YaleNUSCollege

Leadership Development

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Introduction to Yale-NUS College

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What is Yale-NUS College?

- A **landmark collaboration** between Yale University and the National University of Singapore

- Yale-NUS students come from **around the world**

- Established in 2011. First class **began at Yale** in July 2013, before heading to Singapore in August 2013

- 4-year residential college experience **unique to Asia**

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Student Body

- Total population comprises about 1,000 students

- Male to female student ratio: 46:54

- Singaporean-PR to International students ratio: approximately 50:50

- Over 70 nationalities from six continents

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Student experience

Academic:

- Student-Faculty ratio: 8:1

- Average class size: 18-20

- Common Curriculum: 31% of total curriculum

- 14 majors

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Student experience

Experiential & Residential:

- All students are residential over their whole course of study

- Over 50 student organisations

- 3 residential colleges

- Residential Life Curriculum

Yale-NUS Residential Curriculum

Community Living

Intercultural Engagement

Wellness

Learning goal

Students will feel a sense of belonging to and responsibility for the Yale-NUS and wider community.

Students will practice intercultural engagement by committing to a process of learning and exploring their own and other's identities in order to demonstrate accountability and prioritize inclusion

Students will be self-aware about the state of their wellbeing and develop familiarity with campus resources to improve individual and collective wellbeing.

Find out more at https://studentlife.yale-nus.edu.sg/residential-curriculum/

Leadership Programming

Overview

- **Dean of Students Office (DOS):**
  - Mission: fosters intentional learning opportunities with students in an intercultural residential community
  - Oversees Residential Educational, Dining, Orientation, Student Organizations, Athletics & Recreation, athletics, IE), Counseling & Wellness

- **Centre for International & Professional Experience (CIPE):**
  - Mission: supports student development through person-centered advising; and creates global opportunities that will enhance their academic learning, broaden perspectives, and hone skills they need to succeed.
  - Oversees career development, leadership, social impact, study abroad, graduate school, fellowships, experiential learning

Student Involvement Theory (Astin, 1984)

- **Alexander W. Astin**

- *Student involvement* **refers to the quantity and quality of the physical and psychological energy that students invest in the college experience.**

Five basic assumptions:

1. **Involvement refers to the investment of physical and psychological energy in various objects**

2. **Involvement occurs along a continuum**

3. **Involvement has both quantitative and qualitative features**

4. **The amount of student learning and person development associated with any educational program is directly proportional to the quality and quantity of student involvement in the program**

5. **The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement**

Student Involvement Theory (Astin, 1984)

- **Findings is based on more than 200,000 students, examined more than 80 different student outcomes**

- **Factors influencing involvement:**
  - **Living on-campus**
  - **Participation in extracurricular activities of almost any type (social, sports, student government)**
  - **Honors programs**
  - **Participation in professors' undergraduate research projects**
  - **Part-time job on-campus (compared to off-campus)**

- **General conclusion: Nearly all forms of student involvement are associated with greater student learning and development**

Student Involvement Theory (Astin, 1984)

- Emphasizes the active participation of the students in the learning process

- Encourages educators to focus less on what they do and more on what the student does: how motivated the students is and how much time and energy the student devotes to the learning process

- Student time and energy is the most precious institutional resource

- Virtually every institutional policy and practice can affect how students spend their time and energy

- Thus, all institutional policies and practices can be evaluated in terms of the degree to which they increase or decrease student involvement
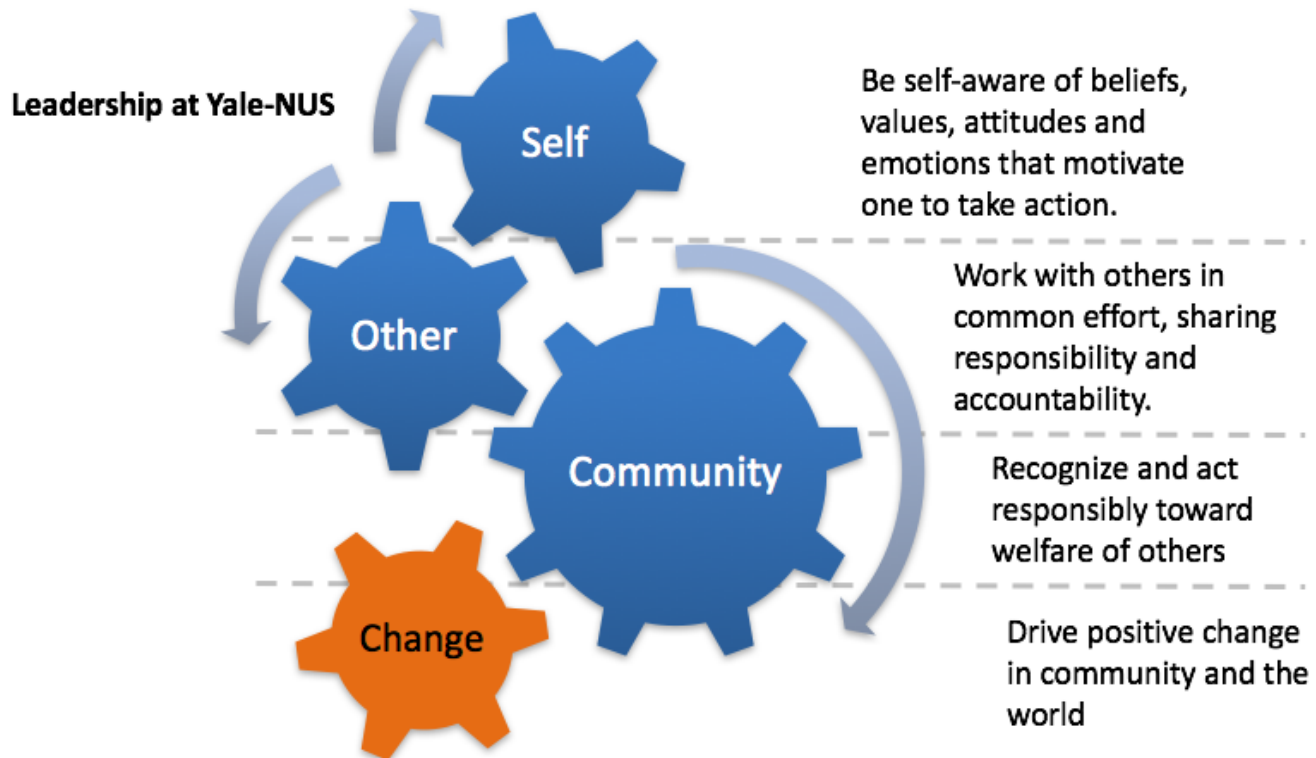
Student Organisation Leadership Retreat

- **Approximately 85% of student population is involved in at least one student organization on-campus**

- **Approximately 33% of student population has held / is currently holding a leadership position in a student organization this academic year**

- **Once a year, usually in November but held in Janurary this year**

- **Largest attendance this year: 96 sign-ups**

- **Range of workshops: student org management, smooth transitions between EXCO, crafting impactul narratives, taking care of self & peers wellbeing, translating EXCO experience to resume, engaging virtual events (led by staff members across various departments on-campus)**

Student Organisation Leadership Retreat

- *"I learnt that I need to pay attention to the welfare of my student organisation members. In the sense that I need to be intentional in creating welfare events, proper check-ins, and also giving tips/reminders to members to practice self-care."*

- *"I have learnt about the value of telling a story about yourself or organisation as a way to get people interested in the work you do. I have self reflected about the responsibilities I had as a leader and discovered that it is a lot about communicating with other teammates and learning about each person."*

- *"These sessions further pushed my acknowledgement that I have much to learn and work on as a student leader. The growing process is never-ending, and I am lucky to have such good support both from my upperclassmen and from DOS!"*

- *"I think learning about self-care and listening to others is really important especially when the student org is growing. One thing that I would love to share with the rest of the exco and the members are the ways and practices of self-care that they could adopt when needed."*

Leadership & Social Impact Programming

Leadership at Yale-NUS

Self

Other

Community

Change

Be self-aware of beliefs, values, attitudes and emotions that motivate one to take action.

Work with others in common effort, sharing responsibility and accountability.

Recognize and act responsibly toward welfare of others

Drive positive change in community and the world

Premised on Social Change Model (of Leadership Development)

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Leadership Programming

- Initially offered through a structured sequence comprising skills-training, reflection exercises (integrated with other campus programming such as internships, student organization participation), and a final presentation on personal insights.

- Currently focused on skills-training spanning a range of topics (such as self-sabotage, decision-making, negotiation, public speaking, narrative crafting, *life skills*) across these core areas:

  - Self-awareness and self-authorship

  - Collaboration

  - Communication

  - Creativity

Social Impact Programming

1. Skills-focused training:

- Asset-based Community Development, Iterating for Change, Public Narratives (Story of self, us and now), Theory of Change

2. Seed funding that support student-led efforts over the summer or semester(s) and/or advising for projects that focus on the following:

- Clear and Articulated Impact,

- Community Engagement/Partnerships and

- Sustainability.

Reflection & Evaluation

- Evaluation is qualitative and done at the level of workshops/trainings, focusing on:

    - what participants learnt

    - how that relates to personal contexts and experiences

    - whether they would recommend the session to a friend

- As responses are limited, data is triangulated with other means (such as student interactions, observations during sessions)

Reflection & Evaluation

On average, 5-10% of the student population attend at least 1 session.

- While all class years participate, first years are most active (40+%)

Participants share that participation has:

- Encouraged them to be more self-aware and reflective about their development, such as
  - their vision and personal leadership style,
  - how their actions or inaction can motivate or affect others,
  - prompted them to think critically about their capacity, limitations and potential growth
- Helped them hone life skills (such as communication with others, conflict resolution)
- Supported pursuit of subsequent opportunities (such as job applications or further skills development)

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Closing thoughts

- Leadership as personal development, life-skills oriented, socially engaged
  - Clarifying student misperception (i.e. leadership as position/accomplishment-oriented)
  - Aligning with other campus programming (e.g. residential life curriculum, student organizations training, academic & experiential learning); fellowships as an area of subsequent engagement
  - Evolving programming over time to meet diverse students' needs (from structured to modular) and positioning (I.e. programming is non-credit-bearing and have become practice/skills-focused)

Thank you for your time!

We'd love to hear from you:

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