to my self-proclaimed honorary faculty committee member, Dr. John Dugan. Dr. Dugan provided the content expertise necessary for my research; he was always a phone call, g-chat, or trip to Chicago away. Thank you, John, for sharing your dining room "writing" table, your time, your brilliance, and most of all, your friendship.

Those who have played the roles of friend, mentor, role model, confidant, and truth-teller simultaneously round out my community of support. As the saying goes, they have seen the good, the bad, and the ugly. I could not have made it without these individuals. I could always count on them to provide exactly what I needed (which, at times, meant not what I wanted), whenever I reached out. Most of all, they provided constant encouragement and support, which is, perhaps, the best gift anyone can receive in this process. My very best goes out to Dr. Willie Banks, Mr. Victor Wilson, Dr. Melissa Shivers, and Ms. Candice Sherman. There are no words to describe the gratitude I feel and offer for our relationship.

Last, but certainly not least, I give thanks for the countless numbers of college students with whom I have had the opportunity to work. It is they who served as inspiration for this quest – from inception to completion. In particular, I am honored to have had the opportunity to work with and learn from the members of the Alpha Upsilon Circle of Omicron Delta Kappa. The opportunity to advise this group could not have come at a more important time in my journey. They have reminded me that when you set out to accomplish something believed in and desired the entire universe conspires to help you achieve it.

Ultimately I offer acknowledgement, gratitude, and thanks to those named and unnamed who have been incredible company for my journey to finding the place where my deep gladness meets the world's deep need. Thank you.

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER 1

INTRODUCTION

Context for the Study

For more than a decade, authors have pointed to a deterioration of leadership capacity and an overarching leadership crisis in American society (Astin, 1996; Ehrlich, 1999, 2000; Eisenhower Leadership Group, 1996; Korten, 1998; Lappe & DuBois, 1994). College graduates today must address increasingly complex and dynamic social problems that require adaptive and collaborative approaches that incorporate a multitude of global perspectives with the ultimate goal of positive, sustainable, social change (Allen & Cherrey, 2000; Astin & Astin, 2000; Heifetz, 1994; Kezar, Carducci, & Contreras-McGavin, 2005; Wheatley, 1999). Psychologist Patricia King (1997) captured this clarion call for action best: "Helping students develop the integrity and strength of character that prepare them for leadership may be one of the most challenging and important goals of higher education" (p. 87). Institutions of higher education must do what they can to answer this call.

Higher education is equipped to address this leadership crisis. Colleges and universities play a significant role in developing the leadership capacity of young adults (Astin, 1993b; Astin & Astin, 2000; Morse, 1989, 2004; Owen, 2008; Pascarella & Terenzini, 2005). Preparing students for leadership roles in society has been a central purpose and stated goal of college and universities' mission statements since the mid-1600s (Astin & Astin; Caruso, 1981; Lucas, 1994; Zimmerman-Oster & Burkhardt,

1999). Pascarella and Terenzini provided research demonstrating that students have the capacity to and actually do increase their leadership skills during their time in college. Additional authors have provided greater insight suggesting that gains in leadership development also enhance academic performance, character development, civic engagement, personal development, and self-efficacy of students (Benson & Saito, 2001; Fertman & Van Linden, 1999; Komives, Longerbeam, Owen, Mainella, & Osteen, 2006; Komives, Owen, Longerbeam, Mainella, & Osteen, 2005; Scales & Leffort, 1999; Sipe, Ma, & Gambone, 1998; Van Linden & Fertman, 1998). Developing the leadership capacity of college students is a worthwhile endeavor, and institutions of higher education have the opportunity to ensure this is happening both inside and outside of the classroom.

The Development of Leadership Programs at Colleges and Universities

Colleges and universities began developing programs as early as the mid 1970s that focused on student leadership as an explicit outcome of the collegiate experience (Roberts, 1981). In 1976, the American College Personnel Association (ACPA) appointed the Commission IV Leadership Task Force, thus beginning the movement to create leadership development programs in higher education. Throughout the 1980s and 1990s leadership development programs on college campuses proliferated significantly. By 1986, the task force had identified 182 programs in 41 states (Roberts, 1997). By the late 1990s, *The Chronicle of Higher Education* reported that number to be over 700 when counting both curricular and co-curricular leadership development programs (Reisberg, 1998). The number of these programs continues to grow and is thought to have risen to over 1,000 programs nationally in more recent audits (Scott, 2004).

Theoretical framework. Although leadership development programs vary greatly with regard to their stated program philosophy/theoretical orientation, common program elements, approach to strategic planning and evaluation, access to resources, and approach to collaboration/partnerships (Owen, 2008), a postindustrial approach to leadership development has been widely accepted and utilized in program development by college campuses (Astin & Astin, 2000; Council for the Advancement of Standards in Higher Education [CAS], 2009; Higher Education Research Institute [HERI], 1996; Hughes, Ginnett, & Curphy, 2001; Kouzes & Posner, 2007; Northouse, 2010 Wren, 1995; Zimmerman-Oster & Burkhardt, 1999). In Eich's (2007) review of campus leadership programs, he found that college leadership education programs typically used general descriptors such as "collaborative, participative, shared, relational, non-hierarchical, authentic, transformative, ethical, and process-oriented" to characterize the postindustrial paradigm of leadership (p. 7). There are a variety of unique dimensions of the postindustrial paradigm (HERI, 1996; Komives, Lucas, & McMahon, 1998, 2007; Rhode, 2006; Wheatley, 1996), but scholars have recently concluded that socially responsible leadership is a critical approach when defining and measuring leadership as a primary outcome of the collegiate experience (Association of American Colleges and Universities [AAC&U], 2007; Astin & Astin; Dugan & Komives, 2010; Hoy & Meisel, 2008; National Association of Student Personnel Administrators & American College Personnel Association [NASPA & ACPA], 2004; U.S. Department of Education, 2006).

Social Change Model of Leadership Development. The Social Change Model of Leadership Development (SCM) is a theoretically grounded model for understanding socially responsible leadership (HERI, 1996). Specifically designed for college students,

the model defines leadership as "a purposeful, collaborative, values-based process that results in positive social change" (Komives, Wagner, & Associates, 2009, p. xii). It is highly utilized on college campuses, has broad applicability, and aligns with definitions of leadership centered on social responsibility (Kezar et al., 2006).

Measuring socially responsible leadership. The Multi-Institutional Study of Leadership (MSL) is the first of its kind to utilize the SCM as a theoretical framework by which to assess leadership outcomes in a national study (Dugan & Komives, 2007) and addresses the growing gap between those empirically tested theories utilizing general measures of leadership and those tied to specific models (Dugan & Komives; Posner, 2004). The study utilizes both Astin's (1991) College Impact Model and the SCM by building upon Tracy Tyree's (1998) Socially Responsible Leadership Scale. The SCM focuses on developing leadership capacity across seven core values that interact synergistically and represent a student's knowledge and capacity. These seven values work collectively to produce an eighth value of change for the positive good (HERI, 1996). Table 1 provides definitions for each of the values associated with the model.

The MSL studies leadership outcomes given broad-based college experiences, demographic variables, pre-college variables, leadership efficacy, and outcome variables related to leadership development. Additionally, the MSL provides insight into the role of higher education in fostering leadership development, specifically in the form of effective institutional practices and the extent to which the environment influences leadership development (Dugan & Komives, 2007). Although grounded in psychosocial identity theory because of its use of the SCM as its theoretical framework, the MSL does not delve deeper into areas of psychosocial identity development concerned most with the

way in which students develop high levels of educational involvement and academic autonomy (Chickering & Reisser, 1993; Winston, Miller, & Cooper, 1999b). This is important to note as one considers the assumptions critical to the SCM, particularly those that indicate that leadership is a process rather than a position, and that leadership is inclusive and can be developed within anyone (HERI, 1996; Komives et al., 2009).

Broadening Socially Responsible Leadership Development Past the Co-Curriculum

MSL findings reported mentoring, campus involvement, formal leadership programs, and engagement in community service matter when developing leadership outcomes in college students (Dugan & Komives, 2007). However, given the assumptions of the model, how might students who never engage in these kinds of college experiences still develop socially responsible leadership? Should those students who are not actively engaged in the co-curriculum not also develop to be active and engaged leaders in their communities who practice socially responsible leadership? One way to frame an answer to this question is to consider whether and to what extent students develop strong skills in their academic pursuits.

Psychosocial identity development. Psychosocial theory is concerned with what happens in individuals' personal and interpersonal lives (Chickering & Reisser, 1993; Evans, Forney, Guido, Patton, & Renn, 2010). Early research on psychosocial development dates back to Erikson (1963, 1968) who described this type of development as a sequence of developmental tasks or stages that humans encounter when their biology and psychology intersect and "qualitatively change their thinking, feeling, behaving, valuing, and relating to others and oneself" (Chickering & Reisser, p. 2). Chickering and Reisser built upon Erikson's work and developed a model containing seven vectors that

cumulatively contribute to a sense of identity. Within this work, two vectors in particular, *moving through autonomy toward interdependence* and *developing purpose*, have specific utility when considering college students' mastery of tasks associated with the academic experience.

Measuring psychosocial identity development. The Student Developmental Task and Lifestyle Assessment (SDTLA; Winston, Miller, & Cooper, 1999a) is an instrument designed to "facilitate development of life purpose, mature interpersonal relationships, and academic autonomy, as well as the establishment of healthy lifestyles" (Winston et al., 1999b, p. 4). The SDTLA is grounded in the psychosocial identity development work of Chickering and Reisser (1993) and is a useful tool to provide insight into tasks linked to vector three, Moving Through Autonomy Toward Interdependence (Chickering & Reisser), with an emphasis on academic autonomy, as well as vector six, Developing Purpose (Chickering & Reisser), with a specific focus on educational involvement (Winston et al., 1999a, 1999b).

Design of the Study and Research Questions

This study sought to expand our understanding of how students develop socially responsible leadership by exploring the constructs of psychosocial identity development in academic tasks and socially responsible leadership development in tandem. The study answered the following research questions:

Research Question 1

RQ1: What relationship exists between measures of socially responsible leadership and academic aspects of psychosocial identity development?

RQ1.1: What is the relationship between dimensional measures of socially responsible leadership (individual, group, society/community) and measures of Educational Involvement?

RQ1.2: What is the relationship between dimensional measures of socially responsible leadership (individual, group, society/community) and measures of Academic Autonomy?

RQ1.3: What is the relationship between omnibus measures of socially responsible leadership and measures of Educational Involvement?

RQ1.4: What is the relationship between omnibus measures of socially responsible leadership and measures of Academic Autonomy?

Research Question 2

RQ2: Do measures of educational involvement and academic autonomy contribute significantly to explaining participants' capacities for socially responsible leadership?

RQ2.1: How much of the variance in participants' individual dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy?

RQ2.2: How much of the variance in participants' group dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy?

RQ2.3: How much of the variance in participants' society/community dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy?

RQ2.4: How much of the variance in participants' omnibus measures of socially responsible leadership is explained by measures of educational involvement and academic autonomy?

The study utilized a quantitative methodology to survey undergraduate students and employed the Socially Responsible Leadership Scale Revised Version Two (SRLS-R2; Dugan, 2006c) and the Educational Involvement and Academic Autonomy Subtasks of the SDTLA (Winston et al., 1999a) in a locally designed instrument.

This study explored for the first time the constructs of socially responsible leadership and academic developmental tasks associated with psychosocial identity. Because the study employed Astin's (1991) college impact model as its conceptual framework, it was important to control for institutional effects. One way to do this was by collecting data at a single institution. The study was set within a single institutional context and delimits the study's generalizability since the research was conducted at a large, public, land grant, research university (very high research activity) in the Southeast United States.

Discussion of Key Concepts

Scholars have pointed to the use of general measures of leadership instead of those steeped in specific theoretical models to explain the lack of empirical studies grounded in theory (Dugan & Komives, 2007; Posner, 2004). This is of particular importance when considering leadership studies. Klenke (1993) noted "there are few areas of inquiry and practical importance which have produced more divergent, inconsistent, overlapping definitions, theories, and educational models than leadership"

(p. 112). Given the push for more grounded work in models that are more widely used, the following definitions served as the foundation for this research.

Socially Responsible Leadership

This research utilized the Social Change Model of Leadership Development (HERI, 1996; Komives et al., 2009) as its theoretical grounding and definition of leadership development. The model was designed specifically for use with college students and defines leadership as "a purposeful, collaborative, values-based process that results in positive social change" (Komives et al., p. xii). The model posits that deepening growth across seven core values will result in those values working collectively and synergistically to produce the eighth leadership value of change for the common good. The seven core values operate at the individual dimension (consciousness of self, congruence, and commitment), the group dimension (common purpose, collaboration, and controversy with civility), and the societal/communal dimension (citizenship). The model defines these eight values as presented in Table 1.

The SCM is grounded in several assumptions that should be noted. These assumptions are that leadership is a values-based, collaborative, and inclusive process that is not focused on a position, but rather on impacting change on behalf of others in socially responsible ways (Astin, 1996; HERI, 1996; Komives et al., 2009). This model is widely used on college campuses and has broad applicability (Kezar et al., 2006), and because of such, served as the cornerstone of this research study.

Table 1.
Social Change Model of Leadership Development Value Definitions

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 towards others; actions are consistent with most deeply-held beliefs and convictions.
Commitment	The psychic energy that motivates the individual to serve and that drives the collective effort; implies passion, intensity, and duration, and is directed toward both the group activity as well as its intended outcomes.
Collaboration	To work with others in a common effort; constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
Common Purpose	To work with shared aims and values; facilitates the group's ability to engage in collective analysis of issues at hand and the task to be undertaken.
Controversy with Civility	Recognizes 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 others' views, and the exercise of restraint in criticizing the views and actions of others.
Citizenship	The process whereby an 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 the behalf of others and the community.
Change	The ability to adapt to environments and situations that are constantly evolving, while maintaining the core functions of the group.

Note. Source: Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook version III.* College Park, MD: National Clearinghouse for Leadership Programs.

Psychosocial Identity Development

Psychosocial development is concerned with the intra- and inter-personal developmental tasks that one must face over the course of a life span. These tasks include how one defines him or herself, how he or she relates to others, and ultimately, what one decides to do with his or her life (Hamrick, Evans, & Schuh, 2002). This study utilized Chickering and Reisser's (1993) theory of identity development as its grounding understanding and operationalization of psychosocial development. Chickering's (1969) original and subsequent work (Chickering & Reisser) on developmental issues of college students is one of the most widely cited theories of psychosocial student development (Evans et al., 2010). Chickering and Reisser's work focused on seven developmental vectors. Although not rigidly sequential, they do build upon one another and could be seen as operating in a spiral and connected way, separated by depth of experience and complexity of thinking. The seven vectors include: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity (Chickering & Reisser).

This study was especially interested in measures of psychosocial identity development associated with academic pursuits in higher education. The Student Developmental Task and Lifestyle Assessment (Winston et al., 1999a) is a tool and process by which psychosocial development can be measured. It is theoretically grounded in Chickering and Reisser's (1993) work and measures development by assessing three developmental tasks: Establishing and Clarifying Purpose, Developing Autonomy, and Developing Mature Interpersonal Relationships. Each of these tasks is further defined by

associated subtasks (Winston et al., 1999b). This research study utilized the Educational Involvement and Academic Autonomy subtasks associated with the Establishing and Clarifying Purpose and Developing Autonomy tasks respectively.

Educational Involvement

Educational involvement, a construct connected to Chickering and Reisser's (1993) vector *developing purpose*, is concerned with students' ability to establish, clarify, and execute their educational goals and plans (Winston et al., 1999b). Students who are involved in their education tend to be active learners, seek out available resources, and are actively involved in their educational pursuits (Winston et al.). This key concept is measured by the Educational Involvement (EI) subtask of the Establishing and Clarifying Purpose Task (PUR) of the SDTLA.

Academic Autonomy

Academic autonomy is a key component of Chickering and Reisser's (1993) vector *moving through autonomy toward interdependence.* This concept is concerned with how students develop tolerance for ambiguity and the extent to which they are able to manage their behavior in ways that allow for them to fulfill their responsibilities and to attain personal goals (Winston et al., 1999b). Students who are academically autonomous demonstrate effective study habits, perform academically in ways that are consistent with their ability, and are independent learners (Winston et al.). This construct is measured by the Academic Autonomy (AA) subtask of the Developing Autonomy Task (DAT) of the SDTLA.

Significance of Study

This study examined the connection between academic psychosocial identity development and the development of leadership capacity, specifically socially responsible leadership. College and university missions validate and underscore this kind of development among undergraduate students (Astin & Astin, 2000; Caruso, 1981; Lucas, 1994; Zimmerman-Oster & Burkhardt, 1999), yet most research has looked at developing socially responsible leadership through the co-curriculum (Dugan & Komives, 2007). In order to expand our knowledge and more fully recognize the influence of the academic setting in this development, we should explore new contexts in which students may develop socially responsible leadership. Since it is the broadest reaching context and central activity with which all students on campuses are engaged, a primary context to explore is the academic setting. Kezar et al. (2006) underscored the importance of this type of work by asserting, "understanding how context affects leadership is perhaps one of the most important areas of future research" (p. 174). Since the advent of the MSL, the knowledge about college student leadership outcomes is rich. The national normative dataset continues to provide research supporting the significance of the co-curriculum in developing socially responsible leadership. Yet, as one considers the historic responsibility and present call for accountability for institutions of higher education to produce active and engaged graduates who demonstrate socially responsible leadership in their respective communities (AAC&U, 2007; Astin & Astin; Dugan & Komives, 2010; Hoy & Meisel, 2008; NASPA & ACPA, 2004; U.S. Department of Education, 2006), it is important that the field of higher education and student affairs continues to expand its knowledge base of how socially responsible leadership is

developed. This study sought to do just that by studying a new context – the academic psychosocial development of college students.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter explores the literature surrounding leadership and psychosocial identity development in order to establish a foundation for studying how students develop socially responsible leadership within the context of academic psychosocial identity development. The chapter explores both constructs independently and builds a case for why they should considered in tandem, thus providing a strong rationale for this study.

Leadership Development

Burns (1978) argued that leadership is likely one of the most observed and least understood phenomena. Research tracing the history and development of leadership theory speaks to the ever-evolving understanding of the topic. Critical review of this evolution reveals overtones of world history, major events or crises, and the essences of how people interacted with or viewed their surroundings. Situated within these contexts of dominant world paradigms, leadership has seen great shifts in how theorists articulate various assumptions, interpretations, and conceptualizations related to the complex idea over time (Bensimon, Newmann, & Birnbaum, 1989; Kezar, Carducci, & Contreras-McGavin, 2006; Komives, Lucas, & McMahon, 2007; Roberts, 2007; Rost, 1991). These shifts can be organized into two overarching and distinct paradigms, the industrial and postindustrial. This section traces the two paradigms and highlights several leadership theories associated with each.

Industrial Paradigm

The industrial paradigm traces the evolution of leadership theory from its early beginnings to the 1970s and early 1980s (Northouse, 2010; Roberts, 2007; Rost, 1993). Sometimes referred to as the conventional paradigm, it is characterized as leader centered, management-oriented, rational, individualistic, hierarchical, transactional, and trait-based and places importance on power, command, and control (Chrislip & Larson, 1994; Eisenhower Leadership Group, 1996; Heifetz & Sinder, 1988; Kezar et al., 2006; Northouse; Rost, 1991, 1993). Rost (1991) utilized the following statement to more elaborately describe the industrial paradigm: "Leadership is great men and women with certain preferred traits influencing followers to do what the leaders wish in order to achieve group/organizational goals that reflect excellence defined as some kind of higher-level effectiveness" (p. 180). Subsequently, this paradigm typically equates leader with leadership and leadership with management. This simplistic view of leadership situates leadership within an individual who holds all power, knowledge, and ability, and suggests that leadership is simply a product of good management (Northouse; Rost, 1991, 1993). Leadership theories typically associated with the industrial paradigm include trait, behavioral, and situational and contingency.

Trait theories. Trait theories grew from ideas central to the Great Man theory. These theories are concerned with those inherent characteristics that leaders are either born with, develop because of their Darwinian ability to survive in leadership roles, or lack all together (Bass, 1990; Bensimon et al., 1989; Kezar et al., 2006; Komives et al., 2007; Northouse, 2010; Roberts, 2007). In essence, these theories assume that only certain individuals have the capacity to lead. The Great Man perspective, the prevailing

understanding of leadership from the mid-1800s until the early 1900s, is indicative of the saying "leaders are born, not made," and the perception was that only those of royal blood and the privileged class had the inherent characteristics to lead. These were rare individuals, mostly known as heroes or heroines, having superior ability and emerging as the fittest in the Darwinian dynamic of survival-of-the-fittest.

As the established and implicit rules of Great Man perspectives were challenged by anomaly rags-to-riches success stories, the argument of being born into a bloodline of leaders (i.e., royalty) weakened (Roberts, 2007). Instead, it became more about the traits people possessed rather than only about lineage. Considered to be the prevailing leadership perspective from 1907 until 1947, trait theories argued that there were certain traits that differentiated leaders from non-leaders. Research completed during this time period under this theoretical perspective was focused on identifying the key traits associated with successful leaders (e.g., Caldwell & Wellman, 1926; Dunkerley, 1940; Hunter & Jordan, 1939; Page, 1935; Reynolds, 1944; Terman, 1904; Zeleny, 1939). In their reviews of the literature, Bass (1990) and Northouse (2010) identified some of these key traits as intelligence, determination, sociability, self-confidence, and integrity. A critical review of this research and of this family of theory itself reveals that researchers were never able to produce a definitive list of leadership traits, that traits themselves are hard to measure, and that this family of theory fails to consider the leadership context (Kezar et al., 2006). Moreover, a deeper review illuminates that social construction of race and gender during this time fails to acknowledge a diverse group of identities outside of those carrying the most power and privilege: white, male, heterosexual, and able-bodied (Dugan, 2008b).

Behavioral theories. Industrialization and the post-World War era were characterized by a growing middle class thrust into leadership roles with no prior training or privilege; this burgeoning category of leaders pushed the collective perspectives on leadership from inherent traits to behavioral explanations of successful leaders (Komives et al., 2007; Northouse, 2010; Roberts, 2007). Key research at The Ohio State University (Hemphill & Coons, 1957) and the University of Michigan (Cartwright & Zander, 1960; Katz & Kahn, 1951) significantly contributed to the establishment of behavioral theories of leadership. Findings from this research continued to support that there was one best way to lead, and these perspectives were quite popular throughout the 1950s to early 1980s (Roberts). Those leaders who were most successful demonstrated a high ability to manage both task- and relationship-related behaviors simultaneously (Komives et al.; Northouse). These behaviors also included strong communication skills and an ability to motivate others (Roberts). Critiques of this perspective also underscore the failure to generate a universal style of leadership, inability to establish an ample relationship between leaders' behaviors and outcomes, and inadequate ability to address the influence of leadership contexts (Kezar et al., 2006).

Situational and contingencies theories. As observers began to notice that not all behaviors were effective in all situations and that leaders were not always consistent in demonstrating certain behaviors in different contexts, behavioral theories began to shift to a more situational and contingency-based perspective (Roberts, 2007). This perspective was prevalent from the 1950s to the 1960s and suggested that the environment was a key indicator and predictor of leadership effectiveness and that different environmental contexts called for different types of behaviors and leadership styles (Blanchard, Zigarmi,

& Nelson, 1993; Hersey & Blanchard, 1969). Situational and contingency theories are typically concerned with how quickly and accurately the leader can assess both the level of support and the instructive direction a group or situation requires (Northouse, 2010). Critics of this perspective point to the ambiguous nature of the concepts associated with these theories, making empirical research challenging. It is also difficult to translate some of these concepts into practice given the multitude of variables to be assessed in order to determine a leader's effectiveness (Kezar et al., 2006).

Postindustrial Paradigm

The latter part of the twentieth century and the beginning of the twenty-first century fostered an emergent and alternative paradigm from which to consider leadership development (Komivez et al., 2007; Rost, 1991, 1993). These new theories challenged the conventional paradigms that provided straightforward and insular approaches to leadership. Considering only these perspectives was problematic at best in a world with prominent cultural and social differences and where complex forces such as changing demographics, technology, the pressure for faster decisions, and greater competition exist (Kezar et al., 2006). Rost and Barker (2000) called for a new construct for leadership development, stating that the industrial view of leadership inadequately addressed the complex nature of social relationships among people and failed to accurately acknowledge their purposes, motives, and intentions. This new construct is a postindustrial approach. Rost (1991, 1993) articulated this new paradigm of leadership after reviewing over 300 definitions of leadership. He characterized the postindustrial leadership models as "involving active people, engaging in influence relationships based on persuasion, intending real changes to happen, and insisting that those changes reflect

their mutual purposes" (Rost, 1991, p.123). Key leadership theories associated with the postindustrial paradigm include reciprocal theories and complexity and chaos models. The postindustrial paradigm also served as the birthplace of college student leadership models.

Reciprocal theories. As researchers and theorists began to conceptualize leadership as more process oriented, relationship focused, and characterized by shared goals, reciprocal theories of leadership development emerged (Komives et al., 2007; Roberts, 2007). Emerging in 1978 with Burns's transformational leadership theory, reciprocal models prioritize the ethical purposes and moral ends of leadership and emphasize leadership for empowerment and social change (Burns, 1978; Kezar et al., 2006; Komives et al.; Roberts). Key transformational leadership research and critiques (e.g., Avolio & Bass, 1991; Bass, 1985, 1997; Den Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999; Kouzes & Posner, 2007; Schein, 1992; Zacharatos, Barling, & Kelloway, 2000) indicate that transformational behaviors such as inspiring vision and celebrating achievements are associated with higher levels of leader effectiveness and follower satisfaction, that articulating a vision that aligns with follower needs and values is important, and that transformational leadership attitudes and behaviors transcend universal cultural boundaries (Kezar et al.). Critiques of transformational leadership theory include the assertions that the theory still employs a hierarchical leader-centric nature that overlooks organizational and contextual variables (Barker, 2001), that many recent studies lack central components (e.g., ethics) of Burns' original theory (Bass & Steidlmeier, 1999), and continue to challenge the theory's cultural relevance outside of western constructions (Shamir & Howell, 1999).

Robert Greenleaf's (1977) theory of servant leadership is another example of the emergence of reciprocal theories of leadership in the postindustrial paradigm. Greenleaf's theory stemmed from his concern that large, complex organizations were not serving the world's needs (Roberts, 2007). He believed that individuals should first seek to serve others, and as a result, those they serve would become "healthier, wiser, freer, more autonomous, more likely themselves to become servants" (Greenleaf, p. 13). Greenleaf's work established a broader view of leadership development in that it supported both those in positions of leadership and those who were not and focused on a more values-based and ethics-centered approach to leadership. The servant leadership model stresses values such as collaboration, intuition, foresight, trust, empowerment, ethics, and empathy (Greenleaf; Roberts).

Complexity and chaos theories. Chaos and complexity models of leadership development further Rost's (1991, 1993) work deconstructing the simplistic view of leadership. These theories acknowledge the complexity of the world in which we live and the interdependent systems that inherently impact each other, and furthermore, they argue that dynamic leadership is required within this context (Kezar et al., 2006; Komives et al., 2007; Roberts, 2007). Wheatley (1994/2006) and Heifetz (1994) wrote two seminal works within this leadership development perspective. Both authors establish the connections between chaos theory and leadership and highlight the complexity of leadership. Additional research studying the complexity and chaos of leadership and the environments and organizations where it takes place has provided greater insight into these models (Anderson, 1999; Axelrod & Cohen, 1999; DePree, 1992; Handy, 1996; Heifetz & Linsky, 2002; Komives et al.; Marion, 1999; Marion & Uhl-Bien, 2001;

Phillips & Hunt, 1992). Complexity and chaos theories emphasize decentralization, dedifferentiation of tasks, collaboration, flexibility, systems thinking, and adaptability of organizational structures and call upon leaders to foster interdependent relationships both inside and outside of the organization while also acknowledging the importance of connecting organizational roles and tasks (Heifetz; Kezar et al.; Komives et al.; Wheatley). The work of the above named scholars shows that organizational learning, collaboration, reflection, and innovative solutions are required when facing complex leadership challenges (Kezar et al.). The research also critiques these models as being highly difficult to operationalize for research purposes (Kezar et al.).

College student leadership models. Colleges and universities began developing programs to support leadership development as an explicit outcome of the collegiate experience as early as the 1970s (Roberts, 1981). These were programs that were concurrently a part of the emerging postindustrial paradigm of leadership development and served as fertile ground for exploring and expanding how we understand leadership development. As a result, leadership programs have burgeoned and continue to grow at a rapid pace with over 1,000 programs represented nationally on college and university campuses (Scott, 2004). This proliferation of programs and new attention specifically on college student leadership development gave way to leadership models designed with college students in mind. These models include Kouzes and Posner's (1987, 2007) leadership challenge, specifically modified for college students utilizing the instrument Student Leadership Practices Inventory (Posner, 2004; Posner & Brodsky, 1992), the social change model of leadership development (HERI, 1996), the relational model (Komives et al., 1998, 2007), and the leadership identity development model (Komives et

al., 2005, 2006). In Eich's (2007) review of campus leadership programs, he found that college leadership development programs typically used the models listed above and general descriptors such as "collaborative, participative, shared, relational, non-hierarchical, authentic, transformative, ethical, and process-oriented" (p. 7). These values and descriptors clearly align with the postindustrial paradigm of leadership. Of these college student leadership development models, the social change model (HERI) and relational leadership model (Komives et al., 1998, 2007) are among the most popular theories used on college and university campuses today (Edwards, 2006; Eich 2003, 2005, 2007; Kezar et al.). This study utilized the social change model of leadership development (HERI) as its theoretical framework for socially responsible leadership development, not only because of its popularity among college campuses, but also because of its documented use as one of the most widely used student leadership development models (Kezar et al.; Moriarty & Kezar, 2000). The following section will provide more detailed information about the social change model (HERI).

Socially Responsible Leadership Development

Given the emergent theoretical approaches to leadership, leadership educators in higher education settings recognized the need for a new approach to leadership development among college students. In 1993 Alexander and Helen Astin from the Higher Education Research Institute at the University of California, Los Angeles (UCLA) received a grant from the Eisenhower Leadership Development Program of the U.S. Department of Education to support institutions, organizations, and educational programs focused on enhancing youth and collegiate leadership. This three-year grant allowed the Astins to assemble a group, also widely known as the Ensemble, of 15 leadership

educators and researchers from across the country to ponder and re-conceptualize the way in which leadership is understood and taught on college and university campuses. A cornerstone assumption of the project was that "leadership is ultimately about change, and that effective leaders are those who are able to effect positive change on behalf of others and society" (HERI, 1996, p. 10). The project itself was steeped in the idea of collaborative leadership and of process. Referring to themselves as the Ensemble, the group believed that music was a powerful metaphor for their work – that no matter what the form of music, it was made up of melody (individual) and harmony (community) and required both in order to produce the desired sound. The Ensemble's exploration of this metaphor highlighted the importance of diversity, common purpose and shared values, competence, self-knowledge, knowledge of others, feedback, listening, an understanding of the big picture, and respect (HERI). The product of the Ensemble's work was the Social Change Model of Leadership Development (HERI). This model is widely used in college and university settings (Astin & Astin, 2000; Astin, 1996; Bonous-Hammarth, 2001; Faris & Outcault, 2001; HERI; McMahan, 2001; Outcault, Faris, & McMahon, 2001) and has played a prominent role in shaping leadership education initiatives in higher education settings (Kezar et al., 2006).

The Social Change Model is grounded in the following assumptions about leadership: it is socially responsible and impacts change on behalf of others; it is collaborative; it is process-oriented rather than position-oriented; it is inclusive and accessible to all people; it is values-based; and community involvement and service is a powerful vehicle for developing students' leadership capacity (HERI, 1996). The Social Change Model defines leadership as "a purposeful, collaborative, values-based process

that results in positive social change" (Komives et al., 2009 p. xii). The model examines leadership from three dimensions: individual, group, and community/society. Across these dimensions, one can work to develop seven, interdependent key values where growth in one value increases the capacity for growth in the others, and where ultimately, they work in concert to produce the eighth value, positive social *change*. From the individual perspective, students focus on the values of *consciousness of self, congruence,* and *commitment*. At the group level, students learn to work with others *collaboratively,* to establish *common purpose,* and practice *controversy with civility*. The community/society dimension promotes students' cultivation of the value of *citizenship.* The model is not linear and has multiple entry points and paths for growth and development as illustrated in Figure 1 (HERI). Each of the dimensions and associated values are explained in more detail below.

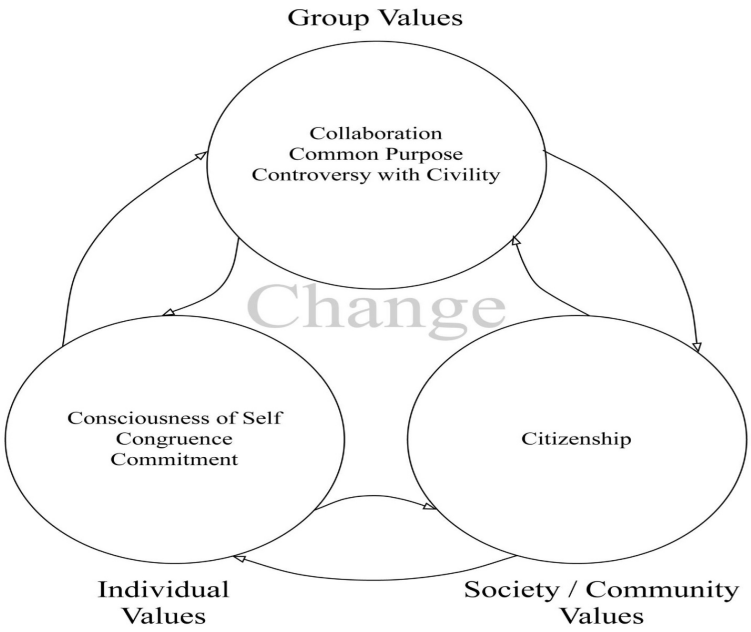

Figure 1. Depiction of the Social Change Model of Leadership Development. Source: Komives, S. R., Wagner, W., & Associates. (2009). *Leadership for a better world: Understanding the social change model of leadership development*. San Francisco: Jossey-Bass.

Individual dimension. In exploring the values associated with the individual dimension of the Social Change Model, the Ensemble considered the following questions: "What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?" (HERI, 1996, p. 19). These questions require introspection and self-awareness created by a reflective mindfulness, an essential cornerstone of leadership development (Komives et al., 2009). Taking the journey into self-awareness and discovery allows for one to engage authentically with others and to make the personal choice to commit to a life spent working for positive social change (Komives et al.). The individual dimension explores three values of the Social Change Model: *consciousness of self, congruence,* and *commitment.*

Consciousness of self. "Consciousness of self requires an awareness of personal beliefs, values, attitudes, and emotions. Self-awareness, conscious mindfulness, introspection, and continual personal reflection are foundational elements of the leadership process" (Komives et al., 2009, p. 54). This Ensemble grounded their understanding of this concept in two key aspects: the awareness and knowledge about stable aspects of the self (i.e., talents, interests, aspirations, values, concerns, self-concept, limitations, and dreams), and the ability to engage in mindfulness and to establish an accurate self-concept (HERI, 1996). These tenets are grounded in Covey's (1989, 2004) definition of self-awareness and draw from the processes of practicing mindfulness, mindful meditation, and establishing moments of awareness (Kabat-Zinn, 1994; Senge, Roberts, Ross, Smith, & Kleiner, 1994). Additionally, this value recognizes

the importance that a group plays in helping to establish deeper levels of self-awareness (Haas & Tamarkin, 1992; Rogers, 1961, 1980).

Congruence. "Congruence requires that one has identified personal values, beliefs, attitudes, and emotions and acts consistently with those values, beliefs, attitudes, and emotions. A congruent individual is genuine and honest and 'walks the talk'" (Komives et al., 2009, p. 54). Influenced by Palmer (1992) and Cormier and Hackney (1993), the Ensemble believed that congruence and consciousness of self were interdependent and that once one understood his or her most deeply-held beliefs and convictions, he or she must actively work to develop behavior consistent with those beliefs, values, and convictions. The Ensemble subscribed to Palmer's idea that one can provoke change in groups and communities when strong conviction determines behavior (HERI, 1996).

Commitment. "Commitment requires an intrinsic passion, energy, and purposeful investment toward action. Follow-through and willing involvement through commitment lead to positive social change" (Komives et al., 2009, p. 54). The Ensemble believed that commitment requires a significant investment of time and physical and psychological energy; it implies intensity and duration (HERI, 1996). Moreover they drew upon research and scholarship (e.g., Bennis & Goldsmith, 1994; Bethel, 1995; Boyd, 1992; Fairholm 1994; Gardner, 1990; Haas & Tamarkin, 1992; Jaffe, Scott, & Tobe, 1994; Nanus, 1992) and articulated their belief that commitment must come from a true inner sense of self and must be freely chosen; it requires action; and it should lead to the development of common purpose among a group of diverse individuals (HERI).

Group dimension. The Social Change Model considers leadership a relational process where people come together in groups to accomplish shared purposes (HERI, 1996; Komives et al., 2009). As the Ensemble developed the values associated with the group dimension, they considered the following question: "How can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities but also effect positive social change?" (HERI, p.19). The group dimension explores three values associated with the Social Change model: *collaboration, common purpose,* and *controversy with civility.*

Collaboration. "Collaboration multiples a group's efforts through collective contributions, capitalizing on the diversity and strengths of the relationships and interconnections of individuals involved in the change process. Collaboration assumes that a group is working towards a common purpose, with mutually beneficial goals, and serves to generate creative solutions as a result of group diversity, requiring participants to engage across difference and share authority, responsibility, and accountability for its success" (Komives et al., 2009, p. 54). The Ensemble drew heavily upon Mattessich and Monsey (1992) and Chrislip and Larson's (1994) definitions and conceptualizations of collaboration when defining this value. In addition, they explored feminist perspectives regarding collaboration, coalition, and alliances in working to understand the necessity of working across difference in the spirit of a shared vision toward a better society (Albrecht & Brewer, 1990; Anzaldua, 1990; HERI, 1996; Lorde, 1984). The role of relationships and process is central in this value, and these are most often enhanced when groups engage with each other authentically across difference. The group process is not only viewed as a powerful and synergistic way to accomplish a vision, but also to learn more

about self and others through the process. Collaboration requires trust, openness, and empathy (Chrislip & Larson; HERI; Mattessich & Monsey; Winer & Ray, 1994).

Common purpose. "Common purpose necessitates and contributes to a high level of group trust involving all participants in shared responsibility towards collective aims, values, and vision" (Komives et al., 2009, p. 54). In developing this definition, the Ensemble drew heavily upon Block's (1993) approaches of "enrolling" and "engaging" others in the process of establishing a common purpose. In the Social Change Model, both can happen. One or a few individuals may feel passionately about a cause or purpose and recruit others to join in order to accomplish the vision, or an assembled group may work to establish its common purpose in a more organic way. In either approach, establishing a common purpose requires commitment, buy-in, and active engagement from all group members to discuss, refine, and revise the group's common purpose (HERI, 1996). The Ensemble also articulated the importance of the value of *common purpose* in the model; in essence it serves as a bridge among the sets of values (HERI).

Controversy with civility. "Within a diverse group, it is inevitable that different viewpoints will exist. In order for a group to work toward positive social change, open, critical, and civil discourse can lead to new, creative solutions and is an integral component of the leadership process. Multiple perspectives need to be understood, integrated, and bring value to the group" (Komives et al., 2009, p. 54). Drawing upon scholarship on controversy and conflict in the context of community (e.g., Etzioni, 1993; Peck, 1987; Shils, 1992; Tjosvold, 1993), the Ensemble believed that controversy with civility required a shared sense of purpose and collective self-consciousness that produced trust, respect, and openness. With these characteristics as the backdrop for

conversation, engaging in controversy provided a strong medium for self-discovery and personal development, knowledge and creativity, and awareness (HERI, 1996). The Ensemble also suggested tactics such as negotiation, role playing, and listening strategies (Covey 1989, 2004; Rahim, 1986; Tjosvold) when considering skill building for civil controversy (HERI).

Society/community dimension. The society/community dimension is concerned with leadership efforts that are directed toward societal and community needs and are not selfish in nature. This dimension intends to help students see themselves as a part of something greater and involves all of the communities with which one identifies (e.g., campus, community, state, world). Leadership is concerned with larger social challenges, and students feel a responsibility because of their membership in community to address those challenges (Komives et al., 2009). In considering this dimension, the Ensemble addressed the following questions: "Toward what ends is the leadership development activity directed? What kinds of service activities are most effective in energizing the group and in developing desired personal qualities in the individual?" (HERI, 1996, p. 19). *Citizenship* is the value associated with the society/community dimension of the Social Change Model.

Citizenship. "Citizenship occurs when one becomes responsibly connected to the community/society in which one resides by actively working toward change to benefit others through care, service, social responsibility, and community involvement" (Komives et al. 2009, p. 54). In developing this value, the Ensemble rooted their conversation in the idea of shared democratic process and responsibility as described by the United States Constitution. Citizenship, for them, meant membership in a community

as well as the subsequent responsibility to be actively engaged in helping to make that community a better place (HERI, 1996). Citizenship connotes social or civic responsibility and is "the value that responsibly connects the individual and the leadership group to the large community or society" (HERI, p. 65). Ultimately, citizenship underscores the fact that social change is intended to better others and the larger community to which one belongs.

Change. The value of *change* lies at the hub of the Social Change Model of Leadership Development and is the ultimate goal of the leadership process – to make a better world and society for self and others (HERI, 1996; Komives et al., 2009). "Change means improving the status quo, creating a better world, and demonstrating a comfort with transition and ambiguity in the process of change" (Komives et al., p. 54). The Social Change Model, however, encourages the idea of second-order change (Boyce, 2003): change that occurs over time and is systemic, transformative, deep and pervasive, and intentional (Eckel, Hill, & Green, 1998). This type of change requires attention to root causes of problems, rather than surface level, temporary solutions. This is the work of a leadership process that brings about positive, sustainable, social change.

Measuring Socially Responsible Leadership

Grounding her dissertation work in the Social Change Model of Leadership Development, Tracy Tyree (1998) developed an instrument designed to measure each of the seven values of the SCM, as well as students' openness to change. This instrument, the Socially Responsible Leadership Scale, was refined and pared down using statistical techniques from 103 items to 68 (Dugan, 2006c). The 68-item instrument, the Socially Responsible Leadership Scale, Revision 2 (SRLS-R2; Dugan, 2006c) comprises the core

of the Multi-Institutional Study on Leadership (MSL) instrument (Dugan & Komives, 2007). The MSL is the first of its kind to utilize the SCM as a theoretical framework to assess leadership outcomes in a national study (Dugan & Komives).

Prior to the development of the MSL, there were several key studies linking higher education to gains in student leadership development. These measures largely utilized data from the Cooperative Institutional Research Program (CIRP) and established a significant connection between the collegiate experience and increases in leadership ability (Astin, 1993b). Astin's work demonstrated that increases in scores related to self-reported leadership ability, popularity, social self-confidence, and election to positional leadership roles were attributed to high levels of peer interactions and a variety of college experiences (Astin, 1993a). With leadership ability as an outcome variable, Astin (1993b) found that election to a positional role in a student club or organization was one of the strongest, positive contributors, as well as a direct positive correlation between leadership ability and the number of hours students spent involved in co-curricular student group experiences. Other CIRP data studies considered influences such as institutional type and expenditure patterns (Smart, Ethington, Riggs, & Thompson, 2002), participation in leadership education and training programs (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001), interracial contacts (Antonio, 2001), and gender and racial group memberships (Kezar & Moriarty, 2000). Although lacking a leadership theoretical grounding, each of these studies found positive effects for involvement in co-curricular experiences when considering leadership outcomes.

Since the creation and proliferation of the MSL, much research has been done using the SCM as theoretical grounding for studies on college students' development of

socially responsible leadership. Initial studies began to empirically test the values of the Social Change Model (Dugan, 2006a, 2006b; Dugan & Haber, 2007; Owen & Komives, 2007; Tyree, 1998). These studies examined participation in formal leadership training (Dugan 2006b); statistical effects of "short," "moderate," and "long-term" leadership programs (Dugan & Haber, 2007); institutional characteristics (Owen, 2008); and participation in leadership minors, majors, and certificate programs (Owen & Komives). Other concurrent or subsequent studies have broadened the scope of understanding of students' development of socially responsible leadership: broad-based involvement in co-curricular experiences (Dugan, 2008b, 2008c; Dugan et al., 2011; Dugan & Komives, 2010; Haber & Komives, 2009; Martinez, Gehrke, Komives, & Dugan, 2007; Rosch, 2007); cultural experiences and mitigating factors such as race and ethnicity (Anthony, 2010; Dugan, Jacoby, Gasiorski, Jones, & Kim, 2007; Dugan, Komives, & Segar, 2009; Dugan, Rossetti-Morosini, & Beazley, 2011; Garland, 2010; Hershey, 2007; Lee, 2011; Segar, 2011; Segar, Hershey, & Dugan, 2008; Wang, Hempton, Dugan, Komives, 2008); the influence of sexual orientation (Dugan, Komives, & Segar, 2009; Dugan & Yurman, 2011; Leets, 2011; Martinez, Ostick, Komives, & Dugan, 2007); gender influences (Calizo, Cilente, & Komives, 2007; Dugan, Komives, & Segar, 2009); social sorority and fraternity membership (Dugan, 2008a; Ellsworth & Admundson, 2008; Shalka, 2008; Shalka & Jones, 2010); student activism (Leets, 2011; Page, 2010); peer mentoring (Jabaji, Slife, Komives, & Dugan, 2008; Roberts & Beckett, 2008; Smith, 2009); engagement in volunteerism and community service (Bonnet, 2008; Chowdhry, 2010; Fox, Smist, & Komives, 2008; Gasiorski, 2009; Smist, 2006); and finally, formal curricular leadership education experiences (Dugan & Harber; Haber, 2006; Owen &

Komives). It is clear that there is a profusion of research about demographic and co-curricular factors that influence and contribute to socially responsible leadership. What is also clear is that these factors are primarily focused on student experiences outside of the classroom, or in a classroom setting that is focused primarily on leadership education. Little to no research, however, documents factors that might contribute to developing socially responsible leadership outside of demographic considerations and co-curricular and formal leadership experiences. In order to further the research about socially responsible leadership development, this study pushed the agenda forward by considering those factors that may be applicable to all students on college campuses, whether they be involved in co-curricular experiences or not. These factors are related to the academic psychosocial identity development of college students.

Psychosocial Identity Development

In an effort to broaden the understanding of socially responsible leadership development, this study considered factors associated with the academic pursuits of higher education as a way to understanding a more fully representative conceptualization of socially responsible leadership. Psychosocial identity development (Chickering & Reisser, 1993; Evans et al., 2010; Hamrick et al., 2002) provides a foundational context from which to explore those new factors. This section provides a review of the literature associated with psychosocial identity development and its specific role in key academic psychosocial areas (educational involvement and academic autonomy), as well as a key instrument that measures developmental levels of psychosocial identity.

Overview of Psychosocial Identity Development

Psychosocial development is concerned with the whole person and how human beings develop and learn life skills over the course of the lifespan through social, cultural, and environmental interactions (Chickering & Reisser, 1993; Evans et al., 2010; Pascarella & Terenzini, 2005). The term psychosocial has two components embedded. The first is characterized by Inkeles (1966) as the *self system* and explores the dimensions across which a sense of self is derived. Pascarella and Terenzini defined categories and further explained this dimension as relating to identity status and ego development, academic self-concept, social self-concept, and generalized self-esteem. The second embedded component of psychosocial is what Inkeles characterized as *relational systems*. Relational systems are concerned with the ways in which one interprets and responds to his or her external world (Inkeles; Pascarella & Terenzini). Pascarella and Terenzini portrayed these systems to include autonomy, independence, and locus of control; authoritarianism, dogmatism, and ethnocentrism; intellectual orientation; interpersonal relations; personal adjustment and psychological well being; and maturity and general personal development.

Psychosocial development theories are associated with growth; they explain how developmental changes occur and describe what behaviors are evident as a result of the developmental process (Evans et al., 2010; Hamrick et al., 2002). Examples of psychosocial developmental theories include Chickering and Reisser's (1993) model of identity development, Marcia's (1966) model of ego identity status, Josselson's (1987) pathways to women's identity, Cross's (1991) model of African American identity,

Helms's (1993) model of white identity, Phinney's (1990) model of ethnic identity, and D'Augelli (1994) and Cass's (1979) models of homosexual identity.

Developmental Tasks

Developmental tasks are experiences essential to full development of individuals (Winston et al., 1999b). Dating back to 1950, the developmental task construct has been used to cultivate healthy development in school settings (Lilienthal & Tryon, 1950; Tryon & Lilienthal, 1950). Erikson (1963) also utilized this construct in his *Childhood and Society* ego development model to define patterns of behavior and acquired knowledge typical of individuals moving through life stages. Winston, Miller, and Cooper (1999b) point to Havighurst's (1953) definition of the developmental task concept as the most widely utilized definition of the term. Havighurst's definition was "A developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society and difficulty with later tasks" (p. 2). Using the developmental task framework is useful because a complete statement of those tasks "(a) covers important components of human development, (b) gives a comprehensive and ordered view of the life cycle, and (c) can be stated in terms of behaviors that make them useful in formulating behavioral change strategies" (Winston et al., p. 5). Chickering and Reisser's (1993) seven vectors of identity development are examples of developmental tasks.

Chickering and Reisser's (1993) theory provides a comprehensive model of the developmental tasks most common among college students and is considered one of the most well known, widely used, and useful psychosocial theories in student affairs

practice (Evans et al., 2010; Higbee, 2002; Valentine & Taub, 1999). Furthermore, Pascarella and Terenzini (2005) also point to Chickering and Reisser's wide use among student development theorists and practitioners. It is for these reasons that this study grounded its theoretical framework in Chickering and Reisser's theory of psychosocial development.

Chickering and Reisser's Theory of Psychosocial Identity Development

Chickering's (1969) original work, *Education and Identity*, utilized Erikson's (1959, 1963, 1968) early psychosocial development work as a foundation for the seven vectors of development that he believed contributed cumulatively to the formation of identity (Chickering & Reisser, 1993; Evans et al., 2010; Hamrick et al., 2002; Pascarella & Terenzini, 2005). Revised in 1993 with co-author Linda Reisser, the second edition of *Education and Identity* (Chickering & Reisser) sought to capture 20 years of subsequent research and new findings, to summarize the work of other theorists as it related to the original theory, and to be more inclusive of diverse student populations (Evans et al.; Pascarella & Terenzini). Chickering and Reisser proposed seven vectors – each with direction and magnitude – that serve as "major highways for journeying toward individuation" (p. 35). These vectors include: (a) Developing Competence, (b) Managing Emotions, (c) Moving Through Autonomy Toward Interdependence, (d) Developing Mature Interpersonal Relationships, (e) Establishing Identity, (f) Developing Purpose, and (g) Developing Integrity. Of these seven, there are two vectors of particular interest when considering students' mastery of tasks associated with the academic experience. These vectors are: (a) Moving Through Autonomy Toward Interdependence and (b) Developing Purpose.

Moving through autonomy toward interdependence. Moving Through Autonomy Toward Interdependence, the third in the series of vectors, is concerned with how students develop emotional and instrumental independence while recognizing the importance of interdependence (Chickering & Reisser, 1993). Emotional independence is characterized as "freedom from continual and pressing needs for reassurance, affection, or approval form others" (Chickering & Reisser, p. 117). Instrumental independence is typified by an ability to be a self-directed problem solver and levels of confidence and mobility that allow one to pursue his or her desires (Chickering & Reisser). Finally, both of these levels of independence require recognition of the interconnectedness with others and the awareness of one's place within the larger community (Chickering & Reisser).

Developing purpose. Developing Purpose, the sixth vector in the series, "entails an increasing ability to be intentional, to assess interests and options, to clarify goals, to make plans, and to persist despite obstacles" (Chickering & Reisser, 1993, p. 209). This vector requires a high level of intentionality when formulating plans and priorities around three critical elements: (a) vocational plans and aspirations, (b) personal interests, and (c) interpersonal and family commitments (Chickering & Reisser). Ultimately, development along this vector emphasizes a future-focus and an integration of one's plans and goals into the broad scope of a larger purpose for one's life (Chickering & Reisser).

Measuring Psychosocial Identity Development

The multidimensional, complex, and ongoing nature of psychosocial identity development makes it difficult to assess (Miller & Winston, 1990; Mines, 1985). Teams at both the University of Georgia and University of Iowa have developed tools to assess Chickering's (1969) theory of psychosocial development (Miller & Winston). The

University of Iowa developed the Iowa Student Development Inventories (Hood, 1986, 1997), six vector-specific instruments to gauge development along each. The University of Georgia team developed the Student Developmental Task and Lifestyle Assessment (SDTLA) (Winston et al., 1999a), an instrument designed to "facilitate development of life purpose, mature interpersonal relationships, and academic autonomy, as well as the establishment of healthy lifestyles" (Winston et al., 1999b, p. 4). The SDTLA is a substantial revision from earlier version of the instruments, including the Student Developmental Task and Lifestyle Inventory (SDTLI) (Winston, Miller, & Prince, 1987) and its predecessors which are no longer in print: Student Development Task Inventory (SDTI) (Prince, Miller, & Winston, 1974) and SDTI-2 (Winston, Miller, & Prince, 1979). Although originally designed to be used in counseling students, these instruments have been used extensively in research (Evans et al., 2010), and an earlier version from which the SDTLA was derived (SDTI-2) was found to be psychometrically sound (Henning-Stout, 1992). This study utilized the SDTLA to assess participants' developmental levels along multiple measures of psychosocial constructs.

Student Developmental Task and Lifestyle Assessment

The SDTLA is a useful tool in assessing psychosocial development as outlined in Chickering and Reisser's (1993) theory (Evans et al., 2010). The instrument is made up of developmental tasks (and subsequent subtasks) and scales. Winston and Associates (1999b) define *developmental tasks* for the purpose of the SDTLA as "an interrelated set of behaviors and attitudes that the culture specifics should be exhibited at approximately the same time by a given age cohort in a designated context" (p. 10). For the SDTLA, higher education is the designated context. *Subtasks* are more specific components of the

larger developmental task and are viewed as independent constructs related to the other subtasks associated with the larger task (Winston et al.). Both tasks and subtasks are directly affected by participation in the higher education environment. *Scales*, on the other hand, are not directly affected by participation in the higher education environment; instead, they measure the extent to which students report holding certain behaviors, attitudes, and feelings (Winston et al.). The SDTLA is comprised of three developmental tasks (and subsequently associated subtasks): *Establishing and Clarifying Purpose, Developing Autonomy,* and *Developing Mature Interpersonal Relationships*. The instrument also utilizes two scales: *Salubrious Lifestyle* and *Response Bias*. Table 2 shares each task and its associated subtasks, as well as the relationship to Chickering and Reisser's developmental vectors. Given its specific focus only on those aspects of psychosocial development related to the academic experience of students, this study only utilized the *Academic Autonomy* and *Educational Involvement* subtasks as defined by the SDTLA.

Table 2.
Relationship Between Developmental Vectors and SDTLA Tasks/Subtasks

Developmental Vector	SDTLA Task	SDTLA Subtask
Moving through autonomy toward interdependence	Developing Autonomy (AUT)	Emotional Autonomy (EA) Interdependence (IND) Academic Autonomy (AA) Instrumental Autonomy (IA)
Developing purpose	Establishing and Clarifying Purpose (PUR)	Educational Involvement (EI) Career Planning (CP) Lifestyle Planning (LP) Cultural Participation (CP)
Developing mature interpersonal relationships	Mature Interpersonal Relationships (MIR)	Peer Relationships (PR) Tolerance (TOL)

Academic autonomy. Academic Autonomy (AA) is a subtask of the Developing Autonomy Task (DAT) of the SDTLA (Winston et al., 1999a) and is closely tied to Chickering and Reisser's (1993) vector *moving through autonomy toward interdependence*. Students who show high levels of accomplishment in this subtask "have the capacity to deal well with ambiguity and to monitor and control their behavior in ways that allow them to attain personal goals and fulfill responsibilities" (Winston et al., 1999b, p. 11). Characteristics of students who show high levels of development in this area include:

- demonstrating effective study habits;
- performing at satisfactory and ability-consistent levels academically;
- exhibiting honed self-discipline;
- displaying behaviors associated with independent learners who practice realistic self-appraisal (Winston et al.. 1999b).

Educational involvement. Educational Involvement (EI) is a subtask of the Establishing and Clarifying Purpose Task (PUR) of the SDTLA (Winston et al., 1999a) and is grounded in Chickering and Reisser's (1993) vector *developing purpose*. Students who show high levels of accomplishment in this subtask "have well-defined educational goals and plans, are knowledgeable about available resources, and are actively involved in the academic life of the college/university" (Winston et al., 1999b, p. 11). Characteristics of students who show high levels of development in this area include

- carefully selecting an academic concentration that aligns with their intellectual ability, academic qualifications, and temperament;
- demonstrating active learning habits;

- developing strong relationships with academic advisors, faculty, and staff (Winston et al., 1999b).

Previous Research

Chickering's (1969) theory of psychosocial identity development and subsequent revision (Chickering & Reisser, 1993) has produced as much research and investigation as any other work in the student development field (Schuh, 1994). Evans and her associates (2010) categorized this research as falling into the following categories: assessing developmental progress across the vectors of development, validating the theory, researching specific populations of students, investigating factors related to development, and uncovering relationships among factors of development. Measures that assess the developmental progress across vectors have been discussed above (Hood, 1986, 1997; Winston, et al., 1999b). Research reflecting the other categories will be shared below.

Several studies have investigated and discussed the extent to which Chickering & Reisser's (1993) theory is valid. These studies have produced both confirming and contradictory information that has continued to refine and expand the theory (Foubert, Nixon, Sisson, & Barnes, 2005; Martin, 2000; Mather & Winston, 1998; Wachs & Cooper, 2002; White & Hood, 1989). The theory, although widely studied, continues to need additional refinement and research (Evans et al., 2010; Pascarella & Terenzini, 2005).

Research has also been conducted investigating various specific student populations. This research ranges from student populations such as community college students (Rogers, 2004) to more identity based (i.e., gender, race, ethnicity, and sexual

identity) research. A great deal of research has been conducted with social group membership as a primary focus. This research and writing includes studies on gender (Blackhurst, 1995; Greeley & Tinsley, 1988; Hood, Raihinejad, & White, 1986; Jordan-Cox, 1987; Straub, 1987; Straub & Rodgers, 1986; Taub & McEwen, 1991; Taub 1995, 1997; Utterback, Spooner, Barbieri, & Fox, 1995), racial and ethnic groups (Cheatham, Slaney, & Coleman, 1990; Cokley, 2001; Fleming, 1984; Hughes, 1987; Kodama, McEwen, Liang, & Lee, 2001, 2002; Pope, 2000; Prince, 2007; Sedlacek, 1987; Sheehan & Pearson, 1995;), and lesbian, gay, and bisexual students (D'Augelli, 1994; Evans & D'Augelli, 1996; Fassinger, 1998; Levine & Bahr, 1989 as cited in Evans et al.; Wall & Evans, 1991).

Lastly, scholars have researched various factors that are considered linked to psychosocial development. These factors include academic involvement, satisfaction, and classroom performance (Erwin & Delworth, 1982; Erwin & Kelly, 1985; Huang & Chang, 2004;); involvement on campus (Cooper, Healy, & Simpson, 1994; Fox, Spooner, Utterback, & Barbieri, 1996; Foubert & Grainger, 2006; Hood et al., 1986; Hunt & Rentz, 1994; Kilgannon & Erwin, 1992; Sowa & Gressard, 1983; Williams & Winston, 1985;); technology use (Lloyd, Dean, & Cooper, 2009); and previous life experiences (Heyer & Nelson, 1993; White & Strange, 1993). Additionally, studies have found a relationship between psychosocial development and other forms of development. These include career development (Bowers, Dickman, & Fuqua, 2001; Long, Sowa, & Niles, 1995) and moral development (Bruess & Pearson, 2000; Jones & Watt, 1999, 2001).

Collectively, this research provides a strong context for the role of psychosocial development in the higher education context, as well as a strong connection between the

developmental tasks associated with the college experience and growth and development along Chickering and Reisser's (1993) vectors of development. In most, if not all, of these studies, psychosocial development was conceptualized as the output factor. That is, how is psychosocial development and growth affected given a set of factors, identities, or experiences (i.e., inputs)? This study provides research from an alternative perspective where psychosocial development serves as the independent variable in furthering the conversation and understanding of socially responsible leadership.

Connecting Psychosocial Development and Socially Responsible Leadership

It is clear that developing leadership capacity within college students and preparing them for socially responsible leadership after college is a key and important role of institutions of higher education and an outcome of the college experience (Astin & Astin, 2000; Caruso, 1981; King, 1997; Lucas, 1994; Zimmerman-Oster & Burkhardt, 1999; CAS 2009; NASPA & ACPA, 2004; Roberts, 2003). Socially responsible leadership (HERI, 1996) is a theoretically grounded way to conceptualize how one might produce this kind of leadership among college students in the higher education context and is perhaps the most widely used framework in higher education (Dugan & Komives, 2007; Kezar et al., 2006).

Studies of socially responsible leadership (discussed in the above sections) demonstrate that students who are engaged in leadership development programs either in the co-curriculum or in formal leadership education curricular experiences develop stronger measures of socially responsible leadership. However, this research has not looked extensively at how students, at large, develop the same outcome. Psychosocial development (Evans et al., 2010; Pascarella & Terenzini, 2005) is a theoretically

grounded construct through which to consider a more broad-based student experience (i.e., outside of co-curricular involvement and formal leadership education curricular experiences). Chickering and Reisser's (1993) theory of psychosocial identity development is a widely used and theoretically tested (Evans et al.; Pascarella & Terenzini; Schuh, 1994) model by which to frame this new perspective. Because this theory is concerned with the essential developmental tasks of all young adults (i.e., ages 17-25; Chickering & Reisser; Winston, et al., 1999b), it is inclusive of a majority of undergraduate students, regardless of whether they are involved in activities specifically focused on leadership development or not. Of particular interest are those developmental tasks associated with the academic experience of college students. These tasks allow one to not distinguish between involved and uninvolved students, but rather to consider factors associated with the academic experience that all students must develop in order to be successful at institutions of higher education. The SDTLA's subtasks of *Educational Involvement* and *Academic Autonomy* (Winston et al., 1999a) provide a strong grouping of developmental tasks that are directly related to these kinds of experiences and challenges that students face at colleges and universities. This study addressed this new perspective by utilizing measures of academically related psychosocial developmental tasks to help explain scores on measures of socially responsible leadership. The study served to broaden the conversation to include experiences that all students have (i.e., academic experiences) and to further the work of socially responsible leadership development with college and university students.

CHAPTER 3

METHODOLOGY

This chapter outlines an empirical study that further explored the relationship between academic developmental tasks and socially responsible leadership. It reviews the purpose of the study, research questions, research design, conceptual framework, instrumentation, participant selection, data collection, and analytic methods utilized in the study.

Purpose of the Study & Research Design Overview

This study was exploratory in nature and examined the relationship between psychosocial developmental tasks related to educational involvement and academic autonomy and measures of socially responsible leadership. Specifically, two research questions guided this study:

RQ1: What relationship exists between measures of socially responsible leadership and academic aspects of psychosocial identity development?

RQ2: Do measures of educational involvement and academic autonomy contribute significantly to explaining participants' capacities for socially responsible leadership?

The researcher utilized a quantitative research design to answer these questions. Quantitative methods are useful when examining the relationships between variables and constructs and utilize statistical techniques to capture individual perspectives and experiences (Fraenkel & Wallen, 2003; Mertens, 2005; Palomba & Banta, 1999; Upcraft

& Schuh, 1996). Specifically, the study utilized correlational and causal comparative methods to answer the research questions. Correlational and causal comparative approaches are most appropriate when utilizing pre-existing groups for data collection and when independent variables are not manipulated (Fraenkel & Wallen; Krathwohl, 1998; McMillan & Schumacher, 2001; Mertens). Findings from this study further our knowledge of aspects of academic college experiences and developmental tasks that contribute to socially responsible leadership development.

Conceptual Framework

This study employed a conceptual framework grounded in Astin's (1991) college impact model since measures of socially responsible leadership (Dugan, 2006c; Dugan & Komives, 2007, 2010) also rely on this conceptual framework. Known as the inputs-environment-outcome (IEO) model, this framework permitted the researcher to "assess the impact of various environmental experiences by determining whether students grow or change differently under varying environmental conditions" (Astin, 1993b, p. 7). After reducing biases associated with the pre-college context, the framework provides an opportunity for researchers to examine the differential effects of the college environment on various outcomes (Astin, 1991).

The IEO model traditionally collects data at more than one point in time in order to accurately assess changes (Astin, 1991). However, because studies involving self-reported leadership development show that utilizing a retrospective approach actually reduces response-shift bias and provides less conservative and more accurate measures of phenomena (Howard, 1980; Howard & Dailey, 1979; Rohs, 1999, 2002; Rohs & Langone, 1997), the model was modified to mirror this retrospective approach instead of

the pre/ post, longitudinal format. Since research suggests that pre-college leadership matters (Cauthen, 2010; Komives et al., 2005; Owen, 2008), the instrument assessed this pre-college experience by utilizing a set of questions that control for levels of socially responsible leadership that might have been developed prior to college. This modification was consistent with the SRLS-R2 approach for measuring socially responsible leadership (Dugan, 2006c; Dugan & Komives 2007, 2010).

Because this research explored a new relationship between psychosocial developmental tasks associated with the academic experience and socially responsible leadership, it was also important to control for the environment in which these developmental tasks occurred. The IEO framework (Astin, 1991) suggests that a way to do this when exploring relationships between new constructs is to examine data from a single institution. Given this rationale, this study utilized a sample from a single institution.

Instrumentation

This study utilized a research questionnaire that combined scales from two highly utilized, nationally available instruments: the Socially Responsible Leadership Scale – Revision 2 (Dugan, 2006c), and the Student Developmental Task and Lifestyle Assessment (Winston et al., 1999a). Standard survey research techniques were used in a web-based questionnaire design and delivery (Crawford, McCabe, & Pope, 2005; Groves et al., 2004).

Socially Responsible Leadership Scale – Revision 2

The Socially Responsible Leadership Scale – Revision 2 (SRLS-R2; Dugan, 2006c) is a modified version of the Socially Responsible Leadership Scale developed by

Tracy Tyree (1998) and is based on the eight values of the Social Change Model (HERI, 1996). The original 103-item instrument scored 8 separate scales that measure students' capacities for consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change. The individual scales can also be grouped into dimension measures: Individual Dimension (Consciousness of Self, Congruence, Commitment), Group Dimension (Collaboration, Common Purpose, Controversy with Civility), and Society/Community Dimension (Citizenship). Through standard data reduction techniques (DeVellis, 2003), the number of items in each scale was reduced while maintaining acceptable levels of reliability and validity and resulted in the current 68-item version (Dugan, 2006c). Each of the scales is comprised of 6-9 questions in Likert scale format with a response continuum ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Scale reliability (measured by Cronbach's alpha) for the revised instrument ranges from a low of .72 on Controversy with Civility to a .89 on Citizenship. The 2006 iteration of data collection of the Multi-Institutional Study on Leadership (MSL), which uses the SRLS-R2 as a central part of its study, also provided consistent reliability measures on each of the scales and included over 60,000 participants in the study. Table 3 provides reliability measures for each of the eight scales from both the SRLS-R2 and the MSL 2006 administration. Additional studies (Dugan, 2008b, 2008c; Dugan, Bohle, et al., 2011; Dugan, Rossetti-Morosini, et al., 2011; Dugan & Komives, 2007, 2010) have used an omnibus measure of the instrument to explain an individual's total capacity for socially responsible leadership. This measure was created after utilizing an Oblimin rotation method, and it was determined that it explained over

70% of the variation across the eight measures with a reliability measurement of .93 for the single factor (Dugan, Rossetti-Morosini, et al.).

Table 3.
Reliability Levels for All Scales of the SRLS-R2

Scale	SRLS-R2 2006	MSL 2006
Consciousness of Self	.78	.79
Congruence	.79	.80
Commitment	.83	.83
Collaboration	.80	.82
Common Purpose	.81	.82
Controversy with Civility	.72	.77
Citizenship	.89	.77
Change	.82	.81

In addition to the eight scales, an eight-item pretest was included in the study to collect data related to pre-college attitudes of socially responsible leadership. The pre-test was constructed using exploratory factor analysis with principal component extraction (Dugan, Rossetti-Morosini, et al., 2011) and utilizes the same response continuum as the other eight scales. In the Dugan, Rossetti-Morosini, et al. study, reliability estimates for the pre-test were .78 for the Mexican sample and .71 for the US sample utilized in their study.

Student Developmental Task and Lifestyle Assessment

The Student Developmental Task and Lifestyle Assessment (SDTLA) (Winston et al., 1999a) is a useful tool in assessing psychosocial development as outlined in Chickering and Reisser's (1993) theory (Evans et al., 2010). The instrument is made up of three developmental tasks (and subsequent subtasks) and two scales. The developmental tasks and subsequent subtasks include: Establishing and Clarifying Purpose Task (subtasks: Educational Involvement, Career Planning, Lifestyle Planning,

Cultural Participation), Developing Autonomy Task (subtasks: Emotional Autonomy, Interdependence, Academic Autonomy, Instrumental Autonomy), and Mature Interpersonal Relationships Task (subtasks: Peer Relationships, Tolerance). The instrument also includes two scales: Salubrious Lifestyle and Response Bias. Given this study's focus on academic developmental tasks, it utilized the Educational Involvement (EI) and Academic Autonomy (AA) subtasks.

The Educational Involvement subtask is comprised of 14 items measuring the degree to which students have developed educational goals and plans and are invested in the academic life of the university (Winston et al., 1999b). The Academic Autonomy subtask contains 11 items and measures the degree to which students deal with ambiguity and monitor and control their behavior in ways that allow them to fulfill personal goals and responsibilities (Winston et al.). All 14 items of the EI subtask and one item from the AA subtask are multiple choice response questions. Each question has 4-5 response options each that correlate to a score based on normative data. The remaining 10 items on the AA subtask are statements that involve participants selecting a response from a continuum that ranges from *never (almost never) true of me* to *always or almost always true of me.* Both of these subtasks have strong measures of reliability. The Cronbach alphas for the EI and AA subtasks are .82 and .77 respectively (Winston et al.).

Participant Selection

The SDTLA represents a set of developmental tasks commonly associated with young college students ages 17-25 (Winston et al., 1999b). Given this parameter, a simple random sample was generated from a list of all undergraduate, full-time, students ages 18 to 25 that were enrolled during the spring 2012 semester at the institution where

the study was conducted – a large, public, land grant, research university (very high research activity) in the Southeast United States. Transient, irregular, and transfer students were excluded from the study. Although the SDTLA was normed on a group that includes those individuals who are 17 years of age, they were not included in this study due to the required permission from a parent or guardian for participation. The sample was drawn from a single institution in order to control for an institutional effect based on the conceptual framework of the IEO model (Astin, 1991). Selected participants received an email inviting them to participate in the web-based questionnaire. Reminder emails were sent as a follow-up to the initial invitation.

Determining the appropriate sample size in an important task for research studies. The ideal size of any sample is one large enough to detect statistically significant effects, but small enough to determine the practical importance of the findings (Length, 2001). In order to determine the appropriate sample size, power studies were conducted. Power calculations provide estimates of sample size by utilizing alpha levels, effect sizes and desired power (Keppel & Wickens, 2004). Utilizing the G*Power 3.1 computer program, and accounting for statistical analysis with the largest number of predictors for use in linear hierarchical multiple regression analysis, the estimated sample size needed in order to detect a medium effect size with α=.05 and power=.8 is 114 (Faul, Erdfelder, Buchner, & Lang, 2009). This number reflects the minimum number of cases needed in order to achieve appropriate power to see differences that actually exist within the data. In order to achieve this number, an initial, larger sample size of 1,000 participants was generated.

Data Collection

Invitations to participate in the study were sent to the generated sample of 1,000 participants via email. The invitation contained a link to a web-based questionnaire consisting of 101 items and demographic questions. To see the items included on the online questionnaire, see the Questionnaire Grid in Appendix A. Data were collected during the beginning of the Spring 2012 semester, ensuring that first year students had had an opportunity to experience the college environment enough to provide representative responses to items within the questionnaire (Winston et al., 1999a). The data collection period from the initial sample lasted for four weeks, and participants were sent email reminders encouraging them to complete the online questionnaire. During the third week of data collection, the researcher determined that the response rate was too low from the initial sample. In an effort to increase sample size, the researcher generated a second sample of 2,000 subjects utilizing the same criteria and methods as the initial sample of 1,000. The second sample was invited to participate in the research study via email, and a reminder email was sent one week after the initial email. Data collection for the second sample lasted two weeks. The total sample for this study was 3,000 and data collection occurred over the course of five total weeks. Responses were collected upon submission and were stored on a secure server through the host institution's College of Education's SurveyMonkey license.

Analytic Methods

Two overarching research questions guided this study. Within each, there were multiple questions that the research addressed. The data analysis techniques that were employed are discussed here.

Research Question 1

The first research question sought to explore and establish whether or not a relationship exists between the constructs of academic developmental tasks associated with psychosocial identity (Chickering & Reisser, 1993) and socially responsible leadership (HERI, 1996). The overarching research question and subsequent questions are below.

RQ1: What relationship exists between measures of socially responsible leadership and academic aspects of psychosocial identity development?

RQ1.1: What is the relationship between dimensional measures of socially responsible leadership (individual, group, society/community) and measures of Educational Involvement?

RQ1.2: What is the relationship between dimensional measures of socially responsible leadership (individual, group, society/community) and measures of Academic Autonomy?

RQ1.3: What is the relationship between omnibus measures of socially responsible leadership and measures of Educational Involvement?

RQ1.4: What is the relationship between omnibus measures of socially responsible leadership and measures of Academic Autonomy?

In order to address these questions, the researcher used a Pearson correlational data analysis technique. Pearson's correlations examine bivariate correlations between two continuous variables and produce a raw score (Huck, 2008). This raw score ranges between -1 and 1, providing an indication of both the strength and direction of the

relationship between two variables (Rea & Parker, 2005). Determining whether or not a relationship exists was important before moving forward with a regression analysis.

Research Question 2

The second research question sought to provide both a predictive and explanative relationship between the variables of interest in the study. In particular, this study was interested in exploring to what extent the constructs of educational involvement and academic autonomy help to explain students' capacities for socially responsible leadership. The overarching research question and subsequent questions follow below.

RQ2: Do measures of educational involvement and academic autonomy contribute significantly to explaining participants' capacities for socially responsible leadership?

RQ2.1: How much of the variance in participants' individual dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy?

RQ2.2: How much of the variance in participants' group dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy?

RQ2.3: How much of the variance in participants' society/community dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy?

RQ2.4: How much of the variance in participants' omnibus measures of socially responsible leadership is explained by measures of educational involvement and academic autonomy?

In order to address these questions, the researcher employed hierarchical multiple regression data analysis techniques. Multiple regression is useful when there are two or more independent variables of interest (Huck, 2008). Hierarchical multiple regression is useful when independent variables of interest are entered into the regression models in stages (Huck). Essentially, this process helps to determine whether or not a predictive relationship persists in a complex model. Because the study utilized the IEO conceptual model (Astin, 1991), hierarchical multiple regression allowed for independent variables to be entered in a way that reflected the conceptual model. The model was used to predict and explain students' capacity for socially responsible leadership at the individual, group, and community dimensions, as well as students' total capacity for socially responsible leadership. The independent variables were entered in blocks that represented components of the conceptual model. Those blocks that were entered first corresponded to those variables the study sought to control. After these variables were allowed to explain as much of the variability in the dependent variable as possible, the additional variables/blocks of interest were added to see how much they could contribute, above and beyond the initial blocks of independent variables, to explaining the amount of variability in the dependent variable (Huck).

The variables in this study were blocked to reflect the conceptual model. The variables were organized into blocks as follows.

Block 1: Demographic characteristics: gender, sexual orientation, race, age.

Block 2: Retrospective pretest for pre-college leadership.

Block 3: Institutional functional characteristics: class standing, GPA, school/ college affiliated with academic major.

Block 4: Academic developmental tasks: educational involvement, academic autonomy.

Four regression models were utilized. Each of these models used the blocking techniques described above to predict and explain the dependent variables of interest: (a) individual dimension score of socially responsible leadership, (b) group dimension score of socially responsible leadership, (c) society/community dimension score of socially responsible leadership, and (d) total capacity for socially responsible leadership as measured by the omnibus SRLS.

Limitations

This study exhibited several limitations in its methodology. The first limitation is derived from the cross-sectional research design and self-reported data. Astin and Lee (2003) posit that cross-sectional designs are typically less ideal for use in college impact research since the results do not actually represent true causal relationships. This study attempted to abate this limitation by utilizing a modified IEO (Astin, 1991) conceptual framework that incorporated a retrospective pretest to account for precollege characteristics. There is additional support for utilizing retrospective techniques when measuring dependent variables with cognitive domains like leadership development (Howard, 1980; Howard & Dailey, 1979; Rohs, 1999, 2002; Rohs & Langone, 1997). Self-reported data, although a concern when considering that data may be less accurate and produce more socially desirable responses, has actually been shown to be generally accurate when studying leadership behaviors and the quality of those behaviors (Turrentine, 2001).

Additionally, because this research studied psychosocial domains, it is important to note that these domains are inherently developmental in nature and are driven by exposure. For example, college seniors have been exposed to more opportunities than first-year students, so one would expect their scores to change on psychosocial domains by merely existing and being a part of the campus (Astin, 1993b; Chickering & Reisser, 1993; Evans et al., 2010). This study controlled for this effect by using hierarchical multiple regression techniques and blocking variables such as age and class standing prior to including the blocks of interest when exploring the variability in the dependent variables.

CHAPTER 4

FINDINGS

This chapter presents the results of the statistical data analysis associated with the empirical study to further explore the dynamics of socially responsible leadership in academic settings. The data analysis for each research question is presented separately and in a consistent format for ease of review. This study sought to address two overarching research questions: (a) What relationship exists between measures of socially responsible leadership and academic aspects of psychosocial identity? and (b) Do measures of educational involvement and academic autonomy contribute significantly to explaining participants' capacities for socially responsible leadership? More specific, guiding research questions lie within each of these in order to drive more explicit analysis of each construct. This research was exploratory and foundational in nature, seeking to establish a larger research agenda for the relationships and intersections of students' academic experience and socially responsible leadership.

Participant Demographics

The response rate for this study was generated from the two samples utilized in the research. The initial sample, a random sample of 1,000 subjects obtained from the Office of Institutional Research at a large research extensive institution in the Southeast based on sample criteria, had a response rate of 11% (N = 110) over a four-week data collection period. Given the low response rate of the first sample, additional subjects were surveyed through a second sample in order to reach the established level of power

needed for the study. The second sample, an additional 2,000 random subjects obtained via the same method as the initial data sample, generated a response rate of 5.8% (N = 116) over a two-week data collection period. Overall, this study's response rate was 7.8% (N = 226). A total of 61 subjects were removed from the study due to incomplete responses, leaving a total of 165 participants in this study.

Participants reported on a number of demographic variables including gender, race, sexual orientation, and age, as well as functional characteristics of the institution where the study was conducted including year in school, grade point average, and the school or college where the participant's academic major was housed. Although employing a random sampling technique, the respondents participating in the study constituted quite a homogenous sample. Raw demographic and institutional functional characteristic information is reported in Table 4.

In summary, approximately 30% of respondents were male and 69% were female. Two participants chose not to disclose their gender, representing the final 1%. Of the respondents in this study, approximately 12% (n = 20) identified as African American/ Black, 6% (n = 10) as Asian American/ Asian, 3% (n = 5) as Latino/ Hispanic, 74% (n = 122) as White/ Caucasian, and 4% (n = 6) as Multiracial. One subject chose the option *race not included above*, and one subject chose not to respond to this item on the questionnaire, accounting for the additional 1% not represented in the racial categories listed above. A majority of students in this research identified as heterosexual (94%, n = 155); bisexual (2.4%, n = 4) and gay/ lesbian (2.4%, n = 4) students accounted for almost 5% of the respondents. One study participant selected *rather not say*, and one chose to skip this question. The average age of study participants was 21.3 (SD = .8).

Participants also responded to a series of questions capturing characteristics that were functions of their enrollment at the institution where the research took place. Of those responding to the questionnaire, less than 3% were first- or second-year students (n 4), 14% were third-year students (n = 23), and almost 84% (n = 138) were in their fourth-year or beyond as undergraduate students. Respondents' majors represented a variety of schools and colleges at the institution. Most participants' major was housed in the College of Arts and Sciences (40%, n = 66), while the other 11 schools and colleges accounted for approximately 47%. The remaining 13% accounts for students with more than one major in more than one school or college. Overall, the respondents had high cumulative grade point averages (M = 3.41, SD = .39).

Given the lack of variability in some of the demographic and functional institutional characteristic variables, the researcher consulted current literature to determine how they might be collapsed. Although scholarly literature suggests that lesbian, gay, and bisexual students should not be treated as a homogenous population (Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004; Gortmaker & Brown, 2006; Longerbeam, Inkelas, Johnson, & Lee, 2007; Rhoads, 1997; Tomlinson & Fassinger, 2003), Dugan and Yurman (2011) found that lesbian, gay, and bisexual students are more similar than they are different across 13 dimensions of the college experience. Given this evidence, the sexual orientation variable was collapsed into a dichotomous categorical variable representing Heterosexual (95%, n = 155), and combining Lesbian, Gay, and Bisexual responses into one (5%, n = 8). Similarly, research suggests that simple categorical variables indicating racial group membership are inadequate measures and carry little to no weight when measuring leadership outcomes (Dugan, Kodama, &

Gebhardt, in revision; Dugan & Komives, 2010). Instead, more complex analysis that accounts for self-concept and racial identity development are more appropriate (Dugan, Kodama, & Gebhardt; Dugan, Rossetti-Morosini, et al., 2011). Therefore, since this study is foundational in nature and race is treated as a control rather than a measure, the race variable was collapsed into White/ Caucasian (75%, n = 122) and Students of Color (25%, n = 41).

Dugan and Komives (2010) suggested that retrospective pre-tests for pre-college leadership are most accurate when respondents have had significant time (i.e., four years) to reflect on the impact of college. Since all but four respondents were third- or fourth-year and beyond undergraduate students, those cases representing first- and second-year students were coded as missing data in an effort to account for the overrepresentation of upperclassmen, to collapse the variable, and to increase the accuracy of measurement of the retrospective pre-test for pre-college leadership variable. Similarly, the variable capturing the school/college affiliated with academic major reflected skewed and overrepresented data. With over 54% of respondents holding a major in just two of the 12 potential schools/colleges at the institution, the variable does not contain enough cases across the schools/colleges to accurately represent the data. The researcher concluded that this variable was not a good measure for this particular functional characteristic of the institution and dropped it from use in the study. Table 5 represents the demographic and functional institutional characteristic variables as they were utilized in the data analysis.

Table 4.
Raw Demographic & Functional Institutional Characteristics of Participants

Variable	n	Percent	M	SD
Gender				
Male	49	30.1		
Female	114	69.9		
Race				
African American/ Black	20	12.2		
Asian American/ Asian	10	6.1		
Latino/ Hispanic	5	3.0		
White/ Caucasian	122	74.4		
Multiracial	6	3.7		
Race not included above	1	.6		
Sexual Orientation				
Heterosexual	155	94.5		
Bisexual	4	2.4		
Gay/ Lesbian	4	2.4		
Rather not say	1	.6		
Year in School				
First-year	1	.6		
Second-year	3	1.8		
Third-year	23	13.9		
Fourth-year and beyond	138	83.6		
School/ College Affiliated with Academic Major				
College of Agriculture & Environmental Sciences	12	7.3		
College of Arts & Sciences	66	40.0		
College of Business	23	13.9		
School of Ecology	1	.6		
College of Education	15	9.1		
College of Family & Consumer Sciences	10	6.1		
College of Journalism & Mass Communication	1	.6		
College of Public Health	8	4.8		
School of Public & International Affairs	7	4.2		
More than one major in more than one school/ college	12	12.7		
Age	164		21.33	.80
Cumulative GPA	163		3.41	.39

Table 5.
Collapsed Demographic & Functional Institutional Characteristics of Participants

Variable	n	Percent	M	SD
Gender				
Male	49	30.1		
Female	114	69.9		
Race				
White/ Caucasian	122	74.8		
Students of Color	41	25.2		
Sexual Orientation				
Heterosexual	155	95.1		
Lesbian, Gay, or Bisexual	8	4.9		
Year in School				
Third-year	23	14.3		
Fourth-year and beyond	138	85.7		
Age	164		21.33	.80
Cumulative GPA	163		3.41	.39

Additional Limitations

In addition to the limitations delineated in Chapter 3, limitations emerged during and after data collection, as well as after reviewing results. These limitations, in addition to the ones presented in Chapter 3, should be considered carefully when replicating the study or interpreting results and implications.

Despite efforts to generate a large total sample (N = 3,000) through institutional databases, the response rate for this research is low (7.8%) and produced a sample for this study of 226. Due to incomplete responses in the sample, 61 cases were removed from consideration, leaving a total sample of 165. Excluding cases list wise during SPSS analysis rendered sample sizes as low as 132 for regression analysis. While this number was high enough given the a priori power study which indicated that a sample size of 114 would be sufficient (Faul et al., 2009; Keppel & Wickens, 2004), the sample size is small. Upon closer descriptive analysis of data, the data set was also determined to be somewhat homogenous on several of the demographic and functional institutional characteristics.

The small sample size and limited variability on some variables increases the chance of a Type II error in the analysis and limits the extent to which the results should be generalized. However, since this research was intended to be foundational and exploratory by considering the constructs of academic developmental tasks as measured by the SDTLA (Winston et al., 1999a) and socially responsible leadership (Dugan, 2006c) for the first-time, the study's findings, no matter how large or small their effect size, expands the scholarly work in this field of study. The issue of power in this study only indicates that perhaps there were differences or effects in the data that were unable to be determined and helps build the case for additional research.

Scale Reliability

In addition to utilizing demographic and functional institutional characteristic questions, the questionnaire used in this study combined two nationally available, reliable, and valid instruments: the SRLS-R2 (Dugan, 2006c) and the Academic Autonomy and Educational Involvement subtasks of the SDTLA (Winston et al., 1999a). An eight-item retrospective pre-test for pre-college leadership was also included (Dugan, Rossetti-Morosini, et al., 2011). Each of these instruments and associated scales has reliability measures discussed in Chapter 3. However, in an effort to ensure consistent reliability measures with the data collected in this study, reliability calculations were conducted prior to data analysis (see Table 6). This analysis ensured the reliability for the use of these scales to answer the research questions in this study.

The reliability studies for this sample provide consistent Cronbach alpha scores with those produced in prior research (see Table 6). These range from a low of .64 (Consciousness of Self) to a high of .93 (Omnibus SRLS). Two calculations resulted in

an alpha of less than .70, which may be considered questionable. The first of these scales, and the lowest alpha level, Consciousness of Self (Cronbach's α = .64), was retained because is not used as a stand-alone scale, but is rather part of the larger Individual Dimension measure (Cronbach's α = .82). The Retrospective Pre-test variable, the second scale below .70 (Cronbach's α = .67), was also retained since it is used only as a control measure and approximates the score demonstrated in previous research (Cronbach's α = .71). Other scales used in this study all carry acceptable levels of reliability to be used in answering the research questions.

Table 6.
Scale Reliability Comparison

	Cronbach's α	
Scale	Previous Research	This Study
Retrospective Pre-Test	.71[a]	.67
Individual Dimension, SRL		.82
Consciousness of Self	.78[b]	.64
Congruence	.79[b]	.82
Commitment	.83[b]	.71
Group Dimension, SRL		.87
Collaboration	.80[b]	.77
Common Purpose	.81[b]	.79
Controversy with Civility	.72[b]	.74
Societal Dimension, SRL		.87
Citizenship	.89[b]	.87
Change	.82[b]	.81
Omnibus SRLS	.93[a]	.93
Educational Involvement	.82[c]	.72
Academic Autonomy	.77[c]	.84

[a]Dugan, Rossetti-Morosini, & Beazley (2011). [b]Dugan (2006c). [c]Winston, Miller, & Cooper (1999b).

Research Question 1

The first research question addressed the relationships between measures of socially responsible leadership (HERI, 1996) and academic aspects of psychosocial identity development (Chickering & Reisser, 1993), specifically measured by levels of

academic autonomy and educational involvement. In order to explore this research question more fully, four sub-questions were addressed.

Research Question 1.1

What is the relationship between dimensional measures of socially responsible leadership (individual, group, society/community) and measures of Educational Involvement? To answer this question, the researcher utilized a Pearson correlation to analyze data. This correlation examined the relationship between a participant's level of educational involvement and capacity for socially responsible leadership among three dimensions: individual, group, and society. Relationships between these measures could provide insight into the connections between how students align their educational purpose and engage in the academic life of the university with desired dimensional outcomes of socially responsible leadership. Based on the findings outlined below, one can conclude that with this sample and these measures there is a statistically significant positive correlation between a student's level of educational involvement and all three dimensions of socially responsible leadership.

This research question examined the level of correlation between the Educational Involvement subtask of the SDTLA (Winston et al., 1999a) and the three dimensional scales (individual, group, and societal) derived from the SRLS-R2 (Dugan, 2006c). EI showed a statistically significant positive correlation with each of the three dimensions: individual ($r = .251$, $p = .002$), group ($r = .207$, $p = .01$), and societal ($r = .243$, $p = .002$) (see Table 7). These correlations suggest a significant, weak positive relationship between educational involvement and the three dimensional measures of socially responsible leadership. Higher scores on the Educational Involvement scale indicate high

levels of engagement with the academic life of the institution. This is most often exhibited through well-defined academic plans and goals, high levels of knowledge about institutional resources, active learning habits, and strong relationships with academic advisors, faculty, and staff (Winston et al., 1999b). Higher scores on each of the SRLS-R2's dimensional measures indicate more highly developed values associated with each dimension. This finding suggests that being more involved in the educational aspects of one's college and university experience (e.g., careful selection of academic concentration, demonstration of active learning habits, and development of strong relationships with faculty and staff) is associated with more fully developed individual, group, and community values of socially responsible leadership. Though the relationship is not strong between educational involvement and dimensional measures of socially responsible leadership, it is significant. This finding suggests there is a relationship between the level of intention with which one approaches his or her academic experience and his or her views and value development of individual, group, and community capacities for socially responsible leadership.

Research Question 1.2

What is the relationship between dimensional measures of socially responsible leadership (individual, group, society/community) and measures of Academic Autonomy? To answer this question, the researcher utilized a Pearson correlation to analyze data. This correlation examined the relationship between a participant's level of academic autonomy and capacity for socially responsible leadership among three dimensions: individual, group, and society. Relationships between these measures could provide insight into the connections between how students manage ambiguity in their

academic experience and monitor and control their behavior in ways that allow for personal goal achievement with desired dimensional outcomes of socially responsible leadership. Based on the findings outlined below, one can conclude that with this sample and these measures there is a statistically significant positive correlation between a student's level of academic autonomy and the individual dimension of socially responsible leadership. Based on this sample and these measures no statistically significant relationship exists between a student's level of academic autonomy and the group and societal dimensions of socially responsible leadership.

This research question examined the level of correlation between the Academic Autonomy subtask of the SDTLA (Winston et al., 1999a) and the three dimensional scales (individual, group, and societal) derived from the SRLS-R2 (Dugan, 2006c). AA showed a statistically significant positive correlation with the individual dimension of socially responsible leadership and no statistically significant correlation with the group and society dimensions: individual (r = .301, p = .000), group (r = .127, p = .120), and societal (r = .091, p = .260) (see Table 8). These correlations suggest a weak positive relationship between academic autonomy and the individual dimension measures of socially responsible leadership and no statistically significant relationship between AA and the group and societal dimensions of socially responsible leadership. Higher scores on the Academic Autonomy scale indicate that students have higher capacities to manage ambiguity and to achieve personal goals and responsibilities through personal behavior management. This is most often characterized by demonstrating effective study habits, performing at satisfactory and ability-consistent academic levels, exhibiting honed self-discipline, and displaying behaviors associated with independent learners who practice

realistic self-appraisal (Winston et al., 1999b). Higher scores on each of the SRLS-R2's dimensional measures indicate more highly developed values associated with each dimension. This finding suggests that having higher levels of autonomy in the academic setting (e.g., honed self-discipline, effective study habits, and independent learning) is associated with more fully developed individual values (i.e., consciousness of self, congruence, and commitment) of socially responsible leadership. Though the relationship is not strong between academic autonomy and the individual dimension measures of socially responsible leadership, it is statistically significant. This finding suggests there is a relationship between the level of autonomy with which one approaches his or her academic experience and his or her views and value development of individual capacity for socially responsible leadership.

Research Question 1.3

What is the relationship between omnibus measures of socially responsible leadership and measures of Educational Involvement? To answer this question, the researcher utilized a Pearson correlation to analyze the relationship between a participant's level of educational involvement and his or her overall capacity for socially responsible leadership as measured by the Omnibus SRLS. A relationship between these measures could provide insight into the connections between how students align their educational purpose and engage in the academic life of the university with their overall capacity to exhibit socially responsible leadership. Based on the findings outlined below, one can conclude that with this sample and these measures there is a statistically significant positive correlation between a student's level of educational involvement and his or her overall capacity for socially responsible leadership.

This research question examined the level of correlation between the Educational Involvement subtask of the SDTLA (Winston et al., 1999a) and the omnibus measure derived from the SRLS-R2 (Dugan, 2006c). EI showed a statistically significant positive correlation with the omnibus measure for overall capacity for socially responsible leadership ($r = .236$, $p = .004$) (see Table 7). This correlation suggests a weak positive relationship between educational involvement and the omnibus measure for total capacity for socially responsible leadership. Higher scores on the Educational Involvement scale indicate high levels of engagement with the academic life of the institution. This is most often exhibited through well-defined academic plans and goals, high levels of knowledge about institutional resources, active learning habits, and strong relationships with academic advisors, faculty, and staff (Winston et al., 1999b). Higher omnibus scores on the SRLS-R2 indicate a higher total capacity for socially responsible leadership. This finding suggests that being more involved in the educational aspects of one's college and university experience (e.g. careful selection of academic concentration, demonstration of active learning habits, and development of strong relationships with faculty and staff) is associated with a higher total capacity for socially responsible leadership. Though the relationship is not strong between educational involvement and the omnibus measure of socially responsible leadership, it is statistically significant. This finding suggests there is a relationship between the level of intention with which one approaches his or her academic experience and his or her overall capacity for socially responsible leadership.

Research Question 1.4

What is the relationship between omnibus measures of socially responsible leadership and measures of Academic Autonomy? To answer this question, the researcher

utilized a Pearson correlation to analyze the relationship between a participant's level of academic autonomy and his or her overall capacity for socially responsible leadership as measured by the Omnibus SRLS. Relationships between these measures could provide insight into the connections between how students manage ambiguity in their academic experience and monitor and control their behavior in ways that allow for personal goal achievement with their overall capacity to demonstrate socially responsible leadership. Based on the findings outlined below, one can conclude that with this sample and these measures there is a statistically significant positive correlation between a student's level of academic autonomy and his or her overall capacity for socially responsible leadership.

This research question examined the level of correlation between the Academic Autonomy subtask of the SDTLA (Winston et al., 1999a) and the omnibus measure derived from the SRLS-R2 (Dugan, 2006c). AA showed a statistically significant positive correlation with the omnibus measure for overall capacity for socially responsible leadership (r = .170, p = .042) (see Table 8). This correlation suggests a weak positive relationship between academic autonomy and the omnibus measure for total capacity for socially responsible leadership. Higher scores on the Academic Autonomy scale indicate that students have higher capacities to manage ambiguity and to achieve personal goals and responsibilities through personal behavior management. This is most often characterized by demonstrating effective study habits, performing at satisfactory and ability-consistent academic levels, exhibiting honed self-discipline, and displaying behaviors associated with independent learners who practice realistic self-appraisal (Winston et al., 1999b). Higher omnibus scores on the SRLS-R2 indicate a higher total capacity for socially responsible leadership. This finding suggests that having higher

levels of autonomy in the academic setting (e.g. honed self-discipline, effective study habits, and independent learning) is associated with a higher total capacity for socially responsible leadership. Though the relationship is not strong between academic autonomy and the omnibus measure of socially responsible leadership, it is statistically significant. This finding suggests there is a relationship between the level of autonomy with which one approaches his or her academic experience and his or her overall capacity for socially responsible leadership.

Table 7.
Pearson Correlations for Variables with Educational Involvement

Variable	*r*	*p*	N
Educational Involvement	1.000		160
Individual Dimension, SRL	.251	.002	150
Group Dimension, SRL	.207	.010	153
Societal Dimension, SRL	.243	.002	158
Omnibus SRLS	.236	.004	145

Table 8.
Pearson Correlations for Variables with Academic Autonomy

Variable	*r*	*p*	N
Academic Autonomy	1.000		160
Individual Dimension, SRL	.301	.000	150
Group Dimension, SRL	.127	.120	151
Societal Dimension, SRL	.091	.260	157
Omnibus SRLS	.170	.042	144

Research Question 2

The second research question explored both a predictive and explanative relationship between the variables of interest in the study. Specifically, this question addressed the extent to which measures of educational involvement and academic autonomy helped to explain the various capacities for socially responsible leadership. In order to explore this research question more fully, four sub-questions were addressed

utilizing hierarchical multiple regressions with variable blocking modeled after the study's conceptual framework. After dropping the school/college variable representing students' majors due to lack of variability, the blocks were organized as follows:

Block 1: Demographic characteristics: gender, sexual orientation, race, age.

Block 2: Retrospective pre-test for pre-college leadership.

Block 3: Institutional functional characteristics: class standing, GPA.

Block 4: Academic developmental tasks: educational involvement, academic autonomy.

In order to ensure no violations of the assumptions of multicollinearity, diagnostic statistics were calculated for each of the regression models to assess zero order correlations, variance inflation factors (VIF), and tolerance levels. These calculations indicated no violations of the multicollinearity assumptions; correlations did not exceed .26, VIF ranged from 1.03 to 1.60, and tolerance statistics ranged from .62 to .97, all which were within appropriate bounds (Tabachnick & Fidell, 2007). The analysis for each research sub-question is discussed in more detail in the sections that follow and the statistics associated with the final regression models for each dependent variable are enumerated in Tables 9 and 10.

Research Question 2.1

How much of the variance in participants' individual dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy? To address this research question, a hierarchical multiple regression was performed utilizing the blocked variables described as independent variables and the individual dimension scale of socially responsible leadership as the dependent variable

(Model 1). The results provided evidence that variation in the dependent variable could be explained by the predictors in the overall model ($F(9, 127) = 2.941$, $p = .003$). The overall regression model produced a $R^2 = .172$; however, since the regressed data is from a sample rather than a population, it is necessary to use an adjusted R^2 measure. For this regression, $R^2_{adj} = .114$ was used. The independent variables in this model, with this data and this sample, account for 11.4% of the total variance in the individual dimension score of socially responsible leadership.

The first block of demographic variables explained a portion of the variance in the overall model, but not to a statistically significant degree. The introduction of the second block, the retrospective pre-test for pre-college leadership, explained a significant, but minimal amount of variance ($R^2_{Change} = .06$, $F_{Change}(1, 131) = 8.527$, $p = .004$) and entered the model as a positive predictor of the response variable. Block 3 represented functional institutional characteristics, and although it explained approximately 4% of the variance in the outcome variable, the block itself was not statistically significant. The fourth block contained the psychosocial identity development variables of interest, educational involvement and academic autonomy. This block entered the regression model to explain an additional 5.4% of the variance in the outcome variable and was statistically significant ($F_{Change}(2, 127) = 4.135$, $p = .018$) (see Table 9).

The statistically significant overall model suggests that there were independent variables that predict change in the outcome variable. In order to assess which of the independent variables were significant, each coefficient was tested to see if, holding other independent variables constant, the change associated with the dependent variable was statistically significant. Two variables emerged in the overall model as statistically

significant predictors of the outcome variable. The retrospective pre-test for pre-college leadership ($t(127) = 2.189$, $p = .030$) and academic autonomy ($t(127) = 2.443$, $p = .016$) were statistically significant and give evidence that these coefficients are not equal to zero. These findings indicate that controlling for other predictors, for every one unit increase on a student's score of the retrospective pre-test for pre-college leadership there will be a .285 unit increase in the individual dimension score of socially responsible leadership. Likewise, for every one unit increase on the academic autonomy scale, there will be a .196 increase on the individual dimension score. This finding suggests that pre-college exposure to leadership activities that promote socially responsible leadership and a higher levels of autonomy in the academic setting will positively influence a student's capacity for socially responsible leadership within the individual dimension (i.e., consciousness of self, commitment, and congruence).

Research Question 2.2

How much of the variance in participants' group dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy? The second hierarchical multiple regression was performed utilizing the blocked variables described as independent variables and the group dimension scale of socially responsible leadership as the dependent variable to address this question (Model 2). The results provided no evidence that variation in the dependent variable could be explained by the predictors in the overall model ($F(9, 128) = 1.549$, $p = .138$) (see Table 9).

Although the overall model is not statistically significant, it is interesting to note that the introduction of the fourth block, the block containing the psychosocial identity

development variables of interest, educational involvement and academic autonomy, did explain a significant, albeit minimal, 5.7% of variance when entered into the model (R^2_{Change} = .057, F_{Change} (2, 128) = 4.057, p = .020). This would suggest that although the model is not significant, there is a statistically significant change in the measure of the response variable when the independent variables, educational involvement and academic autonomy, are entered into the regression model.

Research Question 2.3

How much of the variance in participants' society/community dimension scores of socially responsible leadership is explained by measures of educational involvement and academic autonomy? To address this research question, the third hierarchical multiple regression was performed utilizing the blocked variables described as independent variables and the societal dimension scale of socially responsible leadership as the dependent variable (Model 3). The results provided evidence that variation in the dependent variable could be explained by the predictors in the overall model (F(9, 132) = 2.235, p = .023) (see Table 10). The overall regression model produced a R^2 = .132; however, since the regressed data is from a sample rather than a population, it is necessary to use an adjusted R^2 measure. For this regression, R^2_{adj} = .073 was used. The independent variables in this model, with this data and this sample, account for 7.3% of the total variance in the individual dimension score of socially responsible leadership.

The first block of demographic variables explained a portion of the variance in the overall model, but not to a statistically significant degree. The introduction of the second block, the retrospective pre-test for pre-college leadership, explained a large portion of the variance of the overall model at a significant level (R^2_{Change} = .038, F_{Change} (1, 136) =

5.61, p = .019), but did not enter the model as a significant predictor of the response variable. Block 3 represented functional institutional characteristics, but was not statistically significant and only explained 1.2% of the total variance of the overall model. The fourth block contained the psychosocial identity development variables of interest, educational involvement and academic autonomy. This block entered the regression model to explain an additional 2.9% of the variance in the outcome variable but was not statistically significant as a block.

The statistically significant overall model suggests that there were independent variables that predicted change in the outcome variable. In order to assess which of the independent variables were significant, each coefficient was tested to see if, holding other independent variables constant, the change associated with the dependent variable was statistically significant. One variable emerged in the overall model as a statistically significant predictor of the outcome variable. Educational involvement (t(132) = 2.086, p = .039) was statistically significant and gives evidence that this coefficient is not equal to zero. This finding indicates that controlling for other predictors, for every one unit increase on a student's score of educational involvement there will be a .098 unit increase in the societal dimension score of socially responsible leadership. This finding suggests that higher levels of intentional involvement in the educational process will positively influence a student's capacity for socially responsible leadership within the societal dimension (i.e., citizenship).

Research Question 2.4

How much of the variance in participants' omnibus measures of socially responsible leadership is explained by measures of educational involvement and

academic autonomy? The fourth hierarchical multiple regression was performed utilizing the blocked variables described as independent variables and the omnibus measure for total capacity for socially responsible leadership as the dependent variable to address this question (Model 4). The results provided no evidence that variation in the dependent variable could be explained by the predictors in the overall model ($F(9, 122) = 1.739$, $p = .087$) (see Table 10).

Although the overall model is not statistically significant, it is interesting to note that the introduction of the second and fourth blocks did explain significant amounts of variance when entered into the model. Block 2 containing the retrospective pre-test for pre-college leadership variable explained 3.8% of the total variance ($R^2_{Change} = .038$, $F_{Change}(1, 126) = 5.106$, $p = .026$). Block 4, containing the psychosocial identity development variables of interest, educational involvement and academic autonomy, explained 4.8% of variance when entered into the model ($R^2_{Change} = .048$, $F_{Change}(2, 122) = 3.324$, $p = .039$). This would suggest that although the model is not significant, there is a statistically significant change in the measure of the response variable when the independent variables measuring pre-college leadership, educational involvement, and academic autonomy are entered into the regression model.

Table 9.
Results from the Final Block of Regression Models 1, 2

Regression Block Name	Individual Dimension			Group Dimension		
Variable	*B*	*β*	*p*	*B*	*β*	*p*
Demographic Characteristics						
Gender	.427	.030		-1.540	-.081	
Sexual Orientation	4.190	.140		2.826	.076	
Race	1.94	.094		1.765	.085	
Age	.586	.068		.263	.023	
R^2 Change	.018			.023		
Pretest						
Pre-college Leadership	.285	.186	*	.207	.102	
R^2 Change	.060		**	.017		
Institutional Characteristics						
Class Standing	-.422	-.022		1.233	.049	
GPA	2.000	.116		-2.414	-.109	
R^2 Change	.041			.001		
Academic Developmental Task						
Educational Involmt	.037	.047		.205	.198	
Academic Autonomy	.196	.237	*	.128	.118	
R^2 Change	.054		*	.057		*
R^2	.172			.098		
Adjusted R^2	.114			.035		
F	2.941		**	1.549		

*$p < .05$, **$p < .01$

Table 10.
Results from the Final Block of Regression Models 3, 4

Regression Block Name	Societal Dimension			Omnibus SRLS		
Variable	*B*	*β*	*p*	*B*	*β*	*p*
Demographic Characteristics						
Gender	1.303	.144		-.768	-.018	
Sexual Orientation	2.418	.136		12.993	.149	
Race	-.377	-.038		2.759	.059	
Age	-.694	-.129		-.352	-.014	
R^2 Change	.053			.025		
Pretest						
Pre-college Leadership	.141	.147		.690	.152	
R^2 Change	.038		*	.038		*
Institutional Characteristics						
Class Standing	-.647	-.055		-.483	-.009	
GPA	.538	.051		-2.348	-.046	
R^2 Change	.012			.003		
Academic Developmental Task						
Educational Involmt	.098	.199	*	.323	.136	
Academic Autonomy	-.025	-.048		.390	.161	
R^2 Change	.029			.048		*
R^2	.132			.114		
Adjusted R^2	.073			.048		
F	2.235		*	1.739		

*$p < .05$, **$p < .01$

CHAPTER 5

DISCUSSION

This research focused on exploring the intersections of academic psychosocial constructs and socially responsible leadership. This chapter provides an overview of the research problem, methodology, and summary of the results. It also discusses and interprets the findings of the study and provides implications for student affairs and higher education. The chapter closes by outlining a future research agenda built from this research study.

Research Problem Overview

This study introduced a new context and lens through which to study socially responsible leadership. Broadening the field's understanding of socially responsible leadership beyond the co-curriculum is necessary as the landscape of higher education continues to engage higher levels of scrutiny and accountability from a variety of stakeholders. The calls for accountability and higher levels of scrutiny ask how well colleges and universities are enacting their mission of producing active and engaged graduates who demonstrate socially responsible leadership in their respective communities (AAC&U, 2007; Astin & Astin, 2000; Dugan & Komives, 2010; Hoy & Meisel, 2008; NASPA & ACPA, 2004; U.S. Department of Education, 2006). This foundational and exploratory research established a starting point from which to consider how all students, those involved in the co-curriculum and those who are not, develop socially responsible leadership. In order to accomplish this, the research study determined

and capitalized on the common ground that all college student experiences share: the developmental process each student engages as he or she maneuvers the academic landscape. By understanding how these common experiences are related to and influence socially responsible leadership development, student affairs and higher education practice and research can leverage student development in ways that directly contribute to accomplishing college and university missions.

Review of Methods

This study examined the relationship between psychosocial developmental tasks related to educational involvement and academic autonomy and measures of socially responsible leadership by addressing two research questions: (1) What relationship exists between measures of socially responsible leadership and academic aspects of psychosocial identity development?, and (2) Do measures of educational involvement and academic autonomy contribute significantly to explaining participants' capacities for socially responsible leadership? Guided by a quantitative methodology, the researcher designed an instrument comprised of the SRLS-R2 (Dugan, 2006c) and the Educational Involvement and Academic Autonomy subtasks from the SDTLA (Winston et al., 1999a), two nationally available, valid, and reliable instruments. The locally designed instrument also included questions to gather demographic and functional institutional characteristics, as well as a short pre-test for pre-college leadership that had been utilized in previous studies measuring socially responsible leadership (Dugan, Rossetti-Morosini, et al., 2011). Reliability studies conducted on the instrument utilized in this study showed consistent and reliable measures for the study's sample and confirmed the overall reliability of the locally designed instrument.

A total of 3,000 undergraduate, full-time students between the ages of 18 and 25 at a large, public, land grant, research extensive institution in the Southeast United States were invited to participate in the study by completing an online locally developed questionnaire. A 7.8% response rate yielded a sample of 226 participants, and after removing incomplete cases, the total sample for this study was N = 165. See Table 4 for more detailed information about the characteristics of this study's sample.

Analytic methods included calculating Pearson correlations to assist in answering the first research question examining relationships between educational involvement and academic autonomy constructs and socially responsible leadership. The researcher regressed data utilizing Astin's (1991) I-E-O conceptual framework to establish a hierarchical multiple regression model and answer the second research question concerning the extent to which measures of educational involvement and academic autonomy helped to explain the variance in measures of socially responsible leadership.

Summary of Results

This section provides a summary of the findings shared in Chapter 4. The results are aggregated by the overarching research question.

Research Question 1

The first research question was concerned with the relationships between measures of socially responsible leadership (HERI, 1996) and academic aspects of psychosocial identity development (Chickering & Reisser, 1993), specifically measured by levels of academic autonomy and educational involvement. After running Pearson correlations, data show weak, but statistically significant, positive relationships between measures of educational involvement and individual (r = .251, p = .002), group (r = .207,

p = .010), and societal (r = .243, p = .002) dimensions of socially responsible leadership, as well as one's total capacity for socially responsible leadership (r = .236, p = .004) as measured by the Omnibus SRLS. Measures of academic autonomy demonstrated weak, but statistically significant, positive relationships with the individual dimension (r = .301, p = .000) of socially responsible leadership and with one's total capacity for socially responsible leadership (r = .170, p = .042) as measured by the Omnibus SRLS. See Tables 7 and 8 for more detailed analysis information.

Research Question 2

The second research question addressed the extent to which measures of educational involvement and academic autonomy helped to explain the various capacities for socially responsible leadership. After conducting data analysis, two of the four models, Models 1 and 3, were statistically significant predictors of response variables. The individual dimension response variable model (Model 1) explained 11.4% (p = .003) of the variation in participants' capacity for socially responsible leadership at the individual level. Within this model, the variables for pre-college leadership (B = .285, p = .030) and academic autonomy (B = .196, p = .016) were statistically significant indicating they have direct influence in predicting one's score on the individual dimension of socially responsible leadership.

The societal dimension response variable model (Model 3) explained 7.3% (p = .023) of the variation in participants' capacity for socially responsible leadership at the societal level. Within this model, the educational involvement independent variable (B = .098, p = .039) was statistically significant indicating its direct influence in predicting one's score on the societal dimension of socially responsible leadership. For more

information regarding detailed analysis information for each of the four hierarchical regression models, refer to Tables 9 (Models 1, 2) and 10 (Models 3, 4).

Discussion of Study Findings

This study was designed to broaden the context and scope of how colleges and universities can actualize their mission of developing engaged civic leaders for the future who demonstrate socially responsible leadership. In order to do so, the study focused its inquiry on psychosocial developmental tasks associated with the academic experience with which all students at institutions of higher education must grapple. This study specifically explored the links between socially responsible leadership and the constructs of educational involvement and academic autonomy, concepts connected to Chickering & Reisser's (1993) theory of psychosocial identity development and defined and measured by the SDTLA (Winston et al., 1999a; 1999b). The discussion of findings provides interpretation of the study's results.

Educational Involvement

Educational Involvement is a subtask of the SDTLA's Establishing and Clarifying Purpose task (Winston et al., 1999a) and is grounded in Chickering and Reisser's (1993) vector *developing purpose.* Developing purpose is a key developmental outcome for college and university students. It entails intentional decision-making, consideration and reflection on one's interests, options, goals, and plans, and persistence to achieve one's plans and goals (Chickering & Reisser). The broader scope of this vector builds future-focused efforts to define and live into one's purpose. Specifically in the realm of educational involvement, the higher levels of intentionality that students utilize when determining majors and academic goals contribute to a clarified path beyond college that

supports alignment of personal interests, interpersonal and family commitments, and vocational aspirations.

The research findings showed statistically significant positive relationships between educational involvement and all measures of socially responsible leadership of interest in this study. Although weak, these statistically significant relationships suggest that higher levels of educational involvement are correlated with higher capacities for socially responsible leadership at all dimensions, as well as one's total capacity for socially responsible leadership. Based on how Educational Involvement is measured, one would expect to see some relationship between this construct and measures of socially responsible leadership. The individual dimension of socially responsible leadership encourages the development of a deep consciousness of self, an exploration and clarification of values in order to align those values with congruent behaviors, and an investment toward action around concepts that are important to the individual (HERI, 1996). The tasks associated with educational involvement (e.g., selecting a major that aligns with one's interests and intellectual ability) are likely to provide experiential opportunities for students to develop the individual dimension values of socially responsible leadership more fully. At the group level, socially responsible leadership focuses on the values of collaboration, common purpose, and controversy with civility (HERI). The research findings suggest that these leadership values are deepened by tasks associated with educational involvement such as building relationships with faculty and staff, engaging in dialogue with faculty on discipline related topics, and demonstrating active learning habits. The societal level of socially responsible leadership is concerned with the value of citizenship; it is measured by the extent to which one sees him or

herself as a member of a community and feels compelled to make that community better. Students begin to develop this value when they are more engaged in the academic life of the college/university. Students who attend lectures and programs not associated with their academic major or seek out additional activities not related to course requirements are developing a higher level of educational involvement, which in turn, may produce higher levels of socially responsible leadership within the societal dimension. Since the Omnibus SRLS is the aggregate of the other three dimensions, it is no surprise that educational involvement is also positively correlated with one's total capacity for socially responsible leadership. The research suggests that participating in all of the activities affiliated with educational involvement deepens value development on all of the dimensional scores, and subsequently, then, would suggest a higher total capacity for socially responsible leadership.

When examined in the study's hierarchical multiple regressions, educational involvement emerged as a statistically significant predictor of the societal dimension of socially responsible leadership. This finding is consistent with the theory undergirding both constructs. Ultimately, Educational Involvement (Winston et al., 1999a) contributes to establishing and clarifying one's purpose. Developing purpose emphasizes a future-focus and integration of one's plans and goals into the broad scope of a larger purpose for one's life (Chickering & Reisser, 1993). Tasks associated with higher levels of educational involvement require a student to consider his or her future vocation and suggests high levels of intentional self-assessment and planning in order to achieve goals and plans that are beyond the scope of the college/university experience. Likewise, the value of citizenship associated with the societal dimension of socially responsible

leadership suggests that one is connected to communities and to ideas bigger than one's self. It is future-focused in that it connotes a social and civic responsibility to make a contribution that improves the communities of which we are a part. This finding suggests that developing higher levels of educational involvement among college students is a positive predictor of societal dimensions of socially responsible leadership. Essentially, encouraging a student to be more educationally involved is likely to deepen his or her value of citizenship.

Academic Autonomy

Academic Autonomy is a subtask of the SDTLA's Developing Autonomy task (Winston et al., 1999a) and is grounded in Chickering and Reisser's (1993) vector *moving through autonomy toward interdependence.* Moving through autonomy toward interdependence is a key developmental outcome for college and university students. This developmental construct emphasizes the need for emotional and instrumental independence while simultaneously recognizing the need and value of interdependence. Development along this outcome is characterized by students who do not require high levels of reassurance or approval from others and who demonstrate an ability to be self-directed problem solvers, yet understand their place within the larger community (Chickering & Reisser). For academic autonomy, this is demonstrated by the capacity to deal with ambiguity and to self-regulate behavior in ways that allow one to accomplish personal goals and fulfill responsibilities.

The research findings indicated statistically significant positive relationships between academic autonomy and the individual level of socially responsible leadership. In addition, academic autonomy's correlation with total capacity for socially responsible

leadership was statistically significant. Given the measurement characteristics of academic autonomy, one would expect to see some relationship between this construct and measures of socially responsible leadership. The individual dimension of socially responsible leadership is concerned with the development of an accurate self-concept and deep level of self-awareness, identification of personal values in order to demonstrate congruent behaviors, and a commitment to invest time and energy in causes important to the individual (HERI, 1996). The tasks associated with academic autonomy (e.g., demonstrating effective study habits, exhibiting honed self-discipline, and displaying behaviors associated with independent learners who practice realistic self-appraisal) are likely to provide experiential opportunities for students to develop the individual dimension values of socially responsible leadership more fully. The Omnibus SRLS measures total capacity for socially responsible leadership and is a function of the three dimensional measures and one's ability to adapt to constantly evolving environments. The finding indicating the positive correlation between one's total capacity for socially responsible leadership and academic autonomy would suggest that developing the skills associated with academic autonomy more fully would deepen one's total capacity for socially responsible leadership. Those with high levels of academic autonomy know their strengths and weaknesses, self-regulate their behavior, demonstrate discipline, manage ambiguity, and are self-directed problem solvers. These characteristics not only align well with the values associated with the individual dimension, but are also indicators that one with high levels of academic autonomy might present more readiness for change, and thus contribute to a higher capacity for overall socially responsible leadership.

Academic autonomy emerged as a statistically significant predictor of the individual dimension of socially responsible leadership when utilizing the study's hierarchical multiple regression techniques. Theory informing both of these constructs would support this finding. The developmental vector, *moving through autonomy toward interdependence* (Chickering & Reisser, 1993), the driving theoretical construct behind Academic Autonomy (Winston et al., 1999a), is concerned with the level to which one needs reassurance or approval from others, demonstrates self-directed problem-solving, and identifies the interconnectedness of self and others in the larger scope of behaviors. Tasks associated with higher levels of academic autonomy require a student to know him or herself well enough to determine appropriate and effective study habits, exhibit self-discipline, manage ambiguity, and exhibit ability-consistent levels of academic success. Likewise, the values associated with the individual dimension of socially responsible leadership would expect a high level of self-awareness, a commitment to on-going self-reflection, an articulation of values and congruent behavior, and an investment in action toward a goal or cause that has meaning. This finding suggests that developing higher levels of academic autonomy among college students is a positive predictor of individual dimensions of socially responsible leadership. Essentially, encouraging a student to be more academically autonomous is likely to deepen his or her values associated with the individual dimension of socially responsible leadership (i.e., consciousness of self, congruence, and commitment).

Academic Developmental Tasks

As a construct, this study suggests that academic developmental tasks are statistically significant contributors to socially responsible leadership. Although not all of

the regression models employed in this study were statistically significant, it is interesting to note that the academic developmental task block of independent variables (Educational Involvement and Academic Autonomy) entered regression models 1, 2, and 4 as statistically significant explaining an additional 4.8% (Model 4) to 5.7% (Model 2) of the variance in the respective response variables. This is of particular interest given that the best predictive model in this study only explained a total of 11.4% of the variation in any of the response variables. This finding suggests an entry point for more exploration of academic experiences and their relationship with socially responsible leadership. It would seem that there is something about the way in which students approach their academic experience that would suggest differences in their capacities for leadership.

Neither regression Model 2 (group dimension, response variable) nor 4 (Omnibus SRLS, response variable) were overall statistically significant in this study. One explanation for this might be that the EI and AA constructs themselves are highly individualistic in nature and although they have some group functions as by-products, the developmental vectors in which they are grounded are focused on the individual experience. Similarly, the two models that were statistically significant, Model 1 (individual dimension, response variable) and 3 (societal dimension, response variable) were concerned with measuring values that reflect a very individualistic perspective. This is more intuitive when considering the individual dimension (i.e., consciousness of self, congruence, and commitment), and perhaps less so when contemplating the societal dimension (i.e., citizenship). However, the value of citizenship is measured more by the extent to which an individual believes he or she has a responsibility to his or her community and follows through with action to participate in activities that contribute to

the common good (Dugan, 2006c; HERI, 1996). These developmental tasks do contribute significantly when the academic developmental task block is added to the regression, yet they do not contribute to the overall significance of the model. Their individualistic perspective may be one factor in this outcome.

Implications for Practice

The findings from this study have several implications for student affairs and academic affairs practice. These implications help to extend the conversation about the development of socially responsible leadership beyond the co-curriculum and provide insight into the ways in which to leverage the academic experience in order to produce greater capacities for socially responsible leadership. This section outlines those implications and recommendations.

This study suggests that educational involvement and academic autonomy do matter when considering how to increase one's capacity for socially responsible leadership. Findings emphasize that educational experiences should not only focus on the learning, but also re-introduce, as a focus, student development into the academy's conversation. Educational involvement and academic autonomy are developmental tasks that are most often influenced through the curricular experience; however, there are opportunities for both student affairs and academic affairs educators to bridge the gap in order to ensure that students are experiencing success in these areas, and by extension, increasing students' capacities for socially responsible leadership.

Students who have accomplished the educational involvement subtask "have well-defined educational goals and plans, are knowledgeable about available resources, and are actively involved in the academic life of the college/university" (Winston et al.,

1999b, p. 11). In order to increase developmental gains in the area of educational involvement, faculty and staff should focus on three key areas: (a) academic concentration exploration and selection, (b) faculty interaction and mentorship, and (c) active-learning habit development and campus engagement. Students should have and be knowledgeable about the various options available for academic major exploration and selection. These resources may come in the form of human resources (e.g., faculty, academic advisors), campus resources (e.g., career centers, major/career fairs, websites), or courses (e.g., freshman seminars, courses developed specifically to assist with major/career exploration). Students should engage with faculty in a variety of ways. These interactions could be a small as visiting during office hours, inviting a dialogue about a research project with which the faculty member is engaged, or requesting a recommendation for an article or book in an area of interest to more long-term mentorship relationships and collaborative research and writing projects. Lastly, educators should encourage students to be active participants in their learning experience and to engage the campus. Cultivating initiative should be a key area of interest, where students are driving their educational experience and taking advantage of the resources and opportunities available to them on campus.

Students who show high levels of accomplishment in academic autonomy "have the capacity to deal well with ambiguity and to monitor and control their behavior in ways that allow them to attain personal goals and fulfill responsibilities" (Winston et al., 1999b, p. 11). In order to increase developmental gains in the area of academic autonomy, faculty and staff should consider the following areas of focus: (a) academic preparation and performance and (b) self-directed and independent learning. Students

should know about resources that assist in the development and honing of effective study habits, as well as tutorial and library assistance. These resources could be offered through a number of venues such as study skills workshops, library tours and reference seminars, or tutoring centers. Educators should also encourage self-directed and independent learning. Faculty should consider pedagogical techniques that introduce high levels of ambiguity and self-directed learning. For example, reconsider the use of faculty-designed rubrics or well-defined and detailed assignments. Instead, allow students to engage in navigating the ambiguity of rubric development and assignment completion in order to increase their levels of independent learning. Utilizing scaffolding techniques in class structure with the use of peer leader co-instructors can also provide opportunities for academic autonomy. For many students working to accomplish this subtask this includes cultivating stronger time management skills, improving self-discipline, and developing course load management (e.g., juggling multiple course assignments and due dates, maintaining or deepening interests in course/discipline content). Students can enhance these skills by attending time-management workshops, charting deadlines, and developing rewards structures for accomplishing tasks. Students should also utilize their academic advisors to assist with academic course planning.

This study's findings establish the connection between academic developmental tasks and the development of socially responsible leadership. And while this section has outlined several strategies for leveraging growth in the areas of educational involvement and academic autonomy, it is crucial that the discussion also include the critical role of mission-centered and mission-driven work. As has been stated, colleges and universities include – as a central part of their mission – the development of civic leaders for the

future (Astin & Astin, 2000; Caruso, 1981; Lucas, 1994; Zimmerman-Oster & Burkhardt, 1999). Is it not important, then, to ensure that the mission is driving the work at institutions of higher education? This foundational research study argues that campuses should reframe the context in which this mission-driven work is happening. For example, it is important to encourage faculty to engage with students not only because it assists with student success in the classroom, but also because it may contribute to the larger outcome of developing socially responsible, civic leaders of the future. Creating this shift may be difficult, but advocating for it creates a number of opportunities.

How can we expect faculty and staff to understand the full scope of work and outcomes if we do not share the information and create structures that support and reward engagement? Educating faculty and staff about the ways in which academic developmental tasks are associated with developing socially responsible leadership is essential. Consider how faculty development centers (e.g., a campus Center for Teaching and Learning) might utilize faculty orientation to share information about how these concepts are related. Moreover, consider how faculty engagement is valued in tenure and promotion procedures. Utilize professional development opportunities to educate academic advisors about their important role in increasing students' capacities for socially responsible leadership. Further, contemplate how this new context creates new opportunities for student affairs and academic affairs to partner. These partnerships could be through course offerings (e.g., career/major exploration courses) and student success initiatives focused on key developmental tasks such as academic success and preparation (e.g., tutoring services, study skill development, and time management workshops).

Yet another collaborative opportunity lies within how new students are introduced to the institution. Although experiences with pre-college leadership were used as a control in this study, this research, along with others (Komives et al., 2005; Owen, 2008), demonstrated that pre-college leadership matters. A recent study also suggests that these students are poised for conversations about socially responsible leadership (Cauthen, 2010). These findings suggest that educators should share the benefits of developing strong levels of educational involvement and academic autonomy as just one of perhaps many academic experiences that contribute to the development of socially responsible leadership. New student orientation or freshman seminars may be an excellent venue by which student affairs and academic affairs could partner to share and teach, as well as support students as they begin their academic journey. This same kind of partnership could, and should, be mirrored beyond the first-year. Collaborative approaches to this work ensure that information and resources are being translated across the institution in order for students to receive the maximum benefit.

The findings from this foundational and exploratory study suggest that the connections between the academic developmental tasks of educational involvement and academic autonomy are related to the development of socially responsible leadership. Exploring these relationships more fully will provide additional, useful, and much needed information. However, these findings indicate several ways in which this work can begin. Leveraging opportunities that promote higher levels of educational involvement and academic autonomy will directly influence, and in some cases, positively predict, aspects of socially responsible leadership.

Future Research

While this study provides an entry point for conversation and understanding about developing socially responsible leadership in academic settings, there is more work to be done. This section provides a discussion of additional questions and suggestions that will further this work.

Single institutional studies should replicate this one in order to generate a larger sample size that has high degrees of variability in all of the demographic and functional institutional characteristics. Replication with greater power could provide more insight into the ways in which measures of educational involvement and academic autonomy are related to socially responsible leadership. Based on those findings, multi-institutional studies could be conducted in order to learn more about institutional effects. Demographic differences could also be explored to determine any latent effects of significant demographic characteristics on socially responsible leadership development in academic settings. Answering these questions will assist in painting a better picture of the relationships between these specific measures.

While the SDTLA (Winston et al., 1999a) is a useful tool in measuring academic aspects of a student's developmental experience, there may be other measurements that provide more depth or different perspectives about how socially responsible leadership is developed in the academic setting. Future research should explore alternative measures of academic development that may influence socially responsible leadership.

Lastly, with the expansion of national datasets for constructs such as socially responsible leadership (e.g., Multi-Institutional Study of Leadership (Dugan & Komives, 2005), there are likely a number of research studies that could be conducted utilizing data

from national datasets to test the relationships between these same constructs of academic experiences and socially responsible leadership. These datasets also provide the opportunity for longitudinal analysis and could provide even greater insight into these relationships and latent effects and provide significant recommendations for how to modify higher education research and practice in order to assist in the actualization of institutional mission.

Summary

This research surveyed a random sample of full-time undergraduate students ages 18-25 from a large, public, land grant, research extensive institution in the Southeast to explore participants' academic and leadership experiences while in college. The study examined students' developmental levels of educational involvement and academic autonomy as well as their capacity for socially responsible leadership.

This research intended to expand the notions of socially responsible leadership development beyond the co-curriculum by examining the relationship between psychosocial developmental tasks related to educational involvement and academic autonomy and measures of socially responsible leadership. Findings from this study suggest a relationship between the two constructs with educational involvement emerging as a significantly positive predictor of societal dimensions of socially responsible leadership, and academic autonomy as a significantly positive predictor of individual values associated with socially responsible leadership. This study serves as a foundation from which to broaden the understanding of socially responsible leadership development in academic settings.

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APPENDIX A

Questionnaire Grid

Section 1: Getting To Know You					
Ques#	Item	Response	Construct	Block	Original Item
1	What is your year in school?	1: First-year 2: Second-year 3: Third-year 4: Fourth-year and beyond 5: Graduate Student 6: Unclassified * Regression coding: 0: Third-year; 1: Fourth-year and beyond	Institutional Functional Characteristics	Block 3	SRLS-R2
2	What is your current GPA? (E.g., 3.32)	Open ended	Institutional Functional Characteristics	Block 3	SRLS-R2
3	Please indicate the college or school where your academic **major** is housed. (Choose all that apply)	1: College of Agriculture & Environmental Sciences; 2: College of Arts & Sciences; 3: College of Business; 4: School of Ecology; 5: College of Education; 6: College of Environment & Design; 7: College of Family & Consumer Sciences; 8: School of Forestry & Natural Resources; 9: College of Journalism & Mass Communication; 10: College of Public Health; 11: School of Public & International Affairs; 12: School of Social Work	Institutional Functional Characteristics	Block 3/Dropped during regression analysis.	Local

Section 2: Pre-College Perspectives					
Ques#	Item	Response	Construct	Block	Original Item
4	*Looking back to before you started college, please indicate your level of agreement with the following items:*				Dugan
4a	Hearing differences in opinions enriched my thinking	1: Strongly Disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly Agree	Controversy with Civility Pretest	Block 2	11a
4b (-)	I had low self esteem		Consciousness of Self Pretest	Block 2	11b
4c	I worked well in changing environments		Change Pretest	Block 2	11c
4d	I enjoyed working with others toward common goals		Collaboration Pretest	Block 2	11d
4e	I held myself accountable for responsibilities I agreed to		Commitment Pretest	Block 2	11e
4f	I worked well when I knew the collective values of a group		Common Purpose Pretest	Block 2	11f
4g	My behaviors reflected my beliefs		Congruence Pretest	Block 2	11g
4h	I valued the opportunities that allowed me to contribute to my community		Citizenship Pretest	Block 2	11h

Section 3: Thoughts About Leadership					
Ques#	**Item**	**Response**	**Construct**	**Block**	**Original Item**
This section provides a list of statements with which you may agree or disagree. Please read through the items that follow and indicate your level of agreement or disagreement with each. You should do this by selecting the answer that most closely represents your opinion about that statement. For the statements that refer to a group, think of ***any group of which you have been a part since coming to college****. This might be a formal organization or an informal study group. For consistency, use the same group when responding to all items. Please indicate your general feelings about participating in a group.*					SRLS-R2
5	I am open to others' ideas	1: Strongly Disagree	Controversy with Civility	Group Dimension: DV	1
6	Creativity can come from conflict	2: Disagree	Controversy with Civility	Group Dimension: DV	2
7	I value differences in others	3: Neither Agree nor Disagree	Controversy with Civility	Group Dimension: DV	3
8	I am able to articulate my priorities	4: Agree	Consciousness of Self	Individual Dimension: DV	4
9	Hearing differences in opinions enriched my thinking	5: Strongly Agree	Controversy with Civility	Group Dimension: DV	5
10 (-)	I have a low self esteem		Consciousness of Self	Individual Dimension: DV	6
11 (-)	I struggle when group members have ideas that are different from mine		Controversy with Civility	Group Dimension: DV	7
12 (-)	Transition makes me uncomfortable		Change	Omnibus: DV	8
13	I am usually self confident		Consciousness of Self	Individual Dimension: DV	9
14	I am seen as someone who works well with others		Collaboration	Group Dimension: DV	10
15	Greater harmony can come out of disagreement		Controversy with Civility	Group Dimension: DV	11
16	I am comfortable initating new ways of looking at things		Change	Omnibus: DV	12
17	My behaviors are congruent with my beliefs		Congruence	Individual Dimension: DV	13
18	I am committed to a collective purpose in those groups to which I belong		Common Purpose	Group Dimension: DV	14
19	It is important to develop a common direction in a group in order to get anything done		Common Purpose	Group Dimension: DV	15
20	I respect opinions other than my own		Controversy with Civility	Group Dimension: DV	16
21	Change brings new life to an organization		Change	Omnibus: DV	17
22	The things about which I feel passionate have priority in my life		Consciousness of Self	Individual Dimension: DV	18
23	I contribute to the goals of the group		Common Purpose	Group Dimension: DV	19
24	There is energy in doing something a new way		Change	Omnibus: DV	20
25 (-)	I am uncomfortable when someone disagrees with me		Controversy with Civility	Group Dimension: DV	21
26	I know myself pretty well		Consciousness of Self	Individual Dimension: DV	22
27	I am willing to devote time and energy to things that are important to me		Commitment	Individual Dimension: DV	23
28	I stick with others through the difficult times		Commitment	Individual Dimension: DV	24
29 (-)	When there is conflict between two people, one will win and the other will lose		Controversy with Civility	Group Dimension: DV	25
30 (-)	Change makes me uncomfortable		Change	Omnibus: DV	26
31	It is important to me to act on my beliefs		Congruence	Individual Dimension: DV	27
32	I am focused on my responsibilities		Commitment	Individual Dimension: DV	28
33	I can make a difference when I work with others on a task		Collaboration	Group Dimension: DV	29
34	I actively listen to what others have to say		Collaboration	Group Dimension: DV	30
35	I think it is important to know other people's priorities		Common Purpose	Group Dimension: DV	31
36	My actions are consistent with my values		Congruence	Individual Dimension: DV	32
37	I believe I have responsibilities to my community		Citizenship	Societal Dimension: DV	33
38	I could describe my personality		Consciousness of Self	Individual Dimension: DV	34
39	I have helped to shape the mission of the group		Common Purpose	Group Dimension: DV	35
40 (-)	New ways of doing things frustrate me		Change	Omnibus: DV	36
41	Common values drive an organization		Common Purpose	Group Dimension: DV	37
42	I give time to making a difference for someone else		Citizenship	Societal Dimension: DV	38
43	I work well in changing environments		Change	Omnibus: DV	39
44	I work with others to make my communities better places		Citizenship	Societal Dimension: DV	40

45	I can describe how I am similar to other people		Consciousness of Self	Individual Dimension: DV	41
46	I enjoy working with others toward common goals		Collaboration	Group Dimension: DV	42
47	I am open to new ideas		Change	Omnibus: DV	43
48	I have the power to make a difference in my community		Citizenship	Societal Dimension: DV	44
49	I look for new ways to do something		Change	Omnibus: DV	45
50	I am willing to act for the rights of others		Citizenship	Societal Dimension: DV	46
51	I participate in activities that contribute to the common good		Citizenship	Societal Dimension: DV	47
52	Others would describe me as a cooperative group member		Collaboration	Group Dimension: DV	48
53	I am comfortable with conflict		Controversy with Civility	Group Dimension: DV	49
54	I can identify the differences between positive and negative change		Change	Omnibus: DV	50
55	I can be counted on to do my part		Commitment	Individual Dimension: DV	51
56	Being seen a as a person of integrity is important to me		Congruence	Individual Dimension: DV	52
57	I follow through on my promises		Commitment	Individual Dimension: DV	53
58	I hold myself accountable for responsibilities I agree to		Commitment	Individual Dimension: DV	54
59	I believe I have a civic responsibility to the greater public		Citizenship	Societal Dimension: DV	55
60 (-)	Self-reflection is difficult for me		Consciousness of Self	Individual Dimension: DV	56
61	Collaboration produces better results		Collaboration	Group Dimension: DV	57
62	I know the purpose of the groups to which I belong		Common Purpose	Group Dimension: DV	58
63	I am comfortable expressing myself		Consciousness of Self	Individual Dimension: DV	59
64	My contributions are recognized by others in the groups I belong to		Collaboration	Group Dimension: DV	60
65	I work well when I know the collective values of a group		Common Purpose	Group Dimension: DV	61
66	I share my ideas with others		Controversy with Civility	Group Dimension: DV	62
67	My behaviors reflect my beliefs		Congruence	Individual Dimension: DV	63
68	I am genuine		Congruence	Individual Dimension: DV	64
69	I am able to trust the people with whom I work		Collaboration	Group Dimension: DV	65
70	I value opportunities that allow me to contribute to my community		Citizenship	Societal Dimension: DV	66
71	I support what the group is trying to accomplish		Common Purpose	Group Dimension: DV	67
72	It is easy for me to be truthful		Congruence	Individual Dimension: DV	68

Section 4: Academic Experiences					
Ques#	**Item**	**Response**	**Construct**	**Block**	**Original Item**
This section contains a list of statements that concern your activities, feelings, attitudes, aspirations, and relationships since coming to college. For each question choose the one response that most closely reflects your beliefs, feelings, attitudes, experiences, or interests. Consider each statement carefully, but do not spend a great deal of time deliberating on a single statement. Work quickly, but carefully.					SDLTA
73	I have a difficult time in courses when the instructor doesn't regularly check up on completion of assignments.	A: Never (almost never) true of me	AA	Block 4	27
74	I don't perform as well in class as I could because I fall short of requirements.	B: Seldom true of me	AA	Block 4	35
75	It's hard for me to work intensely on assignments for more than a short time.	C: Usually true of me	AA	Block 4	43
76	It's very important to me that I am successful both inside and outside the classroom.	D: Always or almost always true of me	AA	Block 4	47
77	I get bored and quit studying after working on an assignment for a short time.		AA	Block 4	52
78	I have difficulty disciplining myself to study when I should.		AA	Block 4	56
79	My study time seems rushed because I fail to realistically estimate the amount of time required.		AA	Block 4	59
80	Even when I am not particularly interested in a subject, I am able to complete course requirements satisfactorily.		AA	Block 4	66
81	It's important to me that I achieve to the limits of my abilities.		AA	Block 4	67
82	I use library materials, resources, and facilities effectively.		AA	Block 4	68
83	In terms of an academic major or concentration,	A: I am uncertain about possible majors and am a long way from a decision. B: I have thought about several majors, but haven't done anything about it yet. C: I have made a tentative decision about what I will major in. D: I have made a firm decision about a major, but I still have doubts about whether I have made the right decision. E: I have made a firm decision about a major in which I am confident that I will be successful.	EI	Block 4	89

84	During this academic year,	A: I have tended to put off most school work and assignments to the last minute, and, as a result, don't do as well as I could. B: I have often forgotten about assignments or put them off so long that I was able to turn them in on time. C: I have established a study routine that has enable me to get most school work and assignments completed on time and to my own satisfaction. D: I have established a study routine that has enabled me to get all work and assignments completed on time and to my own satisfaction.	AA	Block 4	96
85	In terms of the array of possible academic majors at this college I have…	A: not spent much time investigating the possibilities. B: talked to some students about their majors, but have not done any systemic investigation. C: read the catalog and talked to some students and/or faculty/staff members about possible majors. D: made a systematic effort to learn about possible majors and what they entail. E: made a systematic efforts to learn about possible majors and have carefully looked at my abilities and interests and how they fit different majors.	EI	Block 4	98
86	In terms of an academic major/concentration, I have	A: determined what all the requirements are and the deadlines by which things must be done, for the major I have chosen. B: investigated the basic requirements for graduating with a degree in my academic major. C: a general idea about the courses and other requirements needed for my major. D: not paid much attention to the requirements for my major; I depend on my advisor or others to tell me what to take. E: yet to decide on an academic major.	EI	Block 4	103

87	Over the past twelve months at this college, I have	A: taken the initiative to set up conferences with an academic advisor. B: kept appointments with an academic advisor when she/he scheduled them. C: avoided dealing with my academic advisor. D: not investigated how to obtain academic advising. E: not been at this college long enough to get involved in academic advising.	EI	Block 4	116
88	I have a mature working relationship with one or more members of the academic community (faculty member, student affairs/services staff member, administrator).	A: Yes. B: No, I don't like dealing with them. C: No, I have tried to form relationships, but haven't been successful yet.D: No, I don't know any. E: No, I don't have time for that kind of thing.	EI	Block 4	122
89	Within the past twelve months,	A: I haven't attended any non-required lectures, programs, or activities dealing with serious intellectual subjects. B: I have attended one or two non-required lectures or programs dealing with serious intellectual subjects. C: I have attended three or four lectures or programs dealing with a serious intellectual subject that were not required for any of my courses. D: I have attended five or more lectures or programs dealing with a serious intellectual subject that were not required for any of my courses.	EI	Block 4	128
90	In addition to my academic studies,	A: I spend much of my free time involved in organized activities on campus or in the community. B: I spend most of my free time "goofing off" or watching TV. C: I spend most of my free time with friends doing things we enjoy. D: I spend most of my time working to support myself and/or caring for my family.	EI	Block 4	131

91	I have formed a personal relationship (friendly acquaintanceship) with one or more professors.	A: Yes, but I find it difficult to talk to him/her (them). B: Yes, we often enjoy interacting with each other. C: No, I would like to but haven't taken any action. D: No, I would like to and have tried unsuccessfully. E: No, because that isn't important to me.	EI	Block 4	134
92	I have been actively engaged in a student organization or college committee in the past 6 months.	A: Yes. B: No, I don't have time because of my job(s) and/or family responsibilities. C: No, I am not interested. D: No, I haven't been in college long enough. E: No, but I plan to do so soon.	EI	Block 4	137
93	Within the past three months, I have had a serious discussion with a faculty member concerning something of importance to me.	A: No, I don't like talking to faculty members. B: No, I have tried, but was unsuccessful. C: No, I haven't found one who seemed willing to interact in that way. D: Yes, I initiated such a discussion. E: Yes, I responded to a faculty member's initiative.	EI	Block 4	140
94	While in college I have participated in practical experience directly related to my educational goals through an internship, part-time work, summer job, or similar employment.	A: No, I haven't been enrolled long enough. B: No, I haven't thought about it very much. C: No, I have yet to establish any specific educational goals. D: Yes, I did it to satisify program requirements. E: Yes, I did it on my own initiative.	EI	Block 4	143
95	I carefully investigated the intellectual abilities and necessary academic background needed to be successful in my chosen academic major.	A: No, I have yet to make a definite decision about an academic major/concentration. B: No, I chose my major/concentration solely on the basis of what I enjoyed most. C: No, I have narrowed the choice down to a few areas, but I haven't really investigated majors in that way. D: No, I never thought about it in that way. E: Yes.	EI	Block 4	147

96	Within the past three months I have have read a non-required publication related to my major field of study.	A: No, I have yet to decide on an academic major/field of study. B: No, I don't have time to read such things. C: No, that would be too boring. D: Yes.	EI	Block 4	149
97	Within the past twelve months I have had a serious conversation about my long-term educational objectives with an academic advisor or other college official.	A: No, I don't know to whom to talk. B: No, I have tried by no one will help me. C: No, but I want to do that. D: No, I don't want my options limited. E: Yes.	EI	Block 4	152

Section 5: Demographics					
Ques#	**Item**	**Response**	**Construct**	**Block**	**Original Item**
98	What is your gender?	1: Female 2: Male 3: Transgender * Regression coding: 0: Male; 1: Female	Demographic	Block 1	SRLS-R2
99	What is your sexual orientation?	1: Heterosexual 2: Bisexual 3: Gay/Lesbian 4: Rather not say * Regression coding: 0: Heterosexual; 1: Lesbian, Gay, or Bisexual	Demographic	Block 1	SRLS-R2
100	What is your racial background? (Mark all that apply)	1: African American/ Black 2: American Indian/ Alaska Native 3:Asian American/ Asian 4:Latino/ Hispanic 5:Middle Eastern 6:White/ Caucasian 7: Multiracial 8: Race not included above * Regression coding: 0: White/Caucasian; 1: Students of Color	Demographic	Block 1	SRLS-R2
101	What is your age?	1: Younger than 18 2: 18 3: 19 4:20 5:21 6:22 7:23 8:24 9:25 10:Older than 25 * Regression coding: continuous variable	Demographic	Block 1	SRLS-R2

APPENDIX B

IRB Approval Letter

Subject: IRB Approval - Dean and Cauthen
Date: Friday, January 13, 2012 3:17:36 PM ET
From: KIMBERLY C Fowler
To: Laura A Dean
CC: T.W. Cauthen III

PROJECT NUMBER: 2012-10456-0
TITLE OF STUDY: Developing Socially Responsible Leadership in Academic Settings
PRINCIPAL INVESTIGATOR: Dr. Laura A. Dean

Dear Dr. Dean and Mr. Cauthen,

The University of Georgia Institutional Review Board (IRB) has reviewed and approved your above-titled proposal through the exempt (administrative) review procedure authorized by 45 CFR 46.101(b)(2) - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, /unless:/(i). the information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; /and/(ii). any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.

Please note: I have made and tracked minor revisions on the attached document. Please save these for your records and for any future amendment requests.

Your approval packet will be sent by mail. Please remember that any changes to this research proposal can only be initiated after review and approval by the IRB (except when necessary to eliminate apparent immediate hazards to the research participant). Any adverse events or unanticipated problems must be reported to the IRB immediately. The principal investigator is also responsible for maintaining all applicable protocol records (regardless of media type) for at least three (3) years after completion of the study (i.e., copy of approved protocol, raw data, amendments, correspondence, and other pertinent documents). You are requested to notify the Human Subjects Office if your study is completed or terminated.

Good luck with your study, and please feel free to contact us if you have any questions. Please use the IRB number and title in all communications regarding this study.

Regards,

Kim Fowler, CIP
Human Subjects Office
631 Boyd Graduate Studies Research Center
University of Georgia
Athens, GA 30602-7411
kfowler@uga.edu
Telephone: 706-542-5318
Fax: 706-542-3360
http://www.ovpr.uga.edu/hso/

APPENDIX C

IRB Revision Approval Letter

Subject: IRB Approval - Amendment - Dean/Cauthen
Date: Tuesday, February 21, 2012 2:07:12 PM ET
From: Megan elizabeth Mcfarland
To: Laura A Dean, T.W. Cauthen III

PROJECT NUMBER: 2012-10456-1
TITLE OF STUDY: Developing Socially Responsible Leadership in Academic Settings
PRINCIPAL INVESTIGATOR: Dr. Laura A. Dean

Dear Dr. Dean and Mr. Cauthen,

The University of Georgia Institutional Review Board (IRB) has reviewed and approved via exempt review procedure your amendment request to the above-titled human subjects proposal. A determination was made that the following modifications do not significantly change the study design or alter the risk/benefit ratio of the study, and the study continues to meet review criteria under the exempt procedure:

1. Conduct a second round of recruitment
2. Revise recruitment procedures

Your written approval packet will be sent via campus mail. Please be reminded that any changes to this research proposal can only be initiated after review and approval by the IRB (except when necessary to eliminate apparent immediate hazards to the research participant). Any adverse events or unanticipated problems must be reported to the IRB immediately. The principal investigator is also responsible for maintaining all applicable protocol records (regardless of media type) for at least three (3) years after completion of the study (i.e., copy of approved protocol, raw data, amendments, correspondence, and other pertinent documents). Any HIPAA-related research documents must be retained for a minimum of six (6) years. You are requested to notify the Human Subjects Office if your study is completed or terminated.

We wish you continued success with this study, and please feel free to contact us if you have any questions. Please use the IRB project number and title in all communications regarding this study.

Best regards,

Megan

Megan E McFarland, M.S.
Program Coordinator, Human Subjects Office
624 Boyd Graduate Studies Research Center
University of Georgia, Athens, GA 30602
706.542.0798 (phone) | 706.542.3360 (fax)
meganmcf@uga.edu
http://www.ovpr.uga.edu/hso/

APPENDIX D

Informed Consent Letter

Developing Socially Responsible Leadership in Academic Settings

Introduction

Dear Student:

I am a doctoral candidate in the Counseling and Student Personnel Services program conducting research for a dissertation under the direction of Dr. Laura A. Dean at the University of Georgia. We invite you to participate in a research study to answer questions regarding your academic and leadership experiences while in college.

Your participation will involve responding to an electronic questionnaire. The questionnaire should take approximately 30 minutes to complete. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.

There are no known risks or discomforts associated with this research, but you may discontinue your involvement in this research study at any time prior to submitting your responses to the online questionnaire. Once submitted, there will be no way to identify your responses and thus the researcher will be unable to redact them from the data set. However, you can, at any point before submitting your responses, choose to discontinue your participation in the research. You may also choose to skip any question you are not comfortable answering.

Your participation will be confidential. The questionnaire does not ask for any individually identifiable information and the data received by the researchers from the online host will not include your IP address. Please note that Internet communications can be insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. Any individually identifiable information the researchers have will be deleted and/or destroyed immediately upon receipt. If you are not comfortable with the level of confidentiality provided by the Internet, please feel free to print out a copy of the questionnaire, fill it out by hand, and mail it to T.W. Cauthen III, 201 Tate Student Center, UGA, Athens, GA 30602, with no return address on the envelope. The results of the research study may be published and the published results will be presented in summary form only.

The findings from this project may provide information on the extent to which levels of educational involvement and academic autonomy contribute to the development of socially responsible leadership. You may benefit from participating in this study by having the opportunity to reflect upon your academic practices and group experiences associated with socially responsible leadership. These reflections may assist you in deepening your understanding about yourself and others. The data and results generated from this study could provide greater insight into the contributions that academic developmental tasks make to developing socially responsible leadership among undergraduate students ages 18-25. These findings may inform program and service design at institutions of higher education in order to produce higher levels of socially responsible leadership among undergraduate college students.

If you have any questions about this research project, please feel free to call (706) 583-0830 or send an email to twc@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 629 Boyd GSRC, Athens, GA 30602; telephone (706) 542-3199; email address irb@uga.edu.

By completing the questionnaire, you are agreeing to participate in the above described research project. Thank you for your consideration. Please print this page for your records.

Sincerely,
T.W. Cauthen III, Doctoral Candidate
twc@uga.edu
(706) 583-0830

Laura A. Dean, Associate Professor
ladean@uga.edu
(706) 542-6551

University of Georgia

APPENDIX E

Email Solicitation – Sample 1

Dear Student:

I am a doctoral candidate in the Counseling and Student Personnel Services program conducting research for a dissertation under the direction of Dr. Laura A. Dean at the University of Georgia. Your contact information was obtained through the University of Georgia's Office of Institutional Research. As a student at the University of Georgia, we invite you to participate in a research study to answer questions regarding your academic and leadership experiences while in college. In part, this study seeks to understand the extent to which levels of educational involvement and academic autonomy contribute to the development of socially responsible leadership.

I would greatly appreciate your responding to this questionnaire; it should take only about thirty minutes to complete. The study has been approved by the Institutional Review Board (IRB) at the University of Georgia.

If you are willing to participate, please visit <<LINK>>. Further information about the study is available there. If you do not want to participate or receive any further e-mails regarding this study, please reply to this e-mail with "REMOVE" in the subject line.

The questionnaire will be available until February 24, 2012. After February 24th, the link will no longer be active.

If you have any questions about this research project, please feel free to contact T.W. Cauthen III at twc@uga.edu or (706) 583-0830.

Thank you for your time and consideration.

T.W. Cauthen III, Doctoral Candidate
twc@uga.edu

Laura A. Dean, Associate Professor
ladean@uga.edu

University of Georgia

APPENDIX F

Email Solicitation – Sample 2

Dear Student:

I am a doctoral candidate in the Counseling and Student Personnel Services program conducting research for a dissertation under the direction of Dr. Laura A. Dean at the University of Georgia. Your contact information was obtained through the University of Georgia's Office of Institutional Research. As a student at the University of Georgia, we invite you to participate in a research study to answer questions regarding your academic and leadership experiences while in college. In part, this study seeks to understand the extent to which levels of educational involvement and academic autonomy contribute to the development of socially responsible leadership.

I would greatly appreciate your responding to this questionnaire; it should take less than thirty minutes to complete. The study has been approved by the Institutional Review Board (IRB) at the University of Georgia.

If you are willing to participate, please visit <<LINK>>. Further information about the study is available there. If you do not want to participate or receive any further e-mails regarding this study, please reply to this e-mail with "REMOVE" in the subject line.

The questionnaire will be available until Saturday, March 3, 2012. After March 3rd, the link will no longer be active.

If you have any questions about this research project, please feel free to contact T.W. Cauthen III at twc@uga.edu or (706) 583-0830.

Thank you for your time and consideration.

T.W. Cauthen III, Doctoral Candidate
twc@uga.edu

Laura A. Dean, Associate Professor
ladean@uga.edu

University of Georgia

APPENDIX G

Email Reminder

Dear Student:

I am a doctoral candidate in the Counseling and Student Personnel Services program conducting research for a dissertation under the direction of Dr. Laura A. Dean at the University of Georgia. Your contact information was obtained through the University of Georgia's Office of Institutional Research. Recently, you should have received an invitation to participate in this study regarding academic and leadership experiences during your time in college.

If you have already completed the online questionnaire, I appreciate your time and please disregard this e-mail.

If you have not completed the online questionnaire, it should take only about thirty minutes to complete and will be available until <<date>> at <<LINK>> if you are willing to participate. This study seeks to understand the extent to which levels of educational involvement and academic autonomy contribute to the development of socially responsible leadership. We would greatly appreciate your responding to this questionnaire.

Further information about the study is available at <<LINK>>. Again, the questionnaire will be available until <<date>>. After the <<date>> the link will no longer be active. If you do not want to participate or receive any further e-mails regarding this study, please reply to this e-mail with "REMOVE" in the subject line.

If you have any questions about this research project, please feel free to contact T.W. Cauthen III at twc@uga.edu or (706) 583-0830.

Thank you for your time and consideration.

T.W. Cauthen III, Doctoral Candidate
twc@uga.edu

Laura A. Dean, Associate Professor
ladean@uga.edu

University of Georgia

APPENDIX H

SRLS Student Research License Application

STUDENT RESEARCH LICENSE AGREEMENT

Student researchers using the SRLS for their thesis, dissertation, or other academic-related work must receive an endorsement from a faculty member at their institution indicating the individual's status as a student and verifying the use of the instrument. Use of the SRLS for anything other than the stated purpose is a violation of copyright and this terms of use.

In return for the use of the SRLS, the student researcher should:

- Acknowledge the National Clearinghouse for Leadership Programs (NCLP) and the Center for Student Studies (CSS) in their thesis, Send a copy of their final product (thesis, dissertation, publication, or final report) and a copy of the anonymous data to the National Clearinghouse for Leadership Programs, 0110 Stamp Student Union, University of Maryland, College Park, MD 20742
- Not be reproduced in any form except for data collection as the SRLS is a copyrighted instrument.

Student Information

Student Name:	Thomas Watson (T.W.) Cauthen III
Institution:	University of Georgia
Email:	twc@uga.edu
Phone:	404-444-5657
Date of Use:	December 2, 2011 - May 11, 2012
Statement of Research: **Please give a brief description of your research and how you will use the SRLS.*	This study looks to understand the connection between academic psychosocial identity development and the development of leadership capacity, specifically socially responsible leadership. College and university missions validate and underscore this kind of development among undergraduate students (Astin & Astin, 2000; Caruso, 1981; Lucas, 1994; Zimmerman-Oster & Burkhardt, 1999), yet most research looks at developing socially responsible leadership through the co-curriculum (Dugan & Komives, 2007). In order to expand our knowledge and more fully recognize the influence of the academic setting in this development, we should explore new contexts in which students may develop socially responsible leadership. Since it is the broadest reaching context and central activity with which all students on campuses are engaged, I contest that a primary context to explore is the academic setting. Kezar et al. (2006) underscored the importance of this type of work by asserting, "understanding how context affects leadership is perhaps one of the most important areas of future research" (p. 174). Since the advent of the MSL, the knowledge we have about college student leadership outcomes is rich. The national normative dataset continues to provide research supporting the significance of the co-curriculum in developing socially responsible leadership. Yet, as we consider the historic responsibility and present call for accountability for institutions of higher education to produce active and engaged graduates who demonstrate socially responsible leadership in their respective communities (AAC&U, 2007; Astin & Astin, 2000; Dugan & Komives, 2010; Hoy & Meisel, 2008; NASPA & ACPA, 2004; U.S. Department of Education, 2006), it is important that we continue to expand our knowledge base of how socially responsible leadership is developed. This study seeks to do just that by studying a new context – the academic psychosocial development of college students. The SRLS will be combined with two scales from the Student Developmental Task and Lifestyle Assessment (SDTLA). The data collected will answer the following research questions: RQ1: What relationship exists between measures of socially responsible leadership and academic aspects of psychosocial identity? RQ2: Do measures of educational involvement and academic autonomy contribute significantly to explaining participants' capacities for socially responsible leadership?

Supporting Faculty Member Information

Faculty Name:	Laura A. Dean
Title:	Associate Professor
Department:	Counseling and Human Development Services
Phone:	706-542-6551
Email:	ladean@uga.edu

Student Signature — Date: 10/27/11

Faculty Signature — Date: 10/27/11

**Please return this completed form to the SRLSOnline research team by fax at 734-213-4972 OR by email (sobrien@surveysciences.com).*

APPENDIX I

SRLS Student Research License Approval Email

Subject: SRLS Student Research License
Date: Thursday, November 10, 2011 1:29:45 PM ET
From: Julie Moran
To: T.W. Cauthen III

TW,

Your request for use of the SRLS Student Research License has been approved. I've attached the SRLS guidebook, which should include everything you need.

Good luck with your research!
-Julie

Julie Moran
Survey Sciences Group, LLC
jmoran@surveysciences.com
(734) 213-4600 ext. 112