Promoting Student Leadership Development
for Social Change

Moriah Gendy, WFU ‘16
Marianne Magjuka, Director of Democratic Engagement & Justice Programs
Shelley Sizemore, Director of Academic Programs & Community Engaged Research
Pro Humanitate Institute: Wake Forest University
The Campus Kitchen at Wake Forest University

• Founded in 2006
• Works to provide food as a resource to community partners serving low-wealth communities and individuals experiencing food insecurity
• Led by a leadership team of 40 students and an executive board of 6 students
• Redistributes prepared food and fresh produce
• Serves 900 meals a month and redistributes approx. 3,000 pounds of produce a month to 15 agencies in the Winston-Salem community
BRANCHES

- A social justice retreat for undergraduate students at Wake Forest University
- Students explore issues of identity, including gender, sexual orientation, race, religion, and socio-economic status
- Retreat takes place during fall break over the course of three days
- Upperclassmen facilitate content and serve as small group moderators
The Leadership Pyramid

Paraprofessional: strategic, governance, program-design, supervisory responsibilities. Higher levels of mentoring/one-on-one feedback

Sustained Leader: more positional; has some supervisory responsibilities; needs extended opportunities for mentoring and development

Emerging Leader: multiple entry points; little to no skill required; higher levels of supervision/advising

Questions to consider:
- How do students move from one level of the pyramid to the next?
- What kind of skills and resources are in place for professional/personal development?
- What demands on time are made when supervising students in the pyramid?
- How do we support students who would like to move down in the pyramid?
A Personal Leadership Story

Moriah Gendy WFU Class of 2016
Member of CKWFU Executive Board
BRANCHES Moderator
Co-authoring Program Goals

- Create buy-in
- Integrate student voice in content development
- Provide multiple avenues for student leadership
- Student-led, Staff-supported
Developmentally Appropriate Leadership Roles

- Know your students
- Encourage self-reflection
- Discuss professional goals and personal passions
- Consider group dynamics
Contextualizing Leadership within Identity Development

• Frame social justice as a process and a goal
• Provide spaces for leader processing in the midst of peer moderation
• Encourage open, honest, critical, and ongoing self-reflection
• Cultivate a community of support
• Be intentional about moderator pairs
Preparing Students for Increased Responsibility

CKWFU mentoring program

- Impetus
- Recruitment
- Training
- Retention
Questions?