



# Synergy

*Newsletter for NASPA SAPAA Knowledge Community*

Student Affairs Partnering with Academic Affairs

Greetings, SAPAA KC Members!

As we approach the holiday season, we hope all is well with you, your family, and your friends. With the close of the fall semester, SAPAA has achieved many accomplishments. We would like to highlight a few of our KC's accomplishments so far this year.

First, we would like to welcome Amy Bergerson into the position of Region V representative and John Gipson into the role of Academic Advising Working Group Chair. John was previously the Social & Membership Chairperson and will be transitioning into his new role leading up to the conference. We look forward to their work in these roles.

Our Research and Scholarship (R&S) Committee, led by Dr. DeMethra Bradley, is once again recognizing Promising Practices and seeking nominations. If you know of a great student affairs and academic affairs partnership and would like it to be considered for this year's Promising Practices Award, visit <http://www.naspa.org/constituent-groups/posts/promising-practices-award> to learn more about the nomination process. In addition to this award, the R&S committee hosted a webinar with over 250 registered institutions in attendance! The webinar "A Synergistic Approach to Higher Education: Academic and Student Affairs" was a great testament to the collaborative work we are doing in the field.

SAPAA is proud of the new knowledge shared with the NASPA community. Daryl Haelea authored the SAPAA article for the fall NASPA publication; his article "Bridging the Great Divide" can be found here: [http://www.naspa.org/images/uploads/main/2013\\_NASPAKC\\_Fall\\_Publications.pdf](http://www.naspa.org/images/uploads/main/2013_NASPAKC_Fall_Publications.pdf). In addition, R&S member Dametraus Jagers coordinated a NASPA presentation forum with the NASPA Research and Policy Institute (RPI) to focus on organizational policies to promote inclusion of male students of color in higher education. This scholarly forum will be presented at the annual NASPA 2014 conference in Baltimore and will involve collaboration with Professor Shaun Harper from the University of Pennsylvania.

Chris Meiers, SAPAA's Region IV-W representative, is serving as the SAPAA representative on the planning

committee for the Assessment & Persistence Conference that will be held from June 19-21, 2014 in San Antonio, TX. Additionally, the SAPAA Career Services working group is hosting a happy hour in Brooklyn, NY after the NY Career Planning Officer's Association fall meeting. We are always impressed that SAPAA leaders volunteer to advance the mission and visibility of our KC through their volunteer service.

Plans are underway for the 2014 Annual Conference in Baltimore, MD. Chris Meiers, SAPAA's Region IV-W representative, coordinated the review and selection process for 3 SAPAA sponsored programs. SAPAA is proud to sponsor these 3 programs and hope that you will support the presenters by attending their presentations. In addition, we will host a Business Meeting to discuss KC accomplishments and goals. We also will present the Promising Practices Awards, as well as recognize members of the KC for their service. At this year's business meeting, each working group and committee within SAPAA will break out into individual team meetings for members and those who may be interested in joining a particular team. Please look out for more detailed information in our February issue. We look forward to all of you joining us this March in Baltimore!

In closing, we would like to thank all of the committees, working groups, and their respective committee members for all the hard work being done to make the SAPAA KC the best KC in NASPA (in our humble opinion). If you have an interest in serving in a leadership capacity in SAPAA, please contact us and we will be happy to get you connected to the appropriate opportunity.

All the best for a safe and enjoyable holiday season,

Shannon Gary & Dan Stypa  
SAPAA Co-Chairs



# Embracing Service Learning as a Tool for Career Development

By: Rong (Lotus) Wang, Mary Ann Triest, Lisa D'Souza, Stephanie McWilliams, Julia Fleming

Service learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs. Service learning, which incorporates community service with in-classroom learning, is not often viewed as a tool for career development (Bowen, 2007). However, service learning provides many benefits to the career development process. When applied to service learning, the Cognitive Information Processing Theory allows students to explore the knowledge domain section of the theory, which is the exploration of self-knowledge and occupational-knowledge (Peterson, Sampson, Reardon & Lenz, 2003). Service learning enables students to explore career interests and build professional skills. To expound upon this notion, this article will: 1) expand on the definition of service learning as a career development tool, 2) discuss overlapping learning outcomes of service learning and career development, and 3) share best practices for incorporating service learning into career development.

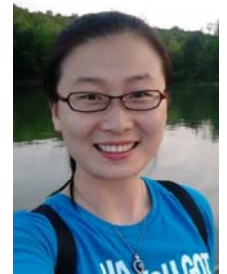
College students experience career development growth as a result of their service learning participation. For example, service learning participants reported more substantial gains in the following perspectives than those who did not: working effectively with others, understanding diverse others, solving real-world problems, and developing a personal code of values and ethics (NSSE, 2012). Astin and Sax (1998) found that students who engage in service learning express greater satisfaction with their college experience and feel more prepared for their future career. Because these gains are essential for career development, career advisors should encourage students to explore career interests and develop professional skills through service learning. Advisors should also be aware of current service learning participation trends among various student populations. For example, students in nursing and education majors participated most, whereas physical science and engineering students participated least in service-learning (NSSE, 2012; Wang, Dong, Shi, Wilmot & Haeger, 2013). Additionally, ethnic minority students have higher

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service learning participation rates than their Caucasian peers. First generation students, part-time students, non-traditional students, and transfer students are less likely to participate in service learning (Wang et al, 2013).

Given that service learning is a tool for career development, there are many parallels between the two, especially with regard to student learning outcomes. For example, values clarification is a mutual learning outcome for service learning (Astin, Vogelgesang, Ikeda & Yee, 2000) and career development (CAS, 2009). This is critical because career choices that align with values are essential to satisfaction (Brown & Grace, 1996). Therefore, students who engage in service learning value and often select helping-related careers (Astin et al., 2000). A second mutual learning outcome for career development and service- learning is making connections between classroom and out-of-classroom learning (CAS, 2009; Astin et al., 2000). The experiential learning helps to reinforce and enrich classroom learning and discussion. Finally, service learning and career development both inform students about the world of work and how they fit into it (CAS, 2009; Astin et al., 2000), helping them to understand expectations and organizational culture, in addition to their own individual abilities.

Service learning best practices can be found at a number of institutions. At the City University of New York (CUNY) – John Jay College of Criminal Justice, service learning is coordinated by the Office of Community Outreach and Service Learning. Office staff members Noel Blanchet and Allie Perodeau stress the importance of utilizing the practice of reflection to facilitate connecting students' classroom and volunteer experience. The goal is to guide students from being a *member* of society to an *active citizen*, as established by the Active Citizenship Continuum. The Active Citizenship Continuum visually represents how an individual transitions from being a member of society to an active citizen through continuous engagement with community service and self-reflection throughout the transition. Continuous education, orientation, training, and reflection are emphasized throughout the transition from each level to the next (Active Citizenship Continuum, 2013). Both Blanchet and Perodeau also spoke to the importance of partnering with faculty and/or bringing in trained facilitators to establish the foundation with students before going out into the field and completing the service. An example of a program that effectively demonstrates this is the CUNY Service Corps. CUNY students are eligible to receive academic credit through

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their academic departments, and are mandated to participate in fourteen hours of training before they begin the program.

Meanwhile, at the University of Wisconsin-Milwaukee, The Center for Community-Based Learning, Leadership, and Research (CCBLLR) aims to improve student civic and leadership experience through a holistic and seamless approach to community engagement. The CCBLLR department has three program areas: leadership development programs, volunteer programs, and academic service learning programs. The leadership development program's primary focus is evolving students to become leaders not only in school, but in the community as well. The volunteer program gives students the opportunity to make a difference in the community and beyond by working to improve the environment, mentoring children, stocking shelves at the local food pantry, and serving breakfast to Milwaukee's homeless community, to name a few. The service learning program is unique because it involves not only community engagement, but also academic learning.

As this article demonstrates, there is a rich connection between service learning and career development in both in-class and out-of-classroom experiential learning opportunities. The authors hope that through the research and best practices presented here, career development, academic, and service learning professionals can gain insight into the benefits of collaborating to implement and/or further develop robust service learning programs. Service learning can be the key to establishing a strong foundation of self-discovery and service, which leads to rewarding and fulfilling careers for college students.

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# Regional Highlight: SAPAA Region 6

## Managing the Academic Portfolios in the Twenty-First Century

By María E. Grandoné, PhD and Cynthia B. Worthen, EdD

Student success is an increasingly important topic of conversation and meeting agenda at colleges and universities. Student success is usually defined as matriculating and persisting through to graduation. Administrators, faculty and staff are recognizing that success in student persistence and retention to graduation is a nuanced endeavor. One size does not fit all. More and more, institutions are taking a holistic approach to a student's academic career. As institutions review student success, the literature (Reardon, et. al., 2005) reflects that the academic portfolio is integral to student success.

The purpose of portfolio systems in higher education originates from different offices or departments and has many different purposes (American Association of Higher Education's Portfolio Clearinghouse, 2004). For instance, it may be used for admissions, placement, course waiver/exemption or as a way to gain academic credits. In American institutions of higher learning, portfolios are created by learners primarily to acquire academic credits toward degree requirements (Brown, 2002). For the purposes of this article portfolios are to be used as part of a holistic approach to student success and retention. The portfolio is also used to assist students in reflecting on learning during their academic career to synthesize skills throughout the learning process.

Portfolios can have various formats. The contents of the portfolio are determined by its purpose. For the sake of this article, the portfolio would contain seven items; philosophy of learning; achievements in learning; evidence of learning; assessment of learning; relevance of learning; learning goals and appendices.

The philosophy of learning is a reflective narrative on learning processes. Achievements in learning are represented by transcripts, course descriptions, resumes, honors, awards, internships and tutoring. Evidence of learning includes research papers, critical essays, field experience logs, creative

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displays/performances and data/spreadsheet analyses. Assessment of learning includes instructor feedback, course test scores, exit/board exams, lab/data reviews, research project results, practicum reports and capstone projects. Relevance of learning is the practical application of knowledge, leadership and relation of learning to personal and professional domains, ethical/moral growth, affiliations, hobbies, volunteering and affective value of learning. Learning goals include plans to enhance, connect and apply learning. (Zubizarretta 2004).

Colleges and universities are developing and implementing multi-pronged assessments, support services and academic portfolio initiatives to empower faculty and administrators to use promising practices for their campuses. These endeavors include careful planning, seamless communication about the student's career plan, and retention measures to support traditional and non-traditional students. Institutions throughout the nation have taken responsibility to create intentional partnerships, which advance the academic success portfolios of their students. These institutions have dedicated efforts to developing, implementing and institutionalizing innovative advising opportunities such as, improved access and retention initiatives, veterans programs, early alert systems and support services critical to student success.

To ensure student success, colleges must institutionalize academic portfolio initiatives. Institutionalization requires several steps, including resources such as physical space, faculty, administrators and of course funding. Additionally, to ensure proper allocation of academic portfolio initiatives they must be a part of the strategic plan of the organization. Prioritizing academic portfolio initiatives by including them in the organization's strategic plan ensures faculty, staff and student engagement. It also allows for evaluation and assessment on the success of the initiatives. Some examples are living learning communities, faculty/peer mentor programs and small class sizes.

Academic portfolio initiatives have the potential to dramatically impact a student's life. This impact can have long-term positive effects on the student and institution. The need for support services does not diminish at the conclusion of matriculation. Therefore, providing students with a sound foundation through the academic portfolio initiatives sets the student up to seek out services that offer support in work and home life

balance once they leave the institution. This is a self-sustaining, self-affirming and valuable asset for the student and the institution.

Since technology, the global economy and competition require new skills, it is incumbent on the institution to equip students for these life-changing events. Thus, as the demographics of the world change, institutions that meet the needs of its student population can continue to support students' success from matriculation to graduation.

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# Expanding How We Think About Career Services: Partnerships Between Community Colleges and Local Government

By Barnaby Pung, Ph.D.

Career services is one of those interesting areas in Higher Education that often has a difficult time finding a “home”. The very nature of this area makes it a creature of all worlds; academic, student services, and external relations. Career advisors must be able to exist in the academic function, as they are the individuals to whom students turn to for guidance in course selection that will best help them to meet their career goals. They also serve in the more student affairs function in that there is often a strong focus on the whole student and advisors may take on a counselor role, engage in student programming, or make referrals to other campus resources, or even external agencies. Through it all, it is the direct connection to the “outside world” that truly differentiates career services from other units on campus.

The concept or idea of partnerships between community colleges and local government agencies is nothing new. “Town and Gown” issues have always been cause for discussion in all college communities. The question at the root of these discussions is almost invariably, “How do the community and the college impact each other in tangible ways for mutual benefit?” When taken seriously, this question can cause colleges to reevaluate their mission and vision in terms of not only the local economy, but the long term value of the institution to its community. In most cases it is not the mission or vision that will change, but the way in which it is carried out. This appears to be the case for an increasing number of community colleges who are embracing the “community” aspect in their title and expanding or adapting their career service functions to include government/community partnerships. Several ways in which community colleges can reach out to the community to form meaningful partnerships around career services is through specialized grant programs, participation in regional or county workforce development initiatives, and formalized employment service contracts.

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The Trade Adjustment Assistance Community College and Career Training (TAACCCT) “provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA [Trade Adjustment Act] for Workers program, and prepare program participants for employment in high-wage, high-skill occupations.” President Obama authorized a \$2 billion, four year initiative to support the TAACCCT, to develop and expand innovative training programs that better align with the U.S. labor market, specifically in health care and IT careers (U.S. Dept of Labor, 2013). 297 schools have or will receive grants as part of this program (follow the link [http://www.dol.gov/opa/media/press/eta/ETA2012188\\_5.htm](http://www.dol.gov/opa/media/press/eta/ETA2012188_5.htm) to see a list of institutions). These grants position community colleges to take the lead in developing programs that have tangible, measurable, career outcomes as a result of their partnering with federal and regional-level government.

While federal grants are a clearly desirable way for community colleges and government to partner, regionally focused initiatives can be equally as desirable and hold the promise of more long term, sustainable systems. Local Workforce Investment Boards (LWIB) are local regional boards comprised of “key stakeholders in the region, including businesses, unions, and economic development and educational leaders” (Eberts, 2013, p. 2). These boards take many shapes and sizes, but all share a common goal of developing a direct path between education, training, and the labor market. In most cases, these boards help guide regional efforts in research that allow employers to better communicate their needs to colleges and for colleges to better communicate their ability to meet those needs. While this often eschews traditional career service models that can be less proactive in outreach, the similarities to modern career service models are clear. To learn more about LWIBs and how these boards work to enhance the role colleges, specifically community colleges, can play in engaging employers, read Randall Eberts October, 2013 article, *How Local Workforce Investment Boards Can Help Support Job Creation*. This short piece is a recommended read for anyone interested some specific examples of successful programs and a great start in identifying where to go next.

Most career services units are proactive in reaching out to assist in identifying internship opportunities, have a unique job posting site for their students and alumni, and offer a series of career readiness workshops, as well as typical one-on-one advising services. Their ability to succeed in these endeavors however is often related to their position in the college. Relocating a career services unit can help to reinvigorate a program. One great example of this is at Washtenaw Community College (WCC) in Ann Arbor, Michigan. WCC relocated its career services department from Counseling and Advising to Workforce Development. In the process, the career staff gained a department director, expanded staff and services, revitalized many internship programs, and engaged with employers in the community and alumni. The collocation of WCC Career Services with the college’s other workforce development initiatives has created synergy in employer training programs, employer relationships, and student connections to the labor market in meaningful ways that were previously more challenging.

Another way that community colleges can expand their presence in the community is by offering career services at remote locations or by forming formal partnerships with other local agencies to provide value added to their services. In my current position as a Career Development Specialist, I am part of one of these formal contracts. Washtenaw Community College has held a contract with the Washtenaw County Michigan Works Association to provide some of the essential employment services for the general community and those who are claiming unemployment since January 1, 2013. The college affiliation and the level of training the staff bring to the county one-stop center has enhanced the services offered and strengthened other partnerships and relationships between the college and the surrounding community. The advantage to the community comes in the form of direct links to local training programs through the college and other local sources, the level of services provided, and the direct connection to the community. The benefits to the college include a formal structured engagement in community activities with tangible metrics and outcomes, a visible presence in the community, and direct engagement with those populations most in need of training assistance and career services. The staff of 6 has provided 23,081 distinct services to approximately 9,000 unique community members between January 1, 2013 and September 30, 2013. Nearly 2,000 of these individuals

have attended educational workshops on topics including, computer skills for employment, resume writing, interview skills, networking, and job seeking.

All of the above partnerships and relationships have several themes in common: They require hard work, awareness of the external labor market, and a willingness to reach out to government and local employers in an effort to better align efforts. The important thing to note is that it does not have to be a big effort all at once. Small moves in the direction of aligning career service practices with the needs of students and employers will lay the groundwork for building future relationships, which can become solid partnerships.

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## 2014 SAPAA Promising Practice Award

The Promising Practices award recognizes promising practices in areas pertaining to Student Affairs and Academic Affairs Collaboration.

This award is sponsored by the Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community (KC) within NASPA.

SAPAA recognizes that there are many great examples of promising practices that exist in academia. We ask you to nominate programs and services that contribute to collaboration or integration of student and academic affairs in a college or university setting. We can all benefit from learning about successful educational endeavors in these collaborations from our colleagues.

In order to nominate a Promising Practice, please go to:  
[http://www.uvm.edu/~cess/Promising\\_Practices\\_Award\\_2014.pdf](http://www.uvm.edu/~cess/Promising_Practices_Award_2014.pdf) for the nomination form and the complete details on the application process and timeline.

Nominations will be accepted beginning November 15, 2013 through January 15, 2014. Promising Practices award recipients will be included in the awards booklet at the NASPA Annual Conference in Baltimore, MD in March 2014 and listed on the SAPAA website. If you have questions about the Promising Practice Award or the submission process, please contact DeMethra LaSha Bradley, the Chair of the Promising Practices Award Selection Committee at [demethra.bradley@uvm.edu](mailto:demethra.bradley@uvm.edu) or 802-656-3468.

# Transformative Learning

By Deborah Yanagisawa

In recent years, two publications have brought tremendous conceptual and practical changes to the Student Affairs profession: *Learning Reconsidered: A Campus-Wide Focus on the Student Experience* (Keeling, 2004) and *Student and Academic Affairs Collaborations: The Divine Comity* (Cook & Lewis, 2007). Both publications promote a learning-centered approach to education and a call for student affairs professionals, academic faculty and administrators to collaborate and develop shared values, goals and a commitment to a seamless educational environment which will enhance student learning (Frost, 2010 & Cuseo, n.d.). Working through institutional barriers is part of the process to accomplish effective collaboration.

This article will focus on the development of a nine year working relationship between Pratt Institute's School of Architecture (SOA) and the Center for Career and Professional Development (CCPD). It will identify key stakeholders, assumptions and practices that both hindered and assisted in developing these partnerships beyond the first stages of listening and gaining trust. Finally, it will describe specific programs that evolved from mapping the campus for different learning opportunities.

## Setting the Stage

In 2007 when *Divine Comity* was published promoting effective partnerships between academics and student affairs professionals, what is now the CCPD was named Career Services (CS). The department's responsibilities were mainly to manage an online job board, counsel students from all disciplines, serve as support for the Pratt Show - a juried show of graduating students' work - and produce the annual Architecture Career Day. Career Services owned the Architecture Career Day and viewed it not only as a vehicle for students and alumni to exchange resumes and cover letters, but also as a promotional opportunity to inform employers about posting on the Career Services job board.

By 2005, the School of Architecture (SOA) had grown unhappy with the Career Day event and requested that

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it be reimagined into more of a learning experience for students. Their proposal replaced the individual recruiting tables with many roundtable discussions. The department argued that architecture students would learn more by entering into conversations with partners and principals of firms working in the industry rather than simply standing in lines and handing resumes to HR professionals. The SOA strongly believed true industry professionals did not want to waste time solely collecting resumes. The proposed format would enhance the students learning experience; while at the same time inform industry professionals about the issues facing young aspiring architects in training. The Career Services office conceded that the SOA's reasoning was logical; however, for CS there was the strong issue of trust. They saw the SOA as a closed academic silo holding tightly to its industry contacts. Additionally, the SOA was geographically situated two blocks from the main campus sequestered away where interaction, coordination and collaboration between other units seemed difficult (O'Conner, 2012).

By the beginning of 2009, Career Services realized the economic crisis was affecting the architecture industry and thus predicted it might be unable to fill the employer seats at the upcoming Career Day. Therefore, the roundtable proposal resurfaced and was provisionally accepted for the year. It offered the ideal format for students and employers to interact face-to-face, network, look to the future and focus on holistic life topics rather than on monetary exchange and the dire news about the industry. Key architecture faculty and staff were contacted to name firms and professional organizations that could participate as roundtable speakers. At the 12 roundtable discussions, firm partners and principals carried on informal conversations with students and at small individual tables, firms showed their work and reviewed the work of students. The February Career Day was extremely successful combining the old model with the new and ended up being unaffected by the economic crisis.

As a result of this new collaborative spirit, the Career Day format changed to offer students multiple learning experiences. The new model created a transformative environment for all of the participants. It was now possible for students to achieve many of the outcomes set out in "Learning Reconsidered: A Campus-Wide Focus on the Student Experience" (Keeling, 2004). Speaking with professionals at the roundtable definitely puts into

actions: cognitive complexity; knowledge acquisition, integration and application; interpersonal and intrapersonal competence; and practical competence (Suggs, 2008).

The success of the 2009 Career Day format made it clear that the Career Services office was in transition from a job placement service to a department that could offer more of a 360 degree professional development experience. CS would now view all interactions as opportunities to create engaged learning activities inside and outside the campus in addition to helping students learn to network with professionals; develop their skills; and consider their professional goals as a whole. This transition would be best achieved by understanding the needs of and working directly with academic departments across the Institute. The change would bring an end to the unobtainable foundation that the CS department was originally built upon, the democratic supply of direct job placement for Pratt students and alumni.

### **Accreditations and Growth of a Partnership**

*After the Career Day the SOA began to see the CS as a real partner and invited them to produce a report for their March 2010 accreditation meeting with the National Architectural Accrediting Board.* The outside reviewers attending the meeting were truly impressed with the list of partners and principals willing to attend a Pratt Roundtable talk as part of a Career Day and both CS and SOA administration realized that the desired outcomes for both programs were not actually at odds with each other but rather in synch. The accredited curriculum "ensures graduates are technically competent, critical thinkers, and capable of defining multiple career paths within a changing societal context" ("Overview of Architectural Education", n.d.). In addition, graduates must comprehend an architect's roles and responsibility in society.

Three stakeholder groups self-identified each other as potential partners for future collaborations and came together at a later date to discuss common goals and interests. The stakeholders are academic advisors, career staff and faculty who teach the professional practice course.

## Mapping New Learning Areas

Through weekly meetings, the group identified 3 shared goals that the Professional Practice Series will target: improving visual and written communication skills, gaining financial literacy, understanding the architecture accreditation process in more depth and assisting students in gaining a better understanding of what it means to work in large, medium and small firms. Workshops are on Wednesdays during the month of February and are held during lunch in an open air stairway in the center of the SOA. The program attracts a broad range of students from freshmen to graduates enrolled in architecture, interior design and often students from fashion, industrial design and communication design will join. The stakeholders take equal ownership of the program. Faculty and CCPD staff identify the speakers, academic advisors encourage individual students to attend and the CCPD produces the advertisement of the series. The Dean's office sends out email announcements to all students, encouraging them to become active learners by partaking in these seminars.

## Forging Partnerships

Mapping the campus for new learning spaces can be fun. Identifying stakeholders and inviting them to lunch is highly recommended to form trusting partnerships. Meeting on a regular basis and communicating to construct programs with shared goals and interests are vital. Discussing roles, responsibilities and methods of assessing learning outcomes are all equally important (Foxy, 2013).

Listening to the issues of other stakeholders is important to addressing a holistic approach to programs. At the first co-curricular planning meeting the academic advisors described the need to create freshmen programs that focused on the importance of healthy living and financial awareness. To identify the learning outcomes and methods of assessment for these important topics the committee wanted a picture of the issues affecting incoming freshmen from the students' perspectives. Peer advisors were recruited from Student Affairs to assist with constructing a survey that the administration approved. During orientation, freshmen were informed that when spring registration took place they would be asked to fill out the survey with their academic advisor. Students' participation would make the road a little easier for the next year's incoming class of freshmen.



From the collected surveys, 10 questions were formulated in the summer for an interactive online panel discussion that was conducted with incoming freshmen before arriving to campus. Forty freshmen participated on a Sunday morning out of a class of 165 students. The committee partners are now in the process of investigating new options to address the need for programs geared to freshmen.

The CCPD actively promotes engaged learning and the development of shared goals and outcomes with its partners. It appears to be working. In the 2013 SAPP survey Pratt alumni identified Roundtable discussions as one of their most transformative learning experiences.

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# Synergy Newsletter

## Article Submission

### Format Guidelines

Manuscripts must be clear and concise, with a well-organized presentation of ideas. The *Publication Manual of the American Psychological Association, Sixth Edition* (2009) should be followed for general style guidelines and reference formatting.

- 12 point font, 1 inch margins
- Single space with double space between paragraphs
- No more than 3-4 pages with references
- Please include author information
  - Name
  - Title
  - Institution
  - Email address
  - Phone
  - Head shots of the author(s)
  - A brief 2-3 sentence personal/professional bio
- Optional information
  - Other campus views/images

Please send photos and/or accompanying artwork for articles as high resolution .jpg files with suggested captions identifying relevant individuals, institutions and/or programs in attached WORD documents

- Authors are responsible for the accuracy of all references, quotations, tables, and figures. Please make every effort to ensure that such items are complete and correct.
- Material should be submitted electronically only by the due dates below to Co-Editors, Kelly Dries at [kdries@sa.utah.edu](mailto:kdries@sa.utah.edu), and Lindsey Marx at [marxl@ohio.edu](mailto:marxl@ohio.edu).

October issue on Academic Advising text **due by Monday, September 16, 2013**

December issue on Career Services text **due by Monday, November 11, 2013**

February issue - Living and Learning Communities text **due by Monday, January 13, 2014**

April issue on Civic Engagement/Service Learning text **due by Monday, March 10, 2014**

# WHAT IS SAPAA

*The Student Affairs Partnering With Academic Affairs (SAPAA) Knowledge Community provides a forum for interaction among student affairs professionals serving in an academic unit within their institutions and/or those who are interested in the collaboration between student and academic affairs and how this collaboration can continue and thrive in the future. It also promotes the presentation of programs and workshops at regional and national conferences on issues related to the connection between student affairs and academic affairs. In doing so the SAPAA Knowledge Community serves to enhance the professional development of the person working in this area as well as to provide an opportunity for others to become aware of, and more familiar with, these issues. Finally, the SAPAA Knowledge Community encourages research and scholarly publication in the area of collaboration between academic and student affairs as well as promising practices at institutions.*

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