NASPA | Knowledge Community

Student Affairs Partnering with Academic Affairs

Newsletter for NASPA SAPAA Knowledge Community

Synergy

Student Affairs Partnering with Academic Affairs

Happy New Year SAPAA Members!

We hope the spring semester is off to a good start for all of you and that the holiday break has left you rejuvenated and excited for the semester to come.

The 2014 Annual Conference is just around the corner. We hope you plan to join your SAPAA colleagues in Baltimore in a few short weeks. SAPAA leadership and members have been busy planning meetings, roundtable discussions, educational sessions and coordinating award selections. We would like to highlight a few of our sponsored activities here, and we encourage you to read this issue of *Synergy* closely for opportunities to network with other SAPAA members.

As mentioned in the last issue of Synergy, the KC will host a **Business Meeting on Monday, March 17 from 3-4pm** in the Hilton Key Ballroom 1. Agenda items will include KC accomplishments and goals, presentation of the Promising Practice Award, as well as recognition of specific members of the KC for their service. In addition, many working groups and committees within the KC will break into individual team meetings for members and those who may be interested in joining and becoming active in a particular committee or working group. These meetings also will take place in the **directly after the business meeting** from 4-5pm in the Hilton Key Ballroom 1**.**

SAPAA is also proud to sponsor three programs at this year's conference. We hope you will attend and support the following programs:

- **"Effective Practices in Partnering with Academic Affairs"** – presented by Art Munin and Robert Kelly on Monday, March 17 from 2:35-3:25pm in 320 Convention Center
- **"From Alternative to Academic: Redefining the 'A' in ASB"** – presented by Jessica Edonick, Jennifer Johnson Kebea, Brianne Tangney, and Ed Kovacs on Tuesday, March 18 from 2:35-3:25pm in 320 Convention Center
- **"Demography Matters: Moving Beyond just Access toward college completion for under-represented students"** – presented by Annice Fisher, Aliana Harrison, and Candice Powell on Tuesday, March 18 from 3:25-4:15pm in 332 Convention Center

This conference serves as the last one in which we have the honor of serving as the SAPAA co-chairs. We could not be more thankful for the work of the SAPAA leadership team and its' active members. SAPAA has much to be proud of

and we are happy to have served the KC. We look forward to working one more year together before officially passing the baton of leadership.

With that, we are proud and excited to announce that Leanna Fenneberg and Marguerite Bonous-Hammarth have been elected to serve as the next co-chairs of SAPAA. Both Leanna and Marguerite have accomplished much in their roles as co-chairs of the Research & Scholarship committee and we are eager to work with them this coming year as they assume SAPAA co-chair elect responsibilities before officially taking over at the 2015 annual conference. Please extend your congratulations to both Leanna and Marguerite!

Best wishes,

Shannon Gary & Dan Stypa
National Co-Chairs

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MARCH 15-19
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NASPA | Knowledge Community

Student Affairs Partnering with Academic Affairs

SAPAA: Student Affairs Partnering with Academic Affairs

Official SAPAA Sponsored Programs

Date/Session	Time/Room
Monday, March 17	
Effective Practices in Partnering with Academic Affairs	2:35pm – 3:25pm 320 – Convention Center
Tuesday, March 18	
From Alternative to Academic: Redefining the "A" in ASB	2:35pm – 3:25pm 320 – Convention Center
Tuesday, March 18	
Demography Matters: Moving beyond just access toward college completion for under-represented students	3:25pm – 4:15pm 332 – Convention Center

SAPAA Related Programs

Date/Session	Time/Room
Monday, March 17	
We are retention: How academic and student affairs staff work together to help students persist in the face of academic challenges	10:00am – 10:50am 323 – Convention Center
New Roles & A New Normal: Student Affairs as Retention, Progression, and Graduation Experts	3:40pm – 4:30pm 325 – Convention Center
Tuesday, March 18	
Blurring Boundaries: Building Faculty Partnerships for Student Success	10:00am – 10:15am 321 – Convention Center
The Best of Both Worlds: Redefining the Student Experience through Academic and Student Affairs Congruence	1:15pm – 2:05pm 321 – Convention Center
Old Partnerships & New Perspectives: Defining Student learning across Student Affairs & Academic Affairs by Using a new Curriculum Design	2:20 pm – 3:10pm 324 – Convention Center
Wednesday, March 19	
Navigating Collaborations Across Campus Subcultures: intercultural Competency in Student Affairs and Academic Affairs Partnership	8:40am – 9:30am 320 – Convention Center

SAPAA Events

Monday, March 17, 2014

SAPAA Business Meeting
Complimentary refreshments provided!
3:00 PM – 4:00 PM
Hilton – Key Ballroom 1

SAPAA Committee Meetings
- **Research & Scholarship**
- **Service Learning & Civic Engagement**
- **Living Learning Communities**

4:00 PM – 5:00 PM
Hilton – Key Ballroom 1

NASPA Events

Monday, March 17, 2014

Regional Business Meetings
5:30 PM – 6:30 PM
Convention Center – Rooms 314-340

NASPA Community Fair
7:00 PM – 9:00 PM
Key Ballroom (7-12) – Hilton

NASPA Regional Receptions
9:00 PM – 11:00 PM
Various in Convention Center

Tuesday, March 18, 2014

NASPA Annual Business Meeting
4:45 PM – 5:45 PM
Convention Center 310

Please join us at the SAPAA Business Meeting as we present our annual Promising Practices award recipient, as well as the SAPAA Distinguished Service Award.

Regional Highlight: SAPPA Region II

Veteran's LLCs: Supporting the Transition from Military to College Life

By John Yuan and Amy Lorenz

Introduction

Higher education is facing a new and unique challenge, a challenge not seen since the end of World War II, as tens of thousands of Iraq and Afghanistan veterans enroll in colleges and universities across the nation. The educational benefits provided by the Post 9/11 GI Bill, which provides financial aid and housing to active-duty military members and veterans attending college (Grasgreen, 2012), have opened the doors for veterans to enroll in college courses and programs. Since the GI Bill took effect in 2009, more than 817,000 veterans have used it to enroll in colleges and universities (Sander, 2013).

The significant influx of veterans has resulted in universities scrambling to figure out how they can best meet the academic, social, and transitional needs of student veterans. Universities are realizing that recruiting student veterans has to be matched with a stronger, tangible commitment to providing the proper programs and services to support them. In seeking to more fully support student veterans' transition from military to college life, universities are creating offices, programs and services to become more "veteran friendly." Since 2009, the percentage of institutions with programs that include a dedicated office for veteran students has increased from 49% to 71% with the goal of building a sense of community and seamless transition to campus life for student veterans (Grasgreen, 2012).

This article discusses the challenges facing student veterans and as they re-enter higher education, and the goals and steps involved in creating a Veteran's Living Learning Community (LLC) at Marshall University. In conclusion, we recommend several practices for student affairs and housing offices in developing and sustaining veteran's LLCs.

Author's Profile

John F. Yaun is currently the Director of Housing and Residence Life at Marshall University. He also has taught several Holocaust and Genocide Studies courses at the University of Massachusetts Amherst, Louisiana State University, and Marshall University. Yaun recently completed his Ed.D. in Higher Education Studies and holds a B.A. and M.A. from Louisiana State University. His work outside Marshall University includes active roles with ACPA, ACUHO-I, and NASPA. He is originally from Baton Rouge, La. Contact Information: yaun@marhsall.edu.

Amy Lorenz is the Assistant Director of Academic Initiatives in the Department of Housing and Residence Life at Marshall University. She is also an adjunct faculty member in the Honors Program and teaches courses on civic engagement and leadership. Lorenz is enrolled in the Ed.D. in Higher Education Administration program at Marshall University and holds a B.A. in Psychology from the University of Connecticut and an M.S. in College Student Personnel from Miami University. Her areas of research interest are the first and second year experience, co-curricular learning, and academic support. She is originally from Madison, CT. Contact Information: lorenza@marshall.edu.

Challenges Facing Student Veterans

Student veterans face many challenges as they transition from military life to the college setting. This growing group of students do not fit the traditional mold of first year students, as they tend to be older, have families to support, spend more time working at a job, and view the world differently. First, there is a perception among many student veterans that there is less campus support than for non-veterans. Second, there is a widespread lack of knowledge about the unique needs of veterans (Hermann, Raybeck, & Wilson, 2008); as a result, many academic and student services offices are unprepared to assist student veterans with various academic, financial, and administrative issues. Many veterans reported that they were less engaged with faculty and perceived less campus support than non-veterans ("Student Veterans," 2013). Third, student veterans report feeling isolated, a sense of not belonging and alienation from younger classmates (Jacobs, 2012). Fourth, many student veterans return from military service trying to manage anxiety, depression, and other forms of combat trauma. Returning combat veterans face significant PTSD rates which can interfere with their abilities to focus, retain information and manage their anxiety in the classroom (Wert, 2012). Finally, the abnormally high dropout rates of student veterans plague universities across the nation, as 88% will likely drop out by the summer following their first year, experiencing isolation and frustration (Wood, 2012). Ultimately, these factors can often interfere and prevent student veterans from achieving academic and personal success in the University setting.

Tommy Reynolds, Director of Veteran's Affairs at Marshall University

Many universities are realizing that creating a sense of community, providing necessary resources, and connecting veterans to the campus community beyond what is offered to the traditional first-year student is necessary in order to address the significant challenges student veterans face as they become reintegrated into university and academic life. "Veterans need to be able to talk to staff and faculty who can empathize with their situation and understand the military culture. The more challenges this group is likely to face, the more likely they are to leave college" (Cropsey, 2012).

The Veteran's LLC at Marshall

Marshall University has worked to increase its services to student veterans over the past few years through the establishment of the Office of Military and Veterans Affairs. Marshall University has an overall undergraduate enrollment of approximately 10,000 students. With over 500 student veterans attending Marshall, this office's primary goal is to ensure that veterans have the services and resources needed to achieve their academic goals. Wert (2012) states that universities with student veteran support services demonstrated increased success rates over non-veteran students. Marshall's goal is to provide a coordinated, collaborative approach to provide an institutional navigational system for veterans from admission through graduation.

With the increased focus on student veterans by universities, housing and residence life departments have contributed to this effort by offering housing to accommodate student veterans, as well as creating veteran's living learning communities (LLCs). Some of these include the University of Michigan, the University of Massachusetts Amherst, and The Ohio State University. These LLCs were created with the goals of meeting specific needs of student veterans, offering support for veterans living on campus, and assisting them with the transition from military to university life.

The Department of Housing and Residence Life (HRL) at Marshall University followed this effort by creating a Veteran's Living Learning Community in 2013. The goals were to bring together student veterans in a residential setting and assist these students with developing connections with other veterans and campus resources, improving retention rates, and providing a seamless

transition from military to campus life. The creation of this LLC involved creating both collaboration and partnerships with academic and student affairs faculty and staff, veteran's services, HRL staff, and students. Learning outcomes were developed, a budget appropriated, and staff training implemented in order to create staff and faculty buy-in, faculty involvement, and an awareness of the unique needs of student veterans. Campus resources were introduced to assist student veterans with their academic success, personal growth, and transition to university life. HRL also built relationships with the local Veteran Affairs office, co-hosting a welcome picnic and other events in which several Veteran's Affairs (VA) staff and faculty attended in order to share their knowledge and resources. Several activities have occurred including a kickoff at a local park that included veterans, their families, and Veteran Affairs staff. Other activities are being planned which include a whitewater rafting trip and swimming lessons for veterans with disabilities.

Marshall University's Housing and Residence Life Office is fortunate to have a Navy veteran, Joey Kinnear, serving as the Resident Advisor and peer support for the Veterans LLC. Kinnear shared how more awareness of student veterans is needed in order to understand their needs and perspectives. He also stated that despite being from different backgrounds, "we [the troops] know how to work together. Veterans have different needs. We have this notion many people have that veterans fit this certain stereotype. "For example, I was on a submarine, and I liked fixing things, but I don't like guns. People look at you as if you could kill a man with your pinky finger." His reflections suggest that university administrators need to be more aware of the stereotypes that follow student veterans as they arrive on college campuses. When asked about any specific needs of veterans, he encouraged university staff and housing officials to have more of an awareness of the marital and parental responsibilities of veterans, something the University is currently developing, along with their desire to experience freedom after living a strict military lifestyle for so many years.

Recently, the University established an office of Veteran and Military Affairs in order to ensure that military veterans have the services and resources needed to achieve their academic goals. The new Director, Tommy Reynolds, echoed Kinnear's concerns. He does not see veterans on

campus needing any particular, one thing. He did, however, stress the importance for campus to provide a veterans' space or lounge to provide a sense of belonging. One of his tasks is to provide training to faculty and staff on campus, and he hopes to include those efforts in a new strategic plan during the 2014-15 academic year. He mentioned the challenge that Marshall has by not having apartment-style housing, but jokingly shared that many veterans might enjoy traditional residence hall life because military barracks were a "fun time." Reynolds also shared that it is a challenge to identify female veterans and their needs. The Veteran's LLC is open to both male and female veterans; however, no females students have signed up to be part of the LLC as of yet.

The Veteran's LLC at Marshall University is still in its infancy.

Marshall University

We are still learning about our student veterans and their accompanying needs and concerns. We will continue to evaluate the impact of this LLC on student learning and whether we are meeting the needs of student veterans living on campus. More formal evaluative efforts will take place near the end of the 2013-14 academic year.

Creating a Veteran's LLC involved several key components that we thought important to share when thinking about creating a student veteran living learning community. First, develop partnerships with key stakeholders and campus partners in order to provide the programs and support services –Dean of Students, Office of the Provost, Veteran's Affairs, and faculty –needed to assist student veterans with academic success and their transition to college. Previous studies have found that student veterans who receive support services are retained and graduate at higher levels than those of their peers (Grasgreen, 2012). Second, it is

important to educate faculty and staff on the advantages of housing student veterans and the support services available to assist them. Navigating numerous bureaucratic entities can likely have a negative impact on student veterans' experiences and their retention. Third, have a clear set of learning outcomes agreed upon by all partners to guide the LLC's efforts, faculty involvement, and initiatives. Finally, develop and facilitate an assessment plan to measure student learning and other LLC goals and initiatives.

Conclusion

Colleges should seek to effectively engage student veterans and provide them with the supportive environments that promote success (Johnson, 2010). Universities have a number of student services that can be pooled toward assisting student veterans. However, there is still a widespread lack of knowledge about how to meet the needs of student veterans, though this is beginning to change. College administrators and faculty are beginning to accommodate the large number of veterans returning to campus with support services and other meaningful assistance programs. Integrating them into campus life is integral to not only their success but their retention and persistence as well, as student engagement was found to increase retention rates of student veterans (Wert, 2012).

Campus housing for student veterans is now becoming a heavily discussed topic as universities look to more purposefully meet the needs of this growing population of students. Marshall's Veteran LLC utilizes a team approach, a staff commitment to intentional learning, close collaboration and interaction with university partners in order to successfully create student veteran academic and personal success. The Veteran's LLC at Marshall University is one pathway to reintegrating current student veterans into college and campus life and develop an increased awareness of the issue veteran's face.

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SAPPA **L**iving **L**earning **C**ommunities Working Group

Erica E. Farrar currently serves as the Senior Assistant Director for Residence Life and Academic Enhancement at University of North Carolina Greensboro. Erica provides leadership for Residence Life living learning community programs, other signature academic initiatives, assessment, and campus partnership efforts. Contact information: eeestep@uncg.edu

Miles Goodloe serves as a Program Coordinator & Instructor for the Honors Program at Drexel University. He manages the Honors Upperclassmen Living Learning Community while improving retention and alumni relations for the department. Contact information: goodloe@drexel.edu

Christine Simone is a College Student Affairs M.Ed. student at the University of South Florida and the GA for the Honors Living Learning Community. She will graduate in May 2014. Contact information: cesimone@honors.usf.edu

Kayla Wiechert is the Associate Director of Student Engagement at Chapman University in Southern California where she works with student organizations, specifically supporting academic clubs and honors societies. She currently serves as the Chair of SAPAA's Living Learning Communities Working Group. Contact information: banion@chapman.edu

Student Leadership in LLCs

By: Erica Farrar, Miles Goodloe, Christine Simone, and Kayla Wiechert

Student and academic affairs staff working with living learning communities (LLCs) spend a significant amount of time and energy developing, sustaining, and improving their programs. This can involve scouring research publications, conducting assessment, and attending professional conferences. However, we may not have to look further than our own students for the key to taking our LLCs to the next level.

Astin (1993) reported that a student's peer group has the greatest influence on their development as an undergraduate. Similarly, a study by Endo and Harpel (1982) found "Faculty may be strong models for intellectual growth, but peers may be the primary models for personal/social and value-related outcomes" (p. 133). This research provides strong evidence that students' decisions and behaviors are guided by their peers. Although the studies were conducted decades ago, our LLC residents continue to demonstrate that they are not exempt from this power. Many living learning communities have formal student leadership positions that capitalize on this influence to help student participants achieve LLC outcomes. However, LLCs also frequently have students who play significant roles in their peers' educational experience by being informal leaders within the community.

Because students are learning together through structured classes and programming while living together in a casual setting, LLCs serve as fertile ground to cultivate both formal and informal leadership positions. Student affairs practitioners are encouraged to consider the student leaders within their living learning communities and methods of fostering their development to achieve LLC goals and outcomes.

Formal Peer Leadership

Peer leadership has been formally defined as:

Students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals. Students performing in [these] paraprofessional roles are usually compensated in some manner for their services and are supervised by qualified professionals. (Ender & Newton, 2000, p. 3)

Student leadership roles in LLCs vary in the formality of responsibilities, expectations, and compensation. Despite their title and responsibilities, these peer leaders can reach students on their level and are an efficient resource to tap into in support of LLC success. Common student leadership positions in LLCs are: Peer Academic Leader (PAL), Resident Advisor (RA), Peer Mentor, Peer Facilitator, Teaching Assistant, Peer Advisor, First Year Seminar Lead, and Tutor. At Drexel University, the RAs in the Honors Freshmen Living Learning Community are compensated with room and board in exchange for their work with the LLC. Additionally, Drexel has a leadership committee of student organizers who manage events throughout the year for their peers. The First Year Experience (FYE) living learning community at the University of North Carolina at Greensboro (UNCG) implemented the Community Fellow (CF) peer leadership position several years ago in recognition of the positive impact of peer-to-peer mentorship. CFs are undergraduate students hired and trained by Housing and Residence Life to work in conjunction with the RA staff in creating a community that enhances students' potential to succeed at the university. CFs actively engage with students in and outside of the classroom serving as positive role models and as PALs for the Integrated Studies Lab (ISL 101) LLC course designed for the FYE residents. UNCG has found these peer leaders to be helpful in guiding new students through their transition into the university, providing academic and social mentoring, helping foster relationships between the residents and LLC faculty, and modeling leadership opportunities.

However, peer leaders can be mutually beneficial to an LLC program: student leadership within LLCs not only benefits the growth, sustainability, and success of the program, but also fosters the student leader's development. Research has shown that students who attain leadership roles are more likely to succeed academically (Astin, 1993), more likely to persist (Tinto, 1993), more likely to experience cognitive development (Hernandez, Hogan, Hathaway, & Lovell, 1999), and more likely to become future community leaders (Eklund-Leen & Young, 1996). In order for student leaders to receive these benefits, they should feel engaged in the opportunities the community presents. For example, the programming model for the Resident Advisors (RAs) at Chapman University is based on seven learning outcomes. The RAs are asked to assess the needs of their residents and construct educational and social programs based on their interests. While the programming model gives them direction, the RAs are challenged and empowered to get to know their residents' needs while connecting it to their academic pursuits. This helps the RAs get positive feedback from residents, while reinforcing the contribution of their position to the community.

Informal Peer Leadership

While RAs, PALs, and other students are clearly marked as leaders, every community also has at least one "cool kid". This person stands as an informal leader of a group of students. This informal student leader often has the power to veto or establish a student's acquisition of social capital.

RA Staff at UNCG: The RA staff at UNCG gathers for a training session

Consequently, students will adjust their goals, attitudes, and behavior to earn this capital. These informal leaders have the power to encourage students to attend certain events or to develop relationships with campus students and faculty. Professionals working with LLCs must acknowledge the reality of the social hierarchy and use it to enhance their programs.

While the informal leaders may not wear the same polo shirts or have the same special door tags as the students with formal leadership positions, they can still be easily identifiable with a little observation. As we engage our students, we must analyze their body language. Who leads their friends in and out of physical spaces? Which friends are waited on versus who is not? Listening to students and observing their social patterns increases our ability to tap into these informal leaders.

While program staff understand the value of LLC programming, students do not always see the relevance to their academic and social success. Once the informal leaders are identified, student affairs staff should engage them in LLC programs. What are their interests? What influences their attendance at programs or meetings? Student affairs professionals have a unique opportunity to

Franceska UNCG: "Being a Peer Academic Leader [at UNCG] has helped me become more familiar about the academic resources on campus, assisted with my time management skills, and allowed me to develop strong relationships with first year students. – Franceska, SO., Biology

use informal leaders to increase student participation and acceptance. To increase student participation, the events must coincide with the students' desire for acceptance amongst their peers.

The University of South Florida is tapping into these informal student leaders. The Honors LLC is comprised of approximately 300 first-year students and about 100 second-year through senior students. Though the students who are returning to the community are not in a formal mentorship role, they are informed at the start of the year that eligibility to return to the community will be based off

of their level of engagement with the LLC. In doing this, the students feel a commitment to serve as a positive example of successful transition to the university, and appreciation for these students is shown by inviting them to continue to live in the community for additional academic years—an example of a mutually beneficial relationship between the staff and the returning students.

Summary

In an extensive research review, Whitman (1998) found that peer leadership benefits not only the student participants, but also the peer leaders themselves. Peer leaders come in all forms, some traditionally cultivated by student and academic affairs staff, and others emerge as natural, charismatic leaders. Living learning community faculty, administrators, and researchers should continue to examine the use of undergraduate student leaders both in formal and informal ways. Peer leaders can be an extremely effective and efficient way to intentionally strengthen living learning communities and to help bring LLCs to the next level!

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Addressing Globalization: Utilizing LLC Initiatives to Foster Global Conversations

By Sarah Weisensee and Christine Simone

As society shifts toward more involvement in the global community, most colleges and universities have chosen to also encourage the incorporation of global initiatives within the context of academic departments and student affairs. With university housing as a common feature on most campuses, living learning communities can be seen as a premier example of a binding force that can unite the realms of academic and student affairs. Global-centered learning communities, which incorporate global topics and discussions within the halls, and create an emphasis on exploring individual global competencies, all lend themselves to reaching higher education's goal of cultivating a generation of students capable of viewing the world through an international lens.

The partnership between student affairs and academic affairs on college campuses paves the way for learning activities coordinated with the combined efforts and resources of these departments, thus creating a supportive living environment for the residential students and professional partners (Lenning & Ebbers, 1999). Incorporating global topics into living learning communities, either by creating a specific global LLC, or by offering programs to promote knowledge of international and diverse cultures, presents a mutual benefit to domestic and international students who choose to participate.

Author's Profile

Sarah Weisensee
Living Learning Communities GA
University of South Florida
sweisens@usf.edu

Sarah Weisensee is currently enrolled in the College Student Affairs M.Ed. program at the University of South Florida and is the graduate assistant for the twelve living learning communities housed on campus. From special interest to academic-themed LLCs, Sarah assists with the day-to-day operations of each. Most recently, Sarah participated in two LLC steering committees, one of which focused on global initiatives.

Christine Simone
Honors Living Learning Community GA
University of South Florida
cesimone@honors.usf.edu

Christine Simone is a graduate student in the University of South Florida's College Student Affairs M.Ed. program. She is currently the graduate assistant for the Honors Living Learning Community, which includes global engagement as a component of its mission.

Mekiayla Singleton, Julia Rauchfuss, and Steven Koster were three students who spent their summers studying abroad and supported the Honors LLC at USF's Tapas Night by sharing stories about their experiences and encouraging others to travel.

Like the creation of many living learning communities, one of the first steps needed is to determine if a living learning community specifically focusing on global issues aligns with the institution's overall mission and can be sustained and supported for the foreseeable future. Depending on an institution's process of overseeing LLCs, the creation of a steering committee or the selection of campus partners may vary. Whether the LLC is a lone entity through the university's housing department or a joint collaboration between the housing department and other campus units, seeking outside experts on global themes is an important feature for creating a high-functioning LLC. By having representatives from the housing location where the LLC will thrive and an outside partner that serves as an expert in global trends, a collaborative relationship will emerge that considers both the student experience and the functional purpose of a global citizen.

Once clear goals and outcomes are established, it is important to recruit student populations that will actively contribute and engage in a globally centered learning community. The assignments process associated with the inaugural group of residents will help set the tone for the success of the LLC. Students who self-select into communities where they will have an opportunity to enhance their cultural competencies may be more likely to effectively do so, just as Kitsantas' (2004) revealed that students who studied abroad with that goal in mind were much more likely to achieve it.

The use of faculty-in-residence programs to further support initiatives that promote global competence is another beneficial approach to increasing global awareness. Residential students benefit from having increased opportunities to interact with faculty and peers (Chickering, 1975, cited in Inkelas et al., 2006) and LLCs commonly provide more frequent, often informal, interactions between these groups (Lenning & Ebbers, 1999). These programs do not necessarily require the inclusion of faculty members who are experts in the studies of other cultures, but seek those who have a heightened level of interest in the shared topic. Even events as simple as an international movie series have the potential to facilitate thoughtful interactions and discussions based on the concepts presented in the films.

Another component of programming with global topics can include the discussions of, and preparations for studying or traveling abroad. Study abroad may be one of the best opportunities for students to experience, first-hand, different cultures through a short period of immersion. Rather than simply pointing students in the direction of pre-existing campus resources, LLC programming has the potential to prepare students for travel and to encourage and promote student participation in these travels. At the University of South Florida, a large research institution with students from approximately 125 countries, students who have previously studied abroad are encouraged to share stories of their experiences through peer-to-peer interactions.

At the University of South Florida, the Honors LLC hosts an annual Tapas Night where students are given the opportunity to interact and learn more from students who have previously studied abroad, while also having a taste of international cuisine.

One way this has been facilitated was through a "Tapas Night" in the Honors Living Learning Community, where traditional foods from across the world were featured so students could literally get a taste of an international experience while having a candid conversation with students who had returned from travel.

International students have reported fear and worry about their lack of English proficiency when adjusting to college outside of the United States (Tseng & Newton, 2002). However, by developing social contacts and participating in a language immersion experience, the fear of failing can slowly diminish. Partnering international and domestic students within residence halls allows for a mutually beneficial relationship between residents. In a globally focused LLC, pairing residents can be based on regional interest so that language and cultural exploration can flourish for both parties.

Overall, higher education institutions striving to create more culturally rich graduates can steer this movement through programmatic initiatives. As mentioned throughout, examples of a globally rich curriculum can feature living learning communities, faculty-in-residence programs, peer-facilitated conversations, culturally encompassing suites, and regionally featured discussions, all of which aim to proactively address the growing need for better integration of global practices on college campuses.

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SAAPA Promising Practices Awards

Over the past month the SAPAA Promising Practices Award committee has reviewed **26 submissions**! The submissions consisted of five small institutions, 17 large institutions, two community colleges, and two institutions outside of the United States.

Below is a list of the institutions that submitted program submissions.

- American University
- Ball State University
- Belmont University
- Boston University
- Bradley University
- Cal State Univ. DH
- Hardin-Simmons University
- Iowa State University
- Ithaca College
- Loyola Marymount Univ. Los Angeles
- Loyola Univ. Maryland
- Marquette University
- Middlesex Community College
- Northeastern Illinois University
- Northwestern University-NU1
- Rock Valley College
- St. Edward University
- Universidad de Monterrey
- University of Guelph
- University of Illinois at Chicago
- University of Minnesota Twin Cities
- University of Northern Iowa
- University of Notre Dame
- University of Texas at Austin
- Wake Forest University

Developing Freshman Peacebuilders

By Lou Gill and Marguerite Bonous-Hammarth

While conflict may be a fact of life, effective approaches to its resolution have long-term impacts for individual health and global communities. Trends show that countries challenged by political strife and related forms of conflict and violence are unable to achieve community goals related to wellness and health for their citizenry – such as, diminishing poverty rates and decreasing the spread of HIV/AIDS, etc., (Kokite, 2012). At more local levels, the shootings that occurred at Virginia Tech, Sandy Hook Elementary School, and other public spaces like the Short Hills Mall in New Jersey, heighten our awareness about the tragic outcomes from escalated conflict in our society. Educators at institutions of higher education recognize their important roles not only to teach tolerance, awareness, and respect for diversity as invaluable life skills for our students, but also to identify proactive measures to promote community health through student engagement for conflict resolution.

These ideals inspired a group of students, staff and faculty at the University of California, Irvine (UC Irvine) to create a certificate program on Developing Freshman Peacebuilders. Given the importance of partnership work in such a life-changing learning opportunity, it bears taking a few moments in this essay to discuss the program's potential for NASPA partners.

The Peacebuilders program originally was initiated by a group of graduate students, including Dalai Lama Fellows, who were interested in supporting peace studies and campus community through their organized group of Students for Global Peacebuilding and their faculty advisor in our School of Social Sciences. The program also appealed to members of our Student Housing team who joined in the collaborative effort to bring the idea to fruition. With a target launch date set for spring 2014, team members viewed this program as an opportunity to put into action some of the discussions already taking place more broadly

Author's Profile

Lou Gill *is currently serving as the Director of Mesa Court Housing at the University of California Irvine. Lou has 30 years' experience in Student Housing beginning as a Resident Assistant in his undergraduate years. He has worked in Housing at three institutions: Millersville University, California State University at Fullerton and the University of California, Irvine. He has a BA in Social Work and an M.Ed. in Counseling both from Millersville University. Contact information: gilll@uci.edu.*

Marguerite Bonous-Hammarth, *Ph.D., oversees assessment of student learning outcomes in the Division of Student Affairs, currently serving as the Director for Student Affairs Assessment, Research, and Evaluation at the University of California Irvine. She also is co-chair of the Research & Scholarship Committee for NASPA's Knowledge Community for Student Affairs Partnering with Academic Affairs. Contact information: mbonoush@uci.edu.*

on campus. Specifically, the launch of New Narratives: Conversations in Identities and Culture, was a campus wide initiative which included co-curricular forums and workshops to improve cross-cultural communications. New Narratives was one of several campus programs that team members discussed as they fashioned ways to support campus values by tying together aims for academic, research, leadership and character excellence.

The planning for our Peacebuilders program aimed to provide strategic conflict resolution training to a broad cross-section of the campus' freshmen. Our work group created a pilot program that will be implemented in the spring of 2014. The pilot will include two residential communities, primarily comprised of freshmen. Each community would engage 25-30 students to be part of the pilot program, with formative and summative evaluation to be included to help us refine the program for a fuller implementation in all freshman communities by fall quarter 2014. Some key areas that came out of this planning group were:

- Conduct a small pilot study prior to developing any large-scale roll out. This smaller pilot will help us identify more easily what works and does not work. This program level also ensures that we have adequate staffing first.
- Develop incentives for students. It was decided that participants in this program would receive certificates and that we would host a "graduation" type ceremony after completion to create a sense of specialness about this program. We would invite high-level administrators and faculty to attend this ceremony.
- Create the opportunity for first participants to return and help facilitate the program in subsequent years. This focus on peer-to-peer training for this inaugural group of peacebuilders has been one of the most effective marketing tools to enlist student participation.
- Partners were willing to support a creative opportunity. Initial funding from Student Housing enriches the existing program offerings for students in unique ways. However, team members also seek a stable source of funding to expand the program beyond this pilot.

The Peacebuilders group was generally guided by foundational research about the importance of connections between college experiences and student learning about self and others, particularly through engagement (Tinto, 1994; Whitt, 2005). The planning efforts for Peacebuilders have resulted in a program that reflects what we have learned from national lessons to connect co-curricular programs to institutional mission through sustainable partnerships and student learning with diverse peers (Whitt, 2005).

"Developing Freshman Peacebuilders" is a program designed to prepare freshmen for peacefully addressing the challenges faced in communal living such as living in university housing. Successful completion of the program also will foster participants' sense of community and connectedness to each other on campus. The 4.5-hour training is centered on a commitment to educate ourselves and others in peacebuilding techniques and to enhance the UC Irvine campus climate. Through successful completion of the training program, the participants will act as catalysts to foster an atmosphere of Dr. Martin Luther King's notion of a beloved community here at UC Irvine. By educating each other on communication skills, encouraging a commitment to our campus community, and kindling an appreciation of diversity, participants in the program will help create a more connected and supportive campus climate.

The initial training program focuses on freshmen in our campus residential communities. Freshman students often enter our campus without the skills and experiences necessary to navigate the challenges of being part of a large university community. This focus on freshmen will support a major segment of our campus community with skills that will affect them individually and will contribute to our campus climate as a whole for the next three years. The program will provide students with skills to enhance their own experiences and also to impact the appreciation of their diverse peers on campus.

Participants will complete three 90-minute workshops over a three-week period, with each week building on the previous. Workshop curriculum will include:

"Creating a Common Identity"

Participants will learn to build solidarity as members of the campus community under the concept that they are all students here with many commonalities and many similar stressors. This workshop will allow members to build a safe

space through learning about communication and miscommunication and how to reduce misunderstandings. Participants will establish ground rules of communication for the subsequent workshops.

"Building a Shared Experience"

Participants, through structured activities, will share their backgrounds to realize their similarities with others and to appreciate the diversity and unique experiences of others. The focus will be on sharing individual identities while learning about and appreciating the uniqueness of others. Participants also will engage in role-playing scenarios that will teach them several ways to address conflict and allow for peaceful resolution of diverse perspectives.

"Caring for the Community"

The final workshop builds a sense of responsibility for the community. Participants will learn different cultural games and find similarities across cultures through the power of games. They will participate in a module on bystander intervention and be placed into "care groups" of five participants. These groups will be responsible for checking in with each other on a weekly or biweekly basis, serving as ongoing support for each other. The care groups will promote a sense of belonging on campus.

An evaluation will be conducted after the program is completed and the program will be redesigned. The evaluation will focus on several keys areas including: how do we determine any long-range impact this program might have? Is it a sustainable program in the long run? What would be a stable source of funding?

The redesigned program will be more broadly implemented in the Fall of 2014. The program will be offered as a component of Resident Assistant training to build interest and understanding from that core group. From there, the approximately 90 RA's will have the opportunity to schedule the program for their halls during the 2014-15 academic year. UCI has approximately 3,700 freshmen residing on campus.

The idea of creating a long-range program that will impact our campus climate in a significant way has excited the organizers of this Freshman Peacebuilders program. We

also enjoyed the collaboration across Student Housing, the Students for Global Peacebuilding, and colleagues in the School of Social Sciences and look forward to developing this unique program further.

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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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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
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  - 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, and Lindsey Marx at marxl@ohio.edu.

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