

“It Was My Home at Harvard”

Applying a Resource-Based View to Student Leadership, Learning, and Meaning-Making within a Social Change Community of Practice in the College Context

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Table of Contents

Acknowledgements	2
Introduction	4
Problem of Practice	5
Organizational Context	6
Literature Review	10
Theoretical Framework	14
Research Questions	17
Research Design	17
Data Collection	18
Data Analysis	23
Preliminary Results	38
Research Findings	53
Recommendations	90
Conclusion	110
References	112
Appendices	127

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Introduction

PBHA was more my home than any dorm I lived in at Harvard. It was where I went to be in community with others, to receive support, to recharge, and to engage in the learning that mattered most to me and had the most relevance to my life.

– Alumni Survey Respondent

Many universities today are grappling with the role of higher education in preparing students for work, life, and engaged citizenship, with many seeking to support education outcomes that lead to 21st leadership skills—including critical thinking, ethical and real-world decision-making, communication, collaboration, and applied knowledge (Skorton & Bear, 2018). Furthermore, according to a recent brief by The Brookings Institution about the urgent need for civic education in 21st century education, teaching and learning needs to support students to develop “civic dispositions, values, and behaviors” through the same promising approaches that develop 21st-century leadership skills (Winthrop, 2020, p. 5). These teaching practices include experiential learning opportunities such as service-learning, where students work on community service projects and learn to collaborate (Winthrop, 2020). Service-learning and community-based learning is one of 11 “high-impact practices” (or HIPs) in teaching and learning that the American Association of Colleges and Universities (AACU) identified as being evidence-based and having significant education benefits for students, particularly those historically minoritized and underrepresented in higher education (AACU, n.d.).

However, despite growing interest in service-learning organizations, there is still limited understanding of the political dimensions of their contexts, as well as continued need for additional literature on what student outcomes they support and how they seek to develop them. In this study, we examine how a nearly century-old service-learning organization has sustained its strategic positioning within a large education institution over the decades, by providing students with

experiential learning opportunities that lead to holistic student development along interpersonal, intellectual, and intrapersonal dimensions. By applying a resource-based view, this mixed methods organizational study seeks to identify the "secret sauce" of a student-led public service organization based at Harvard University, by identifying its resources and capabilities. Additionally, we later integrate the theoretical frameworks of community of practice and self-authorship to understand how the organization's integrated capabilities lead to student outcomes and organizational sustainability.

Problem of Practice

Phillips Brooks House Association (PBHA)—a Harvard-affiliated, student-led, nonprofit service organization—is seeking to develop its capacity to achieve its organizational goals in the face of recent challenges presented by external forces. Despite PBHA's long history as a Harvard-affiliated, student-led organization and its deep relationships with a variety of community-based organizations and leaders, PBHA leaders have had questions about the organization's positioning given the current political environment surrounding public service at Harvard University, the deleterious effects of COVID-19 on programming and volunteerism, and continued competition for funding from alumni. They also expressed concerns that PBHA might not be seen as a relevant and meaningful complement to traditional academic experience for students interested in community-based learning opportunities.

Therefore, the problem of practice of this study focuses on PBHA's identification of and ability to organize its current resources and capabilities, as well as those it may need to develop, and determine how to leverage them in an increasingly complex and dynamic environment. While PBHA has a number of long-term, strategic priorities, it currently does not have a clear articulation of its unique and distinctive capabilities that it can draw from and apply in order to strengthen its

positioning to withstand challenges in its external environment. Informed by organizational literature, this capstone project will utilize the resource-based view framework (RBV) to identify PBHA's distinctive firm resources and capabilities, as well as determine how they can be leveraged in response to external opportunities and threats. RBV, according to Bryson et al. (2007), is "arguably the dominant approach to strategy research and teaching in North America—explicitly for the private sector and implicitly for the public sector" (p. 702).

Organizational Context

PBHA is a student-led, nonprofit organization that provides a broad range of advocacy and direct social services to disadvantaged populations in the Greater Boston area through its 70-plus community-based programs. These services include tutoring, legal advising, homeless assistance, elderly services, and enrichment opportunities for refugees and recent immigrants, which student leaders and volunteers deliver through a variety of community and neighborhood-based partnerships with nonprofits and systems that PBHA has cultivated over the decades. Though PBHA is an independent 501c3 nonprofit, it is closely affiliated with Harvard University, with its administrative offices located in a physical building (Phillips Brooks House) in Harvard Yard.

PBHA's workforce is comprised of both professional staff, student leaders, and student volunteers. With the exception of the executive director, who is funded by a PBHA endowment, full-time professional staff are employees paid by Harvard who work under the direction of a 21-member Board of Trustees (11 of whom are student officers) and are responsible for PBHA's "safety and liability, financial integrity, human resources, and long-term community partnerships" (PBHA, n.d.-b, para. 5). Comprising PBHA's cabinet (which votes on student officers each year), student program directors are largely responsible for directing day-to-day operations, and student volunteers staff the delivery of services to constituents. As Harvard's largest public service group

and student group, the majority of PBHA volunteers are Harvard students, but many volunteers also hail from local high schools and colleges, and the community at large. Additionally, PBHA's student development model includes leadership and management training, support for program operations, facilitated planning activities, and semi-structured formal and informal reflection activities for student officers, program directors, and volunteers. Moreover, PBHA has an intensive leadership development program for low-income; first-generation; and Black, Indigenous, People of Color (BIPOC) students called the Chan Stride Service Program (or previously the Stride Rite Community Service Program or Stride).

Challenges Facing PBHA

An interview conducted in April 2022 with PBHA's executive director M.D. Gray provided key insights into the nature and extent of the external environmental challenges PBHA faces, informing much of the narrative that follows (personal communication, April 8, 2022).

Context: Disruptions from of COVID-19

As important context, PBHA is currently navigating several external environmental challenges amidst the backdrop of the COVID-19 pandemic, which caused considerable disruptions to PBHA's programs, typically held in person; service was significantly reduced as a result (M. D. Gray, personal communication, April 8, 2022). Out of the 70 programs that PBHA coordinated pre-pandemic, only 37 programs are currently in operation. Some programs now operate only two to three days a week instead of their normal four to five days a week. Prior to the pandemic, the organization had approximately 1,500 volunteers, as compared to just 900 in early 2022.

PBHA's leadership also expressed concerns about long-term impacts that the pandemic may have on its program model and capabilities (M. D. Gray, personal communication, April 8, 2022). Executive director Dominguez Gray communicated that it would likely take two to three years to

rebuild the programs that have been suspended. Furthermore, she expressed concerns over “huge” disruptions to PBHA’s apprenticeship model of organizational learning. This model, which emphasizes “learning by doing,” involves student newcomers learning from more experienced student leaders. Anecdotal stories of COVID-19 burnout among PBHA’s student leadership ranks may present some challenges to PBHA’s apprenticeship model. For example, PBHA’s incumbent president, who is also its only returning officer in 2022, is a sophomore, and most of the other officers are either freshmen or sophomores. Prior to the pandemic, officer roles were typically filled by upperclassmen, with the position of president most likely held by a rising senior.

Political Dimensions of PBHA’s Relationship with Harvard University

PBHA finds itself operating in a dynamic political space with respect to its relationship with Harvard University (M. D. Gray, personal communication, April 8, 2022). Recently, Harvard has dedicated its attention and resources to several new public service initiatives—some which are comparable to the kinds of programs and services that PBHA provides. Some also view this as indicative of diversions of potential resources and opportunities away from PBHA and believe this may also underscore a lack of recognition on Harvard’s part about PBHA capabilities as they relate to service-learning and praxis. However, at the same time, PBHA lacks empirical data that could be used to demonstrate how its service model leads to distinctive and far-reaching learning outcomes among students. Such lack of data makes it difficult for PBHA to find recognition and positioning among Harvard’s other public service programs, which in turn, can impact its prospects for recruitment, funding, program delivery, and expansion.

Student Recruitment

PBHA is facing headwinds in terms of its ability to recruit and retain enough student volunteers for its programs. Its leadership noted several possible contributing factors, including

competition arising from the expansion of public service opportunities targeted toward undergraduates, a decline in student awareness about PBHA's unique service model, as well as constraints and interruptions imposed by the ongoing COVID-19 pandemic (M. D. Gray, personal communication, April 8, 2022).

Although volunteers play important service delivery roles in nonprofit organizations, “[they] can also be viewed as customers since they are using the not-for-profit services to further their own goals and objectives” (Wisner et al., 2004, p. 144). In a similar vein, civically-minded Harvard undergraduates have a growing number of competing public service options to choose from when deciding where and how they might want to commit their time and energy. While some prospective volunteers may have interest in PBHA's student-led, hyper-local community-based service model, others may gravitate toward prestigious (and potentially lucrative) opportunities that focus on social entrepreneurship, or those that target broader social impact. As the options for public service at Harvard have expanded, knowledge about PBHA's value and its impact across generations in the community has waned. “PBHA was the only game in town,” according to executive director Dominguez Gray, referring to the organization's former privileged position as the primary public service option at Harvard (personal communication, April 8, 2022).

Fundraising

PBHA's largest financial contributor is Harvard University, which in addition to supplying professional staff and offices, provides 22% of its operating revenue as of fiscal year 2019-2020 (PBHA, n.d.-a). Other funding sources include contributions and grants from organizations, individual contributions, fundraising events, program fees, and government grants. PBHA's major donor fundraising strategy is largely guided by its National Donor Advisory Volunteer Committee (NDAC), which is primarily made up of PBHA alumni. Despite the many challenges posed by the

COVID-19 pandemic, PBHA has had some positive developments related to its funding structure in recent years, with reported increases in individual donations, primarily from alumni, and shrinking deficits, when compared to prior fiscal years (PBHA, n.d.-a). However, it is important to note that these fiscal improvements have occurred during a period that saw unprecedented double-digit increases in charitable giving in the United States (Giving USA, 2021, as cited in Lilly Family School of Philanthropy, 2021), and not necessarily because of a clearly articulated “story of impact,” as executive director Dominguez Gray noted (personal communication, April 8, 2022). She added that PBHA is still significantly under-resourced for an organization of its size, pointing to an area in which fundraising could be improved: “We don’t have a lot of people who donate to us who don’t know us,” referring to a lack of new donors.

Literature Review

Given the unique, specific context of PBHA’s Harvard-affiliated environment and its distinct organizational model, PBHA can be described as a form of service-learning within a higher education context. While PBHA currently does not have formal ties to credit-bearing classes at Harvard, many PBHA students connect their academic experience to their experiences leading and volunteering in the community, often using these experiences to inform class papers, research projects, and even theses. Therefore, rather than looking at widespread literature on the nature of nonprofits and volunteer organizations, we applied an abbreviated Rapid Evidence Assessment (REA; Barends et al., 2017) and narrowed our review of the literature specifically on service-learning models, including relevant parties (university, faculty, community partners, service-learning programs, and students). The following literature review provides a brief overview of service-learning as well as current trends and dynamics that are impacting institutions involved in service-learning programs (including universities, nonprofits, and student volunteers).

Student Development via Service-Learning

Service-learning is loosely defined as a form of experiential education through which learning occurs via active community engagement and public service coupled with personal reflection, during which students seek to achieve deeper skills and understanding for themselves; the model continues to gain strong interest among educators (Eyler & Giles, 1999; Nikolova & Anderson, 2017). Service-learning provides opportunities for college students to learn to work in partnership with community members and organizations and provides integrative learning experiences for students to apply their formal academic learning toward solving social challenges (Gray et al., 2000; Mendel-Reyes, 1998). While service-learning often involves integrating service into formal academic coursework, it can also happen on an extracurricular basis (Godfrey et al., 2005; Gray et al., 2000). Finally, proponents of service-learning assume that its value lies in extending the learning environment beyond the classroom into the community, and that there are supplemental experiences and resources that enhance learning in ways that traditional classes alone cannot (Bordelon & Phillips, 2006).

In terms of outcomes, researchers argue that in the process of action and reflection, “students link personal and social development with academic and cognitive development” (Eyler & Giles, 1999, p. 9). For example, one qualitative longitudinal study of 22,236 college students found that service-learning may be effective because it leads to several distinct outcomes: in addition to increased engagement in the classroom, service-learning facilitated an increased awareness of the world, an increased awareness of one’s personal values, heightened sense of civic responsibility, and increased sense of self efficacy (Astin et al., 2000). Additionally, an in-depth, three-year evaluation of Learn and Serve America, Higher Education (LSAHE), a course-based serving-learning program, explored the effects of engaging in service-learning on students’ learning and

development, finding that these students were more likely than comparison peers to report increased current or expected involvement in civic affairs and improved life skills, such as interpersonal skills and understanding people from diverse backgrounds (Gray et al., 2000).

Limitations Amidst Partner Pressures

Service-learning models are not without their challenges, particularly when navigating the partner environment beyond student volunteers and considering the needs of both the university and the community-based organizations (Eby, 1998; Godfrey et al., 2005; Nikolova & Anderson, 2017). Service-learning provides value to community-based organizational partners when it meets organizational needs and supports them to achieve their mission, and when the benefits of student involvement exceed the organizational cost of participation (Gray et al., 2000). However, the “typical” course-based, semester-long service experience is often too short to benefit the organization, and the mandatory nature of short-term service-learning requires the organization to deal with potentially lower quality performance of students, often at the expense of its already thin capacity (Tryon et al., 2008). Service-learning models can also be difficult to implement because of increases to faculty workload. Questions may also be raised about rigor and assessments (Gray et al., 2000). However, service-learning can also provide increased credibility and legitimacy of universities (Boyle, 2004) by demonstrating the institution’s commitment to the social good, promoting learning that is connected to applied practice, raising awareness of community needs, leading to stronger community relations, and contributing to students’ civic engagement and life skills (Boyle, 2004; Eyler et al., 2001; Godfrey et al., 2005; Khurana, 2010). For service-learning models to have longer-term viability and effectiveness, they must reflect reciprocity by creating shared benefits (Godfrey et al., 2005) and create and sustain committed relationships (Dorado & Giles, 2004).

Challenges with Resourcing Volunteers & Funding Trends in Volunteerism

Trends in Volunteerism. Service-based organizations depend heavily on the availability of volunteers to carry out key organizational functions (Miller et al., 2014), and “many, if not most, could not operate without volunteers” (Wisner et al., 2004, p. 144). A persistent challenge is the ability to secure volunteers (VolunteerMatch, 2020). One study points to a decline in volunteerism in the United States since the early 2000s, especially among college-age students (Grimm & Dietz, 2018). The COVID-19 pandemic precipitated a further decline in volunteerism rates, with an industry study conducted in 2020 showing social sector firms facing high rates of cancellation from prospective volunteers (to the tune of 40%; VolunteerMatch, 2020). The same study found that barriers to volunteering were associated with fear of exposure to illness, financial concerns, regulations, and social stigma. An annual turnover rate of approximately 34% (Corporation for National and Community Service, 2007, as cited in Miller et al., 2014) suggests that the retention of volunteers is another persistent problem for service-based organizations.

Issues Surrounding Funding. Nonprofit entities depend on funding from the government, private institutions, and donations from the public to carry out their objectives (Akingbola, 2013). The ability to secure scarce resources presents an ongoing challenge for nonprofits due to intense competition (Bose, 2015) and an uncertain external environment. The COVID-19 pandemic has presented significant funding concerns for nonprofits in general (VolunteerMatch, 2020). However, the consequences for higher education entities and their affiliates may be more dire: a recent survey of 68 colleges and universities in the United States showed that spending on COVID-19 needs exceeded expectations, while revenues from housing and tuition have declined (Whitford, 2021).

Theoretical Framework

Resource-Based View: An Explanation and Key Developments

The Resource-Based View of the Firm (RBV, also known as Resource Based Theory or RBT) is a managerial framework that aims to explain and predict a firm's performance based on its ability to possess and exploit key resources and capabilities (Barney, 1991; Bryson et al., 2007; Kozlenkova et al., 2014; C. Lin et al., 2012). Over 30 years of relevant literature consistently point to Barney's (1991) work, *Firm Resources and Sustained Competitive Advantage*, as the scholarly foundation for RBV (D'Oria et al., 2021; Kozlenkova et al., 2014; Priem & Butler, 2001). In this seminal piece, Barney offered an alternative view to the positioning paradigm developed by Michael Porter in 1980—a framework represented by the much-utilized Porter's Five Forces model (Assad, 2012). Unlike the positioning school of thought, which holds that firms can achieve and sustain competitive advantage by responding to external threats and opportunities in a single industry, Barney argued that competitive advantage can arise when a firm exploits resources and capabilities that are characteristically valuable, rare, imperfectly imitable, and non-substitutable (VRIN; Asad, 2012; Barney, 1991). Asad (2012) provided an insightful comparison of the two approaches: "RBV is an inward looking or Inside-Outside model whilst five forces is an outward looking or an Outside-Inside model" (p. 5).

VRIN/VRIO as an Explanatory Tool for RBV

Barney (1991) distinguished between the kinds of firm resources that confer a strategic advantage and those that do not. The former includes "all assets, capabilities, organizational processes, firm attributes, [and] knowledge." (Barney, 1991, p. 101) that have the following four attributes, collectively referred to by the acronym "VRIN":

1. *Valuable*: the resource enables a firm to conceive or implement a strategy that improves its efficiency or effectiveness (Barney, 1991; Crook et al., 2008).
2. *Rare*: the resource is not possessed by many other firms; it is not used by competitors to the point where its value is competed away (Barney, 1991; Crook et al., 2008).
3. *Imperfectly Imitable*: the resource is difficult to imitate because of some level of ambiguity surrounding its usage (i.e., competitors do not know exactly how it is used), or because of its ties to a unique history and/or complex social phenomena (e.g., work culture and reputation; Barney, 1991).
4. *Nonsubstitutable*: the resource cannot be substituted with another resource that is either not rare or imitable (Barney, 1991).

Much of the literature on RBV since Barney's 1991 work refers to the acronym "VRIO" (note the substitution of "N" with "O") to characterize strategic firm resources. The "O" here refers to "organized." In his later paper, Barney (1995) included the updated "VRIO" acronym, noting that "a firm must also be organized to exploit its resources and capabilities" (p. 56). However, multiple articles published after Barney (1995) have critiqued RBV's lack of guidance for how "VRI" resources can be translated into value (D'Oria et al., 2021; Priem & Butler, 2001; Sirmon et al., 2007).

The Strategic Use of RBV

In consideration of early RBV literature, analysis of an organization's unique set of strategic resources and capabilities may be useful in explaining or predicting performance across several domains (e.g., recruitment, fundraising, program aims). However, Sirmon et al. (2007) warned that "merely possessing such resources does not guarantee the development of competitive advantage" (p. 273). The authors pointed to processes that must occur in order for a firm to *realize* value creation (to obtain a competitive advantage), which consist of structuring, bundling, and leveraging

resources and capabilities—or the “O” in VRIO (Sirmon et al., 2007). Much of the recent focus of RBV literature is on resource use or capitalizing on a resource-based advantage (D’Oria et al., 2021).

The Case for RBV and Nonprofits

In the initial stages of our search for a suitable theoretical framework, we were curious about the applicability of RBV to PBHA’s organizational context. The literature indicates that the resource-based view was originally developed to explain a source of competitive advantage within private, for-profit firms (Akingbola, 2013; D’Oria et al., 2021). Barney et al. (2021) reiterated that RBV focuses on the firm’s role in creating and allocating economic value. This notion is consistent with our observation that the vast majority of the scholarly literature on RBV pertains to for-profit institutions, and comparatively little has been written in terms of the theory’s application to the nonprofit sector. We find that this dearth of literature, however, is not indicative of RBV as having a diminished role in relation to the nonprofit context. Indeed, Bryson et al. (2007) hold that “[the] resource-based view is arguably the dominant approach to strategy research and teaching in North America and Europe . . . implicitly for the public sector” (p. 702). Akingbola (2013) argued that RBV can be extended to apply to nonprofit organizations like for-profit organizations, “[the] creation, growth, and sustainability of social purpose ventures depend on their ability to acquire and effectively combine resources that are difficult to imitate” (p. 68). Despite these similarities, there is a key difference in purpose for obtaining a competitive advantage. Nonprofit organizations, according to Topaloglu et al. (2018), aim to achieve a competitive advantage in order to achieve superior social value as perceived by relevant parties such as constituents, donors, government, private grantors, allies, and volunteers.

Application of RBV to PBHA

Based upon the aforementioned studies that link RBV to nonprofits, we feel that RBV could be a potential analytical framework for this capstone. By applying RBV to the PBHA problem of practice, the capstone team will identify a number of capabilities that may emerge from unpacking the processes, practices, and routines described in PBHA's activity system.

Research Questions

The capstone team planned to apply an RBV-based framework to PBHA's culture and activities, to identify PBHA's valuable, rare, and inimitable (VRI) resources and capabilities (or colloquially referred to as PBHA's "secret sauce"), and to develop a set of recommendations for PBHA's strategic application of its "secret sauce" for planning and decision-making in the current environment and for the future. To that end, this capstone project focused on two overarching research questions:

1. What do interested parties perceive as the valuable, rare, inimitable (VRI) resources and capabilities of PBHA (its "secret sauce") that contribute to its effectiveness?
2. How might PBHA leverage and organize (O) its "secret sauce" to inform decision-making and strengthen its positioning in an evolving environment?

Research Design

For this mixed methods, non-experimental project, we sought to answer project questions by employing both deductive and inductive methods and applying grounded theory and participatory approaches as appropriate. Ultimately, we conducted secondary analysis on open-ended PBHA alumni impact survey questions (administered from January through April 2022 by a separate PBHA alumni impact research team via Qualtrics); conducted a series of in-depth, semi-structured interviews with diverse interested parties to learn about their experiences with and

perspectives on PBHA resources and capabilities; and facilitated a small focus group with current PBHA students to generate new possibilities and respond to themes identified through previous data collection. Finally, we shared preliminary findings with a group of PBHA members and supporters, and we took notes on initial reactions and feedback to further refine our findings and inform our recommendations.

Interviewing a number of interested parties recruited through purposive sampling ensured that data collected reflected perspectives from diverse, representative participants, providing new and explanatory insights (Babbie, 2017) as well as validity via data triangulation. An additional validity strategy was the intentional sequencing of methods. For between-methods sequencing, we developed interview protocols based on themes from initial secondary analysis of the PBHA alumni impact survey, and sequenced methods so that the focus groups occurred last, serving both as a participant validation strategy as well as a chance for shared sense-making. In structuring interviews, we considered within-methods sequencing so that questions naturally flowed and built on one another thematically and chronologically.

Data Collection

Our data collection parameters and activities were guided by the RBV framework, looking for data (within the survey, interviews, and focus groups) that could be indicative of resources or capabilities, regardless of whether they were constituted as VRIO (this would be sorted later). The survey questions we focused on queried alumni about the 13 components of PBHA's model of student development through service (Q47), three sets of outcome items (Q43-45) from which we extract three factors (i.e., interpersonal, intellectual, and intrapersonal), and what stood out about PBHA (Q42), as well as how it was different from alumni's Harvard experiences (Q48). These questions helped us to answer our first research question ("What do interested parties perceive as

the valuable, rare, inimitable (VRI) resources and capabilities of PBHA that contribute to its effectiveness?”) by highlighting distinctive PBHA resources and capabilities as well as perceptions of how and why these were impactful to alumni. Additionally, we relied on interviews and the focus group to help interpret the quantitative and qualitative survey data to answer our first research question. While we were able to extrapolate a bit from survey responses, we relied more heavily on interviews, the focus group, and a later-stage participatory sensemaking session to help answer our second research question (“How might PBHA leverage and organize its VRI resources and capabilities to inform decision-making and strengthen its positioning?”).

PBHA Alumni Impact Survey Data

Working closely with the PBHA alumni impact research team, we prepared and imported all 1,143 alumni impact survey responses into Dedoose. We also inputted descriptive data, including class year, gender identity, race/ethnicity, geographic “home” prior to college, family’s class background (during enrollment), and sexual orientation, as well as information about their activities at PBHA and current career. Of the 1,143 alumni impact survey responses, there were a total of 3,136 qualitative excerpts in response to the survey’s open-ended questions. After some initial assessment of survey responses, our team focused on Q42 (“When reflecting on your time at PBHA, what stands out to you?”) and Q48 (“Did PBHA provide you with unique experiences, perspectives, or competencies that you did not obtain in other areas of Harvard/Radcliffe during college?”) with the hope they would provide alumni descriptions of resources and how they were leveraged into capabilities, answering research question #1. We also looked at Q68 (“Is there anything else that you would like to share regarding your PBHA experience?”), thinking that its open-ended nature might yield insights into PBHA’s resources and capabilities. For our quantitative analysis, we looked at subgroups scores on PBHA model components (Q47; areas where resources are presumably

organized and leveraged); we also conducted a factor analysis and calculated factor index scores on a number of outcome items (Q43, Q44, and Q45).

PBHA Interviews

In addition to reviewing alumni impact survey data (see Appendix A for questions), we conducted semi-structured, open-ended interviews to learn more about experiences and perspectives of multiple actors, as well as to probe more deeply on some of the emerging themes from the survey results. Prior to beginning interviews, we revised and streamlined all protocols based on initial review of the survey responses, and subsequently refined the final interview protocols (see Appendix B) after the first few interviews. Protocols and follow up questions were grounded within the RBV framework, with the intent of producing responses that contain descriptions of resources and capabilities and how they were leveraged. Example questions included:

- As you think about PBHA, what would you say are its distinctive characteristics?
- What words come to mind as you reflect on the PBHA 'brand'?
- What do you think are the particular strengths of PBHA? What are some of the things that PBHA does really well?

By September 2022, we completed 21 interviews with a diverse set of people engaged with or familiar with PBHA and 2 open-ended interviews with current PBHA staff (the executive director and deputy director). Using a purposive sampling method, 13 PBHA alumni were selected from the alumni survey respondents; the sample included one alum from every five-year class period from 1960 to 2021. Three additional interviewees also identified as PBHA alumni. In the purposive sampling of alumni from the survey, we tried to create a representative sample (see Table 1) across multiple dimensions of diversity, including race/ethnicity (BIPOC=7, White=6), gender identity

(female=7, male=6), socioeconomic diversity in childhood (low income/working class=5, middle class=2, upper middle class=6), geographic diversity (where they lived prior to college), and sexual orientation (queer/questioning/not straight=3).

Table 1

Interviewees by Role Relative to PBHA (Not Mutually Exclusive)

Role Relative to PBHA	Number of Interviewees
PBHA Full-Time Staff (current and past)	3
PBHA Board Member (current and past) <i>*non-staff</i>	5
PBHA President (past)	3
PBHA Officer / Steering Committee / Committee Chair	11
PBHA Alumni (former student volunteer)	16
Summer Immersive (SUP, Homeless Shelter)	7
Stride Rite / Stride / Chan Stride Service Program	5
Harvard Staff (including Deans & Faculty) with Relationship to PBHA	4
Harvard National Advisory Board for Public Service	1
Harvard Board of Overseers (current and past)	3
Community Constituent / Partner	3

To ensure internal validity, we both participated in all of the interviews (except for two), took extensive notes simultaneously, and debriefed each interview immediately afterward. Using Otter.ai to help, we transcribed, cleaned, and organized all interviews and loaded them into Dedoose for coding and analysis.

PBHA Student Focus Group

Our final set of data was collected via an open-ended and generative focus group that we conducted with students currently engaged with PBHA in early September. Student participants were recruited during and after a PBHA Open House by the PBHA Executive Director and student Vice President; individuals were offered free dinner in return for participation. A total of eight (8) students participated, representing a cross-section of student officers (n=4) and program directors (n=6) (not mutually exclusive), as well as a diversity of program and community perspectives. Student participants were also demographically diverse [race/ethnicity (BIPOC=6, White=2), gender identity (female=6, male=2)]. We used a focus group protocol (see Appendix C) that we developed after considering themes from the survey results; we also considered our early findings about PBHA resources and capabilities, current strengths, and opportunities for further exploration. The latter portion of the focus group was responsive to the themes and early themes previously identified, in that we also asked directly about some of the strategic tensions that are emerging for PBHA. We co-facilitated and recorded the 90-minute focus group via Zoom while taking notes. We immediately debriefed the focus group afterwards and noted initial impressions and themes.

Participatory Sensemaking Session

Sharing research findings with participants can enhance the study's credibility and promote trustworthiness (Goldblatt et al., 2011). In mid-October, we traveled to Cambridge to present preliminary findings to a group of PBHA members and supporters, including officers from the PBHA Alumni Association, PBHA alumni, board members, student officers, current and former staff, and Harvard staff and faculty. The hybrid session included approximately 22 participants who attended in-person, with another five joining via Zoom, and had alumni representing across the decades. After we presented our study questions, design, methods, analysis and preliminary findings, a PBHA

alum facilitated a Q&A session with us as well as an open discussion about the findings. We had a notetaker and recorded the session.

Data Analysis

Ravitch and Carl (2021) explained that data analysis is the process by which researchers make sense of their data; the researcher engages in various structured processes to identify and develop themes, and then ultimately translates these themes into findings to answer research questions. They argued that data analysis is not only shaped by the chosen qualitative methodology but is also inherently non-linear and iterative. For this mixed methods, non-experimental project, we will answer project questions by employing both deductive and inductive methods. To interpret and make recommendations on the data collected, we analyzed the data using the Gioia method, an inductive method that systematically applies conceptual discipline and analytical rigor while drawing from the data to generate new concepts and ideas (Gioia et al., 2012).

Qualitative Analysis of Survey Data

For the survey data, we used a multi-step deductive process to apply our conceptual RBV framework to generate a set of codes related to resources and capabilities. First, we began by sorting the alumni impact survey responses chronologically by each respondent's class year and reviewed all qualitative responses in order, paying specific attention to Q42, Q48 and Q68:

- Q42: When reflecting on your time at PBHA, what stands out to you?
- Q48: Did PBHA provide you with unique experiences, perspectives, or competencies that you did not obtain in other areas of Harvard/Radcliffe during college? If so, please describe.
- Q68: Is there anything else that you would like to share regarding your PBHA experience?

Each qualitative response to a question was considered a discrete data excerpt, ranging from a few words to several sentences describing the respondents' memories, experiences, perceptions, and

reflections about their experiences with PBHA. Next, we did a second review of the qualitative responses, this time pulling raw excerpts that specifically highlighted resources and capabilities in PBHA's model that aligned with an RBV framework. We also recorded impressions, insights, evolutions over time, tensions, and wrinkles in the data.

We then organized these raw excerpts into groups that aligned thematically. From these groups, we began pulling shorter open codes to develop an initial set of axial codes that encompassed the individual open codes and began developing a set of criteria for each axial coding category. Axial codes are one way to construct linkages between data, revealing codes, categories, and subcategories grounded in data collected from participant voices (Simmons, 2017). Axial codes and the criteria evolved as we reviewed the excerpts and open codes again and after discussions between our team and the PBHA alumni impact research team. Finally, we applied our conceptual framework in organizing the axial codes into three major aggregate constructs (guided by RBV) (see Table 2 below). We merged our newly developed axial codes with an existing PBHA alumni impact codebook and finalized an updated codebook (see Appendix D) that both research teams used.

We also developed a coding protocol for both teams to increase internal validity: each excerpt was analyzed by two coders, and there was agreement on the selection of codes before an excerpt was considered usable for purposes of inquiry. Completed excerpts were also selectively reviewed by external PBHA alumni impact researchers (two PhDs) to help ensure consistency of coding. We also had a process in place for when any additional inductive codes or confusion emerged, updating the codebook accordingly. Of the 3,132 qualitative survey excerpts, our team used this updated codebook to code 1,317 excerpts, or all survey responses to the open-ended questions (what stood out about PBHA, what PBHA provided that Harvard/Radcliffe did not, and any other thoughts). The PBHA alumni impact research team is continuing to code the other 2,071

excerpts (from questions that ask about service since graduation, impact of PBHA since graduation, and competencies that still have relevance today), which are most relevant to their study.

Table 2

Summary of Select Alumni Survey Axial Codes, Aggregate Constructs and Sample Open Codes

Aggregate Construct	Axial Codes	Open Codes
PBHA Resources	<ul style="list-style-type: none"> ● Peer Student Community ● Staff Mentorship and Support ● Relationships with Community 	<p>"The mentorship and emotional support I received from PBHA staff. The level of care, consideration, and belief in my abilities that I received from PBHA staff was unmatched."</p> <p>"The people. Words simply aren't enough to capture how grateful I am for the opportunity to work with and serve youth, families, and community leaders who taught me so much about what it means to be a part of a community."</p>
PBHA Capabilities	<ul style="list-style-type: none"> ● Opportunity for Experiential / Applied Learning ● Afforded High Level of Responsibility and Autonomy ● Offering Social Justice Analysis - Critical Reflection & Trainings 	<p>"PBHA made me become an adult. PBHA gave me real responsibilities and told me that I could live up to those expectations." "The amount of leadership we were entrusted with and the level of experience we gained at such a young age."</p> <p>"I was a leader of a multi-million dollar nonprofit organization at 19 years old. I understood the weight of that responsibility."</p>
Descriptions of PBHA	<ul style="list-style-type: none"> ● PBHA Culture and Values ● Areas of Opportunity / Improvement 	<p>"PBHA is where Harvard's integrity lives. The best people on campus find their way to PBHA, and the sense of optimism and community was infectious."</p>

After coding and reviewing all excerpts, we found that the codes with the highest frequency (across the whole dataset) included “PBHA in the Context of Harvard” (383; within the aggregate construct “Descriptions of PBHA”); “Relationships with the Community/Program Participants” (433), “PBHA Peer Student Community” (290), and “PBHA Culture and Values” (276; within “Resources and Capabilities”); and “World View and Shifting Perspectives about the Self” (219) and “Self-

Efficacy and Leadership” (153; within “Self-Reported Outcomes”) (see Appendix E). While frequency counts have their limitations, they do signal where to look among the raw survey responses to make sense of the stories that prompted the code and to understand the context in which they occurred.

Analysis of Code Co-Occurrence

Dedoose analysis of code co-occurrence in the alumni surveys (see Appendix F) yielded some interesting results worth noting:

- PBHA Description of Programming had the greatest frequency of co-occurrence (233) with “PBHA Relationships with Community Organizations / Program Participants,” likely because of the descriptive nature of both codes (i.e., when a respondent wrote about their volunteer experience, they also tended to describe the community they worked in or program participants they worked with).
- “PBHA Peer Student Community” had the next most frequent co-occurrence (155) with “PBHA Culture and Values,” and several respondents described their peers as being “like-minded” in terms of values, including a strong commitment to public service.
- “PBHA Relationships with Community Organizations / Program Participants” had frequent co-occurrence (136) with “PBHA in the Context of Harvard,” and respondents generally talked about PBHA offering the ability to get off the Harvard campus and volunteer in particular neighborhoods, institutions, and community constituents.
- “PBHA Relationships with Community Organizations / Program Participants” also had notable co-occurrence (114) with “Worldview & Shifting Perspectives of Self.”

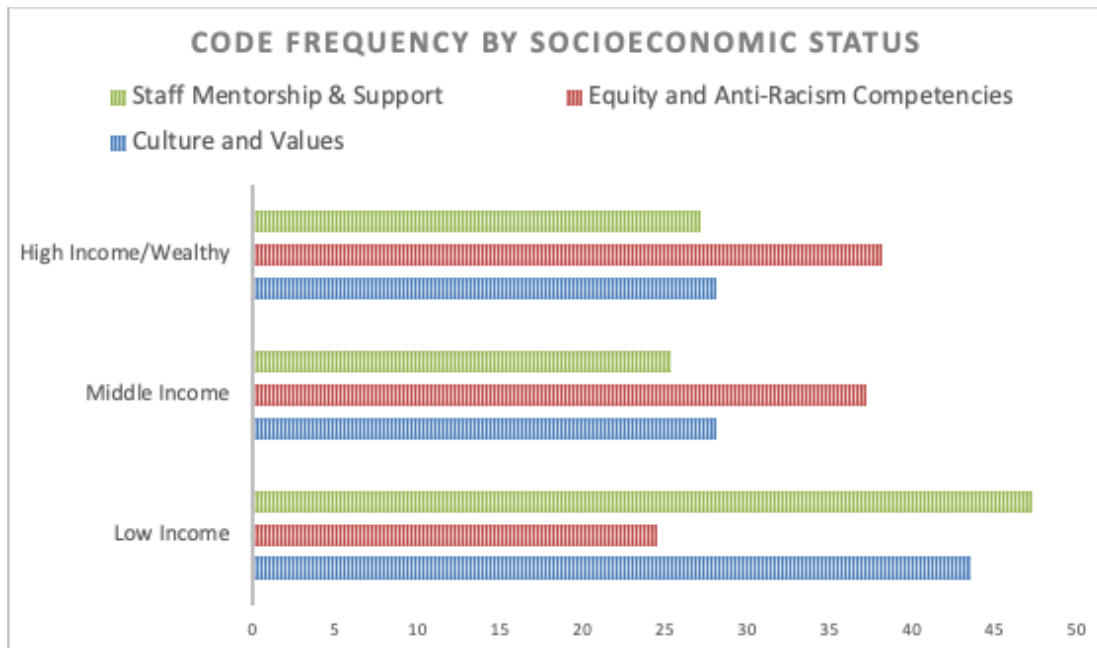
While not causal in nature, areas of high co-occurrence served as signals that prompted us to review the relevant survey responses more carefully to better understand the nature of the relationship between the codes. Since they were mentioned in the same excerpt, reviewing these helped us to better understand the patterns and connections that survey respondents were making between the codes.

Codes by Socioeconomic Class & Class Years

Additionally, an analysis of the survey coding by socioeconomic class highlighted that certain PBHA resources and capabilities—such as “Staff Mentorship and Support,” “PBHA Culture and Values,” and “PBHA Peer Student Community”—were reported most frequently by alumni who identified as “low-income” students during their time of service with PBHA. “Low-income” students also had the greatest frequency of the self-reported outcomes of “Self-Worth and Sense of Belonging” and “General Competencies.” Notably, alumni who identified as “wealthy” during their time with PBHA most frequently reported “Equity and Anti-Racism Centered Competencies” as an outcome, relative to other socioeconomic classes. See Figure 1 below for examples.

Figure 1

Survey Code Frequency by Socioeconomic Status



Note. Chart represents the relative number of excerpts that have been associated with a particular code separately for each sub-group.

Quantitative Analysis of Survey Data

In addition to analyzing responses to select open-ended survey questions, we conducted quantitative analyses on data gathered from selected restricted response items on the alumni impact survey. The purpose of this analysis is to identify categories of high impact (on alumni) that may be driven by elements of the PBHA model that may illuminate particular resources and capabilities. These quantitative responses will be linked with the aggregate constructs from the survey and the interview codes in order to fortify qualitative insights.

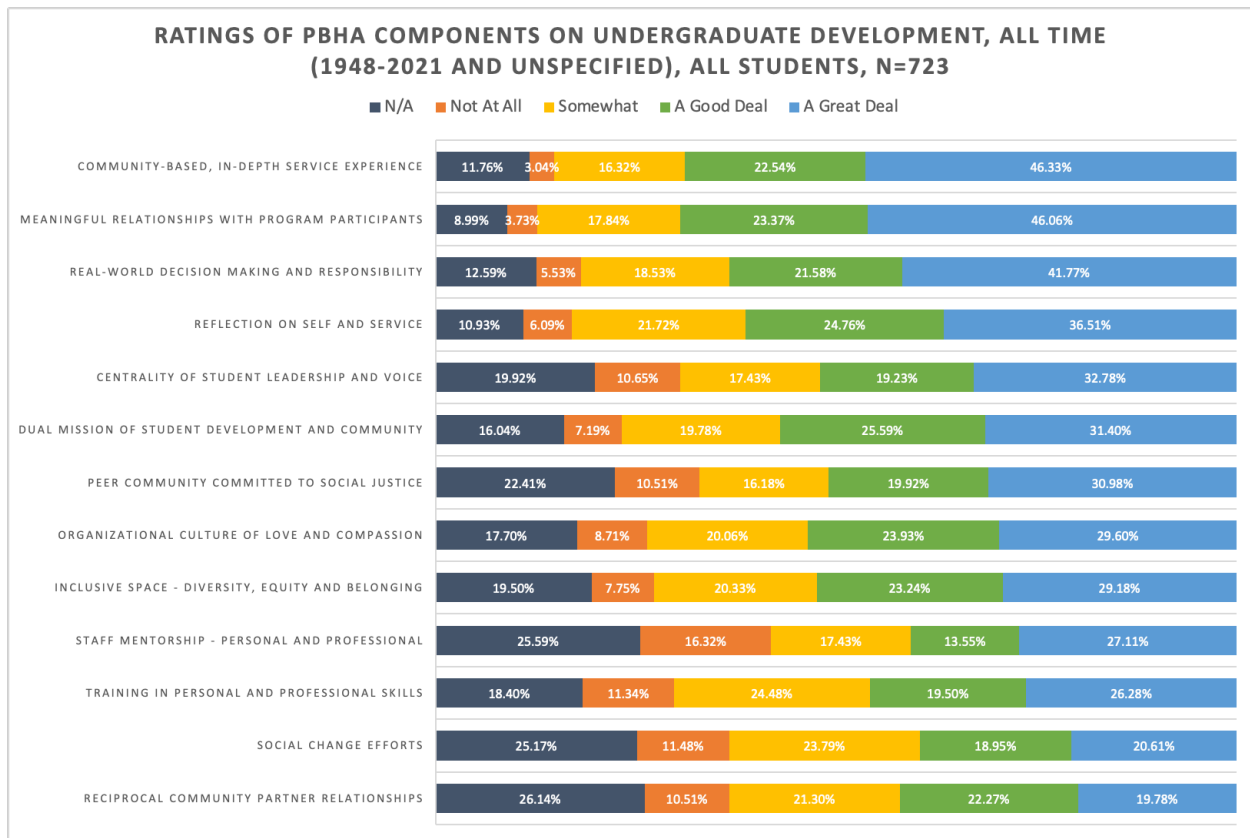
Analysis of PBHA Components (Q47)

Question 47 asked alumni respondents to rate the level of impact that 13 different PBHA model components had on their development during their undergraduate years (see Appendix G). Next to each component listed were five possible answer choices in the adjacent columns: “N/A,” “Not At All,” “Somewhat,” and “A Good Deal,” and “A Great Deal.” In line with the original focus of the survey, this item focused on PBHA’s impact on alumni’s development as students, which is reflected in how the question is framed (as opposed to asking alumni to directly rate the components). However, we felt that this item serves as a satisfactory proxy for potentially identifying variables of high impact across the organization.

Descriptive Statistics - Frequencies. Initially, we analyzed each of the ordinal response options provided by respondents across the 13 different components of PBHA’s service model. By arranging the data into a contingency table, we were able to see the proportion of responses for each of the response options, which in turn, allowed us to construct detailed frequency charts.

Figure 2

Response Frequencies for PBHA Components Listed in Q47



Analyzing PBHA Components (Q47) Data by PBHA Era. After seeing an evolution in qualitative responses across class years, we were interested to see if the quantitative responses from alumni varied depending on when they served with the organization. In consultation with PBHA’s executive leadership, we decided to split the responses across three different year ranges (or “eras”) of PBHA’s history: pre-1980, 1980–1999 and 2000–2021. Each of these eras encompass substantive changes to PBHA’s organizational structure and program model. Prior to 1980, PBHA was guided by a part-time graduate secretary and had administrative support but did not have full-time programmatic staff. The 1980–1999 era began with the inauguration of PBHA’s first Executive Director Greg Johnson, whose 17-year tenure would see the creation of core PBHA programs such

as the Summer Urban Programs and Stride Rite (later Stride, then Chan Stride Service program) and the implementation of a board of directors. The 2000–2021 era encompassed a significant increase in funding (e.g., influx of funding for Chan Stride), new training programs (e.g., Public Service Academy, Summer Urban Program training), an expansion of full-time staff, and the implementation of reflection activities.

Analyzing PBHA Components (Q47) Data by Socioeconomic Status and Race. Guided by some of our early qualitative findings, we decided to investigate the data for patterns that might be associated with self-reported socioeconomic status and racial/ethnic identity. For the former, we sorted responses by their linked socioeconomic descriptors into one of three categories: 1. low income, 2. middle income and 3. high income. For the latter, we sorted responses by race/ethnicity into one of two groups: White or BIPOC (Black, Indigenous, People of Color). Responses that were linked to a sole race/ethnicity descriptor of “White” were classified as such, while responses listing any other race/ethnicity or multiple races/ethnicity were classified as BIPOC. Additionally, we analyzed the socioeconomic and White/BIPOC data by the three aforementioned PBHA eras.

Frequency Analysis for PBHA Components (Q47)

- Ratings of PBHA Components, All Available Data (1948–2021), All Students (Figure 2)
 - Aggregated responses show differences in ratings among all 13 PBHA model components, with “Community-based, in-depth service experience” rated highest.
 - “Reciprocal community partnerships” was rated the lowest.
- Ratings of PBHA Components - By Era, All Students
 - Each era has the same top four model components rated the highest, although the ranking differs by era. Alumni from 1948–1979 rated “Reflection on self and service” the highest, alumni from 1980–1999 rated “Meaningful relationships with program participants” the highest, and alumni from 2000–2021 rated “Community-based, in-depth service experience” the highest.

- “Reciprocal community partnerships” is rated the lowest in each of the three eras.
- Ratings for all 13 components increase over time.
- Rating of PBHA Components - By Socioeconomic Status
 - Low-income alumni rated all components higher than their wealthier counterparts in each of the three eras and all available data (1948–2021).
 - “Social change efforts that address both direct needs and structural change” was rated the lowest by “low-income & working class” alumni.
- Rating of PBHA Components - By White/BIPOC
 - BIPOC students rated all 13 components higher than their White counterparts in each of the three eras and across all available data (1948–2021).

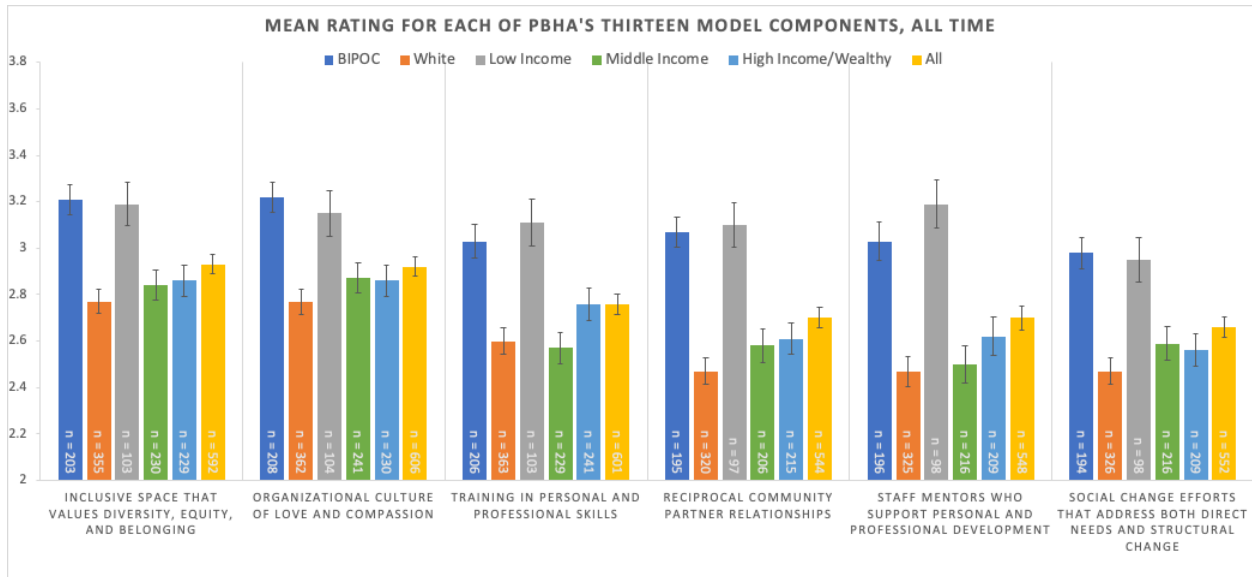
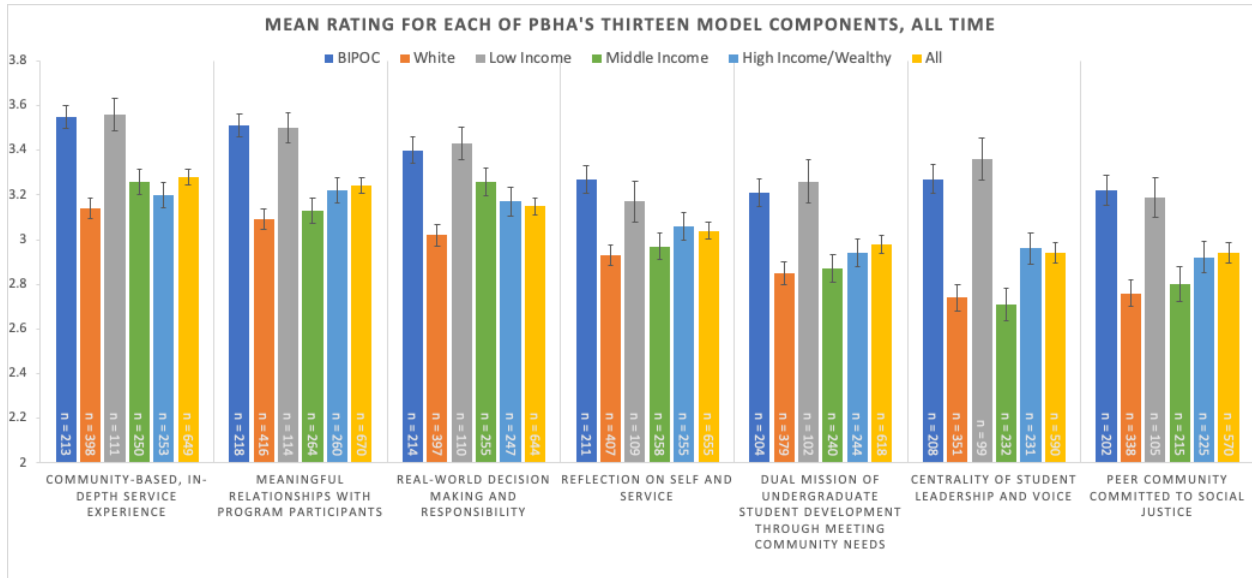
Descriptive Statistics - Means and Standard Deviations for PBHA Components (Q47). Q47

provided a list of 13 components of the PBHA model and asked respondents to rate each component’s impact on their development during college (Appendix G). We began by assigning each of the response options a weighted score. “Not at All” = 1; “Somewhat” = 2, “A Good Deal” = 3, and “A Great Deal” = 4.¹ We first looked at the 13 components as rated by all respondents, PBHA era, socioeconomic status, and race (Appendix H), before calculating then calculated the mean rating and standard deviation for each of those subgroups (Appendix I). Figure 3 displays ratings of PBHA model components across select groups based on quantitative responses captured by survey item Q47. In this chart, we included group scores of respondents who identified as BIPOC, White, low income, middle income, and high income/wealthy. The component “Community-based, in-depth service experience” scored the highest across the aggregate data (all participants, all time; M = 3.28, SD = .88).

¹ The literature appears to be divided on whether it is appropriate to use the mean to analyze responses to Likert-style items; in particular, the controversy stems around treating ordinal data as interval data (Allen & Seaman, 2007, Bishop & Heron, 2015, Boone and Boone, 2012). However, because we intended to use quantitative data in a measured fashion—to find potential areas of PBHA’s service model that may contain resources and capabilities, we ultimately decided to move forward with this approach.

Figure 3

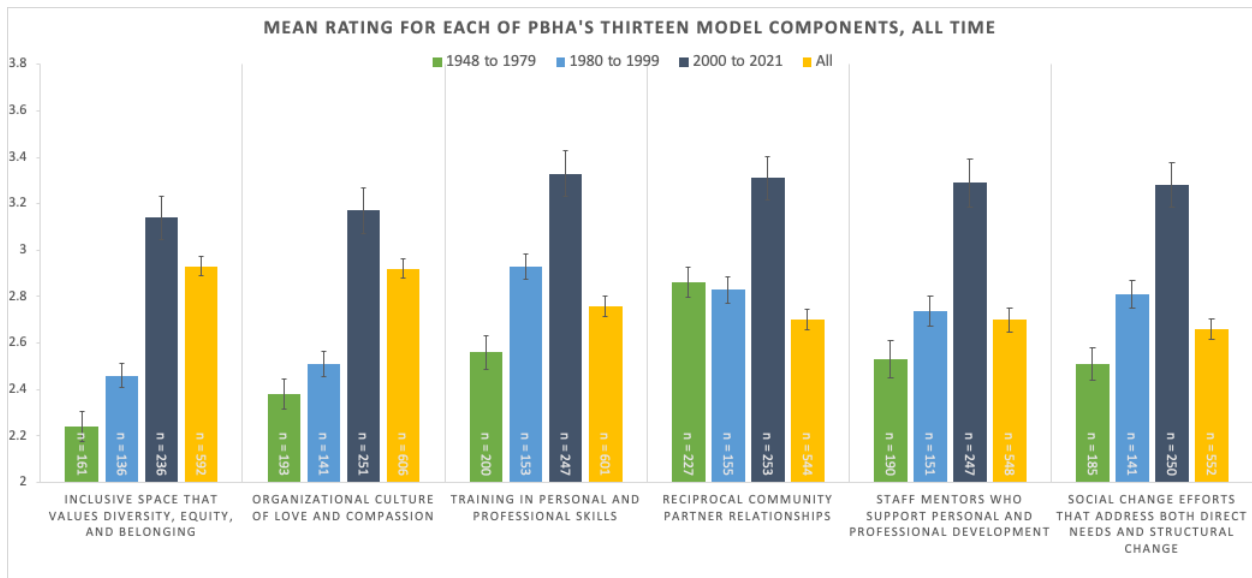
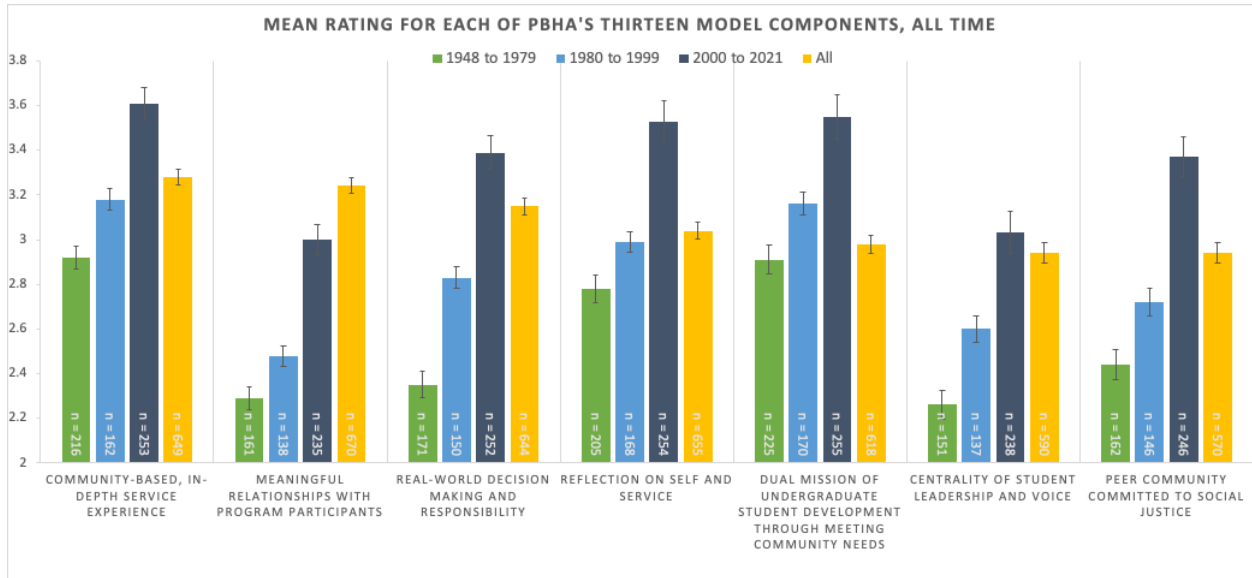
PBHA Component Scores (Mean) by Subgroups



Note. Means and standard deviations can be found in Appendix I.

Figure 4

PBHA Component Scores (Mean) by PBHA Generational Era



Note. Means and standard deviations can be found in Appendix I.

The data also indicated differences in the average rating of components between subgroups. More recent generations, low-income, and BIPOC students tended to rate most of the components higher relative to their peers. While these average ratings are not necessarily

generalizable to a broader population, they do signal to us that within this sample, we should be sensitive to how PBHA's distinct resources and capabilities are viewed by group membership.

Interview Data Analysis

Informed by grounded theory methods, we decided to implement a multi-step inductive process to analyze the interview data, allowing themes to emerge from the data to generate a new set of codes, rather than starting with application of the RBV framework. We began by conducting an initial review of all raw interview transcripts, taking notes on notable descriptive data. During a second review of the interview transcripts, we began pulling raw excerpts in which respondents spoke to multiple facets and perspectives on PBHA, paying particular attention to when respondents spoke about how PBHA was unique or distinctive or when they noted areas in which PBHA performed particularly well. We organized these raw excerpts into sets of thematically related open codes, from which a new set of axial codes linking the open codes emerged. We then began loosely organizing axial codes into thematic groups and developed overarching aggregate constructs for each group. We developed explicit criteria for each axial code post hoc, which led to a re-conceptualization of each aggregate construct and re-organizing of axial codes.

Based on this inductive process, new aggregate constructs included: "Cultivating Student-Led Organization," "Providing Structural Elements," "Nurturing Student Experience," and "Understanding PBHA Brand." We also included overall aggregate categories for "Self-Reported Outcomes," "Navigating the Context (Harvard)," "Challenges and Opportunities," and "Tensions / Strategic Questions." Within these aggregate constructs, we subsequently organized and refined axial codes into resource and capability sub-categories (as appropriate). Finally, we cross-walked these new codes against the existing PBHA alumni impact codebook (Appendix D) and developed a final PBHA interview codebook (Appendix J) that integrated axial codes from both codebooks (see

Table 3 for summary). We then segmented all interview transcripts (except for the two current staff interviews) into several excerpts, and then applied the new interview codebook to all excerpts in Dedoose. For most codes, we also wrote concurrent memos on observations, emerging patterns, and insights about concepts and their relationships to each other, which is part of a grounded theory approach (Chun Tie et al., 2019; Glaser, 1998).

Table 3

Summary of Select Interview Axial Codes, Aggregate Constructs and Sample Open Codes

Aggregate Construct	Axial Codes	Open Codes
Cultivating Student-Led Organization	<ul style="list-style-type: none"> ● Students (Student Talent, Type / Characteristics, Diversity) ● High Degree of Responsibility (Ownership and Decision-making, initiative, Autonomy) ● Developing Leadership Pipeline (Apprenticeship Model) 	<p>"So, I got involved, immediately. And I chose it because just like I said, I am someone where that was important to me. I wanted to be around people who were like minded."</p> <p>"It's just like a very intense experience, like. . . I was like 20 years old, directing a program that had a large budget."</p>
Providing Structural Elements	<ul style="list-style-type: none"> ● Organizational Structure ● Governance ● Diversity of Programs ● Community Relationships ● Student Recruitment ● Training 	<p>"That was pretty advanced for an organization to be able to have that kind of infrastructure and to teach us as college students."</p> <p>"They did a really good job of having different trainings. . . . People come in that would teach us some of the soft skills, but then also some of the hard technical skills that were required to successfully carry out this program."</p>
Nurturing Student Experience	<ul style="list-style-type: none"> ● Culture and Values ● Peer Community ● Staff Support ● Community of Practice ● Experiential / Applied Learning ● Offering Social Justice Analysis / Reflection 	<p>"I felt like PBHA had real, there was [a] much more authentic way of talking about how to be in the world."</p> <p>"[For those] civic-minded and interested in social justice, this was a literal home . . . it's a building with . . . places for people to hang out. And fertilize ideas across different interests. . . . The most rewarding conversations has happened, like on the fly with people who like from different parts of PBHA."</p>

Interviews yielded rich and nuanced data. After reviewing and coding all interviews, we found that the codes with the highest frequency to be “PBHA Culture and Values” (78), “High Degree of Responsibility” afforded to students, including ownership, autonomy, initiative, and decision-making (59), and about the nature of PBHA students themselves (58) (see Appendix K). These frequencies were not in themselves conclusive, but they pointed to excerpts to examine closely, to understand the characterizations and description of these codes and the context in which they occurred.

Analysis of Code Co-Occurrence

Dedoose analysis of code co-occurrence among the PBHA interviews (see Appendix L) suggested some potential relationships among the data elements, with most frequent co-occurrences appearing among our first three aggregate constructs of “Cultivating Student-Led Organization,” “Providing Structural Elements,” and “Nurturing Student Experience.” The most frequent code co-occurrences included the following:

- Similar to the alumni survey code co-occurrence analysis, the highest frequency of co-occurrence was between “PBHA Peer Student Community” and “PBHA Culture and Values” (29), suggesting a connection between the two components.
- The next four highest code co-occurrences included:
 - “Developing Leadership Pipeline” and “High Degree of Responsibility” (24),
 - “PBHA Culture and Values” and “Students (Type, etc.)” (22),
 - “PBHA Culture and Values” and “High Degree of Responsibility” (19), and
 - “High Degree of Responsibility” and “Experiential/Applied Learning” (18).

Similarly to how we handled the survey co-occurrences, areas of high co-occurrence prompted us to review the corresponding interview excerpts to develop a clear sense of the stories and connections that interviewees were making between the two codes, often revealing and illuminating relationships between PBHA resources and capabilities.

Tensions & Strategic Questions

Finally, the interview respondents raised some critical tension points and strategic questions for PBHA to contemplate. These include issues and questions around PBHA's independence from Harvard; whether PBHA should expand to engage more of the Harvard student body; perception of PBHA as a "gatekeeper" on public service on campus and being possibly too exclusionary, including to those of different political leanings; the level of commitment that PBHA may ask of students (especially student leaders); and definitions of public service, including questions of local community-based versus more national/global and direct service versus advocacy or policy.

Focus Group Data Analysis

In a review of the raw notes from the current PBHA student focus group, some preliminary themes emerged. In terms of PBHA "brand" or "distinctive characteristics," students listed words such as "intentional," "student development," "student-led," "public service," "impact," "hard work," and "restorative/transformational justice," among others. One notable takeaway is that students expressed a strong sense of commitment to PBHA, describing deep meaning and value from their experiences (especially relative to other Harvard offerings), despite the time and energy commitment required to execute on program leadership and officer responsibilities. They explained that this may be endemic to the nature of Harvard students in general, who "tend to push themselves to the limit," as one student stated. They also noted that at times, PBHA's messaging about commitment level was not always clear or aligned with the reality of the workload. Finally, challenges that students articulated included issues with student transitions/turnover and uneven distribution of responsibilities between volunteers versus student leadership. An important nuance to the data is that these students had a partial or near-total volunteering experience with PBHA during the COVID-19 pandemic, meaning that they experienced an unusual disruption to the way

PBHA programs had been operating in the decades prior; a number of programs had been reduced or operated completely or partially online.

Preliminary Results

We adopted a grounded theory approach as part of our methodology; this is an approach in which a new theory is developed through an emergent and iterative process as research is conducted (Speziale & Carpenter, 2007). In grounded theory, researchers develop core categories that can be theoretically modeled from social processes that account for variations in behaviors and outcomes in the studied area (Glaser, 1998); when these core categories become clearer, researchers conduct additional literature review to learn more about emerging concepts and draw from the theoretical literature to contribute to the emerging theory (Mediani, 2017). Therefore, after completing our inductive coding of interviews, we again looked at general themes that cut across our axial codes and aggregate constructs to begin making meaning of PBHA's resources and capabilities. Additionally, in looking at the outcomes that alumni described happening as a result of their PBHA experiences—including personal, relational, and intellectual growth—we sought to situate what we were seeing in the literature before conducting additional data analysis to inform our research findings.

Situating Analysis in the Literature

To understand our initial data analysis and to shape our findings, we reviewed research on self-authorship and communities of practice, examined the interplay between community of practice and self-authorship, and sought to understand how this interplay provides PBHA with a strategic, competitive advantage within the context of Harvard. As a starting place, the following literature provides a synthesis of some of the potential theories that may undergird PBHA's student development model and provide important background for potential capabilities surfaced as part of

this study. Fundamentally, PBHA focuses on student development through public service opportunities and intentional leadership development activities. As such, we reviewed relevant literature about key elements of PBHA's service-learning model as described by PBHA leaders.

Understanding Self-Authorship

Kegan (1994) originally coined the term self-authorship, defining it as a person's individual process of negotiating their own meaning, beliefs, values, purposes, and relationships, rather than adhering to those externally imparted on them. According to Baxter Magolda (2001, 2004, 2008a, 2008b), who studied college-age young adults, self-authorship is the capacity to self-define—or self-author—a personal identity and belief system that guides interpersonal relationships with others. In her model, students move through three developmental phases of their journey: 1) following externally assigned formulas and identity, 2) coming to a crossroads wherein they begin to critically examine external viewpoints and to realize the need to internal reflection for self-definition, and 3) adopting the authorship of their own life. Baxter Magolda's conceptualization, therefore, has three primary dimensions of development that contribute to self-authorship: epistemological or intellectual (how we come to know or decide what to believe), intrapersonal (how we view ourselves), and interpersonal (how we construct interpersonal loyalties; Baxter Magolda, 2001, 2004, 2008a, 2008b). Furthermore, research on self-authorship has emphasized the need to attend to the holistic development of learners in both interpersonal and intrapersonal ways in addition to intellectual learning, noting that academia tends to privilege cognitive development over personal and social growth (King & Baxter Magolda, 2005).

While Baxter Magolda's research initially focused on individual development, student development researchers have broadened the application of self-authorship to look at participants in their social context and in the context of their institutions and communities. By situating their

study at a university, studying student groups, and looking at students' development, they found a close connection between self-authorship and leadership development, particularly developing capacity to be leaders of institutional and social change (Cohen et al., 2013). They highlighted Baxter Magolda's (2001) call for colleges to engage in "mutual partnerships" that give students "more control and responsibility for their journeys and their lives. They mean reducing external control and enhancing internal self-authorship" (Baxter Magolda, 2001, p. 332). Drawing from Baxter Magolda (2004, 2008a), they concluded that educators can create spaces where students navigate meaning, supporting and validating "learners' capacity to know, situate learning in learners' experiences, and mutually construct meaning" (Cohen et al., 2013, p. 16). Per Baxter Magolda (2008a), doing so creates self-authored individuals that have the capacity to lead complex social and political changes needed in the 21st century by embodying the following characteristics: critical analysis, mature decision-making, cognitive mastery, independent learning, appreciation of multiple perspectives, embracing and valuing of diversity, developing mutual partnerships, and collaboration.

Community of Practice: Apprenticeship & Learning as Critical Praxis

While service-learning can happen in a course-based setting (Godfrey et al., 2005; Gray et al., 2000), over the decades, PBHA has developed what staff and alumni describe as a "dual mission" model of student development through meeting community needs, in which reflection on service experiences and learning happen between students within PBHA-facilitated spaces. In one study by Kerrigan et al. (2003) of 3,000 students over a five-year period, the authors concluded that beneficial service-learning experiences depended on collaborative learning experiences and on engaging students in opportunities to discuss and reflect on their experiences. Therefore, public service activities can be complemented by critical praxis, which is a blend of action and reflection

and of theory and practice, and involves the practices of individual self-reflection, reflective action, and collective reflection and action (Kridel, 2010).

Critical praxis can also support students' learning and growth through a community of practice with student peers who are engaged in similar activities. A community of practice (CoP), as described by Lave and Wenger (1991), is a group that comes together because of shared interests and desire to learn from and contribute to the group based on members' varied experiences. CoPs are defined by mutual engagement (group norms and practices), joint enterprise (domain of practice), and shared repertoire, in which the group develops its own resources, language, and knowledge to further its cause (Wenger, 1998). Mutual engagement refers to interactions and routines among community members, which shape the CoP's culture and practices and relies on enabling elements, diversity, distributed cognition, and multiplexity of relations. Joint enterprise is defined by the shared purpose that connects people and provides them with a common goal and map for coherent action within the CoP. The goals within joint enterprise are negotiated through mutual engagement and emerge indigenously from the CoP, and accomplishment of these goals relies on mutual accountability. Finally, shared repertoire is continually developed and sustained through shared practices, symbols, and concepts, and relies on a shared history that provides a sense of identity and belonging and a shared language that communicates meaning. Wenger (1998) also developed a list of indicators to test for the presence of CoP.

Critical praxis can also happen through the support of an apprenticeship model in which newer students might learn from more senior students and alumni while being given increasing leadership responsibilities. Drawing from Lave and Wenger's (1991) concept of legitimate peripheral participation (LPP) in an apprenticeship-based model of learning—in which newcomers' responsibilities, while limited, are meaningful contributions to the CoP's operations—Greeno and

Gresalfi (2008) introduced the situative concept of opportunities to learn (OTL), which they defined as affordances that shape an individual's learning trajectory in a CoP, wherein a learner progresses by grasping new content and information and increasingly participates in the productive activities of CoP. Greeno and Gresalfi (2008) added that affordances can be dynamic, circumstantial, and relationally interactive with other individuals a CoP.

Community of Practice and Self-Authorship

As reviewed previously, Wenger's (1998) theoretical conceptualization of a community of practice (CoP) is a group of people who have a common concern or passion and who learn as they interact. Wenger argued that learning is inherently social, happening in a situative context. In this study, we looked at how this CoP model applies for students who work together on public service programs, and in particular how a CoP model helps to advance the three dimensions of self-authorship. One study of social change groups on a college campus found that the process of developing community "emphasize[s] students developing conceptual frameworks, language, and interpersonal capacity" to accomplish their agreed upon goals (Cohen et al., 2013, p. 4). This notion aligns with the learning and personal development that arises from Wenger's conceptions of *shared repertoire* and *mutual engagement*. If coupled with regular critical praxis, in which reflection and action happens both individually and collectively (Kridel, 2010), the CoP model seems to be a promising vehicle for developing self-authorship, not only in promoting interpersonal development, but in intrapersonal growth and intellectual learning as well.

CoP settings can offer "situated, social and distributed learning experiences" that support individual development but may vary in how successful they are in cultivating growth and learning (Trust & Horrocks, 2019, p. 108). In one study of teacher development, researchers identified six key elements that fostered the success of the CoP: personalized learning, leadership roles, guiding

principles, organizational support, social learning and purpose (Trust & Horrocks, 2019). The leadership piece in particular warrants additional attention. Recent research by Smith et al. (2019) has positioned leadership development as a consequence of experiential learning in “situated and relational experiences” (p. 63), emphasized that management education needs to prioritize interpersonal dynamics, and suggested that learning CoPs are naturally well-equipped to provide relational dynamics to develop leadership practices.

Finally, while CoP was originally conceptualized as learning in a social context, the concept’s application and focus have evolved beyond Wenger’s (1998) focus on an individual’s personal growth and trajectory of responsibility and leadership within a group, with Wenger et al. (2002) applying CoP as a management tool to improve organizational competitiveness (Li et al., 2009). Wenger et al. (2002) suggested that within organizations, CoPs can provide the means for critical knowledge sharing, creative problem solving, and innovation; while the organization does not regulate the CoP, it can influence membership composition and agenda and provide support through leaders and facilitators (Wenger et al., 2002).

Additional Data Analyses

With these theoretical frameworks in mind, we went back to the data—particularly alumni impact survey data—and conducted additional analysis to explore whether these theories were applicable and relevant in our interpretations of the data.

Exploratory Factor Analysis of Alumni Outcome Items (Q43-Q45)

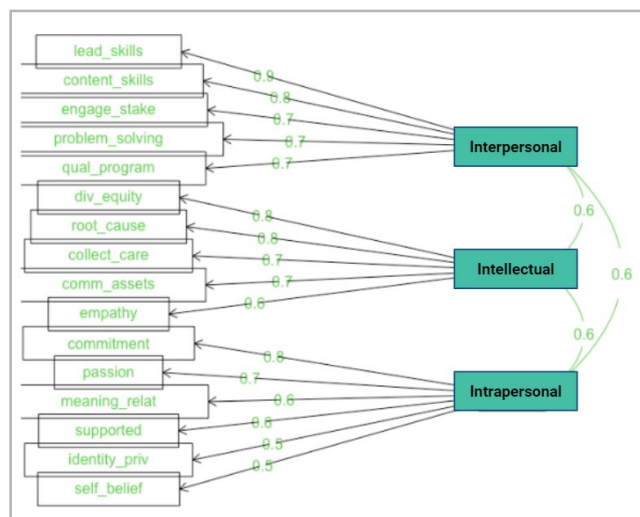
We were curious about potential connections between the response ratings for each of PBHA’s 13 model components (Q47) and the overall outcome data that PBHA collected from the alumni impact survey. While an analysis of PBHA’s service model component ratings yielded valuable insight on organizational inputs, we were also curious about alumni outcomes and

takeaways from their service experience. As such, we turned to Q43, Q44, and Q45, which asked alumni to rate a total of 30 statements across three dimensions of impact: participation (Q43), competencies (Q44), and perspectives (Q45). Respondents were asked to indicate their level of agreement with each statement with one of six responses: “N/A,” “Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” and “Strongly Agree.” We considered each of the outcome statements presented by the questions as operationalized forms of distinct dependent variables.

Due to the high number of items (30) associated with the outcome responses in Q43-Q45 (see Appendix M for additional detail), our initial inclination was to find a suitable statistically-driven procedure that could help us to analyze the data in a measured and meaning-generative fashion. Using the Kaiser (1960) criterion, we extruded three substantive factors (see Figure 5) with eigenvalues of over 1 across 16 observable items. Each of these items had factor loadings above .6, which exceeds the minimum threshold of .4 suggested by Hinkin (1998). Table 4 contains the factor loading scores for each of 16 items that we ultimately included in the analysis; we excluded 14 other items because of low response rates and/or low factor ratings.

Figure 5

Factor Analysis Diagram from PBHA Alumni Impact Survey (Q43-45)



To interpret these outcome factors, we turned to Baxter Magolda (2001)'s study on self-authorship, which provided a framework for interpreting what were initially three unspecified factors. This framework spans three dimensions of development: 1) interpersonal, which focuses on how one chooses one's relationships and how one interacts with others; 2) intellectual (or cognitive/epistemological), which focuses on development of knowledge and beliefs; and 3) intrapersonal, which focuses on understanding of one's identity and sense of self, including one's passions and values. In reviewing the observable variables within each of the outcome factors in our analysis, we began to see that the three factors mapped well onto Baxter Magolda's self-authorship framework (see Table 4 below).

Within the interpersonal factor, items involved learning leadership skills, such as facilitation, enabling students to collaborate with others to solve problems and deliver programming. For the intellectual factor, variables focused on development of new knowledge, such as social justice concepts of root cause and equity and inclusion, as well as development of values and beliefs, like empathy and collective care. Finally, for the intrapersonal factor, variables included dimensions of self, including passions, commitments, and sense of identity, as well as ability to find meaning in relationships.

Table 4*Results From a Factor Analysis of the PBHA Alumni Impact Survey (Q43-45) (n=470)*

Outcome Item	Factor loading		
	1	2	3
Factor 1: Interpersonal			
Creative problem solving	0.73	0.12	0.07
Ability to engage stakeholders	0.74	0.17	-0.06
Deliver quality programming that addresses community needs	0.67	0.15	0.06
Develop content-area skills (e.g., teaching, fundraising, advocacy)	0.76	0.09	0.0
Learn effective leadership and management skills (e.g., facilitation)	0.88	-0.05	0.12
Factor 2: Intellectual			
The importance of diversity, equity, inclusion, and belonging	0.11	0.81	-0.04
The importance of recognizing root causes of inequality	0.08	0.76	0.05
The importance of collective care	0.05	0.71	-0.01
An appreciation for knowledge and assets in communities beyond universities	0.12	0.68	0.01
The importance of having empathy for others' lived experiences	-0.01	0.63	0.21
Factor 3: Intrapersonal			
I developed a deeper belief in my capabilities.	0.28	0.07	0.52
I felt my passion for public service work was nurtured.	0.17	-0.04	0.7
I gained a stronger understanding of my identity and how it relates to my privilege.	-0.21	0.39	0.54
I strengthened my commitment to addressing social challenges.	-0.1	0.16	0.79
I felt supported by those I worked with.	0.18	-0.01	0.61
I developed meaningful relationships.	0.3	-0.07	0.64

Comparisons of Factor Index Scores Between Subgroups

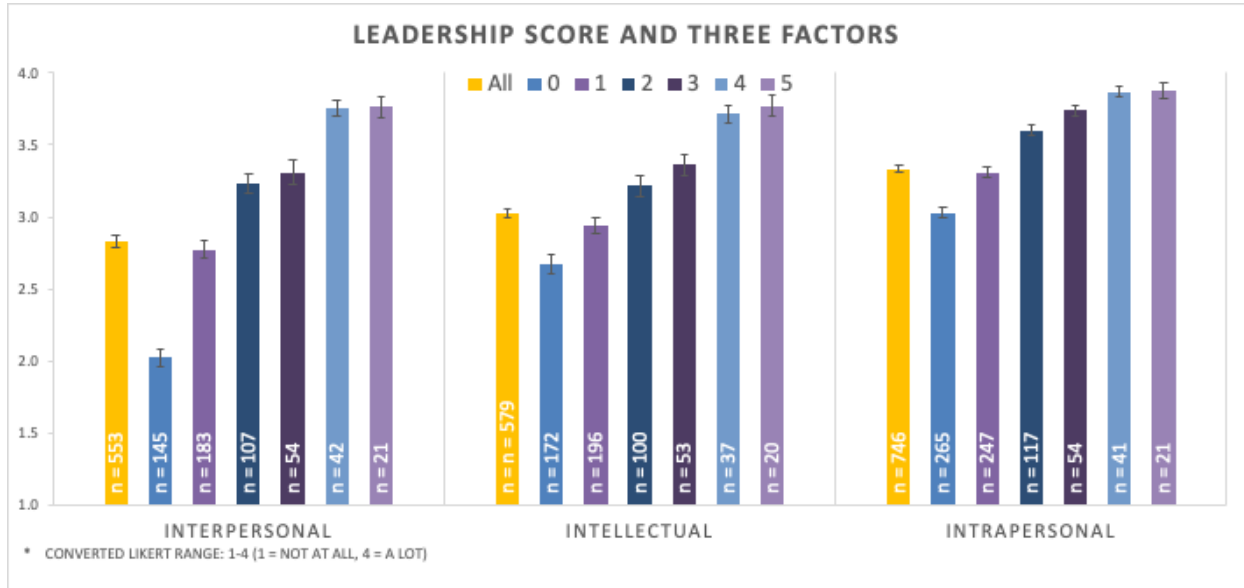
Calculating Factor Index Scores. Participants who provided response ratings across all observable items underlying a factor were assigned an index score equal to the mean of the ratings. This score was used to measure PBHA's level of impact on each of the factors. We then compared the average index score for each factor (Factor 1 - Interpersonal: M=2.80, SD=.87; Factor 2 - Intellectual: M=3.03, SD=.78; Factor 3 - Intrapersonal: M=3.31, SD=.76) to the average index scores for select subgroups.

Leadership Score. We conducted additional analyses on the alumni impact survey, particularly Q40 (“Select all PBHA leadership positions you held during college”). Q40 listed the following possibilities: PBHA organizational leadership (such as student officer or board member), program leadership (such as director, coordinator, or committee chair), immersive summer experience (such as Summer Urban Programs or a homeless shelter), participation in the Stride Rite / Chan Stride Service Program, paid employment with PBHA (excluding the other options listed), and other. By adding up each respondent’s selections, we were able to calculate a cumulative “leadership score” for each survey respondent, which ranged from a minimum of zero (no leadership positions held) to a maximum of five (all possible leadership, immersive summer, and employment experiences).

After calculating the “leadership score” for all participants, we then analyzed how participants at each level (0-5) scored on each of the three indexes (see Figure 6). We found a positive association between the number of leadership positions held and each of the factor index scores, potentially suggesting that higher levels of leadership involvement translate into more beneficial self-authorship outcomes.

Figure 6

Factor Index Scores Comparisons by Leadership Score

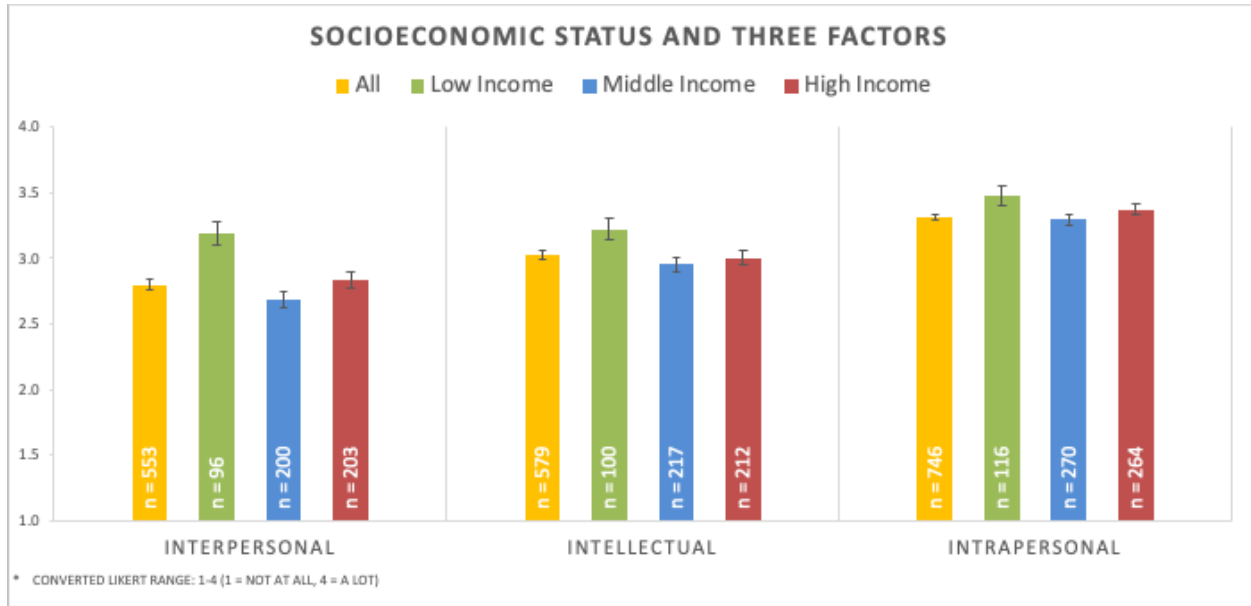


Note. Means and standard deviations can be found in Appendix N.

Socioeconomic Status and Race. We compared the average factor index scores of individuals from different socioeconomic strata, as well as between those who identified as either White or BIPOC (Figure 7 and Figure 8, respectively). With respect to socioeconomic status, we found all three factor index scores for respondents identified as belonging to “low-income” households at their time of service to be higher than their more affluent counterparts. Interestingly, “high-income” respondents had on average slightly higher factor index scores than those who identified as middle income. In terms of race, we found that BIPOC volunteers had higher factor index scores than White volunteers. These findings potentially indicate moderating effects socioeconomic status and race on PBHA’s self-authorship outcomes.

Figure 7

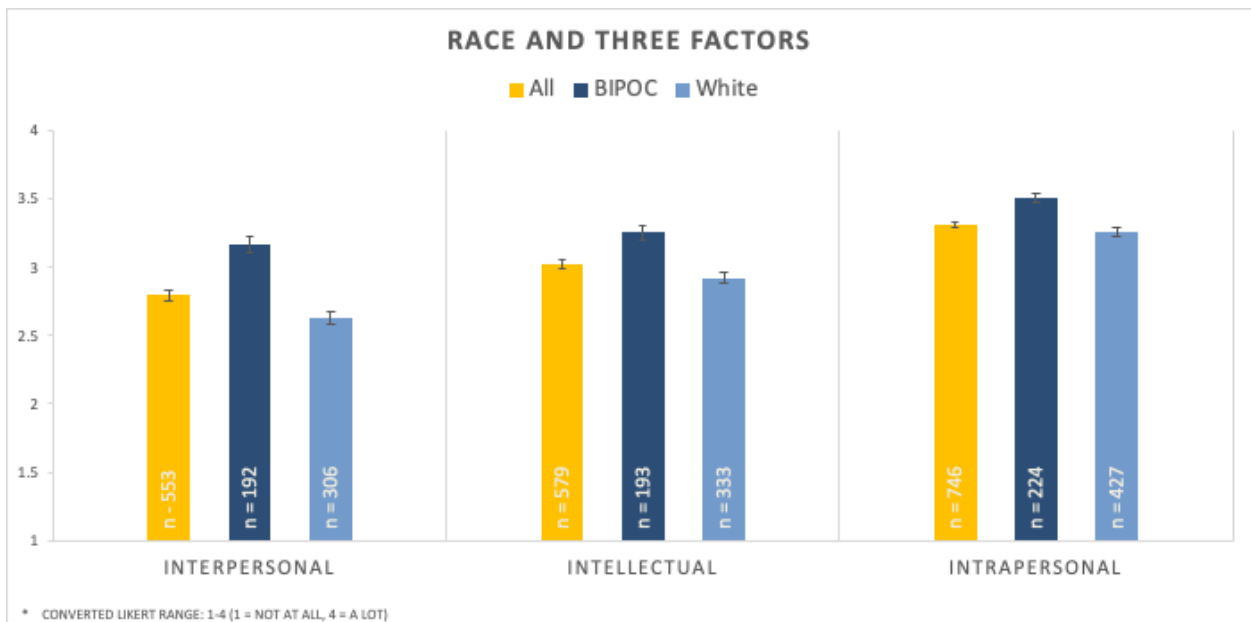
Factor Index Scores Comparisons by Socioeconomic Status



Note. Means and standard deviations can be found in Appendix N.

Figure 8

Factor Index Scores Comparisons by Race

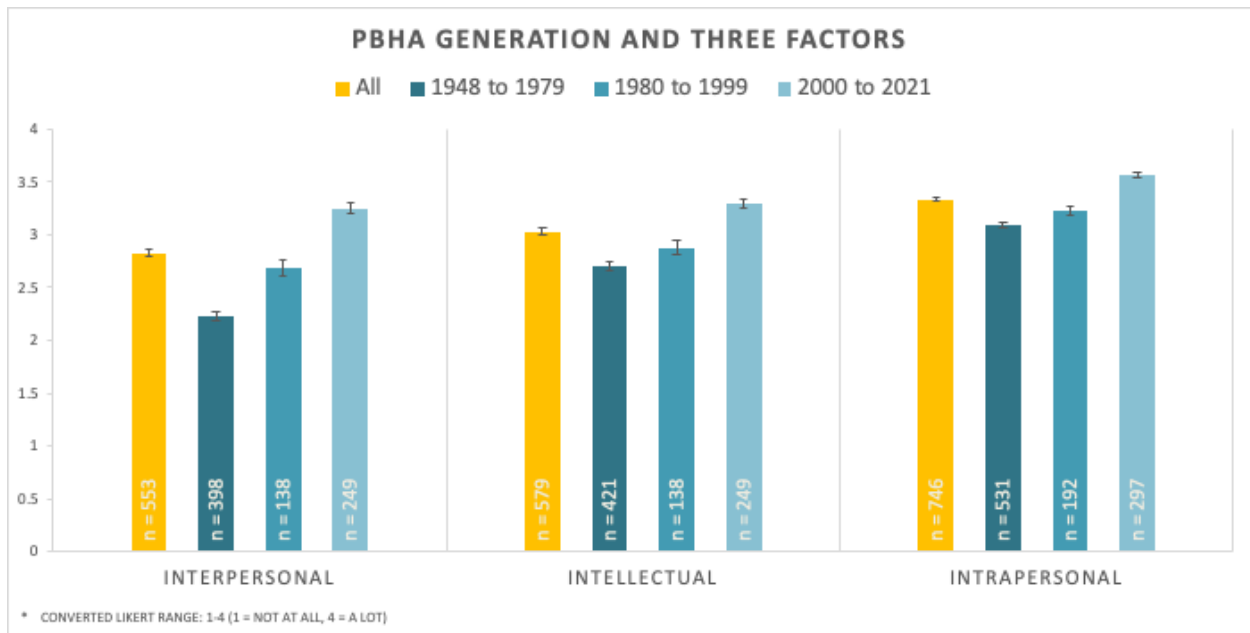


Note. Means and standard deviations can be found in Appendix N.

PBHA Generation. We compared the factor index scores across the three distinct PBHA eras (“1948 to 1979,” “1980 to 1999,” and “2000 to 2021”), as shown in Figure 9. We found that all three scores increased on average over subsequent generations, peaking with “2000 to 2021.” This data possibly suggests that additions of certain resources and capabilities to PBHA’s service model (e.g., organizational structure, reflection practices, leadership) could be partly responsible for driving positive self-authorship outcomes.

Figure 9

Factor Index Scores Comparisons by PBHA Generation Era

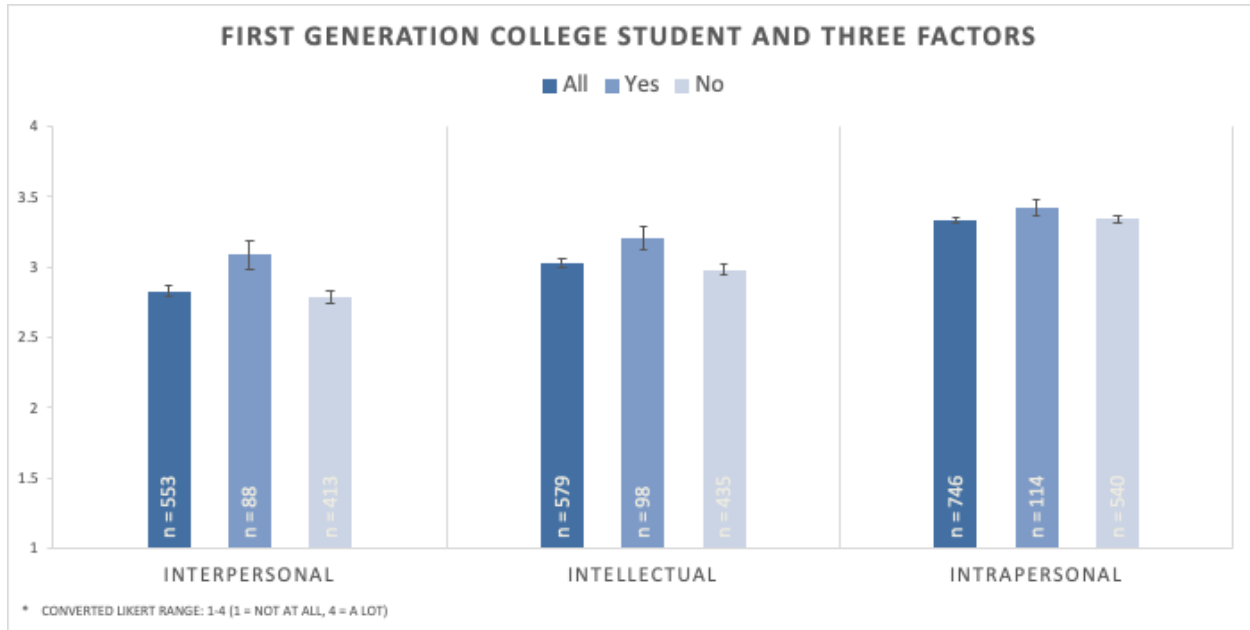


Note. Means and standard deviations can be found in Appendix N.

First Generation in College. The alumni impact survey asked respondents to indicate if they identified as “first-generation” students, which it defined as “first in your family to attend college.” Lastly, we compared the factor index scores of students who identified as first generation in college with those of non-first-generation students (Figure 10). We found that first-generation students, on average, had a higher index score across all three factors.

Figure 10

Factor Index Scores Comparisons by First-Generation Student Status



Note. Means and standard deviations can be found in Appendix N.

Participatory Sensemaking Session

We developed a preliminary set of findings to share with interested parties at PBHA’s in-person alumni weekend in October. Session attendees had the opportunity to reflect on what resonated (and what did not), and about implications for PBHA’s positioning given its resources and capabilities, which contributed to refinement of our findings and contributed to the recommendations. Overall, application of the self-authorship framework in the factor analysis resonated with both alumni and staff, who emphasized the connection to Harvard College’s mission: “We are committed to helping students undergo an intellectual, social, and personal transformation far beyond the traditional college experience” (Harvard College, n.d.-a, para. 5). One alum—who identified as low income and BIPOC as a student—responded emphatically to the analysis on low-income alumni’s sense of self-worth and belonging on the interviews; she expressed

that one chart analyzing open-ended survey responses highlighted this in relationship to PBHA culture and values and peer community “represented” her. Another staff person reflected on the intersections of this research with findings from Jack’s (2019) *The Privileged Poor*, which highlighted the different experiences at elite universities of low-income, BIPOC students who attended privileged, preparatory high schools versus those who did not; Jack (2019) illustrated how their high school experiences affected their ability to navigate cultural dynamics and gain acceptance on campus. Finally, throughout the conversation, many people asked about or commented on the nuances of PBHA’s relationship with Harvard, particularly their contrasting cultures, with some noting that Harvard benefits from the student outcomes that PBHA facilitates. Several participants referred to PBHA as their “home away from home” or their “home on campus.” One Harvard faculty observed, “The building itself creates a form of identity.”

Limitations of the Data

We are mindful of some of the limitations that come with analyzing the alumni survey’s quantitative items for the purposes of generating findings and providing recommendations. Nonprobabilistic sampling methods, such as the one used by the alumni survey and for the interviews, rely on the availability and accessibility of a target population (Privitera, 2020). As such, our data may reflect distortions caused by self-selection bias and undercoverage/overcoverage bias. Of particular note, we saw notable demographic variations in the alumni sample across generations, with a higher proportion of responses from participants who identified as non-White and low-income among alumni who served in PBHA during more recent years. While this kind of discrepancy may be attributed to underlying demographic changes occurring at PBHA and/or Harvard, we understand that certain characteristics associated with the survey (e.g., terminology, format, dissemination, length) could have potentially contributed to response biases, such as recall

bias (Bradburn et al., 1987). Additionally, we encountered a steep reduction in effective sample sizes after analyzing the survey data during the application of factor analysis. We excluded all responses that had missing values for one or more of the pertinent survey items, reducing the effective sample size from 1,139 to 470, possibly resulting in a skewed sample of responses provided by participants who completed or nearly completed the entire 68-question survey.

Furthermore, it is worth noting that the alumni impact survey questions were developed by PBHA members and alumni impact researchers outside of our capstone team, and therefore may have inherent biases that are not reflective of the RBV theoretical framework in our study. Additionally, there are potentially problematic aspects to doing a retrospective study in which we ask alumni and students to recall their experiences, which presents challenges with reliability of the data, particularly for alumni who had their PBHA experiences decades ago. Real-time research following the experiences of diverse students through their PBHA journey in the current PBHA's model today may provide helpful insights. Finally, for the non-alumni interviews (of PBHA board, staff, and Harvard staff), student focus groups, and the participatory sensemaking session, we relied on PBHA to identify, recommend, and/or recruit participants through its outreach channels, which included in-person recruitment (for focus groups), email (PBHA's alumni email list), and personal relationships (the executive director connecting us with interviewees). Therefore, these availability participant samples may also reflect self-selection and undercoverage/overcoverage biases.

Research Findings

Our study focuses on, complicates, and connects three theoretical frameworks: self-authorship, community of practice, and RBV. By unpacking how student development can be supported by six VRI capabilities within a student-led nonprofit situated at an elite higher education institution, we argue that these capabilities are integrated into a core competency of nurturing and

sustaining a community of practice that facilitates the interpersonal, intrapersonal, and intellectual dimensions of self-authorship among student leaders. Examining PBHA’s case within the context of the university, however, further emphasizes the role of context in communities of practice and self-authorship. We conclude that context is a key part of our conceptual model, and that the student-led nonprofit’s core competency of a social-justice-focused CoP is a strategic advantage within the university’s ecosystem.

A New Conceptual Model

I think the dual mission of student development through meeting community needs was really special and unique as compared to other Harvard experiences. Having staff mentors who were so genuinely caring and involved really helped push my experiences and both check myself and my experience/knowledge while also feeling unconditionally supported. The institutional knowledge and stewardship was also unique in a context of student organizations with so much turnover each 4 years. PBHA did a good job of making sure its outputs/outcomes were truly valuable for both the students and constituents.

– Alumni Survey Respondent

We began this study by first asking what interested parties perceive as the valuable, rare, inimitable (VRI) resources and capabilities of PBHA (its “secret sauce”) that contribute to its effectiveness. Triangulation of both quantitative and qualitative data revealed that there are five key VRI capabilities that comprise PBHA’s “secret sauce:”

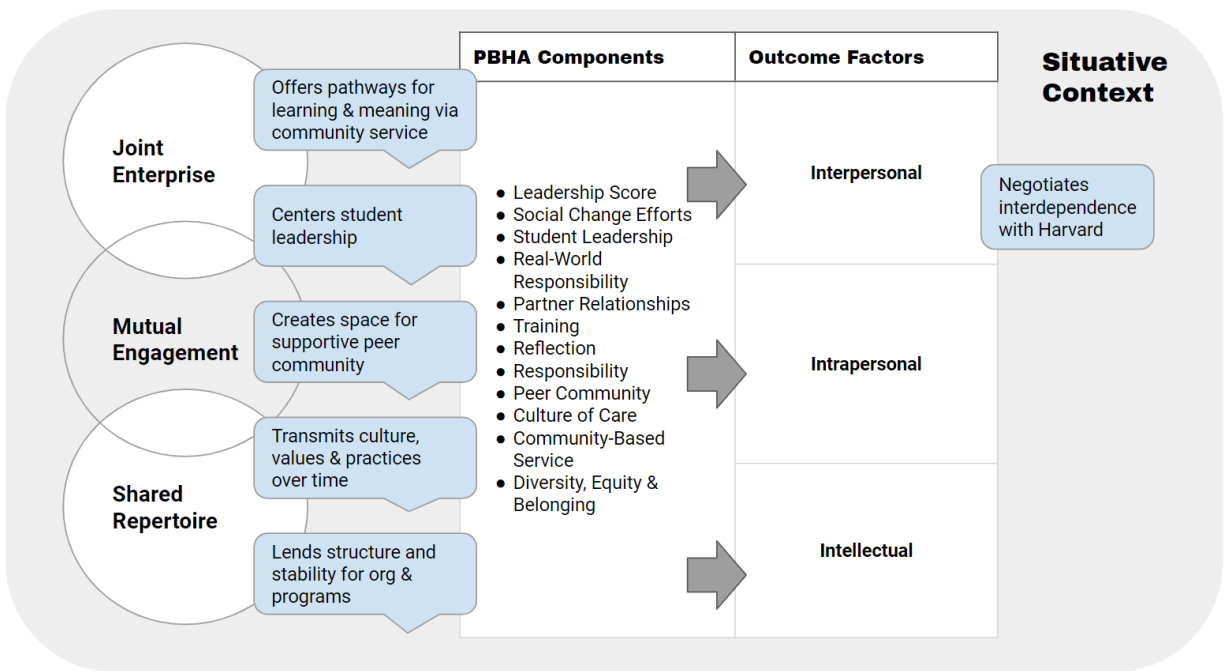
1. Offering pathways for learning and meaning via community service
2. Centering student leadership
3. Creating space for building a supportive peer community
4. Transmitting culture, values, and practices
5. Lending organizational support and structure

We also argue that exploiting context through careful negotiations is a sixth, distinct capability, but fundamental to our conceptual model (Figure 11). Integrated across these is PBHA’s overall community of practice (CoP), which is life-giving—it serves as a resource for each of these

capabilities while also promoting a sense of shared purpose and social learning across these capabilities. This sense of being in a CoP also demonstrates how the capabilities are also interdependent rather than mutually exclusive. All six of these capabilities, as well as the integrated CoP, work interdependently, often drawing from and leveraging the same VRI resources in different ways. Collectively, they comprise PBHA’s “secret sauce” over the decades.

Figure 11

PBHA Conceptual Model - Community of Practice to Self-Authorship



While management researchers have described resources as an organization's assets, and capabilities as the ability to exploit these resources, they define a competency as the cross-functional integration and coordination of capabilities (Wahl et al., 2013; Wheelen & Hunger, 2011). We suggest that the six capabilities listed above, once integrated, contribute to PBHA’s core competency, which is an ability to cultivate a diverse and evolving community of practice in which learning, meaning, and identity are shaped for students. Sustaining and nurturing this integrated

CoP is central to PBHA's effectiveness by drawing students through activities and practices that promote self-authorship and can be leveraged as PBHA's core strategic advantage, allowing PBHA to generate meaningful commitment from students. According to Glaser (1999), grounded theory is a specific methodological approach that begins with systematic data collection and leads to the development of multivariate conceptual theory. To develop a conceptual model for PBHA (see Figure 11 above), we drew from qualitative analysis of survey, interview, and focus group data to identify PBHA's six capabilities and the resources they leveraged (including PBHA's ever-dynamic CoP).

We also drew from the survey analyses, and cross-walked components of PBHA's model (Q47) with PBHA's five student-centered capabilities, before situating these within the dimensions of a community of practice—*joint enterprise*, *mutual engagement*, and *shared repertoire*. Finally, we linked these capabilities and their related PBHA components (independent variables, below) to the three outcome factors. With the help of self-authorship literature, we were able to sort these factors into interpersonal (leadership of others, working with peers and engaging partners and constituents in problem solving), intrapersonal (understanding of one's beliefs, passions, identity and commitments), and intellectual (knowledge about equity and diversity, root causes of social problems, centering of community assets, and beliefs about care and empathy) dimensions of self-authorship. Finally, we place this model within the context of the university, which we argue affects how students conceptualize their experience and plays a significant role in understanding PBHA's resources and capabilities (see Figure 11 above).

Six Key Capabilities

Service is quite different from study. The community of volunteers was important. The capacity of students to lead was important.

– *Alumni Interviewee*

In this section, we will unpack each distinctive capability, some of the valuable resources exploited to organize that capability (see Table 5), examine how the CoP contributes and benefits from the capability, and link how some capabilities facilitate self-authorship among students.

Table 5

PBHA Capabilities by Resources

Integrated Competency	Cultivating a Community of Practice: Mutual Engagement, Joint Enterprise, Shared Repertoire					
Core Capability	Offers pathways for learning and meaning via community-based service	Centers student leadership by affording high responsibility	Creates space for building supportive peer community	Transmits knowledge, culture, practices, and values over time	Lends structure and stability for organization and programs despite turnover	Negotiates interdependence with Harvard for mutual benefit
Leveraged Resources <i>Sample list</i>	<ul style="list-style-type: none"> • Diversity of programs • Trusting community relationships • Reputation / legacy • Trainings / reflections 	<ul style="list-style-type: none"> • Students • Culture and values • Structure and governance • Staff positioning 	<ul style="list-style-type: none"> • “Like-minded” students • Culture and values • Safe space / container 	<ul style="list-style-type: none"> • Students • Culture and values • Staff • Trainings / reflections 	<ul style="list-style-type: none"> • Staff support • Structure and governance • Culture and values • Apprenticeship model • Trainings / reflections 	<ul style="list-style-type: none"> • Reputation / legacy • Culture and values • Established, trusting community relationships

We will then explore the intensity of leadership commitment and its relationship to self-authorship, how these capabilities impact the experiences of low-income and BIPOC-identifying students, and how they have evolved over PBHA’s history. In our conclusion, we will examine how these interrelated elements contribute to PBHA’s strategic competitive advantage within the university

context. To arrive at the capabilities below, we first identified PBHA's most rare and valuable resources and looked at how PBHA organized and leveraged them (see Table 5). Notable resources include the type of students, PBHA's culture and values, its trusting relationships with community, structure and governance, and its reputation and legacy.

Capability 1

PBHA provides pathways for students to learn and generate personal meaning and purpose through service work by facilitating proximal community relationships.

This foundational capability articulates the dual aims of PBHA's service model—student development and community service—and is also a core piece of the organization's enduring success. Researchers note that those working in higher education interested in student engagement and development need to create spaces and conditions for students to engage in critical self-reflection on the systems they interact with, as well as about themselves (Tillapaugh, 2019). By leveraging two critical resources—its broad diversity of programs and its trusting relationships with greater Boston community organizations, leaders, and residents (both VRI in the context of Harvard)—PBHA successfully created pathways for students to learn and make meaning of their experiences by providing experiential learning opportunities coupled with spaces for critical praxis during PBHA trainings, formally facilitated reflections, and informal conversations within the peer community.

Several interested parties spoke strongly about PBHA's ability to connect students with real-world, applied learning opportunities and meaningful service work through its diverse programming, while many others spoke to the reflective practices that PBHA promoted in tandem with these experiences, supporting students to make meaning (individually and collectively) and leading to learning outcomes beyond the traditional classroom. One alum from the class of 2005

spoke poignantly about these outcomes in their survey response: “PBHA was the place in my education where theory became practice. I learn best through doing and reflecting, and PBHA was my classroom.” Another alum we interviewed from 2010 shared, “When you’re at PBHA, you have to problem solve—full stop. And that’s everybody. And if you can’t do that, you have to develop that skill.” We also found instances where PBHA leveraged its strong community relationships to connect students’ service work with their specific academic interests, enabling them to deepen their intellectual learning. One alum who had a deep interest in learning about prison systems recounted their experience, becoming emotional: “[PBHA] said they could connect me . . . [to Bridgewater Prison] because I had no idea how to do that. I was just a kid in college.” Once at Bridgewater, the alum went on to conduct a survey on prison guards and taught Native American history to prisoners—experiences that would help influence the subject of their honor’s thesis at Harvard.

Furthermore, PBHA’s deep community relationships are a key resource to making those pathways possible. One Harvard dean interviewed noted, “Community relationships are so important, and being able to sustain those relationships are so important.” For many alumni, working with diverse community constituents via PBHA connections represented an initial opportunity to interact with communities outside of what many referred to as the “Harvard bubble,” leading to deepened relationships that often shifted their worldviews and perspectives of self. One alum wrote, “I got to be part of communities outside of Harvard, interact across lines of class and race segregation in the Boston area, and build lifelong friendships in that context.” Another alum, who identified their family’s socioeconomic status as “wealthy,” noted, “PBHA let me explore the communities of Cambridge, and greater Boston—for a kid from the Midwest, it was eye opening and work in the community helped me think about what I wanted to do after graduation

more than my academic courses did.” Some alumni also shared details about “life-long” personal and professional bonds with constituents, with one alum writing, “I have remained in touch and my student from 1996 is now my optometrist and I attended the engagement party of her sister (Harvard alum).”

In addition to numerous anecdotes provided by alumni through qualitative means, quantitative data from the alumni survey also helped triangulate the finding of this capability. Descriptive analysis of Q47—a question that asked alumni to rank 13 different PBHA model components relative to their undergraduate development—revealed “Community-based, in-depth service experience” as the highest rated component, followed closely by “Meaningful relationships with program participants” among all subgroups (BIPOC status, socioeconomic status, and PBHA era; $M = 3.27, SD = .88$; $M = 3.23, SD = .90$). We also found that these two components were also rated significantly higher by PBHA alumni from the last two decades (see Figure 4).

Finally, despite nearly a 100% turnover in its volunteer ranks every four years (a natural consequence of students graduating), PBHA has been able to consistently connect students to these kinds of meaningful experiences and outcomes for over the better part of a century. Out of the many resources that underpin this capability, we found another to be particularly indispensable: an organizational culture that places a high premium on the value of commitment. A former PBHA leader and member on the Harvard Board of Overseers remarked about the commitment PBHA expects from its students:

If you look across higher ed institutions, and how they approach public service, there are places that have the blood drive—like a one-day, one-shot volunteer opportunity, or a very casual [one], like, ‘Participate in this mentoring program!’ And maybe the students show up, and maybe they don't. . . . And there's not a lot of dedication required, you can kind of

casually participate. PBHA . . . has always had expectations of real commitment from the students. So if you are volunteering [in] the after school program, unless there's some crisis, you're [going to] show up on the day that you're supposed to be there, and you're [going to] know that your tutees are [going to] be waiting for you.

The outcomes that emerge from PBHA's culture of commitment appear to go beyond benefitting the individual student—they feed into a recursive structure that strengthens the organization's reputation and relationships with community partners and constituents, leading to experiential opportunities for future PBHA students to learn.

CoP and Service Pathways. “Joint enterprise” as described by Wenger (1998) can help keep a community together and serve as a source of community coherence. We found PBHA's *joint enterprise*—the pursuit of PBHA's dual aims of community service and student development—to be strongly embedded within the responses of both staff and student volunteers across the organization. One alum remarked on PBHA's ability to unite diverse activities and viewpoints while providing students myriad pathways for learning and meaning-making, stating, “I am grateful that PBHA is able to support such a wide array of direct service, advocacy, and organizing work. PBHA viewed all of these as meaningful forms of public service and built a cohesive community dedicated to all of them, but also managed to tailor its support to meet each approach's unique needs.”

Self-Authorship and Service Pathways. PBHA connects student volunteers with the kind of complex meaning-making opportunities that lead to multi-dimensional learning outcomes, such as the ability to work with “a (relatively) diverse group of people to accomplish [programmatic] goals,” as one PBHA alum wrote, as well as an understanding of one's identity and the social relationships one engages in. Baxter Magolda (2014) argued that these types of learning outcomes are essential to the development of self-authorship, or “the internal capacity to determine . . . beliefs, identities,

and social relations” (p. 26). In extending Baxter Magolda’s model, Pizzolato (2003) argued that “interactions with others are important in both the initiation of the self-authoring process, whereby students engage in potentially provocative experiences” and establish their own “procedural, conceptual, and relational schemas related to their goal achievement” (p. 809).

Several alumni reported developing “real-world” competencies across these three self-authorship dimensions during their time at PBHA, such as those listed by one alum from 2005: “leadership development, interpersonal awareness, intrapersonal reflection . . . and a foundational understanding of organizational development.” One recent alum wrote about how his experience within PBHA helped him to understand “conflict resolution in the context of having to enter into a variety of different work environments and learn[ing] how to navigate and build across different cultures and attitudes” of both peers as well as community members they interacted with during their service experiences. Undergirding these outcomes is PBHA’s adherence to a set of distinctive practices that conform to those of what the self-authorship literature designates as a “learning partner,” which include “validating learners as knowers, situating learning in learner’s experiences, and defining learning as mutually constructing meaning” (Patton et al., 2016, p. 60).

Capability 2

PBHA centers student leadership by affording “high responsibility” opportunities for students to exercise their leadership and ownership of PBHA and its programs.

Coupled with the pathways it offers to students to learn and make meaning of their experiences, another VRI capability is the manner in which PBHA uplifts students and centers student leadership, giving them ownership of the organization and its programs across its decades-long history. Now as an independent 501c3, the organization remains nearly entirely student-led and operated, affording students with a remarkable degree of responsibility to sustain the

organization and service programs, in contrast to other student groups or campus-based opportunities. Multiple parties provided us with examples that spoke to an extraordinary amount of responsibility granted to and expected of student volunteers. Furthermore, the student-driven component of PBHA's service model is well-integrated throughout all areas of the organization, including within programs, training structures, recruitment, and a governance structure that decentralizes student agency.

Alumni across the years repeatedly said in interviews and surveys that they “couldn’t believe we were in charge,” sharing with some degree of wonderment that they were afforded such an “unbelievable” amount of responsibility during their early adulthood and observing that this was fundamentally different from their other Harvard student experiences. As one alum from the 1960s shared, PBHA taught them “‘we were the grownups,’ even as teenagers. I was impressed that as undergraduates . . . we were able to effectively manage a program of significant size and complexity, including hiring professionals for certain tasks, if and when we decided we needed them. [PBHA] helped me understand people's needs, what service could look like, and how it could be managed.” Throughout our conversations with alumni and current students, we noticed it was common for volunteers to hold “mission critical” roles in their interactions with community constituents, despite sometimes having little-to-no prior related experience. One alum, after recounting their initial experience of teaching refugees and immigrants, mentioned, “I don’t know that there was anywhere else on campus that I could have . . . been given a project and given responsibility and just been allowed to flourish.” A member of the Harvard Board of Overseers also observed:

The powerful difference with PBHA is that it’s found a way to be really accountable with this resource of college students in the community. . . . [PBHA] is the most accountable

community service, engagement program . . . in the country. . . . It just seems PBHA is run more like a business, like a professional nonprofit than most college programs that I've seen and I think that's a plus. It utilizes young people and takes them seriously and holds them accountable for what these programs are to these communities. That's pretty rare.

Structurally, PBHA's independence from Harvard supports student autonomy to govern the organization and lead programs. Leveraging this resource allows student officers (who are voted on by program leaders and some of whom sit on the 501c3 governing board), committee chairs, and program directors to operate in a loose "participatory democracy" model, which supports decentralized agency among actors (Chen, 2016). In her writings on organizational theory and behavior, Chen (2016) argued that decentralizing agency empowers action by members without needing orders or awaiting approval on decisions; rather, members are guided by a set of shared principles (see Capability 4 below). For PBHA, the balance of having an organizational governance structure paired with distributed leadership of semi-autonomous individual programs helps to empower student leadership, cultivates agency and initiative, and affords students opportunities to lead programs and activities they are passionate about. A member of the Harvard Faculty of Arts and Sciences (FAS) Standing Committee on Public Service noted the power of distributed agency on students: "It's like running your own nonprofit or your own program, for those who take on the big projects at PBH[A]. They get a tremendous amount of experience and responsibility." Additionally, as one PBHA board member, a community partner, described how PBHA "provides them with very unique leadership opportunities. . . . We often talk about young people leading, but we don't put them in leadership positions. . . . We don't allow them necessarily to make leadership decisions . . . [PBHA] absolutely does that. . . . Young people are literally in the driver's seat."

Furthermore, students tended to speak positively about the organization's commitment toward cultivating and developing leadership by leveraging multiple resources, including a culture of reflective practice (see Capability 1 and 4 for more), staff support, and training. The leadership and programmatic trainings are more recent additions to PBHA's model, with content developed extensively after 2000 following the addition of a student development officer and a professional staff person dedicated to designing and codifying student training. In addition to offering the Chan Stride Service Program for work-study, first-generation, and BIPOC students, PBHA also began having student officers attend a Nonprofit Management Intensive (starting in 2007) to learn about organizational management, leadership, vision, and strategy. Program directors are now required to attend a Public Service Academy, which PBHA developed based on adult learning theory research from the University of Massachusetts Boston. The Public Service Academy has multiple program offerings, ranging from basic program management to more advanced train the trainer modules, as well as issue-specific trainings for tutoring, mentoring, English as a second language, working with seniors, and advocacy and organizing. As one alum from the class of 2010 declared, "PBHA's primary business is making student leaders." One PBHA alum, who later served on the Harvard Board of Overseers, remarked, "[PBHA provides] real training and oversight accountability for volunteers." Such training and accountability, he went on, "is tied to the quality of the programs, and also the trust that the community has in PBHA programs." We found alumni tended to speak in high regard about the value of the training provided, often mentioning how they gained valuable skills germane to both service work and professional life (e.g., balancing a budget, Salesforce, grant writing, and nonprofit management).

While multiple resources support this core capability of centering student leadership, the organization's professional staff were highlighted in particular by alumni for both positioning

themselves as strong champions for student decision-making and providing a substantial level of support. One recent alum mentioned in his survey response, “Staff-supported student leadership was unique at Harvard and as far as I can tell, rarely—if ever—matched at any other campus. This is what makes PBHA unique. . . . Students are put in positions to develop critical social justice and leadership skills at an early stage in their lives. And the staff who are relentlessly committed to the success of the students.” Several alumni also spoke about how staff provided valuable mentorship, often mentioning specific employees by name, suggesting their inimitability. An alum from the 1980s wrote, “By having the agency, support, and tools to do things like direct a summer camp, engage in nonprofit management, etc., I developed a sense of ownership over public service work.”

Finally, although it has already been mentioned that students are PBHA’s most important resource, we found that many research participants commented on the distinct characteristics of students drawn to PBHA, which we found may be integral to PBHA’s capacity to entrust students with such responsibility and ownership. Many also commented on how PBHA provides a platform for passionate, service-driven students to be entrepreneurial and innovative, to take initiative and responsibility, and to lead on social causes. As one interviewee noted, “Students want to run things.” One alum from the late 1990s reflected that “[PBHA] just the giving students . . . really their first opportunity to kind of test out an idea they care deeply about . . . There was room for even new program development, which is super exciting as an undergrad to think that you could come in and have that kind of influence and potential legacy.”

CoP and Student Leadership. CoP theory emphasizes the pursuit of a *joint enterprise*, which happens through social participation (*mutual engagement*) in collective, situated practices (*shared repertoire*; Lave & Wenger, 1991; Wenger, 1998). We position PBHA’s core competency as the ability to sustain a CoP given that the integration of its capabilities reflects multiple indicators of a

CoP (as detailed by Wenger, 1998). In their research about CoP and leadership development, Smith et al. (2019) outlined multiple elements of a leadership program specific CoP (PCoP), adding two critical elements to their pedagogic heuristic model: that members learn through “the process of becoming” (p. 73), in which they shape both their leadership practice and identity within the CoP, as well as contribute to the CoP *shared repertoire* with their own applied experiences as leaders inside and outside of the CoP. Applying this to PBHA’s CoP suggests that student leaders are learning and developing their leadership practice experientially by leading programs and taking on real-world decision-making.

Self-Authorship and Student Leadership. Baxter Magolda (2014) described the characteristics of “learning partners”—entities that help guide students in their journey of self-authorship by seeing them as equal agents in their learning. PBHA’s VRI capability of centering students to hold leadership roles and have meaningful responsibilities while providing supportive guidance suggests the organization can serve as a viable learning partner. Many alumni wrote about or spoke to the different ways they grew from these experiences, particularly when it came to working with others (*interpersonal*) as well as finding their personal or professional purpose (*intrapersonal*). As one alum wrote, “PBHA is the only place in my entire Harvard experience that ever held me accountable [for] something beyond my own personal, material success. Also, the facilitation and program management skills I have gained are so lacking and so needed. . . . Four years at PBHA is a crash course in how to thoughtfully and effectively manage pretty much anything!” Another added, “The opportunity to make real decisions with real consequences prepared me [for] so many other professional, academic, and personal pursuits.”

Several students also reflected on how the leadership experience with PBHA influenced their professional lives. As one alum from 2014 described: “My PBHA experience was probably the

single largest influence on choosing my current career path of corporate social responsibility. Having the years of direct service experience with PBHA, as well as the more administrative nonprofit management experience, continues to influence my day-to-day work.” Additionally, alumni reflected on their *intellectual* growth through PBHA’s training. In their survey response to Q46 about whether PBHA contributed to their learning and development differently from the rest of their Harvard experience, one alum wrote, “Absolutely, particularly the Stride Rite scholarship where we had formal trainings about [social justice] concepts way before they were being talked about elsewhere.”

Finally, our statistical analysis of the alumni survey lends evidence that there is a positive relationship between high levels of student leadership and affording them real-world responsibilities and self-reported development of all three self-authorship dimensions. Quantitative analysis revealed that alumni who had higher levels of PBHA leadership and engagement (calculated as a “leadership score”) with more intensive PBHA experiences, like summer immersion or Stride, had higher factor index scores across all three outcome factors (*interpersonal, intellectual, and intrapersonal*; see Figure 6).

Capability 3

PBHA creates space for building a supportive peer community that is defined by shared values and dispositions (attitudes and intensity) toward service.

The most valuable resource that PBHA has drawn on over the decades are its students, the vast majority of whom are Harvard undergraduate students; keeping these students engaged requires PBHA to create spaces for students to build community among their peers. Several research respondents spoke about the *kind* of student that PBHA has drawn over the years, describing them as “truly some of the best, brightest, and most compassionate people I've worked

with.” Alumni spoke often about the camaraderie they found among “like-minded” peers, with one noting, “Whether a classmate ‘does PBHA’ became a great heuristic for whether they were someone I would want to be around.” Another 1970s alum described their PBHA colleagues as the “do good-ers” on campus. Many also noted the demographic diversity among PBHA students relative to the general Harvard study body created a sense of inclusion and belonging, and several mentioned that they felt connected by shared interests in improving the world, a shared sense of purpose around social service and social justice, and shared values. This peer community, a socially complex resource that is built from both trust- and value-based relationships, supports an organization in creating value that it would otherwise not be able to (Barney, 2014).

One critical way that PBHA has attracted students and grown their commitment is by creating and facilitating spaces for frequent student interaction, whether that is in formal meetings, training, and reflections, or through the course of volunteering. One alum noted that even in the 1960s, they observed PBHA as a unique space for social learning, serving as an “inviting platform that draws together people who are interested in improving the world even if they're at a young [age] . . . people pull together . . . they listen to each other's ideas, they stimulate each other, they provide support and advice to each other. Which you don't get in another setting at the university.”

One current Harvard faculty highlighted that PBHA engages in what they described as “ritual,” which include reflection exercises and shared training to build community among students, particularly those who are engaged at the leadership level. One former PBHA president from the 1990s explained that these routines help to create spaces to build peer community because they sustain relationships among fellow volunteers over time, but they also reinforce mutual accountability, collective responsibility for their programs, and greater commitment to PBHA: “There's the training at the outset, that I think helps build a sense of community and responsibility

amongst volunteers. . . . Those kinds of structures then even deepened further peoples' relationships with each other. And with PBHA."

While peer relationships are primarily oriented toward the *joint enterprise* of running service programs and activism, alumni and current students also spoke compellingly and frequently about the social support they received from their PBHA colleagues, in contrast to the "hyper-competitive" Harvard environment, with several noting that "PBHA programs are where I found my people and my lifelong friends." Other alumni described PBHA as serving as an important "meeting space for students around many difficult and stressful political / social issues affecting us on campus."

CoP and Peer Community. As Wenger (1998) noted, indicators of *mutual engagement* include mutual relationships ("harmonious or conflictual"), doing things together in shared ways, aligned descriptions of who belongs, "defining identities," and "shared discourse reflecting a certain perspective on the world" (p. 125). As such, facilitating strong relationships with peers is central to PBHA's CoP *mutual engagement* dimension, in which interactions among community members contribute to shared values, knowledge, learning, and innovation. Furthermore, alumni spoke to how PBHA leverages this peer community to sustain an *apprenticeship model*, wherein more seasoned student leaders would mentor and guide newer students to ensure there were "good handoffs." As one 1980s alum explained, "There was good, conscientious trying to pass down information, as leaders turned over to the different committees . . . people cared about what they'd done." One 1960s alum described how experiencing older students' confidence and actions contributed to their own sense of leadership: "[Older students] who were making these decisions . . . never pretended that they knew all the answers. In fact, quite the contrary. So that was . . .

rubbing off, right? . . . you get the idea, huh, 'I can do this. . . .' You're learning that leadership is something that people, people *your* age, do.”

Self-Authorship and Peer Community. Several alumni also spoke about the personal and professional growth they experience in interacting with their peer community, particularly *intrapersonal* growth. Through *mutual engagement* among peers, PBHA students have described growth in their ability to work with diverse people, as well as greater clarity around their sense of self, including their values, sense of efficacy, and personal conviction. One alum described peers' influence on reflecting on their own *epistemological* and *intrapersonal* development, calling PBHA an inclusive, non-judgmental, and safe space “to reflect, and to grow with the support of others, in every aspect of your life.” Another alum added, “Having a space for students, alumni, and staff all involved in the challenges of service and activism was a respite and a helpful space for growth, especially when . . . I felt isolated and deeply uncertain of how to handle those challenges in the broader context of Harvard student life.”

Capability 4

PBHA excels at transmitting culture (care/compassion), practices (reflection) and values (shared responsibility, social justice), which have endured over time.

Barney (1986) stated that culture can be a strategic resource which leads to competitive advantage, so long as it is inimitable. Therefore, another valuable capability that PBHA accomplishes well is the transmission of its culture and values (a strategic resource)—which several interviewees fondly described as a “certain vibe” and “a whole ethos of being able to be in service”—over the decades despite student and staff turnover. Characterized by interdependent elements of commitment and passion for social justice; humility and anti-elitism that centers local communities; emphasis on diversity, equity, and inclusion; collectivism and shared responsibility

(over individualism and competition); and genuine care and compassion, PBHA's culture and values are one of its most valuable resources. Students, alumni, and Harvard staff noted these values as distinctive and part of PBHA's brand, especially in the context of Harvard. As one 1990s interviewee noted, "PBHA is where Harvard's integrity lives." Overall, PBHA emphasizes collective pursuits in the spirit of service and social change, in contrast to what some described as Harvard's more individualistic culture.

PBHA also leverages the student peer community in playing a critical role in shaping the culture and values of the organization as well as in passing these to new students over time through shared language and routines. Qualitative analysis of the alumni survey supports this, highlighting that "Peer Community" had one of the most frequent co-occurrences with "PBHA Culture and Values," suggesting a link between the two. One recent PBHA president described how *mutual engagement* among the community promoted values of kindness, care, and even grace: "Collective care [was] something that we really emphasized . . . how do we make sure that we're taking care of each other. . . . Being with your team, and just people that share the same values as you can also be energizing in a way that you don't necessarily expect." Essentially, PBHA has a distinct advantage in its "culture of care." Noddings (1992) critiqued current models of education, arguing that not only do instructors have an ethical obligation to create environments imbued with caring, but they also have the responsibility of helping their students learn and develop the capacity for caring for others. Noddings (1995) suggested that moral education from an ethic of care requires modeling, dialogue, practice, and confirmation, concluding that developing an ethic of care in educational practices can fundamentally help change society.

Additionally, staff—another important PBHA resource, and more so in the last two decades—play a role in helping students make meaning of these values in some of the formal

training, particularly during facilitated reflections (critical praxis), as well as modeling PBHA values and the attendant practices that students adopt in leading their programs and the organization. For example, a few alumni interviewees attribute the fierce commitment to community as stemming from former PBHA Executive Director in the 1980s and 90s, a cultural thread they see even today. More recent PBHA alumni have written about how staff mentorship has informed their own sense of leadership. A PBHA board member and community partner also noted that this culture is deeply interwoven into PBHA's core even after all these years and is "something that continues to grow and get even better."

CoP and Culture and Values. PBHA's values drive some of its more notable practices among staff and student leaders, including a sense of collective responsibility and shared community, and a sense of leading with "love." Liedtka (1999) elaborated on Lave and Wenger's (1991) definition of CoP in explaining that capabilities within the CoP rely on "a larger context, in which core values and processes align in self-sustaining and mutually supportive ways" (p. 6). As such, the shared core values among the PBHA community might be an important addition to Wenger's indicators of *shared repertoire* (1998), especially given the critical role they play in shaping the organizational culture in ways that have helped sustain PBHA's CoP. Additionally, the sense of shared purpose through *joint enterprise* also creates an important sense of belonging within the CoP. As one alum wrote, "I always felt at ease and at home in PBHA because everyone had a common goal."

Self-Authorship and Culture and Values. One of the most salient and most valuable cultural practices at PBHA continues to be reflection, through which values were not only transmitted between staff and students, but in formal and informal ways between students, who would engage "critical conversations about ourselves and the world" in light of those values. One alum wrote that PBHA was the place on campus that most encouraged frequent dialogue on "race, inclusivity,

justice, and privilege,” and that these “formative” conversations helped them not only understand their sense of identity, but also the root causes of some of the challenges they were encountering as well as their positionality within society. Another survey respondent added, “[PBHA] was the only place where I could reflect on the intersection of my privilege, passion, and purpose. I could be messy about it and didn’t feel judged for it. I was able to evolve at PBHA, even when I messed up.” Another alum noted that PBHA advanced their understanding of inequity, with both students and staff “critically reflecting on the systems that produce the needs many [PBHA] programs seek to address,” with one adding, “PBH[A] strongly affected my attitudes and dispositions.” Finally, one survey respondent reflected that “PBHA also gave me a[n] . . . identity that felt more consistent with who I am as a person outside of Harvard. I loved college and had a blast . . . but there were instances when I felt my core self being affected in ways. . . . That happened in the safest and best way at PBHA.”

Capability 5

PBHA lends structure and stability to sustain the organization and provide “needed” services to the community despite regular student turnover.

Although PBHA’s service model has always centered the role of students in leading the organization, its ability to sustain such a model hinges on both organizational and structural elements. In addition to critical operational resources that are often provided centrally (such as liability insurance, funding, vans, and facilities), PBHA leverages the support provided by its professional staff as well as its governance structure to provide sustainability and stability.

PBHA’s democratic governing structure—consisting of a cabinet of student directors, an officers committee, and a board of trustees—not only helps to maintain smooth program operations, but also serves to ensure the organization’s values, principles, and practices are

embedded throughout the organization, promoting a sense of shared commitment and accountability. While the board and student officers set organizational priorities and promote these among student directors, PBHA participatory model relies on an “elaborate structure” of committees, monthly meetings, training, and reflection, as one board member explained. This structure serves to distribute agency among student leaders and promotes PBHA’s culture and values of reflection and commitment through the many conversations between officers, program leaders, and volunteers. As one former committee chair from the 1980’s shared:

What I saw from my committee and other committees is that there was good, conscientious trying to pass down information. As leaders turned over . . . people cared about what they’d done. So they weren't just going to dump what they did on someone else, and then leave you for the most part. So I think it's just drawing [on] the nature of people that were in PBHA, that they would care enough to have good handoffs to subsequent people . . . that rose up in leadership, coupled with this kind of existing structure of [staff]. . . . That gave it some stability to it . . . it was organized. And I don't know that I was in any other organizations or clubs at Harvard that gave me that first look at that level of organization.

As Chen (2016) posited, unlike bureaucratic organizations that rely on hierarchy to compel obedience, “Discussions about principles and practices also are crucial to enhancing participatory practices’ support of authentic voice and engagement” (p. 86). Participatory, distributed organizations—like PBHA—“rely on value-rational authority, or belief in the collective endeavor, to secure members’ commitment” (Chen, 2016, p. 86).

We also found that staff play a critical role in providing institutional memory, as well as stability and sustainability to the organization. Overall, staff provide important “support, advice, and guidance” to student leadership, and “that is very much a part of the fabric of PBHA and has

evolved over time. The staff has grown over time,” one former PBHA president from the 1990s shared. Several alumni spoke in interviews about how staff had provided valuable mentorship, often mentioning particularly influential or supportive staff personnel by name, suggesting that the individuals themselves are VRI. And while staff play a supporting role to student leaders, who fundamentally “shape and navigate what the future of the programs will be,” they also help to “put their foot on the brake, if we’re going too fast or too slow,” one board member shared. A Harvard staff member also mentioned that staff serve as a “failsafe” for PBHA, both for liability and accountability reasons, and especially given predictable turnover in student volunteers and leaders. Additionally, PBHA’s staff often hold long-term relationships with community partners and constituents (both prior to and during the pandemic)—an important function when students turn over. We interviewed one Harvard dean who spoke about the nature of those relationships: “Many of the staff members have community ties and relationships that go back, you know, that go back decades. And that helps to reinforce . . . cultural norms and expectations and helps to reinforce the why of what [PBHA does], and why it's important.”

The importance of these staff as a VRI resource was recently made clear after the onset of the COVID-19 pandemic, which resulted in what one senior executive staff member described as a “huge disruption” to PBHA’s student apprenticeship model of learning. The cessation of in-person activities due to shelter-in-place mandates and social distancing guidelines significantly impacted the organization’s ability to recruit and retain enough student volunteers and student leaders: “The numbers are floundering,” stated the senior executive. The abrupt reduction of volunteers, in turn, led to deleterious impacts on PBHA’s ability to fill key leadership positions within the organization at large and throughout several of its programs, resulting in a disruption to its normal mode of organizational learning and knowledge transmission. In the face of such threats to PBHA’s

apprenticeship mode, staff leveraged the organization’s relationships with alumni by requesting their assistance in providing additional capacity and coaching emerging student leaders—a function that, in normal times, fell to incumbent student leaders. As PBHA emerges from the pandemic and its associated constraints, it has become clear that the staff’s decision to consult alumni was critical in helping PBHA to ensure continuity of service to the community.

CoP and Structure. In terms of specific leadership roles (positions), we noticed that many students held several different leadership positions over their time at PBHA—a potential outcome of an organizational effort to grow and distribute leadership through what some staff described as an “apprenticeship model,” which we suggest is nested within PBHA’s integrated CoP. One senior staff member described this as “a push to move upward into leadership roles” to preserve organizational and programmatic sustainability. A board member observed, “It is very clear with the young people what their role is, what they are there to accomplish as leaders and [at] different levels of leadership.” The ways that these student leaders pass along the culture of commitment is critical, as one community leader emphasized:

[Students] are really vetted. There’s a deep understanding that you’re going to be there and take this on, not just that you signed up at a table, and you don’t show up again. . . . There’s a core group that becomes accountable to these programs, and they deliver, and the PBH[A] structure delivers. . . . We’re really accountable to the communities we serve. And if you say you’re going to run it, if you want a leadership position at PBHA, you have to demonstrate that you’re accountable and effective, you grow through the systems and take on the projects. I’m not sure that this happens on every campus.

Furthermore, in our analysis of code co-occurrence among the interviews, co-occurrence of “High Degree of Responsibility” and “Developing Leadership Pipeline (Apprenticeship Model)” was the

second highest (24 instances), signaling alumni-reported relationships between affording students with extraordinary leadership responsibility and experiential opportunities to learn (OTL) and grow their leadership.

Self-Authorship and Structure. Some researchers have explored student development in the context of what they call “community-praxis,” defined as students having agency in shaping the community they exist in; they observed that in some campus-based social change groups, the democratic forms of student leadership they seek to develop typically move away from more traditional top-down models of leadership (Alvarado, 1997; Coyle, 1997; Harris & Lambert, 2003). One researcher noted that organizational advisors who use community-praxis can help “student members more deliberately conceptualize, create, and recreate the type of community associated with their particular club, organization, or association” (Varlotta, 2008, p. 327). Community-praxis may be beneficial to advisors’ growth as well, since they would be pushed to discover new theories of democratic leadership (Varlotta, 2008). Self-authorship researchers have argued that these democratic structures allowing for community-praxis tend to support students’ development of critical, modern-day leadership qualities, which theorists have argued are essential. Extending beyond academic knowledge, these *interpersonal* and *intrapersonal* qualities include personal motivation and participation, collaboration, and communication (Baxter Magolda, 2008a; Bush & Bell, 2002). Understanding the relationship between organizational structure and student development suggests that PBHA’s participatory democracy structure may be a critical contributor to students’ development of self-authorship, as it provides both OTL through experiential leadership opportunities and creates structural and procedural mechanisms through which students have agency to create and evolve the CoP they belong to.

Capability 6

PBHA negotiates its unique situational context to sustain a mutually beneficial relationship with Harvard University, despite contrasting cultures.

Across all data collection, identifying PBHA's VRI resources and capabilities and unpacking how these support students' self-authorship are nearly impossible without addressing the unique context in which PBHA exists. Additionally, researchers have recently argued that the surrounding community can serve as an important strategic resource to firms (Gibson et al., 2021). Despite being an independent nonprofit organization, PBHA's relationship with Harvard University is a complex, interdependent one, punctuated over the years by historic tensions around student leadership, autonomy from the university, and concerns about liability. Years of fierce conflict and negotiations culminated in an agreement between PBHA and Harvard in 1997 that established a formal PBHA Board of Trustees, composed of current student officers, Harvard administrators and faculty, alumni, and community leaders. More recently, the relationship has a more positive and collaborative tone, but there are still tensions around the definition of public service on-campus, who drives public service vision and strategy on-campus, and how Harvard resources these different service opportunities.

Despite the tensions inherent in its relationship with Harvard, one of PBHA's strengths is that it has managed to negotiate its context to preserve and sustain its CoP model. While PBHA members and partners do not necessarily mention it explicitly, there is an implicit undercurrent in all our interviews that PBHA's interdependence with the university affords PBHA valuable resources. These include having primary use of a Harvard-owned and maintained building strategically located in Harvard Yard, access to a steady stream of high-achieving and driven undergraduate students, back-office support for finances and legal activities, and funding that pays

for full-time staff (aside from the executive director) and some programmatic support. Additionally, one former PBHA president from the 1970s noted that perhaps one benefit of “being more educationally part of Harvard is to somewhat stabilize involvement, because it's difficult to establish community programs” and maintain longer-term commitments given that the nature of student volunteerism has natural turnover.

Overall, Harvard staff interviewed had very positive characterizations of PBHA, highlighting that what makes PBHA unique is its strong emphasis of centering student leadership and its community-based approach. The publicly stated mission of Harvard College is “to educate citizens and citizen leaders for society through the transformative power of a liberal arts and sciences education” (Harvard College, n.d.-d, para. 2). One of the deans interviewed described PBHA as “one of the manifestations of Harvard’s mission,” and expressed the belief that students engaging with the broader community beyond Harvard prepares them to be active, engaged leaders. Given the resources invested in students at such a selective school, this dean added, students should feel a sense of responsibility to attend to some of the world’s challenges.

Some alumni openly bristled at the claim that PBHA helps advance Harvard’s mission, with some alumni suggesting PBHA is exploited to improve Harvard’s self-image, and Harvard’s reputation unfairly benefits from PBHA’s positive and trusting relationships with the community. Additionally, in both surveys and interviews, alumni across multiple generations—including multiple alums who have served on the Harvard Board of Overseers—criticized the university for promoting more lucrative career paths like investment banking, consulting, and technology, while not doing more to support the profound, community-based learning experiences that PBHA students described.

Yet as many parties describe, the two institutions are culturally distinct, and many PBHA alumni often described their PBHA experience by juxtaposing it with their student experience at Harvard more broadly, sharing very critical assessments of the “Harvard bubble,” describing it as “elitist,” “competitive,” and “classist.” Interestingly, despite these contrasting cultural descriptions, qualitative analysis of interviews suggested PBHA’s brand and legacy is still closely interwoven with Harvard’s. More than one interviewee spoke to how PBHA was part of a long tradition of public service at Harvard, and qualitative analysis of surveys and interviews also suggest that PBHA’s organizational identity is inextricably linked to and accentuated by its contrasts with the university (one survey respondent called PBHA the “anti-Harvard”).

Self-Authorship and Negotiating the Harvard Context. Furthermore, many alums noted that PBHA provided them with hands-on, experiential learning experiences that the traditional Harvard class context did not, and that the “real world” experiences they had were in many ways more meaningful and longer lasting on their development than concepts they studied in class. In contrast Harvard’s traditional academic experience, which focuses primarily on the *intellectual* learning experience of individual students in ways that fuel competition, PBHA’s experiential, applied learning model facilitates both *intrapersonal* and *interpersonal* growth, encouraging introspection about values and purpose while also promoting collaborative learning and a sense of shared accountability. Some alums spoke to how PBHA provided an opportunity to apply their academic studies to real-world experiences and how their volunteer experiences, at times, inspired their academic interests and purposes, with one survey respondent writing: “In my classes at Harvard, I theoretically learned about how people and communities work. . . . But at PBHA, I actually learned how people and communities work. I could not . . . tell you about organic chemistry, [but] I can definitely tell you . . . leadership lesson[s] I learned exclusively from PBHA.”

Baxter Magolda (2001) wrote that if learning environments expect their students to become 21st century leaders and make change in their communities, they must develop the capacity “to negotiate between one’s own and others’ needs, and the ability to cope with rapid change, ambiguity, diversity and complexity”—in other words, they must achieve self-authorship (p. xxii). In describing their perspective on PBHA, one Harvard dean seemed to suggest an alignment between PBHA’s model and self-authorship, explaining that the college is concerned with the “intellectual transformation, social transformation, and personal transformation” of students. They added that it is part of the school’s responsibility—and by extension, a role that PBHA has played in providing service opportunities for Harvard students—is to help students find a “sense of purpose as part of the developmental experience” and “sense of agency...to enact meaningful change in the world.”

Demographic Considerations in Findings

BIPOC & Low-Income Students

In our data analysis, we examined dimensions of student identity and their relationship to PBHA components and outcomes, finding that perceptions of their PBHA experiences may be influenced by dimensions of student identity. For example, a code analysis of qualitative survey data revealed that alumni who identified as low income at the time they were students spoke more frequently about PBHA “Staff Mentorship and Support,” “Culture and Values,” and “Sense of Belonging” (see Appendix O) relative to their wealthier peers, whereas alumni that identified as affluent at the time they were students reported learning more about “equity and anti-racism competencies” relative to their more low-income peers (see Figure 1). Additionally, it is important to recall that across all Q47 data, low-income students rated PBHA components and self-reported outcomes higher compared to their more affluent peers (see Figure 3, *PBHA Component Scores (Mean) by Subgroups*). BIPOC students also rated elements of PBHA higher than their White peers.

Furthermore, in terms of demographic differences, our analysis of the three outcome factors (interpersonal, intellectual, and intrapersonal) by socioeconomic status and race (see Figures 7 and 8) also suggested differences among subgroups. Across all three factors, BIPOC-identifying students tended to report higher averages than their White peers, and low-income students reported higher averages than their more affluent peers.

Finally, alumni identifying as first-generation students, particularly those from before 2000, often wrote about how PBHA offered an inclusive space where they felt deep support from staff as well as a sense of inclusion and belonging, despite feeling like they came from different backgrounds than their more “mainstream” Harvard peers (see Figure 10). For example, one alum wrote, “PBHA was for me a haven and beacon to me as a first-generation student. In retrospect, professional staff may have been more instrumental than I realize in offering a sense of safety and validation.” These results pushed us to examine more deeply the relationship between racial and socioeconomic dimensions of student identity and their experiences at PBHA.

The literature unpacking self-authorship highlights that cultural factors and dimensions of identity—such as race, socioeconomic status, gender, and sexuality—can add additional nuance and complexity to development of self-authorship among students from diverse backgrounds (Ashlee et al., 2018; Pizzolato, 2003; Orozco & Perez-Felkner, 2018). For example, Pizzolato's (2003) foundational research explored self-authorship among high-risk college students, whom she defined as students who are at higher risk of withdrawing from college or academic failure because of prior educational or personal experiences (such as being first generation or from a low-income socioeconomic background). The author found that privilege, defined as having support to get into college, and disequilibrium after arrival both influenced students' ability to achieve potential self-authorship (Pizzolato, 2003).

Among PBHA alumni, there are some data suggesting PBHA is an important contributor to BIPOC and low-income students' ability to develop along different dimensions of self-authorship. Across all forms of data, many alumni who identified themselves as low income during their time of service, BIPOC, or first generation described PBHA as a welcoming community, with many characterizing PBHA as their "home on campus," a "safe" place, and "space to engage more authentically and without pretense" amidst the "mainstream," "ivory tower," and "elitist" Harvard environment. Along with many alumni, one board member observed that PBHA students seemed to draw a greater diversity of students from different backgrounds, "students who have some lived experience . . . different experience than perhaps the average Harvard student. Maybe they come from an African American background, or they're non-binary, or it just seems like the diversity that we often want to see PBHA seems to attract." One alum wrote in their survey, "Everyone I met at PBHA was incredibly welcoming. I always felt that I belonged at PBHA, which was not true in other settings across Harvard as a first-gen, underrepresented student." Another added:

At the time I got to Harvard, the school had only just started actively recruiting low-income students. . . . Harvard also had a lot of work to do to start supporting students well. They were not yet attending to diversity, equity, inclusion, and belonging—whereas PBHA was (even if it was not exactly named outright). I felt belonging there, without PBHA I would have transferred out. I could talk about my family there. I could talk about my values there. I could feel a sense of purpose in my work there that wasn't possible in other "extracurricular" work at Harvard that felt meaningless to me.

Another alum who identifies as Black described how they found PBHA well before coming to Harvard, and the choice to get involved was an intentional way to find and build community with those from similar backgrounds off-campus: "I grew up in Miami, [and] I was worried about some of

the culture shock of Cambridge. And so being involved with PBHA also felt like a way to make sure that . . . I could be connected to Black communities in Boston.”

For PBHA students, among alumni that identified as BIPOC, first generation, or low income, the Stride alumni spoke most passionately and vividly about the impact of their experiences in the Chan Stride Service Program. For some, the training on equity and inclusion contributed to their *intellectual* development: “Through Stride, I gained very valuable tools and frameworks that informed my political analysis of social justice.” For others, through the relationships with staff mentors and other students from similar backgrounds, Stride contributed to their deep *intrapersonal* growth. As one alum recalled, mentorship from Stride staff was significant:

[Staff] were really great at just helping me think through what it was that I wanted to do post-Harvard and what else I wanted to make sure I accomplished or . . . experience. . . .

And so the nature of Stride, at least back then, it was just very personal. Like we talked a lot about servant leadership. We talked a lot about your leadership story, your own development. And so there were just a lot of things that came up about my experiences at Harvard, what it was like to be Black at Harvard, what it was like to come from, not a whole bunch of money . . . I think [that] also led to having a more meaningful connection with all of them.

Finally, in their survey, one Stride alum from the early 2000s noted that PBHA helped them not only find classmates from “less advantaged” backgrounds, but also helped make sense of more bewildering experiences on-campus: “It was [at PBHA] that I finally learned the language and concepts to describe why I may have felt so lost my first year of undergrad among classmates who took weekend jaunts to Paris, or thought nothing of publishing articles . . . denying the existence of discrimination against Asian Americans.”

Generational Differences

Across the qualitative survey responses and interviews, we also observed generational shifts in alumni descriptions of their experiences with PBHA. Survey responses from more recent graduates—particularly after 2000—were much more diverse in terms of race/ethnicity, sexual orientation, socio-economic class, and geography. Prior to the 1970s, survey respondents were mostly cisgender/straight/upper class/White males (from the Northeast), and then began to skew mostly cisgender/straight/middle class/White women up until the early 1990s. Code analysis by 5-year graduation class ranges demonstrated some notable patterns: Classes between 2005 and 2015 most frequently reported “Self-Worth and Sense of Belonging” as an outcome, relative to other class years. Classes 1960 to 1990 more frequently reported “World View and Shifting Perspectives of Self” relative to other class years. Classes 1950 to 1990 also reported high frequencies of “Problematized Sense of Self.” In terms of resources and capabilities, “PBHA Culture and Values” gradually increases in frequency across all time, and “PBHA Staff Mentorship and Support” also increases, particularly steeply between 2000 to 2020. (Note: the current Executive Director joined PBHA in 1999 as Deputy Director).

As documented, PBHA’s model evolved over time, including significant increases in full-time professional staff support and codified program and management training particularly after 2000. While not surprising given the overall evolution of PBHA as an organization, qualitative analysis demonstrated that older generations emphasized different elements that stood out to them, such as community relationships shifting their world view, relative to newer generations, who focused more on social justice and reflection. Not surprisingly, a bivariate analysis demonstrated that the average ratings for each of the 13 model components increased as time progressed across three distinct PBHA eras (“1948 to 1979,” “1980 to 1999,” and “2000 to 2021;” see Figure 4). While

language used to describe PBHA experiences in both surveys and interviews also evolved over the years, they tended to refer to the same ideas or principles conceptually. For example, older alumni spoke about social service versus social change, while newer generations talked about direct service versus social justice. Despite these evolving descriptions, many of the core capabilities (particularly centering student leadership and high levels of responsibility and autonomy) remained constant in the stories shared, seemingly deeply rooted in PBHA's DNA over the decades.

Situating Findings within RBV

The second question in our study centers on how PBHA can leverage its “secret sauce” to inform decision-making and strengthen its positioning in an increasingly complex and evolving environment, particularly within the Harvard ecosystem. In this section, we will briefly examine how PBHA's “secret sauce”—comprised of its VRI resources, six key capabilities, and integrated competency (CoP), as described previously—supports PBHA's strategic positioning by analyzing how its CoP and facilitation of self-authorship can be leveraged within its particular context. Later in the Recommendations section, we will continue to respond to our second research question with additional suggestions for growth and improvement.

Barney (1991) argued that well-leveraged and organized VRI resources and capabilities are a source of sustained competitive advantage and organizational effectiveness. PBHA's public service / social justice CoP provides PBHA with a distinct strategic advantage, enabling it to create, nurture, and sustain an environment, ethos, and space that is fundamentally different from the ways that students traditionally engage and learn at Harvard. Alumni frequently spoke passionately about the inimitable “PBHA community,” which included students, supportive staff, and relationships with program constituents, and how distinct this felt from the Harvard environment. As one survey respondent wrote, “PBHA centered me in a community of people with the same values. It was my

home at Harvard and was tremendously important to me. I didn't find a similar experience or community anywhere else at Harvard.” Harvard staff concur, with one noting, that combined with its training and reflection practices (that happen within its CoP), “So for some students, maybe they don't feel totally at home and their house, oh, and then they can spend a lot of time, you know, kind of semi living at the PBHA . . . and the PBH building.”

Additionally, Liedtka (1999) noted that collaboration and learning are “metacapabilities” intrinsic to CoPs (p. 5), which Saint-Onge and Wallace (2003) argued enable organizations to foster learning across teams and functions and to develop competitive advantage by acquiring new capabilities and deepening knowledge. CoPs, researchers argue, help organizations and survive new challenges in today's information age (Saint-Onge & Wallace, 2003; Sanchez-Cardona et al., 2012). Through its integrated CoP, PBHA provides pathways for learning and meaning making that facilitate development of self-authorship among students, particularly along interpersonal and intrapersonal dimensions, and support their ability to deliver community-based programs. This model is fundamentally different from the traditional academic learning models at Harvard and other colleges and universities, which are primarily focused on intellectual development.

Research points to intrapersonal development, particularly moral development, as one important facet of student development in higher education. This can be facilitated by various student experiences, including service-learning. In a phenomenological study involving reflective writing and interviews of college students, Welkener and Bowsher (2012) found that study participants often described how curricular and extracurricular experiences, such as community service and leadership in co-curricular activities, paired with humanities courses, prompted existential reflection on individual purpose and meaning, which they labeled “soul-building.” They noted that these activities prompted students to explore their personal values and challenged them

to identify and discover satisfying career paths aligned with their values. Furthermore, additional qualitative studies suggest that students may develop an increased sense of civic responsibility through service-learning engagement (Astin et al., 2000). Kerrigan et al. (2003) found that effective service-learning required orienting students to the civic engagement aspects of service.

Furthermore, PBHA's culture of collective care among the student and staff community offers values and practices that other campus-based groups may not. These values and practices may serve as important contributors to the development of both civic leadership among students as well as a moral ethic of care that promotes an internalized commitment to advancing societal well-being. Noddings (1992) critiqued current models of education, arguing that not only do instructors have an ethical obligation to create environments imbued with caring, but they also have the responsibility of helping their students learn and develop the capacity for caring for others. Noddings suggested that moral education from an ethic of care requires modeling, dialogue, practice, and confirmation, concluding that developing an ethic of care in educational practices can fundamentally help change society.

Finally, by centering student leadership and elevating a commitment to serving the community, PBHA's model also differs from other administrator-run community service programs, university-run service-learning programs, and other student extracurricular activities, providing PBHA with compelling value within a higher education context. By continuing to cultivate these distinctive capabilities and paying careful attention to sustaining its integrated CoP to develop students more holistically, PBHA can maintain and even strengthen its positioning within the context of Harvard College by providing inimitable value, particularly given Harvard's mission of intellectual, social, and personal transformation for its students (Harvard College, n.d.-d).

Recommendations

In this section, we continue to respond to our second research question, which asks how PBHA can leverage its “secret sauce” to strengthen its positioning by highlighting some of the areas of growth and opportunity illustrated in the data, as well as by suggesting some recommendations that leverage its distinctive resources and capabilities for consideration.

Position PBHA as Developing Citizen Leaders through Self-Authorship

Earlier this year, current Harvard President Lawrence Bacow announced that he would be retiring in June 2023 (Saul, 2022). With a new incoming president, PBHA has an incredible opportunity to leverage its unique CoP model to position itself as a place that can support Harvard to cultivate and develop civically minded leaders through self-authorship. Elevating PBHA’s contributions to students’ intrapersonal and interpersonal growth may help PBHA position itself to Harvard leadership as a center that grows civically minded leaders, particularly in the context of Harvard—a place that various respondents have described as too individualistic and competitive and have claimed too often prioritizes funneling students into lucrative careers without infusing a sense of social purpose.

One interviewee from the Harvard Board of Overseers noted that while the Dean of the College has publicly stated that the college’s mission is to “educate the citizens and citizen-leaders for our society . . . through . . . the transformative power of a liberal arts and sciences education,” they would want the College to add “a collegiate culture infused with public purpose,” noting that academic learning alone will not create citizen leaders. They encouraged PBHA to move beyond its criticisms of Harvard and craft an agenda that seeks to infuse public purpose among Harvard students. As they suggested, PBHA may want to take the lead in creating a more explicit agenda and plan—possibly in consultation with Harvard administrators and faculty—around developing

students that come through Harvard into civically-minded leaders, contributing to a vision of evolving Harvard from a solely academic organization into a leadership institution.

Self-authorship researchers have emphasized the need to facilitate more “transformative learning” among students. Hodge et al. (2009) proposed a new higher education teaching and learning model called the Learning Partnerships Model (LPM), arguing that to promote self-authorship among students, universities would need to fundamentally shift how they conceptualize and design the undergraduate experience. They proposed that this model can engage students in relationships with educators, encourage them to share authority and expertise, and work interdependently with others to solve mutual problems and support transition from dependence on authority to self-authorship (Hodge et al., 2009). PBHA may want to further examine the LPM to see where it can expand its existing capabilities to enhance areas of its model that can promote self-authorship. For example, many alumni cited former Harvard professor Robert Coles as instrumental to their desire to engage in service at PBHA; with the stated goal of promoting public purpose, PBHA can work with the college to try to identify and recruit faculty willing to participate and contribute to training, development, and/or reflective practice with PBHA students.

One critique of self-authorship theory is that it has too heavy of an individual focus, without accounting for the context in which development happens (Cohen et al., 2013). In PBHA’s case, students’ experiences with PBHA happen concurrently during their college experience at Harvard, which may be a context beneficial to development of self-authorship. Researchers wrote that part of self-authorship requires experiences that shift students away from accepting authority and instead engaging in critical analysis of external authority to establish their own internal authority (Baxter Magolda, 2001; Hodge et al, 2009; Kegan, 1994; Mezirow, 2000). For many alumni, PBHA experiences provided a means through which to critically assess their own experiences at Harvard,

and to redefine their own path: “PBHA was . . . an escape from the . . . [elitist] isolation of the Harvard bubble. . . . PBHA was a dose of real-life, real-world, working against everything that’s wrong with Harvard.” One PBHA alum and Harvard Board of Overseers director noted that this type of learning should be embraced by Harvard administrators, and PBHA students may find agency in supporting causes that are critical of the status quo: “[A school’s] function is to be a place where students would push for things that matter to them. . . . That’s inherently going to put the students on the opposite side from the administration. But that strikes me as healthy, and not something to be afraid of.”

Finally, researchers have suggested that positioning student leadership groups in ways that involve them in institutional changes at their university can help facilitate self-authorship (Cohen et al., 2013). They explained that democratic forms of leadership and governance among student groups—like PBHA’s—can expose students to more distributive models that differ from traditional hierarchical forms (Alvarado, 1997; Coyle, 1997; Harris & Lambert, 2003), and can support interpersonal growth around collaboration, participation and communication (Bush & Bell, 2002). They asserted that in extending Baxter Magolda’s model, opportunities that embrace “students as partners or colleagues . . . within which students are dialogue partners, co-conceptualizers, and co-constructors of educational experiences and institutional revision” (Cook-Sather, 2010; Fielding, 2006; Rudduck, 2007, as cited in Cohen et al., 2013, p. 16) can support students and educators in the “dynamic interplay between self-authorship and development as leaders for social change” (Cohen et al., 2013, p. 17). PBHA might suggest to Harvard College administrators a dedicated role for PBHA students to co-design and help shape the college’s agenda and planned changes to better cultivate citizen leadership.

Further Explore How to Support First Gen, Low-Income, & BIPOC Students

Given the positive experiences that BIPOC and low-income alumni reported, and in particular the safe space that many described within the Chan Stride program, PBHA can work to position itself a space to explore self-authorship for historically minoritized populations—particularly as a space of belonging for first-generation, lower-income (FGLI) students and/or BIPOC-identifying students. One BIPOC and queer-identifying alum reinforced this positioning by lifting up how valuable their PBHA experience was: “Harvard also talks a lot about how much of the value of our undergrad educations came from learning from our peers, but in hindsight, the vast majority of our classmates came from similar socioeconomic backgrounds. I think had I not done work with PBHA, my exposure to the world beyond would have been irreparably biased by the lens of the Ivory Tower.”

According to Harvard data (Harvard College, n.d.-b), nearly 15% of all incoming undergraduate students are considered first generation, which it defines as students who are in the “first generation of your immediate family to graduate from a four-year college or the equivalent.” As quoted in *The Harvard Gazette*, one graduate student highlighted that research suggests that FGLI students “possess the internal resources they need to support their success but often lack the organizational and navigational knowledge and faculty engagement to construct experiences of thriving on campus” (Blackwell, 2020, para. 2).

As some alumni suggested, PBHA “should support and collaborate with other groups on campus, to make it a stronger program overall,” particularly for FGLI and BIPOC students. For example, PBHA may want to reach out to the several, existing campus-based departments and groups specifically dedicated to supporting FGLI and BIPOC students to thrive, to explore potential collaborations that can create even more safe spaces for these students within and outside of

PBHA, as well as to tap into potential student pipelines. In addition to student affinity groups, PBHA may explore conversations with:

- Harvard’s Office for Equity, Diversity, Inclusion, and Belonging (OEDIB), which hosts the Culture Lab Innovation Fund (CLIF) that seeks to “uncover solutions for pressing challenges in diversity, equity, inclusion, and belonging” and to change Harvard culture (OEDIB, n.d., para. 1);
- The Harvard First Generation Program, hosted by the Office of Admissions and Financial Aid (Harvard College, n.d.-b); and
- The CLIF-incubated Next Gen Initiative (which broadens the “Next Gen Community” to include undergraduate, graduate, and international students, as well as students from lower income backgrounds, from historically underresourced communities, and who are undocumented and/or DACA; Harvard College, n.d.-c).

Furthermore, Pizzolato (2003) explained that the professionals who work with students are important to the self-authorship development process. Even though self-authorship is ultimately an internal process where students construct, navigate, and make meaning of relationships with others, professional staff can serve as both important provocateurs and supporters that help students to actively reflect on how to achieve their “possible selves” (a coin termed by Markus and Nurius, 1986), and to consider the implications of arriving at their possible selves. Some alumni praised PBHA for having “mentors and adult role models who were like me there (low-income, first-generation),” with one survey respondent writing that “PBHA also had students and staff of color (and from the Cambridge/Boston community) that were centered, empowered, and in leadership—I learned so much from these peers and staff, which would have been less possible in other areas of Harvard.” At least one interviewee, however, encouraged PBHA to hire even more BIPOC staff, since students are “working primarily in Black and brown marginalized communities. And so, I think it's important for your leadership to reflect the population that you are serving.”

Finally, PBHA may want to conduct additional research to target interviews and focus groups with students identifying as low income during their time with PBHA, BIPOC alumni, and first-generation alumni to better understand the nuances of the impact of their PBHA journey on self-authorship development. Researchers have critiqued prior self-authorship studies and the LPM because they were researched among White-dominant student populations and did not explore the differential experiences of minoritized groups—particularly racially and culturally minoritized populations—that may experience additional cultural challenges at college (Ashlee et al., 2018; Torres & Hernandez, 2017). Some research also suggested that minoritized students define a sense of belonging differently than their more privileged peers and require more authentic and self-aware relationships, deeper involvement, and safer environments (Vacarro & Newman, 2016).

Researchers have also raised concerns that student affairs professionals have failed to incorporate a critical race lens into student development, and development theories have over-emphasized individual development and failed to acknowledge race or culture, which they argue are essential components of development (Ashlee et al., 2018). They also looked at how these models may sometimes benefit White students' learning and development at the expense of their BIPOC peers (Ashlee et al., 2018). Therefore, it may benefit PBHA to understand how its training and reflections—particularly on diversity, equity, and inclusion (DEI)—impact its students of color relative to its White students.

Draw and Retain Students by Developing Storytelling Capabilities

PBHA will likely want to continue focusing on what it does well: developing self-authorship through pathways for students to achieve self-authorship through cultivating a vibrant and diverse CoP, in which social learning spaces promote shared learning and social innovation. However, to sustain the organization and maintain its positioning within the Harvard ecosystem, PBHA will need

to continually replenish a pipeline of student volunteers as well as retain them. Doing so may require PBHA to develop new capabilities around brand messaging and storytelling, packaging PBHA's strategic value as a dynamic, interactive CoP that contributes to intellectual, personal, and social growth in a cogent manner both externally and internally.

Interviews with Harvard staff and alumni indicated that the pathways into joining one of the many diverse PBHA programs available can often be confusing and unclear, oftentimes left up to chance—for example, through recruitment by a friend or roommate recruiting, or a chance encounter at the student activities fair as a freshman. Considering recent declines in national volunteerism rates among college students, after peaking between 2003–2005 (Grimm et al., 2018), and given the dramatic reduction in volunteers during COVID-19, PBHA will need to make some adjustments to how it communicates PBHA's values to incoming and newer students to replenish its leadership pipeline. Doing so will also re-strengthen PBHA's apprenticeship model, which suffered from a lack of returning upper class leadership that cited burnout from COVID pressures.

One resource that PBHA can leverage to do so is its strong brand identity, which many interviewees shared as being defined by a long legacy of mission-driven student leadership and by an ethos of doing “the work of building with and within community,” to attract and draw new students. As Barney (2014) wrote, “A brand is a promise made by a firm to its customers. . . . A brand is, in fact, a socially complex relationship between a firm and its customers and thus has the potential to be a source of sustained competitive advantage” (p. 24). In this case, we see students as one of the most critical customers that PBHA hopes to offer meaningful value to, and who PBHA actively seeks to recruit and retain. Public service organizations like PBHA lack a tangible product, so “having a strong brand increases supporter trust in that invisible purchase” and provides a quick way for supporters to differentiate between opportunities competing for their time and resources

and can signal “positioning and credibility” (Hanikson, 2001; Erdem & Swait, 2004 as cited in Mitchell & Clark, 2021, p. 67). Most significantly, Mitchell and Clark (2021) found that “brand contributes to the choice of organisation through self-efficacy; the strongest pathway from selecting a well-known nonprofit brand is a perception by the volunteer of their ability to be effective” in ways that enable feelings of self-respect and demonstrate that they lived their values (p. 76). In other words, part of the brand proposition is whether volunteers can draw personal meaning from their experience. More recently, there has been a trend to move towards *brand storytelling*, which is using “a narrative to connect your brand to customers, with a focus on linking what you stand for to the values you share with your customers” (Brenner, 2022, para. 3).

In more recent years, some students mentioned finding out about PBHA before they were entered as freshmen, either through a Google search while applying to Harvard or being introduced to PBHA during pre-freshman orientation weekend by alumni or older students. These anecdotes suggest multiple opportunities for PBHA to capitalize on its strong brand to appeal to new, incoming students. To better position itself to attract new students, PBHA may first want to deepen its understanding of how young adult volunteers talk about their needs and motivations at different stages of their volunteering journey through new approaches, such as interviews and storytelling (Grönlund, 2011) to develop a cohesive narrative that connects PBHA’s values to what it can offer student volunteers. Additionally, to better understand how current students find PBHA and what messages draw them, PBHA may want to do some research and testing around specific outreach channels and brand narrative and find volunteer designers to create a user journey map, develop, and pilot a hybrid digital and in-person strategy for new and incoming students. New strategies may include more intentionality about its online presence, including digital storytelling about PBHA’s impact on students and search engine optimization; deeper relationships with the Harvard

admissions office in order to explore opportunities to promote PBHA in online admissions materials and at pre-frosh orientation events; and alumni recruitment to attend pre-freshman orientation events and share their personal stories about PBHA's role in their self-authorship journeys to recruit new students.

In terms of retention, PBHA may want to better understand how the practices of storytelling can deepen a sense of commitment, belonging, and connection. Grönlund (2011) suggested that service-learning organizations in particular may benefit from adopting narrative approaches to support students' moral development and values integration into their narrative identity, making the service experience more rewarding. Furthermore, storytelling can be an important component of apprenticeship models of learning, wherein members of a CoP demonstrate reciprocity by sharing their stories and experiences to co-construct knowledge and strategies (Glazer & Hannafin, 2006; Rust, 1999). In one study on new teacher development, storytelling served to support and sustain teacher learning and inquiry, cultivating feelings of connection, belonging, validation, and bonding, and therefore fostering a sense of collective cohesion among the CoP members (Glazer & Hannafin, 2006).

Similarly, storytelling has been found to cultivate connections among members and cohesion within groups. In their study about volunteerism at a festival, Katzeff and Ware (2007) explained that "to make sense of and learn about their work environments, people actively construct their own knowledge and share stories of their experience" (p. 381). Understanding this, they piloted the use of a video booth to capture the personal stories of volunteers, which yielded multiple benefits. Not only could organizational leaders watch videos to draw inferences and apply themes to current management decisions, but they also supported future orientation efforts, such as introducing new volunteers "to their roles and relating social information concerning the culture

of volunteer . . . work” (p. 384). Furthermore, storytelling can engage listeners and grow connections between members (Chen, 2016), as well as supporting participatory organizations like PBHA in eliciting cooperation and collaboration (Chen, 2016).

Examine the Level of Commitment PBHA Asks of Students

There was also a really high standard of what it meant to strive for justice—people at PBHA were not satisfied with bare-minimum, feel-good, band-aid solutions.

– Alumni Survey Respondent

Although we determined that PBHA’s culture of deep commitment is integral to the positive outcomes of its intensive community-based service model (see Figure 6), alumni and current students mentioned concerns about the level of commitment that PBHA may require, with some mentioning feeling strained by high demands, work overload, and a full-time student course load. When asked about the most significant challenges facing the organization, a former PBHA president pointed to the consequences of strained capacity: “Everyone . . . always has to . . . shoulder a lot, and that often leads to burnout.” Student volunteers appear pressured to commit themselves to ever deeper levels of involvement in PBHA’s programs and leadership, a phenomenon that may be driven by participants’ internal dispositions as well as external pressures and expectations embedded within the organization’s culture.

PBHA often provides critical services to constituents, as one member of the Harvard Board of Overseers described, “If not for the PBHA programs, many of the participants would not have any services, right? If PBHA wasn’t running a homeless shelter where particularly LGBTQ young people could find refuge and support, they’d be on the street, in many cases.” We heard interview participants comment on the sense of responsibility they felt for their key role in delivering these critical services to constituents. As one alum wrote in their survey, “At the end of the day, these parents are entrusting you with their most prized possession (their child) for a couple hours per day

and that is something I took very seriously.” In addition to internalized pressure, we found that participants also felt pressure from certain organizational cultural expectations and practices. One alum who graduated in 2015 recalled how she felt compelled to direct an afterschool program in the face of such pressure:

I did often times feel a lot of guilt or pressure to do things. . . . Some of the programs that I did, I did because it was clear, like if I didn't do [this afterschool program], there was no one else. And so it meant that this afterschool program didn't run, and then it was framed as like, ‘Oh, man. Now there's like this gap in services. And we're not continuing over what we started over the summer.’ In large part it was because they were having such a hard time getting someone and so it was like, ‘Well, then what happens to this program that we've been running for so long?’ And so I think sometimes there's that . . . appeal to emotions piece that can make me feel a little bit uncomfortable.

We noticed that regardless of whether the pressure had originated internally or from external factors, “I didn't want to let anybody down” was a common sentiment expressed by alumni who felt compelled to take on extra commitments. In a focus group, a current student volunteer shared her view that “sometimes PBHA definitely doesn't understand the level of commitment that it's expecting from the students.” Another alum added that even though they appreciated the energy and resources that PBHA puts into developing student leadership, they personally made the choice to be a program leader but decided that becoming an officer would be “too much. But [PBHA] was really persistent about trying to get people to run to be PBHA officers.”

Some volunteers may also struggle to strike a balance between their service commitments and academic responsibilities—a dynamic that has not gone unnoticed by one Harvard dean: “One of the things I've observed over time is that students sometimes sacrifice their education to make

their program commitments work.” This can be problematic, especially as researchers have already found that university students are likely to experience high levels of stress from factors like transition challenges, new experiences, loneliness, and even burnout during their educational experience (Arkar et al. 2004; Lin & Huang, 2012; Ponzetti, 1990; Stoliker & Lafreniere, 2015; Wiseman et al., 1995) leading to poorer academic outcomes; they suggest developing intervention and prevention programs that help students to better manage stress (Stoliker & Lafreniere, 2015).

Our research did not find formal organizational mechanisms currently in place that are responsible for gauging the extent of or taking action on issues surrounding overcommitment. PBHA may decide to address this by forming a committee that is tasked with understanding topics surrounding commitment and exploring strategies for preventing burnout. As a first step, this committee may survey PBHA students to better understand what commitment entails, including time, energy, perceived stress, and other potential trade-offs that may be helpful to be aware of. Forming such a committee may signal to both current and prospective volunteers that the organization is proactively seeking to understand the concerns about overcommitment and burnout and is willing to implement measures to address it.

Furthermore, this committee may help PBHA to develop training that supports students in anticipating and managing the potential intensity of their PBHA commitments, including the time intensity and emotional intensity of working so closely with peers and community constituents. One alum mentioned that they “learned some about the need to create healthy boundaries so as not to care ‘too much’ (e.g., get too pulled into the challenges, lose perspective, or harm [one’s] own health)—while still expressing/feeling care and compassion.” Training on time management and creating healthy emotional boundaries can be paired with more regular coaching from staff, upperclassmen, and alumni, who can step in to guide younger students. As one PBHA staff member

mentioned, “Sometimes you need someone is two years ahead to step up as an aunt or a sister to provide intergenerational care as a human,” whether that is telling a student “it’ll be okay” or being present for the interpersonal and intrapersonal moments of growth that college students go through (e.g., a first break up with a romantic partner or coming out as queer to family).

Additionally, some of the current students mentioned that “the level of commitment that was explained to me at the beginning almost never ends up being quite the level of commitment that I end up having to exert, or show, or prove, and that can be frustrating for a lot of people.” This committee can help to create greater clarity around expected time commitments, by cataloging and providing a better sense of the time commitment for various roles or programs. The committee can also be tasked to design and support processes that would make it easier for volunteers to reduce their level of commitment in an ethical, and responsible manner. Providing volunteers with structured “off ramps” could help to prevent feelings of guilt and shame that may result from having to abruptly cease service activities due to burnout or for other reasons, personal or academic.

Finally, the committee could help increase PBHA’s sensitivity to generational changes in the meaning generated from high-intensity experiences, potentially improving its ability to recruit and retain students. It is worth noting that two long-time PBHA staff members mentioned in their interviews that they are experiencing new shifts in students’ “relationship to time” and their capacity and desire to be a part of “real-life” community engagement, and career prospects of living off constrained resources in the nonprofit sector. This may be particularly important to note, especially given societal trends around work culture that journalists are touting about Generation Z and millennials, with one newspaper touting the headline, “Some Gen Z professionals are saying no to hustle culture; ‘I’m not going to go extra,’” (Ellis & Yang, 2022). Therefore, creating this

committee to better understand the motivations and values of the generation of students—particularly how they make meaning of high-intensity, high-commitment experiences—may be imperative if PBHA needs to refine its model to stay relevant in evolving times.

Contemplate Expansion to More Harvard Students—or Not

PBHA experienced a significant reduction to the number of its student volunteers shortly after the onset of the COVID19 pandemic. As it works to reestablish its ranks, the organization’s recruitment strategy should consider both the potential merits and drawbacks of seizing a timely opportunity to appeal to a broader population of Harvard students. On one hand, PBHA may benefit in the form of an expansion to its service capacity and would be able to better position itself as a key player to Harvard’s mission of developing civic-minded leaders. On the other hand, adjusting recruitment efforts to target “mainstream” Harvard students may fundamentally alter important elements to its community of practice, such as its culture and dynamics of shared accountability.

Much has already been said about the tight-knit nature of the PBHA’s community of volunteers and the types of students it tends to draw in; however, Harvard staff members and some alumni provided comments suggesting PBHA is seen by some students as exclusionary or “clique-ish.” One dean spoke about how PBHA tends to primarily attract students from the social sciences and humanities, rather than students from the natural sciences, who they explained “may not . . . be fully versed in, say, the vocabulary of . . . what a social science major would know, in terms of racial and gender and class disparities.” Furthermore, they suggested that PBHA’s ability to recruit students is hampered by the perception that it only values commitment at the highest levels: “If the expectation is that like, either you do this as like 50 hours a week, or you're not really committed,

what you do is you kind of limit yourself the same way like varsity athletics does.” A member of Harvard’s faculty reiterated this point, commenting, “We have had some pushback over the years about some students feeling like it's not the right place for them, because they feel like their service isn't enough.” Finally, this same faculty member provided insight on how PBHA students “might be understood within the larger Harvard population.” Among the characteristics mentioned were “definitely left leaning,” “not necessarily . . . interested in working within traditional power structures,” and “a little bit outside of the mainstream orientation of Harvard students.”

If PBHA seeks to expand its recruitment efforts to a broader population of Harvard undergraduates—a course of action that could potentially strengthen its position given Harvard’s current interest in developing interpersonal skills and citizen leadership among undergraduates—several parties emphasized that PBHA ought to carefully think through its plan to do so, and while also encouraging Harvard to “step up” and provide PBHA the commensurate resources. One former member of the Harvard Board of Overseers commented that, while there may be some criticism about opening up PBHA to more students, “that just stops people from doing things vs. building things,” and raised a question about whether PBHA is unintentionally “gatekeeping” or “keeping Harvard from doing more” to shape citizen leaders. They also added that Harvard has greater responsibilities to resourcing that commitment as well: “I want Harvard to have a set of things it stands for, like a summer of service, and to pay for it.”

PBHA may also want to explore how it can transcend the ideological characteristics (left-leaning, “grass-roots,” intense commitment) that have been used to describe the organization and the types of students who serve. One way it can begin to do this is to examine any potential biases

that might favor (or disfavor) the recruitment of students based on political and personal beliefs. An alum from 2010 who brought up the subject of ideological tensions mentioned, “This is . . . not my position, but there should probably be room for [a] consistent pro-life Catholic to work at PBHA. Right? There should probably be space for that person.” Separately, a Harvard dean mentioned there was “significant opportunity” for PBHA to have a “more capacious understanding of service,” aligned with the “pluralistic values” of democracy.

An additional way PBHA could increase its outreach to more Harvard students is to highlight how public service can add broad value to the development of citizen leaders, regardless of academic concentration or intended career outcome. Perhaps this would entail PBHA creating pathways to service that are intended to reach students who may not immediately have public-service related aspirations. Such pathways may be defined by a reduced expectation of commitment and could therefore constitute a better “fit” for students with limited availability. Finally, PBHA can continue to partner with Harvard on establishing a “pipeline” of volunteers by appealing to newly matriculated students through pre-frosh and freshman activities such as Harvard’s National Day of Service. These activities could serve as entry points for students who are looking for ways to get involved in volunteer service during their time at Harvard.

Although an expansion targeting more “mainstream” Harvard students could potentially lead to numerous benefits—such as the possibility of being provided additional resources, an increase to its service capacity, and growing the pipeline of graduates interested in social change—interviews with alumni provide some considerations for caution. When asked whether PBHA should

provide comprehensive service-oriented experiences for Harvard students, a former PBHA president expressed strong opinions against the idea:

I would resist that, because I think part of what the magic of PBHA is the intensity of commitment. And I don't think the university people would say that about intramural sports, they wouldn't say you know, "I really wish the football coach would also, on Thursdays, coach pickup, touch football on the yard?" That would be ludicrous. Right? And so why would you deploy that professional staff of [PBHA]...to support the equivalent of a "pickup touch football game" in service....[It's] not to say those are bad things – it's fine for those things to happen. But that's not what PBHA is about.

Other alumni and one PBHA staff saw the potential benefits associated with encompassing more Harvard students, but emphasized that it was important that the process of joining PBHA should be an entirely voluntary one: "I think it would be great if everybody did it. But I don't think it would be great if you made everybody do it," commented an alum from 1978. An alum from 2016 provided a similar response: "Would it be great to get more people that are interested? Yeah, but not at the expense of . . . what we already have."

Cultivate Current Alumni & Future Alumni in the CoP

Finally, one promising VRI resource that PBHA can leverage even more are its alumni, particularly as part of its CoP model and in helping to facilitate self-authorship among students. Prior research suggests that quality of the undergraduate experience, particularly meaningful student leadership experiences, can cultivate engagement and contributions of alumni (Bialek & Lloyd, 1998; Weerts & Ronca, 2008). Additionally, in one study of active alumni engagement with a student leadership program, a researcher found that "not only do students develop from these

undergraduate leadership experiences, but alumni engagement in leadership programs may also advance the goals” of alumni programs (Gigliotti, 2015, p. 153).

PBHA’s Alumni Association has made some strides after it launched more than a decade ago, and PBHA has had success after 16 years of its Robert Coles “Call of Service” Lecture Award and alumni awards luncheon. Despite these efforts, some PBHA alumni expressed disappointment that even when they actively tried to reach out, they did not always hear back. In both open-ended survey responses as well as a number of alumni interviews, alumni who expressed that PBHA had provided them with meaningful growth and development said they wanted to find out ways to engage more deeply with the organization. PBHA therefore has continued room—and ample opportunity—to further and deepen its alumni engagement, particularly given the passion that so many feel toward PBHA. The research supports this; individual identification—or “perceived belongingness” to an organization (Bhattacharya et al., 1995)—has been shown to strengthen positive relationships with various members (Scott et al., 2000). Research also suggests that alumni who reported feeling a strong sense of belonging were more likely to donate to their alma mater, and that this sense of belonging is also positively associated with different forms of alumni participation, such as volunteering (Drezner & Pizmony-Levy, 2020). Given this, PBHA can specifically tap into the alumni that responded to the survey expressing interest in engaging, perhaps with a follow up email asking them to sign up for different opportunities or ways to contribute.

The COVID-19 pandemic’s disruption of PBHA's apprenticeship model also created new opportunities for PBHA to bring alumni into closer relationships with current students, as the organization sought out alumni to volunteer in mentoring and guiding new and often inexperienced student leaders as program directors; PBHA can continue to test this to see if it attracts alumni

interest and if it provides meaningful support for students as well as grows alumni commitment. Additionally, PBHA can work to increase current students' exposure to more and more alumni—particularly those who can inspire a passion around service, or who can speak to their pursuits in the nonprofit sector and public sector careers—even more regularly, providing both meaning to current students while also creating opportunities for alumni to “give back” beyond financial contributions. Alumni engagement opportunities can also be smaller and more frequent and provide more intimate interactions with students. For example, PBHA can host alumni leadership salons, in which alumni can share frank and open reflections and stories about their journeys into social change and social justice work in small circles with students or do career coaching sessions where PBHA alumni can talk to students about different career paths, such as organizing, policy advocacy, teaching, public interest law, philanthropy, and more. By demonstrating alumni engagement early on, PBHA can start cultivating values and expectations among students around their eventual involvement and engagement as alumni.

Finally, moving beyond individual students and alumni, researchers have also explored the processes of building collective identity work within organizational contexts, looking at the role of both language and organization history—or rhetorical history, defined as using history as a persuasive tactic to manage organizational constituents (Suddaby et al., 2010) – in order to create member identification with an organization (Suddaby et al., 2016). The strategic use of history and legacy to cultivate a sense of meaning and shared values can create a sense of organizational identity, critically attracting and defining membership (Ravasi et al., 2019; Suddaby et al., 2016) for long-term sustainability and competitive advantage (Suddaby et al., 2010). In speaking to alumni, many shared their stories of transformation and spoke at length about PBHA's rich legacy and history. PBHA might consider creating a mini-series of these stories (perhaps with student

interviewers or in fireside chats) as one way to tap into alumni's connection with PBHA. Not only would this provide meaningful channels for alumni to contribute their lived experiences, wisdom, and history with the organization, but it would also help to contribute to an evolving sense of collective PBHA identity among PBHA students past, present, and future.

Continue Additional Research on PBHA's Impact

PBHA's alumni impact research team will be conducting additional analysis and developing a separate set of findings that will look more deeply into the outcomes for alumni, including near-term, mid-term, and longer-term outcomes. Additional research can focus on professional growth / development of new competencies among alumni and explore longitudinal impacts on careers and commitment to social change. For example, mining survey results and gathering additional qualitative data may be helpful in understanding the kinds of career choices and career pathways that alumni pursue, as well as their engagement in civic life and public service post-college. This may further help PBHA to establish its situative positioning within Harvard as a developer of civic leadership and as a pathway into certain nonprofit and public interest fields. Furthermore, additional analysis can help to illuminate the specific leadership skills and competencies that PBHA students acquire, especially as they intersect with the 21st leadership skills identified by Baxter Magolda (2014) and others as essential to leading on complex societal issues (Bush & Bell, 2002). It may also help PBHA understand which areas of commitment—such as organizational leadership or summer immersion—are most likely to support development of these skills and competencies. Finally, researchers can look even more deeply into the specific mechanisms that facilitate different dimensions of self-authorship and bring in new literature, such as exploring identity as joint accomplishment (Hand & Gresalfi, 2015).

Conclusion

PBHA has been able to sustain itself over the decades by organizing valuable and rare resources—student resources, organizational structure, trusting relationships with community, a strong legacy of service and justice, supporting staff, and values of commitment and reflection—despite the natural regularity of student turnover and the changing sociopolitical times. However, with recent disruptions from COVID-19, changing student demographics, leadership transitions and other evolutions at Harvard, PBHA will need to leverage its core capabilities to achieve “potentialization,” defined as building the ability to make decisions and act in unpredictable situations (Kozminski, 2005; Szymaniec-Mlicka, 2014).

However, PBHA is well-positioned to navigate these dynamic conditions by anchoring future decisions, improvements, and growth around what parties say it does well: providing multiple service pathways to learn and make meaning, centering of student leadership, building community among peers through shared purpose, creating a pervasive ethos of collective responsibility and praxis through its culture and values, and cultivating participatory democracy through a stabilizing governance structure. To strengthen its positioning, PBHA will need to ensure that it continues nurturing its integrated CoP to help students develop holistically across interpersonal, intrapersonal, and intellectual dimensions.

As Harvard College deepens its commitment to helping students understand the world, to “prepare students to navigate the world’s most complex issues and address future innovations with unforeseen challenges” and to become active and engaged citizen leaders (Harvard College, n.d.-a, para. 4), PBHA can offer participatory pathways and experiential approaches that support students in developing self-authorship and imbue them with a sense of agency that they can contribute to changing the world. Today’s increasingly turbulent sociopolitical dynamics will demand that new

generations of leaders have the ability to negotiate across differences and work collaboratively; therefore, if institutions of higher education expect that their students will go on to lead lives of public purpose, they must equip them with the necessary skills to achieve success.

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Appendices

- I. Appendix A: PBHA Alumni Impact Survey Questions
- II. Appendix B: PBHA Interview Protocols
- III. Appendix C: PBHA Current Student Focus Group Protocol
- IV. Appendix D: PBHA Alumni Impact Survey Codebook
- V. Appendix E: PBHA Alumni Impact Survey - Code Frequency
- VI. Appendix F: PBHA Alumni Impact Survey - Code Co-Occurrence
- VII. Appendix G: PBHA Alumni Impact Survey - Question 47 - Question and Response Options
- VIII. Appendix H: PBHA Alumni Impact Survey - Ratings of PBHA Components (Sample Charts)
- IX. Appendix I: PBHA Alumni Impact Survey - Ratings of PBHA Components (Means and Standard Deviations) - Tables
- X. Appendix J: PBHA Interview Codebook
- XI. Appendix K: PBHA Interviews - Code Frequency
- XII. Appendix L: PBHA Interviews - Code Co-Occurrence Table
- XIII. Appendix M: PBHA Alumni Impact Survey - Question 43-45 - Frequency of Alumni Responses re: PBHA Impact on Undergraduate Development
- XIV. Appendix N: Factor Index Scores (Means and Standard Deviations) - Tables
- XV. Appendix O: PBHA Alumni Impact Survey - Self-Worth & Belonging (Bubble Size), by PBHA Peer Student Community X PBHA Culture & Values and Socioeconomic Class

Appendix A

PBHA Alumni Impact Survey Questions

Link to PBHA alumni impact survey questions:

<https://docs.google.com/document/d/16nIPWnqh2OQF7jBtVf2NGSyLB8j8HIMT/edit>

PBHA + PBHA-A Alumni Survey

Q1 Welcome!

This survey was created by Harvard-affiliated researchers at the invitation of Phillips Brooks House Association (PBHA) and the PBHA-Alumni Group (PBHA-A). This survey is one portion of a study intended to capture and uplift the experiences and stories of PBHA alumni regarding the impact of PBHA on their lives. Findings regarding the impact of PBHA involvement will be shared with various stakeholder groups.

Q4 I attended either Harvard College or Radcliffe College

Yes (1)

No (2)

Q5 YES - Harvard College or Radcliffe College Graduation Year:

Q6 YES - Academic Concentration(s):

Q7 YES - Academic Secondary (minor):

Q8 NO - College Attended:

Q9 NO - College Graduation Year:

Q10 NO - Major/Minor:

Q11 At the end of this survey, you will find a set of **optional** questions regarding your social identities. These questions are asked in order to build a more inclusive PBHA community and to analyze PBHA's impact on students across a diverse set of identities and experiences.

Q12 Part Two: Life After College - Impact of PBHA

Q13 What type(s) of professional work have you engaged in since college graduation? -
Selected Choice

- Arts & Culture (64)
- Business (65)
- Construction (66)
- Education (67)
- Engineering (68)
- Government (69)
- Healthcare (70)
- Legal (71)
- Media (72)
- Military (73)
- Religious (74)
- Sales (75)
- Sciences (76)
- Social Services (77)
- Technology (78)
- Other (79) _____

Q14 Please indicate if you have performed service in any of the following fields **since college graduation**. (*Check all that apply*) "Service" is defined here as any work towards the social good in **personal or professional** domains of life. (e.g., social impact, public service, community organizing, environmental justice, community service)

- Anti-Poverty Work (36)
- Arts & Culture (17)
- Community Organizing (31)
- Education (18)
- Environment (19)
- Government (20)
- Healthcare (21)
- Homeless Services (34)
- Immigration (35)
- Labor (30)
- Legal (24)
- Military (25)
- Political Advocacy (32)
- Religious (26)
- Sciences (27)
- Youth Work (33)

Q15 Please indicate in what capacity you performed service in **anti-poverty work** since college graduation. *(Check all that apply)*

Q16 Please indicate in what capacity you performed service in **arts & culture** since college graduation. *(Check all that apply)*

Q17 Please indicate in what capacity you performed service in **community organizing** since college graduation. *(Check all that apply)*

Q18 Please indicate in what capacity you performed service in **education** since college graduation. *(Check all that apply)*

Q19 Please indicate in what capacity you performed service in the **environmental** field since college graduation. *(Check all that apply)*

Q20 Please indicate in what capacity you performed service in **government** since college graduation. *(Check all that apply)*

Q21 Please indicate in what capacity you performed service in **healthcare** since college graduation. *(Check all that apply)*

Q22 Please indicate in what capacity you performed service in **homeless services** since college graduation. *(Check all that apply)*

Q23 Please indicate in what capacity you performed service in **immigration** since college graduation. *(Check all that apply)*

Q24 Please indicate in what capacity you performed service in **labor** since college graduation. *(Check all that apply)*

Q25 Please indicate in what capacity you performed service in the **legal** field since college graduation. *(Check all that apply)*

Q26 Please indicate in what capacity you performed service in the **military** field since college graduation. *(Check all that apply)*

Q27 Please indicate in what capacity you performed service in **political advocacy** since college graduation. *(Check all that apply)*

Q28 Please indicate in what capacity you performed service in the **religious** field since college graduation. *(Check all that apply)*

Q29 Please indicate in what capacity you performed service in the **sciences** since college graduation. *(Check all that apply)*

Q30 Please indicate in what capacity you performed service in the **youth work** since college graduation. *(Check all that apply)*

Q31 Please indicate in what capacity you performed service in **{Q14/ChoiceTextEntryValue/28}** since college graduation. *(Check all that apply)*

Q32 Please indicate in what capacity you performed service in **other** since college graduation. *(Check all that apply)*

For the Q15-32 above, all response options are the same:

"Service" is defined here as any work towards the social good in **personal** or **professional** domains of life.

- Volunteer or Pro Bono (4)
- Entry Level (5)
- Manager or Executive Level (6)
- Trustee or Board Member (8)
- Other (9) _____

Q33

You noted that you have performed service in the following field(s) since college graduation: **{Q14/ChoiceGroup/SelectedChoicesTextEntry}**.

How many **total** years have you performed service in these fields **since college graduation**?

*"Service" is defined here as any work towards the social good in **personal** or **professional** domains of life.*

(2) _____

Q34 In the past **two** years, which of the following activities have you engaged in, if any? *(check all that apply)*

- Vote in elections (8)
- Volunteer (e.g., supporting candidates or campaigns, advocacy) (9)
- Donate funds or items (10)
- Petition (e.g. sign a petition, call your elected officials, etc.) (11)
- Participate in community meetings (e.g. school, neighborhood, religious, etc.) (12)
- Protest (13)

Q35

Please describe how your PBHA experience has influenced your involvement in service since college graduation.

"Service" is defined here as any work towards the social good in personal or professional domains of life. (e.g. social impact, public service, community organizing, environmental justice, community service)

Q36

Please describe how your PBHA experience influenced you and your life more broadly **since college graduation**.

Q37 Part Three: PBHA Involvement During College

Q38 How much time were you involved in PBHA during college?

Total Number of Semesters (1)

Total Numbers of Summers (2)

Q39 Select all PBHA program categories that you were involved in during college: (*Check all that apply*)

- Adult Education (ESL adults, continuing education, etc.) (90)
- Advocacy and Organizing (Legal support, labor rights, etc.) (91)
- Child and Youth Education, Mentoring, and Services (In school, after school, and summer camp) (87)
- Criminal Justice (99)
- Direct Relief Work (93)
- Environment (98)
- Health and Mental Health Services (94)
- Homeless and Housing Services (89)
- Immigration Services (92)
- International (95)
- Senior Care (96)
- Other (97) _____

Q40 Select all PBHA leadership positions you held during college: *(Check all that apply)*

- Organizational Leadership (e.g. PBHA board member, PBHA steering committee member, PBHA officer) (98)
- Program Leadership (e.g. program director, program supervisor, program coordinator, committee chair) (99)
- Immersive Summer Internship (e.g., SUP, summer shelters) (101)
- Stride Rite/Chan Stride Undergraduate Scholar (102)
- PBHA Paid Employment (e.g., trainer corps, front desk) (104)
- Other (103) _____

Q41 Part Four: Reflecting on Your Undergraduate PBHA Experience

Q42

When reflecting on your time at PBHA, what stands out to you?

Q43 Please rate each of the following statements regarding your undergraduate participation at PBHA. *PBHA recognizes that some statements below may not be relevant to all PBHA alumni due to updates made to the PBHA model. Please select N/A if this applies to you.*

At PBHA...

	Strongly Disagree (15)	Disagree (7)	Neutral (14)	Agree (9)	Strongly Agree (16)	N/A (13)
I found the community at Harvard/Radcliffe where I most belonged. (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed a connection to the communities I worked with. (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed a deeper belief in my capabilities. (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt my passion for public service work was nurtured. (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained a stronger understanding of my identity and how it relates to my privilege. (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I strengthened my commitment to addressing social challenges. (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to imagine asset-based solutions was strengthened. (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt supported by those I worked with. (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed meaningful relationships. (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came to think of myself as a leader (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 Did **PBHA** help you develop any of the following **competencies** during your time as an undergraduate? *PBHA recognizes that some competencies may not be relevant to all PBHA alumni due to updates made to the PBHA model. Please select N/A if this applies to you.*

	Not At All (11)	Somewhat (12)	A Good Deal (15)	A Great Deal (13)	N/A (14)
Conflict resolution skills (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for creating meaningful change (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative problem solving (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to engage stakeholders (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deliver quality programming that addresses community need (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively with people of different backgrounds to achieve common goals (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop reciprocal relationships with community partners (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate inclusive and equitable environments (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase opportunities for equity (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop content-area skills (e.g. <i>teaching, fundraising, legal support and advocacy, budgeting</i>) (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn effective leadership and management skills (e.g. <i>strategic planning, meeting facilitation, decision making, supervising</i>) (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 Did **PBHA influence your perspective** in any of the following areas during your time as an undergraduate? *PBHA recognizes that some areas may not be relevant to all PBHA alumni due to updates made to the PBHA model. Please select N/A if this applies to you.*

	Not At All (11)	Somewhat (12)	A Good Deal (16)	A Great Deal (13)	N/A (14)
The importance of centering community voices (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of reflective practice (<i>reflective practice is the act of reflecting on one's actions to gain insight into self</i>) (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of diversity, equity, inclusion & belonging (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of recognizing root causes of inequality (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of collective care (<i>collective care means caring for your own and others' well-being</i>) (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An appreciation for knowledge and assets in communities beyond universities (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An appreciation for alternative models of leadership (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The value of a social change approach that integrates both direct service and structural change (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of having empathy for others' lived experiences (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46

The previous two questions asked you to consider PBHA's impact on your development of various competencies and perspectives. **Which, if any, are most valuable to you today and in what contexts?**

Q47 Below is a list of **components** of the PBHA model. Please rate their impact on your **development** during your undergraduate years. *PBHA recognizes that some components may not be relevant to all PBHA alumni due to updates made to the PBHA model. Please select N/A if this applies to you.*

	Not At All (11)	Somewhat (12)	A Good Deal (15)	A Great Deal (13)	N/A (14)
Community-based, in-depth service experience (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social change efforts that address both direct needs and structural change (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Centrality of student leadership and voice (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real-world decision making and responsibility (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meaningful relationships with program participants (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reciprocal community partner relationships (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer community committed to social justice (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff mentors who support personal and professional development (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in personal and professional skills (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual mission of undergraduate student development through meeting community needs (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection on self and service (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational culture of love and compassion (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive space that values diversity, equity, and belonging (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48

Did PBHA provide you with unique experiences, perspectives, or competencies that you did **not** obtain in other areas of Harvard/Radcliffe during college? If so, please describe.

Q49 Part Five: Your Continued Involvement in PBHA and PBHA-A (PBHA-Alumni Group)

Q53 I would like to remain involved with the PBHA and PBHA-A community in the following ways: *(Check all that apply)*

You may be contacted regarding the opportunities you select by PBHA or PBHA-A.

- Connecting with a regional group of alumni committed to public service and civic engagement (5)
- Opportunities to mentor undergraduates in public service (6)
- Joining PBHA-A efforts to mobilize alumni around social justice and equity issues (4)

Q54

Which of the following social justice and equity issue areas would you be interested in addressing with fellow alumni? *(Check all that apply)*

- Electoral and democracy reform (i.e., voting rights, preserving democracy, filibuster reform) (15)
- Economic justice (i.e., living wage campaigns, wealth tax policies, worker's rights) (29)
- Environmental and climate justice (30)
- Health and healthcare (31)
- Public education (early childhood education through college) (32)
- Criminal justice reform and abolition (i.e. school to prison pipeline, decriminalization, police reform) (33)
- Housing justice (34)
- Immigration policy and rights (35)
- Reproductive justice (36)
- Social impact technology and technology policy (37)
- Transportation justice (38)
- Other (please share any additional areas of interest or detail to the above responses) (39)

You may be contacted regarding the opportunities you select by PBHA or PBHA-A.

Q55 Thank you for your willingness to be contacted for the purposes you selected. Please provide the following information:

- Email (2) _____
- First Name (1) _____
- Last Name (11) _____

Q56 Part Six: Learning About You

Q57 We collect the following information to assess who has accessed PBHA and to better understand their experience in doing so. We work to continue building a more inclusive PBHA community. All questions are optional.

Q58 Race/Ethnicity: *(Check all that apply; Optional)*

- American Indian or Alaska Native (9)
- Asian (10)
- Black or African American (11)
- Native Hawaiian or Other Pacific Islander (12)
- White (13)
- Hispanic or Latino or Spanish Origin of any race (14)
- Option not listed (15) _____

Q59 Gender Identity: *(Optional)*

- Cis Man (31)
- Cis Woman (32)
- Non-binary (34)
- Trans man (35)
- Trans woman (36)
- Option not listed (37) _____

Q60 Sexual Orientation: (*Check all that apply; Optional*)

- Asexual (15)
- Bisexual (16)
- Gay (17)
- Heterosexual (18)
- Lesbian (19)
- Pansexual (20)
- Queer (21)
- Questioning or unsure (22)
- Option not listed (23) _____

Q61 Were you a “first-generation” student? (*Optional*)

“First-generation” is defined here as first in your family to attend college

- Yes (15)
- No (16)
- Not Sure (17)

Q62 How would you describe your family’s class background while you were in college? (*Optional*)

- Low income (18)
- Working class (19)
- Lower middle class (20)
- Middle class (21)
- Upper middle class (22)
- Wealthy (23)

Q63 Where was “home” prior to college? (*Optional*)

Q64 Where do you currently live? (*Optional*)

Q65 What is your name? (*Optional*)

Q66 May PBHA or PBHA-A (PBHA-Alumni Group) contact you in the future?

- Yes; at this email address (1) _____
- No (2)

Q68 Is there anything else that you would like to share regarding your PBHA experience?

Appendix B

PBHA Interview Protocols

Introduction: Thank you again for agreeing to speak with us today! Before we begin, we briefly want to introduce ourselves (introduce researchers - Sammy is a teacher in CA, Christi works at a foundation and is in NY, was PBHA alum, class of 2004). As we mentioned in our email, this interview is entirely voluntary, and your responses will be kept confidential. The purpose of this interview is to learn about your experience with PBHA and your perspectives on PBHA’s strengths and potential opportunities in the future. We will be sharing our overall findings with PBHA to help inform their leadership for future decision-making.

Would you be comfortable if we record this via Zoom to help make transcribing easier? The recording will not be shared with anyone besides us and possibly our capstone advisor. Do you have any questions before we begin?

Interested Party	Questions
PBHA Alumni	<ol style="list-style-type: none"> 1. To get started, can you briefly describe your journey with PBHA? <ol style="list-style-type: none"> a. How did you first find out about PBHA? b. Do you remember what drew you to PBHA versus other opportunities available to you? c. How were you onboarded? d. What sorts of things did you do, both community service-wise and other PBHA activities? e. How did your experience “conclude”? 2. In your survey, you indicated a few things about PBHA that stood out to you. Can you tell me a little bit more about _____? <ol style="list-style-type: none"> a. What about PBHA do you think contributed to those experiences? Think about things that PBHA had, or things that PBHA did.... 3. In your survey, you talked a bit about _____ (what you learned through your experiences with PBHA, relative to your academic or other experiences at Harvard). <ol style="list-style-type: none"> a. What about PBHA contributed to that experience? 4. As you think about PBHA, what would you say are its distinctive characteristics? What words come to mind as you reflect on the PBHA “brand” or “value proposition”? 5. What do you think are particular strengths of PBHA? What does PBHA do really well?

	<ol style="list-style-type: none"> 6. What do you think are some of PBHA’s challenges or liabilities? (If relevant, how have those evolved over time to today?) 7. Over the course of interviews, we have found people talk about the relationship between PBHA and Harvard, particularly about the nature of its independence from Harvard, but also some potential opportunities to encompass more Harvard students and perhaps become more the norm of what students do as part of their Harvard experience. If PBHA were to become more of the norm for Harvard students, what would be gained? What would be lost? <i>(This question was added in later interviews)</i> 8. Today, what opportunities are there for PBHA to leverage its strengths and assets to better position itself in this evolving environment? Are there opportunities that PBHA isn’t currently tapping into that you think it should be? Is there anything that PBHA could improve on?
<p>PBHA Staff / Board</p>	<ol style="list-style-type: none"> 1. Can you share a little about your involvement with PBHA? <ol style="list-style-type: none"> a. What role(s) do/did you have? (Ask how long they have worked there if this does not come up naturally.) 2. Do you remember what drew you to PBHA versus other opportunities available to you? 3. How might you describe what PBHA does for students? 4. How would you describe PBHA's role relative to the community of Greater Boston? 5. As you think about PBHA, what would you say are its distinctive characteristics? What words come to mind as you reflect on the PBHA “brand” or “value proposition”? 6. What do you think are particular strengths of PBHA? What are some of the things that PBHA does really well? How have these evolved over the years? 7. Can you describe the relationship that PBHA has with Harvard? What are some of the challenges that PBHA might be facing within the Harvard community? 8. What do you think are PBHA’s challenges or liabilities, and how have those evolved over time to today? 9. Over the course of interviews, we have found people talk about the relationship between PBHA and Harvard, particularly about the nature of its independence from Harvard, but also some potential opportunities to encompass more Harvard students and perhaps become more the norm of what students do as part of their Harvard experience. If PBHA were to become more of the norm for Harvard students, what would be gained? What would be lost? <i>(This question was added in later interviews)</i> 10. Today, what opportunities are there for PBHA to leverage its strengths and assets to better position itself in this evolving

	<p>environment? Are there opportunities that PBHA isn't currently tapping into that you think it should be? Is there anything that PBHA could improve on?</p>
<p>Harvard Staff with Relationships to PBHA</p>	<ol style="list-style-type: none"> 1. Can you share a little about your role at Harvard University and describe your relationship vis-à-vis PBHA? 2. As you think about PBHA, what would you say are its distinctive characteristics? What words come to mind as you reflect on the PBHA "brand" or "value proposition"? 3. What do you think are particular strengths of PBHA? <ol style="list-style-type: none"> a. What are some particular or distinctive things—such as assets and resources—that PBHA has? b. What are some of the things that PBHA does really well? c. How have these evolved over the years? 4. Can you describe the relationship that Harvard has with PBHA, and how has this evolved over the years? <ol style="list-style-type: none"> a. As a Harvard employee, how does this relationship play out in your day-to-day work experiences? 5. What are some of the challenges that PBHA might be facing within the Harvard community? What are potential opportunities? 6. What do you think are PBHA's challenges or liabilities, and how have those evolved over time to today? <ol style="list-style-type: none"> a. Internally? b. Externally? 7. Today, what opportunities are there for PBHA to leverage its strengths and assets to better position itself well in this evolving environment? Are there opportunities that PBHA isn't currently tapping into that you think it should be? Is there anything that PBHA could improve on, or stop doing?

Appendix C

PBHA Current Student Focus Group Protocol

Introduction:

Thank you again for agreeing to speak with us today! The purpose of this focus group is to learn about your experience with PBHA and your perspectives on PBHA's strengths and potential opportunities in the future. Before we dive in, we wanted to briefly introduce ourselves before giving you some time to share about yourselves.

So as you might know, we've been in conversation with Maria and working closely with another research team that has specifically been looking at PBHA's impact on alumni. Our study focuses more on PBHA as an organization, its evolution over the years, and to unpack what PBHA's "secret sauce" is.

So just as a reminder, this focus group is entirely voluntary, and your responses will be kept confidential. We will be sharing our overall findings with PBHA to help inform their leadership for future decision-making, but we will not identify specific quotes by name. We also ask that to the best of your ability, hold this as a safe space and respect your peers' confidentiality by attributing names to what has been said outside of this group.

We'll ask a question, and then invite people to jump in popcorn style. You can also raise your hand if you prefer, and if you find yourself speaking a lot, we love it, and we ask that you be mindful of also creating space for others. Once we get at least 2-4 responses on each question, we'll move on.

Would you be comfortable if we record this via Zoom to help make transcribing easier? The recording will not be shared with anyone besides us and one additional researcher (non-PBHA staff/student) also studying PBHA impact on alumni.

Do you have any questions before we begin?

Student Experience

1. Let's get started with some brief introductions.
 - a. Can you please introduce yourself—name, year, roles at PBHA?
 - b. Also tell us a little bit about why you got involved and how you got involved?
What drew you to PBHA versus other activities or opportunities available to you?

2. When you first started engaging with PBHA, what were some of the kinds of onboarding/orientation/training activities that happened?

- a. What sorts of expectations were set and how, if at all?
 - b. How did you learn what you needed to do?
3. What did you hope for in terms of your experience with PBHA?
- a. In what ways has PBHA been able to meet that? What are some highlights?
 - b. Where has it fallen short? Where are some lowlights?

PBHA as an Organization

4. As you think about PBHA, what would you say are its distinctive characteristics? What words come to mind as you reflect on the PBHA “brand” on campus?
5. We’ve heard about the “student-led” nature of PBHA. Can you describe what this means? How does PBHA help to support that, if it does?
6. What do you think are opportunities for PBHA to lean into its strengths to position itself well in this evolving environment? Are there strengths or resources that aren’t currently being tapped into that you think should be?

From the Research

7. So we’ve been doing a number of interviews as well as reviewing hundreds of alumni surveys, and we wanted to lift up some tensions that we’re hearing about that we’d love to hear your reflections on.

PBHA-specific

- a. Can you talk about how PBHA messages the type of commitment it hopes from students? How does this make you feel about your level of commitment? How do you think about balancing your involvement in PBHA with being a college student?
- b. In considering the PBHA community of students you described before, do you feel that it’s open and inclusive, or is there a sense—whether intentional or not—that it’s only for a certain kind of student?

PBHA + Harvard

8. How would you describe PBHA’s relationship with Harvard? What is PBHA’s place in the Harvard ecosystem?

PBHA in context

- a. How do you think “public service” is defined at PBHA? Is this different from the way it shows up in other places at Harvard?
- b. If PBHA was expanded to include more Harvard students, what would be gained, what would be lost? Is that a worthwhile pursuit?

Appendix D

PBHA Alumni Impact Survey Codebook

Link to PBHA Alumni Impact Survey Codebook:

https://docs.google.com/spreadsheets/d/1PII89O28geKei_Dh4xJc5igtrZUAZ0FDMIEQd7YBSS0/edit?usp=sharing

Axial Codes	Code Definition	Open Codes
<u>Aggregate Construct #1: Sense of Self and Values (SS)</u>		
<u>Self-Efficacy and Leadership (SSE)</u>	<p>*Must occur during Harvard*</p> <ul style="list-style-type: none"> - Comments about one's ability to execute a behavior deemed necessary for success; references to being a leader and leadership - Perceived capacity, abilities - Perceived competence of skills and leadership - Feeling like a leader, describing oneself as having leadership qualities 	<p>It was the most meaningful part of my undergraduate life, where I developed the closest friends and the strongest sense of belonging and personal efficacy.</p> <p>The intentionality about how to do service, the wide lane of leadership afforded to students, the focus on community</p>

<p>Self-Worth and Belonging (SSW)</p>	<p>*Must occur during Harvard* - Comments about one's self-esteem, confidence, empowerment. - Comments about interpersonal relationships, sense of belonging in community; feeling valued and part of a community, descriptions of community as a haven and home</p>	<p>It was the most meaningful part of my undergraduate life, where I developed the closest friends and the strongest sense of belonging and personal efficacy.</p> <p>PBHA was for me a haven and beacon to me as a first generation student. In retrospect, professional staff may have been more instrumental than I realize in offering a sense of safety and validation. Furthermore, as someone from a Southeast Asian but more specifically Cambodian American identity, I felt disconnected and ill-served by ethnic affinity organizations active at the time - and my work with refugee youth is among the most gratifying time spent within my four years at Harvard.</p>
<p>World View and Shifting Perspectives about the Self (SSWV)</p>	<p>*Must occur during Harvard* - Comments about increased awareness of: - Previously "hidden" realities (e.g. biases, systemic realities, concepts, ideology) - Social identities, personal identity, and positionality (e.g. self in community context, race/ethnic identity, positionality in power systems)</p>	<p>My experience in PBHA awakened me to differences between the privileges I grew up with and those of people in less privileged communities. That has set me on a path of learning how to observe how my neighbors (in the larger sense of the word) are living, and of learning how to make a difference.</p> <p>I teach English at a high school in the South Bronx, in an incredibly underserved community. My work with PBHA, in after school programs and SUP, introduced me to the joy of working with young people and helped me recognize my own privilege. Those experiences helped me realize I wanted to do a job working with young people and underserved communities.</p> <p>At PBHA I found a group of people who volunteered, care about the community and demonstrated a life I had not known. Their influence has stayed with me to this day.</p>
<p>Values (SSV)</p>	<p>*Must occur during Harvard* - Comments about general values held, including: kindness/caring, giving back, compassion, empathy</p>	<p>I worked with a population (people that were homeless) that had seemed so scary when I arrived at Harvard. I learned to stretch myself out of my comfort zone, and doing that work really helped me to see the humanity of all people and the importance of valuing all people.</p>

<p>Appreciation of Social Justice Ideals and Commitment to Public Service Work (SSCP)</p>	<ul style="list-style-type: none"> - Comments about ideals particularly related to social justice (e.g. importance of finding root causes of inequality, importance of collective care, importance of centering community voice) - Comments about a commitment to public service (e.g. public purpose, sense of responsibility to others) - Comments about social justice values lying on a continuum beginning prior to or during college (e.g. my family taught me the value of social justice) 	<p>My PBHA experience confirmed that I wanted to spend my life in public service, social impact work</p> <p>[PBHA] Caused me to be attentive and responsive to the needs of those less fortunate than myself.</p>
<p>Problematized sense of self (SSP)</p>	<p>* Must occur during Harvard*</p> <ul style="list-style-type: none"> - Comments about complex feelings around public service: (e.g., shame, confusion, burn out) - Comments about difficult public service choices (e.g., career choice, finances) - Comments about various challenges engaging in service 	<p>My PBHA experience as an undergrad did not have a significant impact on me. I don't think I was ready for it.</p> <p>Mostly that I was not mature enough to commit the time necessary to provide much assistance or to get much out of it.</p> <p>I was the first and only person in my family to volunteer or be politically engaged: it was not seen as appropriate or desirable by my parents. They thought I was wasting my expensive college years on silly pipe dreams. PBH made such initiatives feel serious, professional, organized, and effective — the work of a citizen, not of a dreamer or of a charity.</p>
<p><u>Aggregate Construct #2: Skills, Competencies/Abilities, and Knowledge (A)</u></p>		
<p>Intellectual learning and knowledge acquisition (ALK)</p>	<p>*Must occur during Harvard*</p> <ul style="list-style-type: none"> - Comments about intellectual aspects of themselves or the world (e.g., critical thinking, problem-solving, language/concept acquisition, lifelong learning, investigating/research) - Comments related to social justice knowledge acquisition and learning (e.g. recognition of power structures, recognizing root causes of inequality, recognition of structural change and direct service as distinct models, praxis/reflection, recognition of power of community) 	<p>I would add the following to the above: when I was at PBH, we were constantly having the discussion about "social service vs. social change." Those discussions have given me a framework for the consideration of my social responsibility and the real impact of my work.</p>

<p>General Competencies (AGC)</p>	<p>*Must Occur during Harvard*</p> <ul style="list-style-type: none"> - Comments about all general skills and competencies (e.g., technical, content-area skills, problem solving skills, organizational and administrative skills, and leadership skills.) - Some examples of content-area skills include: teaching, fundraising, legal support and advocacy, budgeting - Some examples of leadership and management skills include: strategic planning, supervising, decision-making, team work, consensus building, conflict resolution, mentorship 	<p>My work with PBHA in college has given me a strong group of friends whose values align with mine and who challenge me to do better. It has also given me invaluable skills I can apply in personal and professional contexts and given me an idea of what organizations and social change work *can* look like.</p> <p>PBHA gave me both purpose and experience/training in service-related leadership. My experiences left me feeling equipped to jump into an organization quickly and efficiently.</p> <p>Involvement at PBHA was probably the largest factor/experience that shaped my outlook and motivation for being committed to community service. My direct service and leadership experiences also were a training ground for how to perform many of the tasks involved in community service work, e.g., how to write funding proposals, how to organize and run a meeting, how to work on a group basis to set goals.</p>
<p>Equity and Anti-Racism Centered Competencies and Perspectives (AEAR)</p>	<p>*Must occur during Harvard*</p> <ul style="list-style-type: none"> - Comments about competencies and perspectives related to Diversity, equity, inclusion, belonging. - Comments about multiple perspectives, facilitating equitable and inclusive environments, increasing opportunities for equity, ability to imagine alternative futures/asset-based solutions 	<p>My career is at the intersection of direct service and structural change, and that's a model I learned at PBHA that's stuck with me. Again, I can't emphasize enough that PBHA really drilled the importance of a diversity of voices and working with community members— and that this was explicitly a racial-justice position, which is remarkable given the Harvard setting.</p> <p>I volunteered for a domestic violence shelter, primarily working with children while their mothers received counseling. The leaders were formerly battered women. I will never forget certain conversations I had - learning that battery crosses all cultures and economic backgrounds, working with children who incorporated mommy goes to the hospital in to playing house. I learned to listen, a skill that served me when I did constituent service for a member of Congress.</p>
<p>Community-Centered Social Change Competencies (ACC)</p>	<p>*Must Occur During Harvard*</p> <ul style="list-style-type: none"> - Comments about competencies related to community engagement (e.g., community organizing, building community connections, relationship building, advocacy, mobilizing, cultural competencies, working with those different from one to achieve common goals, applied / experiential learning) - Comments about tools and strategies for civic engagement (participating in community meetings, advocacy, petitioning, protesting, voting) 	<p>The PBHA programs I did let me step outside of undergraduate life and develop a more meaningful connection to and understanding of the community where I was living.</p>

<p>Interpersonal Competencies (AINT)</p>	<p>*Must Occur During Harvard*</p> <p>- Comments about learning from others, working with a co-director, community building</p>	<p>I gained a lot of "people skills" that served me well in my future as a manager in academia.</p> <p>The hubris of mostly privileged 20 year olds claiming to be able to start and run organizations that actually required deep knowledge and expertise. The pleasure of forsaking any leadership roles, being a good listener, and learning from those whose lives had taken very diverse paths. The pleasure of making someone's day a little easier.</p>
<p><u>Aggregate Construct #3: Career Trajectory and Feelings about Career (C)</u></p>		
<p>Career Choice (CC)</p>	<p>- Comments about reflecting on career choice</p>	<p>[after college] I just kept doing what I did at PBHA</p> <p>PBHA raised my social consciousness and led me to a career as a labor lawyer working for the government enforcing laws for low-wage and immigrant workers.</p> <p>At Harvard, I volunteered every week, every semester through PBHA. I taught civics all over Boston and Cambridge to ~200 elementary school students. I always believed a life of service is the most fulfilling life for me, but I really lived it through teaching and volunteering. I saw optimism in the eyes of young people. They reaffirmed my belief that government should be, can be, and is a force for good. And, they reminded me that sometimes the seemingly most daunting of choices, like to do government not banking, may not actually be most daunting.</p>
<p>Career Description (CD)</p>	<p>*Must occur After Harvard*</p> <p>- Comments about work (e.g., level of satisfaction or meaning in work, nuts and bolts of job)</p> <p>- Comments about competencies gained post-PBHA through career (e.g. budgeting, finance, fundraising, communication, etc.)</p>	<p>After graduation, I worked for Fair Share for 2 years, taught in the Somerville schools for 2 years, was the Executive Director of the Cambridge School Volunteers for 7 years (which brought me back to PBH to recruit volunteers), and have been consulting to nonprofit organizations since 1988. PBH was a foundational experience for me, and set me on my life's path.</p>

Aggregate Construct #4: Societal Impact (I)

Discussion of career, volunteering, and other types of impact on society more broadly

<p>General Impact (IG)</p>	<p>*Must occur After Harvard* - Comments about career or volunteer work with noted impact - Comments about working towards social good in broader domains of life - Comments about passing values onto children or the next generation</p>	<p>[PBHA] made me very aware that life can be very challenging and difficult for many. What I find obvious and straightforward, others find impossible. I try to mentor and support women at all levels and careers. There were few to no women in my field when I was young. Now it is better but it is not that much better.</p> <p>Caused me to regularly participate in "service" as part of a balanced life.</p>
<p>Social Entrepreneurship (IF)</p>	<p>*Must occur After Harvard* - Comments about creating new opportunities for social good (e.g., creating an organization, founding an NGO)</p>	<p>Founded Columbia Point Public Housing project</p> <p>worked at a low-income medical clinic, founded my own 501 (c) (3) nonprofit family health center</p>
<p>Notable Accomplishments (INA)</p>	<p>*Must occur After Harvard* -Comments about accomplishments (e.g. attaining an important legislative/governing leadership position, sitting on the board of a major organization</p>	<p>Chief medical officer of two successful star-ups and co-founder and CMO of another startup acquired by Medtronic. Inventor or co-inventor of 14 issued patents and unpatented methods and devices in widespread use (eg pigtail chest tube. Mentored student at Utah who revolutionized neurosurgery with development of the first (and perhaps still the best CT-guided stereotactic frame.</p> <p>I left Mozambique in 1998, but returned from 2004-08 as the World Bank's Lead Economist there</p>

Aggregate Construct #5: PBHA Descriptions and Insights (PBHA)

<p>Descriptions of PBHA Volunteer Programming (PBHAD)</p>	<p>- Comments or descriptions of what alum did at or with PBHA, including about volunteering and or doing service - Descriptions of volunteering in the community and/or doing PBHA activities off-campus</p>	<p>Working at Phillips Brooks House in the Roosevelt Towers (RT) program direct engagement with low-income youth in Cambridge and with NAtive American people in Utah</p> <p>We had a 1-hour (each way) to our prison, to teach reading</p>
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<p>PBHA Culture & Values (PBHAV)</p>	<ul style="list-style-type: none"> - Comments about the values that PBHA as an organization talked about, embodied, practiced, or modeled - Statements about PBHA as an organization, including qualities, reputation, brand, history/tradition, culture, and identity (words that organization members perceive to be central, distinctive, or enduring about the org). Can includes mottos, descriptors, phrases - Comments or descriptions about PBHA distinctive qualities — in other word, what makes the PBHA organization / community unique 	<p>PBHA is where Harvard's integrity lives. The best people on campus find their way to PBHA, and the sense of optimism and community was infectious. While PBHA may not be representative of Harvard as a whole, I definitely believe they are the best of the people who are at Harvard. "Social justice values", "Humility," "Non-elitism", "Care," "Compassion", "Non-judgmental", "Safe", "Inclusive"</p> <p>Harvard also had a lot of work to do to start supporting students well. They were not yet attending to diversity, equity, inclusion, and belonging— whereas PBHA was (even if it was not exactly named outright).</p>
<p>PBHA In Context of Harvard (PBHAH)</p>	<p>*Must Occur During Harvard*</p> <ul style="list-style-type: none"> - Comments about how PBHA compares to Harvard, comments about PBHA in context of other Harvard spaces - Comments from PBHA students about their experience at Harvard more generally and in Harvard spaces outside PBHA 	<p>PBHA is where my real education happened PBHA is where Harvard lives out its mission How disconnected from the rest of Harvard it seemed. My career is at the intersection of direct service and structural change, and that's a model I learned at PBHA that's stuck with me. Again, I can't emphasize enough that PBHA really drilled the importance of a diversity of voices and working with community members— and that this was explicitly a racial-justice position, which is remarkable given the Harvard setting.</p>
<p>PBHA Areas of Opportunity / Improvement / Growth (PBHAO)</p>	<ul style="list-style-type: none"> - Suggestions related to how PBHA can improve, grow, do better (e.g., opportunities for staff mentorship and support at PBHA) - Suggestions (implied or explicit) for new opportunities that PBHA might explore or consider - Comments critiquing where PBHA did not meet expectations or fell short or <u>had little to no have impact</u> 	<p>during PBHA programming, there was very little supervision!!! There were not opportunities for reflection at PBHA when I was there I'm unsure why a semester in PBHA is not yet required as part of Gen Ed. (I'm also unsure if it's still called that.)</p>

Aggregate Construct #6: PBHA Resources

<p>PBHA Resources - Other (PBHAR)</p>	<p>- Comments about distinct things that PBHA has (<u>not listed below</u>), including tangible resources that can be seen, touched, quantified (i.e., vans, building, etc.) and intangible resources that are harder to see, touch, and quantify (i.e., relationship with community, relationship with Harvard)</p>	
<p>PBHA Peer Student Community (PBHARPC)</p>	<p>- Comments about opportunity to connect with student peers at PBHA, as well as descriptions of student community at PBHA</p>	<p>It normalized service by putting me [in] contact with like minded students The community of friends that I made. These are the friends I talk to the most and still spend time with (in person and virtually). We are able to have normal conversations, but we are also safe to have critical conversations about ourselves and the world we live in. Whether a classmate 'does PBHA' became a great heuristic for whether they were someone I would want to be around</p>
<p>PBHA Staff Mentorship and Support (PBHARS)</p>	<p>- Comments about PBHA staff role, including support, mentorship, etc.</p>	<p>The mentorship and emotional support I received from PBHA staff. The level of care, consideration, and belief in my abilities that I received from PBHA staff was unmatched.</p>
<p>PBHA Relationships with Community-Based Organizations / Community Served / Program Participants (PBHARCBO)</p>	<p>- Comments about relationships with or descriptions of community members and program participants that volunteers worked with or served - Comments and descriptions of the types of community-based organizations / programs (including nonprofits, schools, systems, etc.) that PBHA has relationships with</p>	<p>PBHA was deeply connected to the surrounding community The people. Words simply aren't enough to capture how grateful I am for the opportunity to work with and serve youth, families, and community leaders who taught me so much about what it means to be a part of a community. Working at Roosevelt Towers running summer camp</p>

Aggregate Construct #7: PBHA Capabilities

<p>PBHA Capabilities - Other (PBHAC)</p>	<p>- Capabilities: Comments about distinct processes, practices, routines, and/or activities that PBHA does (<u>not otherwise listed below</u>), either in the context of programming or as an organization overall, and PBHA programmatic activities that happens through deployment of the PBHA's resources</p>	
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<p>Opportunity for Experiential / Applied Learning (PBHACEA)</p>	<ul style="list-style-type: none"> - Comments about experiential learning (i.e., learning by experience, hands on learning on-site, learning by doing and reflecting on that doing) or applied learning (e.g., applying academic learning to actual experiences) situated in the community - Comments or descriptions about the type of hands-on learning opportunities that PBHA provides to student volunteers 	<p>Yes! PBHA provides something that a classroom cannot which is practical knowledge, application of theory, mentorship, discussion, and leadership training</p> <p>In my classes at Harvard, I theoretically learned about how people and communities work (in my anthropology, psychology, and pre-med courses). But at PBHA, I actually learned how people and communities work.</p> <p>My work with PBHA helped me to actually understand what the community around Harvard was like. . . . I felt like I had the opportunity to learn about Boston and immerse myself in a community outside of the typical undergrad experience.</p>
<p>Afforded High Level of Responsibility & Autonomy (PBHACRA)</p>	<ul style="list-style-type: none"> - Comments about the kind of responsibility that student leaders and volunteers were given, including descriptions of leadership, autonomy, independence, and agency given by PBHA to design, lead, and run programs in the community 	<p>PBHA made me become an adult. PBHA gave me real responsibilities, and told me that I could live up to those expectations"</p> <p>The amount of leadership we were entrusted with and the level of experience we gained at such a young age.</p> <p>I was a leader of a multi-million dollar nonprofit organization at 19yo. I understood the weight of that responsibility</p>
<p>Offering Social Justice Analysis - Critical Reflection & Trainings (PBHACSJ)</p>	<ul style="list-style-type: none"> - Comments about PBHA trainings, reflection processes, and activities that help PBHA students learn about social justice and to reflect on their programs, selves, and communities 	<p>PBHA's analysis of teaching students about social change through advocacy and direct service</p> <p>Yes, it was the place that most of my formative conversations about race, inclusivity, Justice, privileged etc took place</p> <p>Prioritization of honest reflection on the work, relationships, and implications for the communities served</p>

Appendix E

PBHA Alumni Impact Survey - Code Frequency

(Q42, Q48 & Q68 - Dedoose Analysis)

*Top 15 highlighted in red

Aggregate Construct #1: Sense of Self and Values (SS)	
Self-'Efficacy and Leadership (SSE)	153
Self-'Worth and Belonging (SSW)	92
World View and Shifting Perspectives about the Self (SSWV)	219
Values (SSV)	84
Appreciation of Social Justice Ideals and Commitment to Public Service Work (SSCP)	116
Problematized sense of self (SSP)	77
SS OTHER	26
Aggregate Construct #2: Skills, Competencies/Abilities, and Knowledge (A)	
Intellectual learning and knowledge acquisition (ALK)	47
General Competencies (AGC)	107
Equity and Anti-'Racism Centered Competencies and Perspectives (AEAR)	47
Community-'Centered Social Change Competencies (ACC)	63
Interpersonal Competencies (AINT)	113
A OTHER	9
Aggregate Construct #3: Career Trajectory and Feelings about Career (C)	
Career Choice (CC)	47
Career Description (CD)	44
C OTHER	4
Aggregate Construct #4: Societal Impact (I)	
Discussion of career, volunteering, and other types of impact on society more broadly	
General Impact (IG)	34
Social Entrepreneurship (IF)	3
Notable Accomplishments (INA)	3
Aggregate Construct #5: Descriptions of PBHA Volunteer Programming (PBHAD)	
Descriptions of PBHA Volunteer Programming (PBHAD)	376
PBHA Values & Culture (PBHAV)	276
PBHA In Context of Harvard (PBHAH)	383
PBHA Areas of Opportunity / Improvement / Growth (PBHAO)	159
PBHA OTHER	80
Aggregate Construct #6: PBHA Resources	
PBHA Resources - Other (PBHAR)	128
PBHA Peer Student Community (PBHARPC)	290
PBHA Staff Mentorship and Support (PBHARS)	108
PBHA Relationships with Community-Based Organizations / Community Served / Program Participants (PBHARCBO)	433
Aggregate Construct #7: PBHA Capabilities	
PBHA Capabilities - Other (PBHAC)	122
Opportunity for Experiential / Applied Learning Situated in Community (PBHACEA)	167
Afforded High Level of Responsibility & Autonomy (PBHACRA)	155
Offering Social Justice Analysis - Critical Reflection & Trainings (PBHACSJ)	85

Appendix F

PBHA Alumni Impact Survey - Code Co-Occurrence

(Q42, Q48 & Q68 - Dedoose Analysis)

	Self-Efficacy and Leadership (SSE)	Self-Worth and Belonging (SSW)	World View and Shifting Perspectives about the Self (SSWV)	Appreciation of Social Justice Ideals and Commitment to General Competencies (AGC)	Interpersonal Competencies (AINT)	Descriptions of PBHA Volunteer Programming (PBHAD)	PBHA Values & Culture (PBHAV)	PBHA In Context of Harvard (PBHAH)	PBHA Areas of Opportunity / Improvement / Growth	PBHA Peer Student Community (PBHARPC)	PBHA Staff Mentorship and Support (PBHARS)	PBHA Relationships with Community-Based Organizations / Opportunity for Experiential / Applied Learning Situated in	Afforded High Level of Responsibility & Autonomy (PBHACRA)	Offering Social Justice Analysis - Critical Reflection & Trainings		
Aggregate Construct #1: Sense of Self and Values (SS)																
Self-Efficacy and Leadership (SSE)		21	25	20	46	25	56	37	47	9	46	18	54	40	66	18
Self-Worth and Belonging (SSW)	21		18	15	14	8	17	55	46	2	52	24	17	14	15	16
World View and Shifting Perspectives about the Self (SSWV)	25	18		30	23	43	88	44	110	8	33	13	114	42	15	25
Values (SSV)	14	16	28	29	13	19	23	49	38	1	23	10	29	14	13	16
Appreciation of Social Justice Ideals and Commitment to Public Service Work (SSCP)	20	15	30		12	15	35	59	52	5	33	12	33	24	16	26
Problematized sense of self (SSP)	6	5	13	5	8	8	22	14	17	36	11	4	16	5	8	7
Aggregate Construct #2: Skills, Competencies/Abilities, and Knowledge (A)																
Intellectual learning and knowledge acquisition (ALK)	9	2	16	5	10	13	23	5	13	2	8	3	22	18	1	5
General Competencies (AGC)	46	14	23	12		36	40	19	27	6	23	18	40	41	39	16
Equity and Anti-Racism Centered Competencies and Perspectives (AEAR)	4	7	29	15	7	13	20	16	26	2	13	4	22	7	5	14
Community-Centered Social Change Competencies (ACC)	20	4	16	20	16	17	24	26	30	2	11	9	44	22	19	19
Interpersonal Competencies (AINT)	25	8	43	15	36		45	30	42	5	33	16	73	39	18	13
Aggregate Construct #5: Descriptions of PBHA Volunteer Programming (PBHAD)																
Descriptions of PBHA Volunteer Programming (PBHAD)	56	17	88	35	40	45		37	111	37	54	26	233	71	54	20
PBHA Values & Culture (PBHAV)	37	55	44	59	19	30	37		110	16	155	46	63	34	43	45
PBHA In Context of Harvard (PBHAH)	47	46	110	52	27	42	111	110		26	80	28	136	66	35	36
PBHA Areas of Opportunity / Improvement / Growth (PBHAO)	9	2	8	5	6	5	37	16	26		14	3	25	9	8	7
Aggregate Construct #6: PBHA Resources																
PBHA Resources - Other (PBHAR)	17	18	19	14	12	8	37	33	28	6	39	30	31	22	19	16
PBHA Peer Student Community (PBHARPC)	46	52	33	33	23	33	54	155	80	14		70	95	37	39	29
PBHA Staff Mentorship and Support (PBHARS)	18	24	13	12	18	16	26	46	28	3	70		45	18	29	26
PBHA Relationships with Community-Based Organizations / Program Participants (PBHARCBO)	54	17	114	33	40	73	233	63	136	25	95	45		83	43	28
Aggregate Construct #7: PBHA Capabilities																
PBHA Capabilities - Other (PBHAC)	22	13	27	16	17	13	28	33	55	7	18	15	30	30	23	14
Opportunity for Experiential / Applied Learning Situated in Community (PBHACEA)	40	14	42	24	41	39	71	34	66	9	37	18	83		51	24
Afforded High Level of Responsibility & Autonomy (PBHACRA)	66	15	15	16	39	18	54	43	35	8	39	29	43	51		20
Offering Social Justice Analysis - Critical Reflection & Trainings (PBHACSJ)	18	16	25	26	16	13	20	45	36	7	29	26	28	24	20	

Appendix G

Question 47 - Question and Response Options

Q47



Below is a list of **components** of the PBHA model. Please rate their impact on your **development** during your undergraduate years.

PBHA recognizes that some components may not be relevant to all PBHA alumni due to updates made to the PBHA model. Please select N/A if this applies to you.

	Not At All	Somewhat	A Good Deal	A Great Deal	N/A
Community-based, in-depth service experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social change efforts that address both direct needs and structural change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Centrality of student leadership and voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real-world decision making and responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meaningful relationships with program participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reciprocal community partner relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer community committed to social justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff mentors who support personal and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in personal and professional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual mission of undergraduate student development through meeting community needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection on self and service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational culture of love and compassion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive space that values diversity, equity, and belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not At All	Somewhat	A Good Deal	A Great Deal	N/A

Appendix H

PBHA Alumni Impact Survey - Ratings of PBHA Components (Sample Charts)

Figure H1

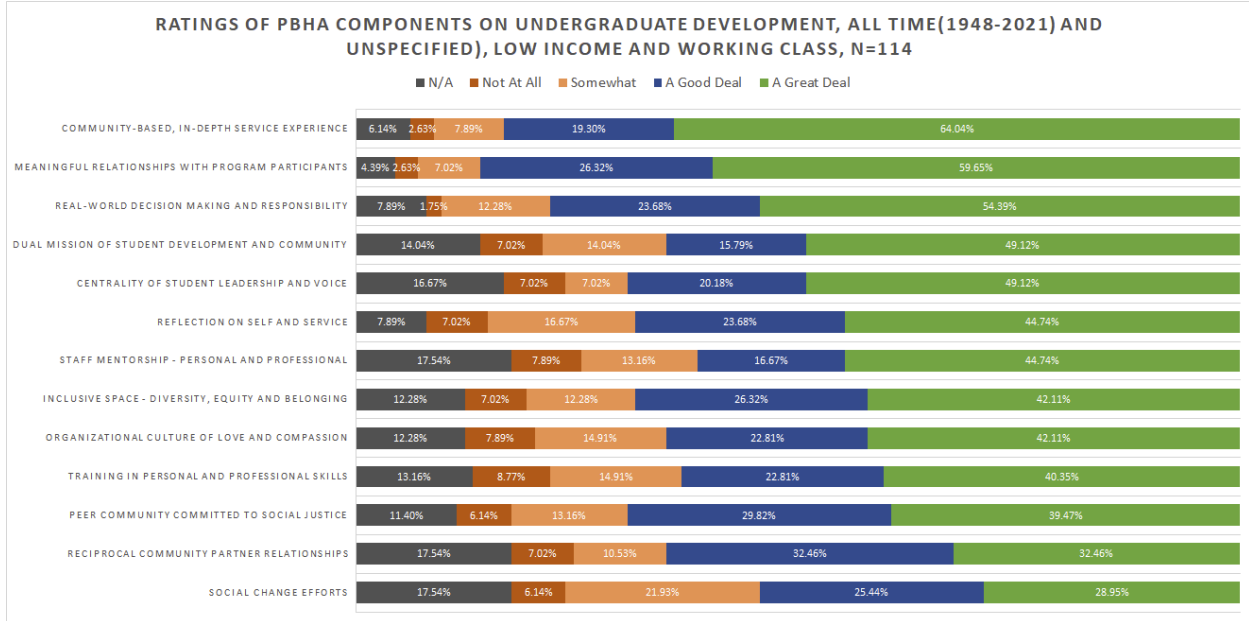


Figure H2

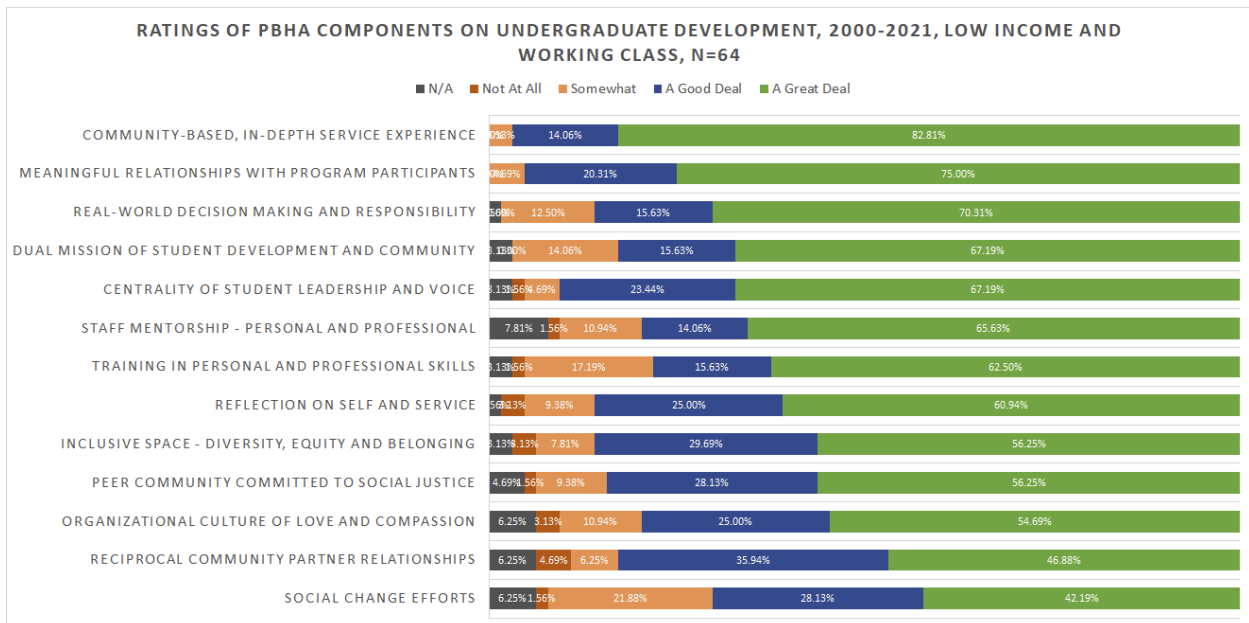


Figure H3

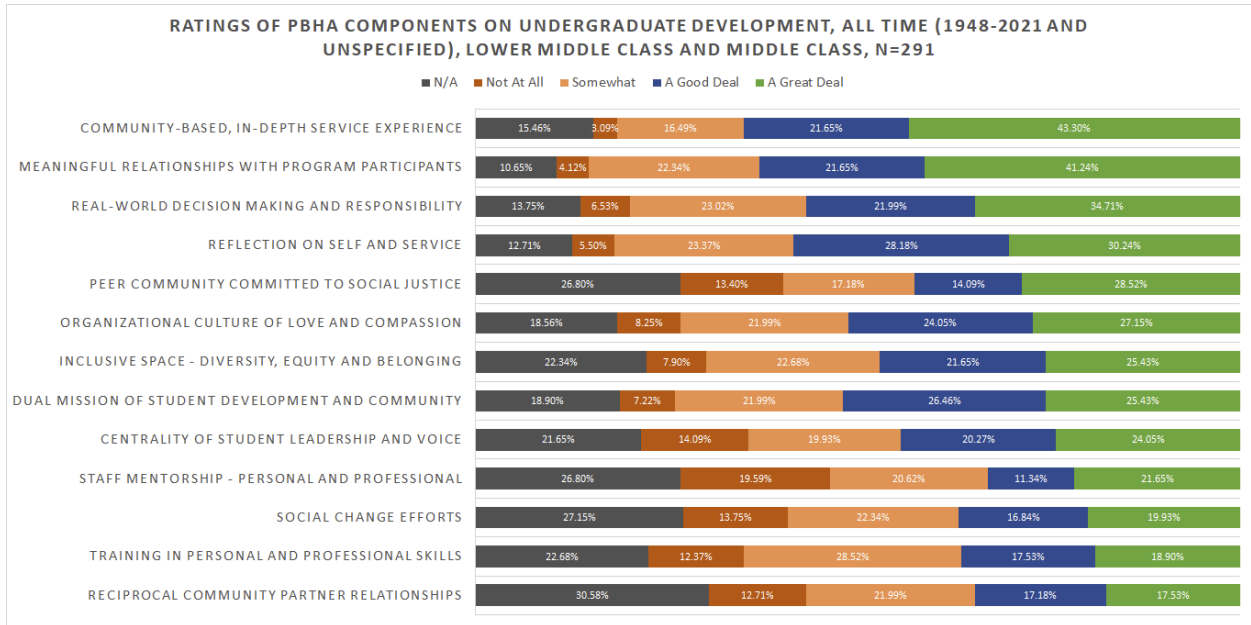
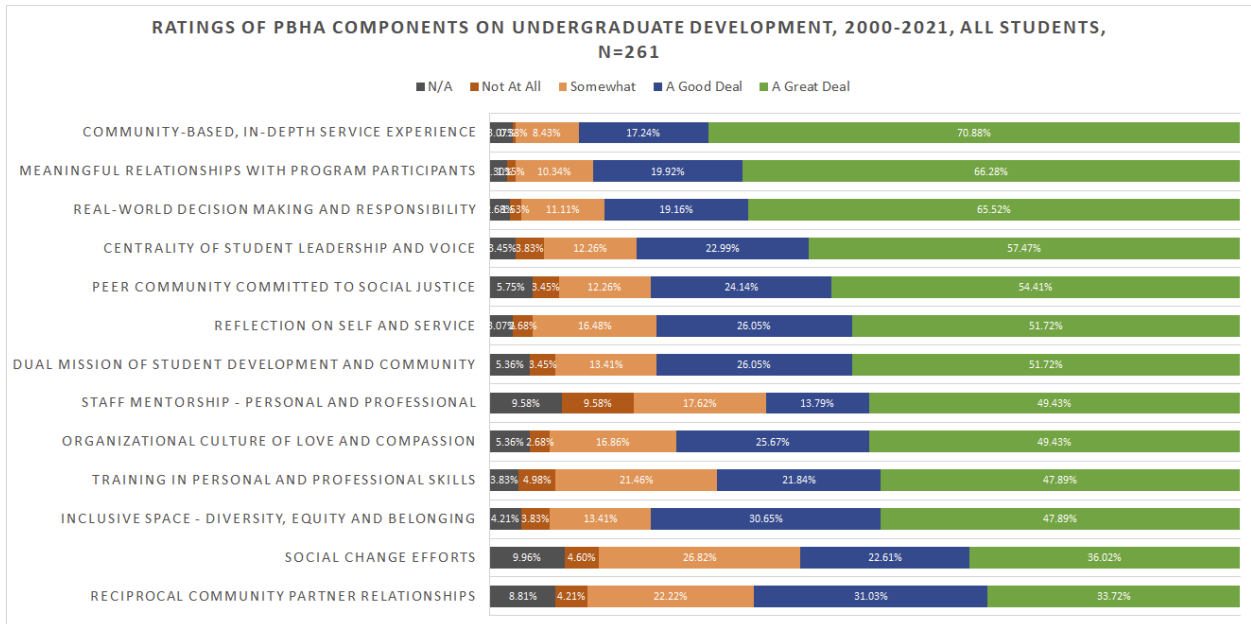


Figure H4



Appendix I

PBHA Alumni Impact Survey - Ratings of PBHA Components (Means and Standard Deviations) - Tables

Q47 Means and Standard Deviations

Descriptor	Service			Change Efforts			Student Leadership		
	n	M	SD	n	M	SD	n	M	SD
Race									
BIPOC (Aggregated Non-White)	213	3.55	.73	194	2.98	.95	208	3.27	.92
American Indian	7	3.86	.38	5	3	1.00	6	3	1.10
Asian	99	3.41	.80	92	2.85	.99	99	3.16	.96
Black	49	3.71	.58	44	3.27	.79	47	3.53	.78
Hispanic	41	3.59	.77	38	3.03	.97	39	3.26	.97
Multiracial	17	3.59	.62	15	2.73	.96	17	3.24	.90
Race Not Listed	6	3.5	1.23	5	2.6	1.52	5	2.6	1.34
White	398	3.14	.92	326	2.47	1.05	351	2.74	1.12
Socioeconomic Status									
Low Income	111	3.56	.76	98	2.95	.96	99	3.36	.94
Middle Income	250	3.26	.89	216	2.59	1.08	232	2.71	1.09
High Income	253	3.2	.89	209	2.56	1.02	231	2.96	1.07
PBHA Era									
1948 to 1979	216	3.46	.78	161	2.81	1.00	171	3.18	.97
1980 to 1999	162	3.18	.86	138	2.48	1.00	150	2.83	1.05
2000 to 2021	253	3.64	.66	235	3	.95	252	3.39	.86
First Generation in College									
Yes	110	3.42	.83	95	2.87	.96	96	3.11	1.03
No	509	3.25	.89	432	2.59	1.06	467	2.9	1.09
Overall	649	3.28	.88	552	2.66	1.04	590	2.94	1.07

Appendix I Continued

Descriptor	Responsibility			Program Relationships			Partner Relationships		
	n	M	SD	n	M	SD	n	M	SD
Race									
BIPOC (Aggregated Non-White)	214	3.4	.87	218	3.51	.75	195	3.07	.90
American Indian	7	3.43	.79	7	3.29	.49	7	3.29	.76
Asian	98	3.31	.92	101	3.43	.79	91	2.95	.96
Black	48	3.5	.80	49	3.63	.70	42	3.33	.75
Hispanic	42	3.48	.86	42	3.57	.74	38	3.18	.90
Multiracial	19	3.42	.90	19	3.58	.77	17	2.71	.77
Race Not Listed	5	2.8	1.10	5	2.8	1.10	5	2.6	1.14
White	397	3.02	.98	416	3.09	.94	320	2.47	1.03
Socioeconomic Status									
Low Income	110	3.43	.78	114	3.5	.74	97	3.1	.93
Middle Income	255	3.26	.99	264	3.13	.94	206	2.58	1.06
High Income	247	3.17	.98	260	3.22	.90	215	2.61	1.00
PBHA Era									
1948 to 1979	205	3.31	.91	225	3.4	.85	151	2.87	.94
1980 to 1999	168	2.99	1.01	170	3.16	.96	137	2.6	.94
2000 to 2021	254	3.53	.76	255	3.55	.73	238	3.03	.90
First Generation in College									
Yes	108	3.27	.88	113	3.41	.79	96	2.94	.97
No	507	3.11	.98	528	3.2	.92	424	2.64	1.03
Overall	644	3.15	.96	670	3.24	.90	544	2.7	1.02

Appendix I Continued

Descriptor	Peer Community			Staff Mentorship			Training		
	n	M	SD	n	M	SD	n	M	SD
Race									
BIPOC (Aggregated Non-White)	202	3.22	.96	196	3.03	1.14	206	3.03	1.02
American Indian	7	3	.82	7	3	1.00	6	2.83	.98
Asian	93	3.06	1.04	92	2.93	1.16	97	2.96	1.06
Black	45	3.49	.84	44	3.39	.97	47	3.28	.90
Hispanic	39	3.33	.84	38	2.97	1.22	38	3.05	1.04
Multiracial	18	3.11	.96	15	2.53	1.19	18	2.72	1.02
Race Not Listed	5	3.2	1.30	4	3.25	1.50	6	3	1.27
White	338	2.76	1.11	325	2.47	1.16	363	2.6	1.05
Socioeconomic Status									
Low Income	105	3.19	.92	98	3.19	1.02	103	3.11	1.01
Middle Income	215	2.8	1.15	216	2.5	1.18	229	2.57	1.04
High Income	225	2.92	1.05	209	2.62	1.19	241	2.76	1.07
PBHA Era									
1948 to 1979	162	3.13	.98	161	2.89	1.15	193	2.93	1.03
1980 to 1999	146	2.72	1.06	136	2.46	1.15	141	2.51	1.04
2000 to 2021	246	3.37	.85	236	3.14	1.07	251	3.17	.95
First Generation in College									
Yes	99	3.12	.98	94	3.02	1.11	100	2.94	1.03
No	446	2.88	1.09	426	2.61	1.19	473	2.7	1.06
Overall	570	2.94	1.07	548	2.7	1.18	601	2.76	1.06

Appendix I Continued

Descriptor	Dual Mission			Reflection			Culture		
	n	M	SD	n	M	SD	n	M	SD
Race									
BIPOC (Aggregated Non-White)	204	3.21	.91	211	3.27	.91	208	3.22	.93
American Indian	6	3	.89	6	2.67	1.21	7	2.86	1.22
Asian	93	3.18	.94	99	3.31	.89	96	3.22	.90
Black	48	3.35	.81	47	3.3	.86	47	3.43	.83
Hispanic	38	3.26	.92	41	3.24	.92	40	3.03	1.07
Multiracial	19	2.89	.99	18	3.28	1.02	18	3.22	.88
Race Not Listed	6	2.83	1.17	6	2.67	1.21	6	2.67	1.37
White	379	2.85	1.00	407	2.93	.96	362	2.77	1.01
Socioeconomic Status									
Low Income	102	3.26	.99	109	3.17	.97	104	3.15	.99
Middle Income	240	2.87	.96	258	2.97	.93	241	2.87	1.00
High Income	244	2.94	.98	255	3.06	.99	230	2.86	1.01
PBHA Era									
1948 to 1979	200	3.18	.92	227	3.13	.95	190	3.08	.94
1980 to 1999	153	2.93	.96	155	2.83	1.03	151	2.74	.96
2000 to 2021	247	3.33	.85	253	3.31	.85	247	3.29	.86
First Generation in College									
Yes	100	3.11	.97	111	3.14	.89	100	3.14	1.00
No	490	2.94	.98	514	3.02	.98	477	2.87	1.01
Overall	618	2.98	.98	655	3.04	.96	606	2.92	1.01

Appendix I Continued

Descriptor	DEI		
	n	<i>M</i>	<i>SD</i>
Race			
BIPOC (Aggregated Non-White)	203	3.21	.93
American Indian	7	3.14	1.22
Asian	94	3.2	.88
Black	46	3.35	.80
Hispanic	37	3.19	1.08
Multiracial	19	3	1.16
Race Not Listed	5	2.6	1.14
White	355	2.77	.99
Socioeconomic Status			
Low Income	103	3.19	.95
Middle Income	230	2.84	1.00
High Income	229	2.86	1.00
PBHA Era			
1948 to 1979	185	3.19	.93
1980 to 1999	141	2.81	.98
2000 to 2021	250	3.28	.85
First Generation in College			
Yes	97	3.22	.89
No	467	2.86	1.01
Overall	592	2.93	1.00

Appendix J

PBHA Interview Codebook

Link to PBHA Interview Codebook in detail:

<https://docs.google.com/spreadsheets/d/1fR5Eu1jzQjTCVot95QzB0aIQ5PajZbxyyP7YEmXt6-0/edit?usp=sharing>

Overall Categories: (Aggregate Construct: Axial Codes)

- **Cultivating Student-Led Organization**
 - Resources
 - Students (Student Talent, Type / Characteristics, Diversity)
 - Capabilities
 - High degree of responsibility (Ownership & Decision-Making, Initiative, Autonomy)
 - Developing leadership pipeline (Apprenticeship model)
- **Providing Structural Elements**
 - Resources
 - Independent nonprofit status
 - Org structure - staff, committees, directors
 - Governance - student officers/board
 - Diversity of programs
 - Relationships with community partners (institutional)
 - Other resources (building, funds, van)
 - Capabilities
 - Student Recruitment
 - Training (Admin/Ops/Fundraising, Volunteer, Management)
- **Nurturing Student Experience**
 - Resources
 - Culture and Values - “Like-Minded” (Commitment, Passion, Care, Giving Back, Humility, Trust, Social Justice)
 - Peers - Community / Support / Social Group
 - Staff - Guidance / Mentorship / Support
 - Relationships with community served / program participants
 - PBHA Alumni
 - PBHA Community - Other (broadly speaking, includes students, staff, Board, Alumni, Donors, partners, or not specified)
 - Capabilities

- Community of Practice
 - Experiential / Applied Learning
 - Offering Social Justice Analysis / Reflection
- **Self-Reported Outcomes**
 - Values
 - Sense of Community / Belonging (SSW)
 - Personal Growth (SS) / Interpersonal Competencies
 - Professional Growth (A) / General Competencies
 - Fulfillment / Satisfaction
 - Sense of Efficacy / Community Impact
 - World View & Shifting Sense of Self / Equity & Anti-Racism Competencies
 - Appreciation of Social Justice Ideals & Commitment to Public Service
 - Community-Centered Social Change principles
 - Career Choice / Description (CC)
 - Notable accomplishments
 - Societal Impact - Nonprofit/Volunteer/Service (SI)
 - Problematized Sense of Self
- **Understanding PBHA Brand**
 - Resources
 - Reputation / Legacy (alumni)
 - Student-Led
 - Community-Based
 - Social Justice & Service
 - Other
 - Capabilities
 - Leveraging brand
- **Navigating Situative Context**
 - Harvard Context - Other
 - Juxtaposition with Harvard
 - Interdependence with Harvard
 - Tensions with Harvard positioning
 - Benefits to Harvard
 - Benefits to PBHA (funding, faculty sponsors, reputation, etc.)
 - Proximity / Trust with Greater Boston communities
- **Challenges / Opportunities**
 - Lack of training/Preparation
 - Political bias / partisanship

- PBHA evolution over time
 - Pre-freshmen experience
 - Student recruitment
 - Leadership pipeline
 - Stability / Consistency / Turnover
 - Financial / Fundraising
 - Program > PBHA
 - Faculty sponsorship
 - Sociopolitical context
 - Focus on its core
 - Other
- **Tensions / Strategic Questions**
 - Autonomy / Anarchy / Benign neglect
 - For / Against / Mixed / Descriptive
 - Expansion to more Harvard students (mainstreaming)
 - For / Against / Mixed / Descriptive
 - Independence from Harvard
 - For / Against / Mixed / Descriptive
 - Level of commitment / expectations (pressure on students)
 - Definition of public service
 - Local vs. Global
 - Exclusion / Clique-ishness
 - Social service vs. Social change (direct service vs. advocacy)

Appendix K

PBHA Interviews - Code Frequency

Aggregate Construct #1: Cultivating Student-Led Organization	
Resources	
Students (Student Talent, Type / Characteristics, Diversity)	58
Capabilities	
High degree of responsibility (Ownership & Decision-Making, Initiative, Autonomy)	59
Developing leadership pipeline (Apprenticeship model)	38
Aggregate Construct #2: Providing Structural Elements	
Resources	
Independent nonprofit status	11
Descriptions of PBHA Volunteer Programming (PBHAD)	4
Org structure - staff, committees, directors	42
Governance - student officers/board	17
Diversity of programs	27
Relationships with community partners (institutional)	36
Other resources (building, funds, van)	41
Capabilities	
Student Recruitment	31
Training (Admin/Ops/Fundraising, Volunteer, Management)	31
Aggregate Construct #3: Nurturing Student Experience	
Resources	
Culture & Values - "Like-Minded" (Commitment, Care, Giving Back, Humility, Trust, Social Justice)	78
PBHA Alumni	12
Peers - Community / Support / Social Group	48
Staff - Guidance / Mentorship / Support	27
PBHA Resources - ' Other (PBHAR)	1
Relationships with community served / program participants	31
PBHA Community - Other (broadly speaking, includes students, staff, Board, Alumni, Donors, or not specified)	15
Capabilities	
Community of Practice	22
Experiential / Applied Learning	45
Offering Social Justice Analysis / Reflection	35
PBHA Capabilities - ' Other (PBHAC)	1
Aggregate Construct #4: Understanding PBHA Brand	
Resources	
Reputation / Legacy (alumni)	23
Student-Led	13
Community-Based	23
Social Justice & Service	29
Other	13
Capabilities	
Leveraging brand	11

Appendix K cont'd

Aggregate Construct #5: Self-Reported Outcomes	
Self-Reported Outcomes - Other	3
Values	6
Appreciation of Social Justice Ideals and Commitment to Public Service Work (SSCP)	6
Community'-Centered Social Change Competancies (ACC)	7
Notable Accomplishments (INA)	1
Professional Growth (A)	19
Problematized sense of self (SSP)	3
Fulfillment / Satisfaction	9
Personal Growth (SS)	15
Career Choice / Description (CC)	17
Sense of Community / Belonging (SSW)	20
Sense of Efficacy / Community Impact	12
World View and Shifting Perspectives about the Self (SSWV)	7
Societal Impact - Nonprofit/Volunteer/Service (SI)	11
Aggregate Construct #6: Navigating Situative Context	
Harvard Context - Other	19
Juxtaposition with Harvard	31
Interdependence with Harvard	34
Tensions with Harvard positioning	23
Benefits to Harvard	29
Benefits to PBHA (funding, faculty sponsors, reputation, etc.)	32
Proximity / Trust with Greater Boston communities	21
Aggregate Construct #7: Challenges / Opportunities	
Lack of training / preparation	11
Political bias / partisanship	3
PBHA evolution over time	7
Pre-freshmen experience	7
Student recruitment	23
Leadership pipeline	3
Stability / Consistency / Turnover	24
Financial / Fundraising	8
Program > PBHA	11
Faculty sponsorship	8
Sociopolitical context	19
Focus on its core	2
Challenges / Opportunities - Other	46

Appendix L

PBHA Interviews - Code Co-Occurrence Table

*Below is a portion of the table, click [link to see full table](#)

	Students (Student Talent, Type / Diversity)	High degree of responsibility	Developing leadership pipeline (Apprenticeship model)	Independent nonprofit status	Descriptions of PBHA Volunteer Programming (PBHAD)	Org structure - staff, committees, directors	Governance - student officers/board	Diversity of programs	Relationships with community partners (institutional)	Other resources (building, funds, van)	Student Recruitment	Training (Admin/Ops/Fundraising, Volunteer, Management)	Culture & Values - "Like-Minded"	PBHA Alumni	Peers - Community / Support / Social Group	Staff - Guidance / Support / Mentorship / Support	PBHA Resources -- Other (PBHAR)	Relationships with community served / program participants	PBHA Community - Other	Community of Practice	Experiential / Applied Learning	Offering Social Justice Analysis / Reflection
Cultivating Student-Led Organization	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students (Student Talent, Type / Characteristics, Diversity)	0	11	7	1	0	4	2	10	3	6	13	3	22	1	12	5	0	3	3	5	11	8
Capabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High degree of responsibility (Ownership & Decision-Making, In	11	0	24	4	2	17	7	6	8	11	5	10	19	1	10	8	0	6	1	10	18	6
Developing leadership pipeline (Apprenticeship model)	7	24	0	2	1	8	5	6	4	2	4	5	13	1	8	4	1	1	1	5	5	4
Providing Structural Elements	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent nonprofit status	1	4	2	0	0	1	3	1	2	2	1	0	2	0	0	0	0	1	0	0	2	0
Descriptions of PBHA Volunteer Programming (PBHAD)	0	2	1	0	0	0	1	1	2	1	0	0	0	0	0	0	0	3	0	0	1	1
Org structure - staff, committees, directors	4	17	8	1	0	0	12	3	8	13	1	11	15	0	8	10	0	3	0	4	7	8
Governance - student officers/board	2	7	5	3	1	12	0	2	3	3	1	5	6	0	3	5	0	0	0	0	4	2
Diversity of programs	10	6	6	1	1	3	2	0	3	2	4	4	8	0	5	0	0	2	2	0	3	5
Relationships with community partners (institutional)	3	8	4	2	2	8	3	3	0	2	3	3	7	1	5	3	0	13	1	4	6	2
Other resources (building, funds, van)	6	11	2	2	1	13	3	2	2	0	5	5	10	1	9	4	0	4	5	5	8	9
Capabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student Recruitment	13	5	4	1	0	1	1	4	3	5	0	1	9	0	3	1	0	2	2	2	2	0
Training (Admin/Ops/Fundraising, Volunteer, Management)	3	10	5	0	0	11	5	4	3	5	1	0	11	0	7	10	0	5	1	2	6	10
Nurturing Student Experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Culture & Values - "Like-Minded"	22	19	13	2	0	15	6	8	7	10	9	11	0	2	29	12	0	10	5	11	13	17
PBHA Alumni	1	1	1	0	0	0	0	0	1	1	0	0	2	0	1	1	1	0	5	0	0	0
Peers - Community / Support / Social Group	12	10	8	0	0	8	3	5	5	9	3	7	29	1	0	9	0	5	2	15	5	12
Staff - Guidance / Mentorship / Support	5	8	4	0	0	10	5	0	0	4	1	10	12	1	9	0	0	0	1	4	6	5
PBHA Resources -- Other (PBHAR)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Relationships with community served / program participants	3	6	1	1	3	3	0	2	13	4	2	5	10	0	5	0	0	0	1	3	8	6
PBHA Community - Other (broadly speaking)	3	1	1	0	0	0	0	2	1	5	2	1	5	5	2	1	0	1	0	2	3	3
Capabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Community of Practice	5	10	5	0	0	4	0	0	4	5	2	2	11	0	15	4	0	3	2	0	2	8
Experiential / Applied Learning	11	18	5	2	1	7	4	3	6	8	2	6	13	0	5	6	0	8	3	2	0	10
Offering Social Justice Analysis / Reflection	8	6	4	0	1	8	2	5	2	9	0	10	17	0	12	5	0	6	3	8	10	0
PBHA Capabilities -- Other (PBHAC)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0

Appendix M

PBHA Alumni Impact Survey - Outcomes Questions (Q43-45)

Q43-45 each asked alumni to rate 10 separate statements regarding their undergraduate participation at PBHA. Respondents were asked to indicate their level of agreement with each of the statements with one of the following responses: “N/A,” “Strongly Disagree,” “Disagree,” “Agree,” and “Strongly Agree” (NB: “Neutral” was included in Q43). Listed below are statements for items included in our factor outcomes (listed in order of highest rating among respondents).

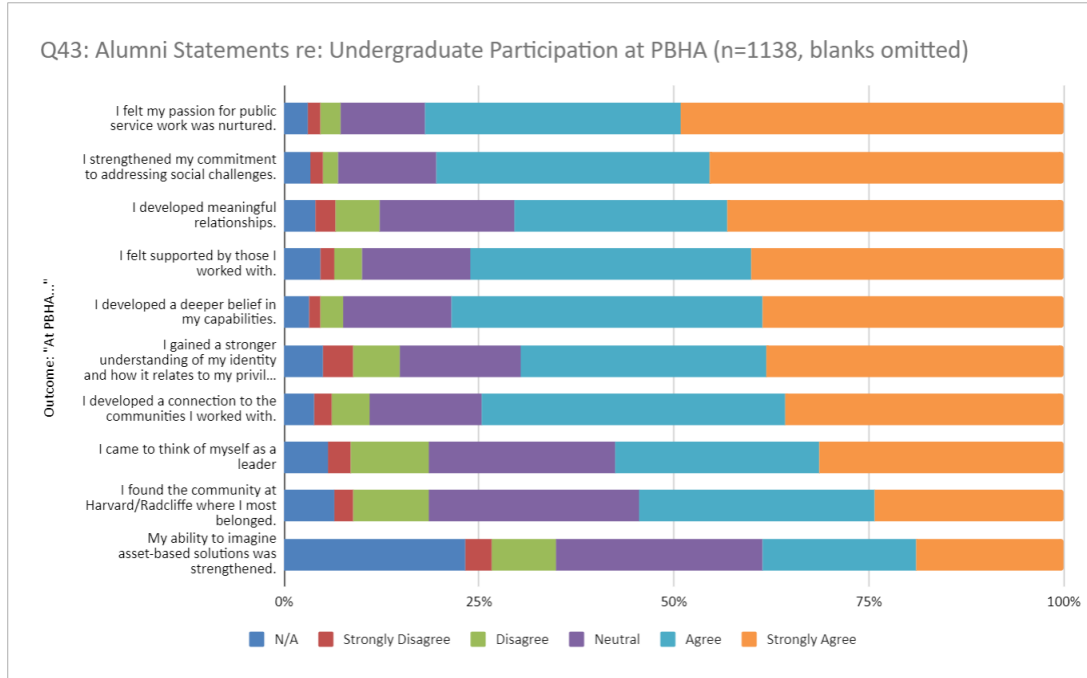
- **Q43:** Please rate each of the following statements regarding your undergraduate participation at PBHA. **At PBHA...**
 - I felt my passion for public service work was nurtured.
 - I strengthened my commitment to addressing social challenges.
 - I developed meaningful relationships.
 - I felt supported by those I worked with.
 - I developed a deeper belief in my capabilities.
 - I gained a stronger understanding of my identity and how it relates to my privilege.

- **Q44:** Did **PBHA help** you develop any of the following **competencies** during your time as an undergraduate?
 - Develop content-area skills (e.g., fundraising, teaching, advocacy, etc.)
 - Learn effective leadership and management skills
 - Deliver quality programming that addresses community need
 - Creative problem solving
 - Ability to engage stakeholders

- **Q45:** Did **PBHA influence your perspective** in any of the following areas during your time as an undergraduate?
 - The importance of having empathy for others’ lived experiences
 - An appreciation for knowledge and assets in communities
 - The importance of recognizing root causes of inequality
 - The importance of diversity, equity, inclusion, and belonging
 - The importance of collective care

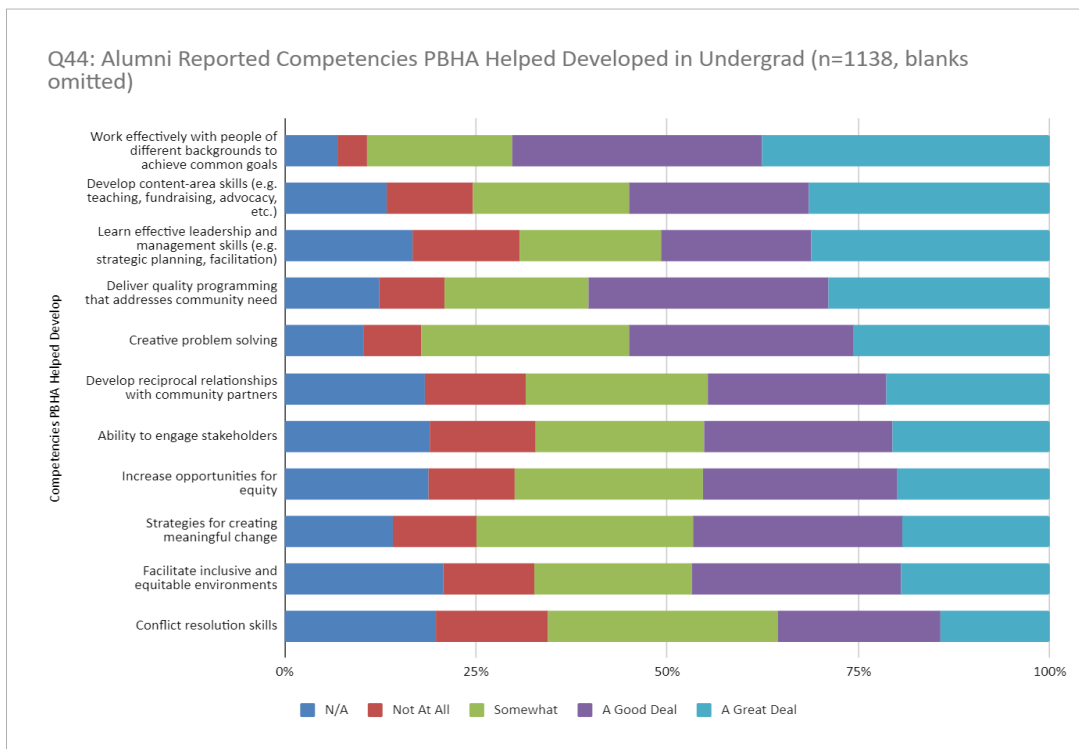
Question 43 - Frequency of Alumni Responses on Statements about Undergraduate Participation

Q43: “Please rate each of the following statements regarding your undergraduate participation at PBHA. At PBHA...”



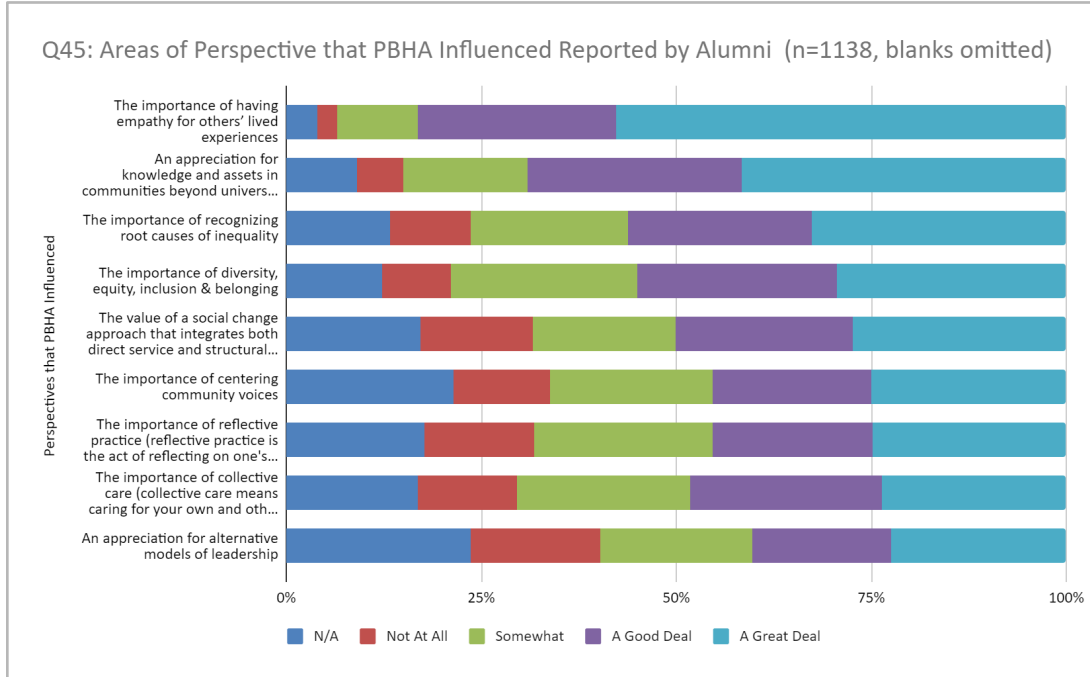
Question 44 - Frequency of Alumni Responses re: PBHA Impact on Undergraduate Development

Q44: "Did PBHA help you develop any of the following competencies during your time as an undergraduate?"



Q45: Frequency of Alumni Responses re: Perspectives Influenced by PBHA

Q45: “Did PBHA influence your perspective in any of the following areas during your time as an undergraduate?”



Appendix N

Factor Index Scores (Means and Standard Deviations) - Tables

Table N1

Leadership Score and Three Factors Index Scores

Descriptor	Interpersonal			Intellectual			Intrapersonal		
	n	M	SD	n	M	SD	n	M	SD
Lead Score									
0	145	2.02	.77	172	2.67	.83	265	3.03	.61
1	183	2.77	.83	196	2.94	.81	247	3.31	.56
2	107	3.23	.68	100	3.22	.70	117	3.60	.43
3	54	3.31	.60	53	3.36	.51	54	3.74	.27
4	42	3.76	.35	37	3.71	.37	41	3.87	.22
5+	21	3.76	.31	20	3.77	.33	21	3.88	.26
Overall	553	2.80	.87	579	3.03	.78	746	3.31	.76

Table N2

Socioeconomic Status and Three Factor Index Scores

Descriptor	Interpersonal			Intellectual			Intrapersonal		
	n	M	SD	n	M	SD	n	M	SD
Income									
Low	96	3.19	.87	100	3.22	.82	116	3.47	.08
Middle	200	2.69	.83	217	2.95	.80	270	3.29	.71
High	203	2.83	.87	212	3.00	.74	264	3.37	.72
Overall	553	2.80	.87	579	3.03	.78	746	3.31	.76

Table N3

Race and Three Factor Index Scores

Descriptor	Interpersonal			Intellectual			Intrapersonal		
	n	M	SD	n	M	SD	n	M	SD
Race									
BIPOC	192	3.20	.80	193	3.27	.76	224	3.50	.54
White	306	2.62	.85	333	2.90	.75	427	3.28	.58
Overall	553	2.80	.87	579	3.03	.78	746	3.31	.76

Table N4

PBHA Generation and Three Factor Index Scores

Descriptor	Interpersonal			Intellectual			Intrapersonal		
	n	M	SD	n	M	SD	n	M	SD
PBHA Generation									
1948 to 1979	398	2.23	.92	421	2.70	.81	531	3.10	.60
1980 to 1999	138	2.68	.90	138	2.88	.79	192	3.23	.59
2000 to 2021	249	3.25	.73	249	3.30	.69	297	3.57	.48
Overall	553	2.80	.87	579	3.03	.78	746	3.31	.76

Table N5

First Generation in College and Three Factor Index Scores

Descriptor	Interpersonal			Intellectual			Intrapersonal		
	n	M	SD	n	M	SD	n	M	SD
First Generation in College									
Yes	88	3.09	.92	98	3.20	.81	114	3.42	.60
No	413	2.78	.90	435	2.98	.79	540	3.34	.59
Overall	553	2.80	.87	579	3.03	.78	746	3.31	.76

Appendix O

PBHA Alumni Impact Survey - Self-Worth & Belonging (Bubble Size), by PBHA Peer Student

Community X PBHA Culture & Values and Socioeconomic Class

Code Frequency Descriptor Bubble Plot - Dedoose

