SYNERGY

April 2015

Newsletter for NASPA SAPAA Knowledge Community

Hello SAPAA KC Members!

We are deeply appreciative of the honor to serve as incoming Co-Chairs for this amazing Knowledge Community. As one of the largest KCs within NASPA, SAPAA boasts an incredible and diverse representation of engaged and committed members. We are excited to work with individuals who make collaborations a priority in their professional lives and in their mentoring and engagement with students. We look forward to hearing about your interests and learning how we can make this KC even more responsive to your needs as professionals fostering effective partnerships between academic affairs and student affairs.

SAPAA hosts a Business Meeting at the annual conference as an opportunity to promote work of the KC and highlight involvement opportunities. These SAPAA initiatives range from networking possibilities through our signature Working Groups on academic advising, career services, living-learning communities, and service learning and civic engagement; and committees including Research & Scholarship, Communications, Social Media and Networking and Technology. We also have opportunities for your continued involvement to promote your scholarship and to recognize emerging innovations from your institutions or from other campuses through our Promising Practices Awards. Finally, our members contribute time and energy to engage at important NASPA gatherings. This year promises strong representation at the upcoming 2015 Civic Learning & Democratic Engagement Meeting scheduled for June 4-6 in New Orleans (https://www.naspa.org/events/2015clde), and we are proud co-sponsors for the 2015 Assessment & Persistence Conference scheduled for June 25-27 in Boston (https://www.naspa.org/events/2015APC).

As you read through the pages of *Synergy,* we urge you to join us in shaping SAPAA's future. The spirit of our KC and the title of this newsletter epitomize the definition of synergy because our projects and connections result in collaborations that exceed the possibilities of their individual parts. Our focus on partnership is at once timely and timeless. At a time when social concerns seem to abound for our students, campuses, and communities in ways that may appear overwhelming to any one unit, our KC remains squarely focused on the learning and strengths that are gained when we are united in purposes and strategies to create positive change. As professionals we need to identify and examine and nurture and apply our experiences and evidence about partnerships beyond the superficial level. The successes of our students and of all our professional endeavors depend on it.

Are you ready to get to work? We value your support and engagement!

Marguerite Bonous-Hammarth & Leanna Fenneberg

SERVICE LEARNING/CIVIC ENGAGEMENT

A Conversation with Professor Eric Buschlen about Structuring Service Starts and the Practical Applications from Service Learning Research

By Marguerite Bonous-Hammarth

Our institutions of higher education aim to support students in academic success, wellness, and community engagement. Recent scholarship from Eric Buschlen has identified important ways to connect concepts of social justice, leadership, and community service so students may thrive while helping their communities to do the same.

Associate Professor Buschlen from the Department of Educational Leadership at Central Michigan University recently shared insights about several practical applications of the research that earned him a 2012 SAPAA KC Research Grant. Buschlen and colleague Jon Reusch (pictured above) presented their work at NASPA 2015 on how assessment results collected from undergraduate students while on Alternative Breaks service trips (need to clarify- what results?) may inform future scholarship, teaching, and student mentoring. As a result of the SAPAA KC Research Grant, the data collections tools for this project are available for use and modification to other programs. Please contact Dr. Buschlen at busch1el@cmich.edu for the materials.

MARGUERITE BONOUS-HAMMARTH (MB-H): What prompted your interest in a qualitative approach to student leadership development?

PROFESSOR BUSCHLEN: In 2011, I hosted a speaker from the National Relief Network, a Michigan-based nonprofit agency that provides support following a natural disaster. The presentation motivated students in the class to organize a service trip, and a few weeks after that, one of my students approached me and asked me to serve as a chaperone. At first I was hesitant as that would take me away from my family for several days. But as a

researcher, I thought that the service trip (cleaning up after a tornado) might be a unique way to explore social change skill development, so I started to think about ways to examine our experiences. A colleague of mine, Dr. Cathy Warner, used student journals for study abroad research. I met with her and we created a new format that would allow students to journal before, during, and after the trip. This approach, along with the fact that I had seven participants in the sample, lent itself well to qualitative research.

MB-H: You used *A Social Change Model of Leadership Development* (Higher Education Research Institute-UCLA, 1996) to frame your study. Educators and students alike find this model appealing. What areas do you believe still needait to be explored further when using this model to learn more about developing just student leaders?

PROFESSOR BUSCHLEN: I have used SCM in a variety of ways--both quantitative and qualitative. The model was developed by the Higher Education Research Institute (1996) and was designed to serve as both curriculum and co-curriculum within a higher education setting. It provides a very straightforward approach to the leadership development process. If students understand who they are (self), learn to be a collaborative members of teams (groups), then they can make positive commitments in their communities (change). As leadership educators, we can model classroom learning or out-of-class learning by using self-assessments, group projects, and service in very straightforward ways. The SRLS (Socially Responsible Leadership Scale) was developed to measure growth in imbedded SCM skills. This measure is a survey that can be administered one time or as a pre-/post-test. Students can attend an intervention (weekend retreat, seminar, semester long class or training) and then be tested for impact. I coordinated a study in 2008 and in 2010 where students were pre-/post-tested as part of a 16-week academic, for-credit leadership course. Both studies led to publication in the *Journal of Leadership Education*. Due to my familiarity with the model, I chose to use it for qualitative data collections in 2011, 2012, and 2013 as a thematic backdrop to how the data collections were framed and then examined. The qualitative articles have appeared in the *Journal of Leadership Education* and *Journal of Student Affairs Research and Practice*.

MB-H: What results from your scholarship do you believe would have the greatest impact at NASPA institutions in our diverse student leadership programs? What are your suggestions for the easiest and most efficient ways to implement these research-informed practices?

PROFESSOR BUSCHLEN: I find it very exciting to be able to say that leadership growth in a semester-long class can be measured and can outline a statistically significant outcome. SCM can be taught and learned and, for me, that's exciting. The work that I have done recently by examining immersion trips or week-long service tripsserves as a model for others. Since the data is qualitative, it is not really generalizable. It outlines a particular set of experiences with a particular set of students in a particular setting. But the impact for NASPA and interested NASPA constituents is clear:capture your students' experiences and share them! These students are out there in the real world doing amazing things; why let that story be elusive? Think about including the student voice when completing an annual report, reviewing training sessions for these trips, and for general promotion of these programs. Adding in qualitative experiences with the more readily available quantitative measures (hours served, number of students, amount of money raised or amount of food collected) will sharpen the message and focus the lens on the student. We are all educators and this process will allow us to better understand whether or not our students are "getting it."

MB-H: How do we continue to engage students in leadership program transformations? How do we as educators make our programs more responsive and supportive to their needs?

PROFESSOR BUSCHLEN: I think we are in the midst of an amazing generation of students. They serve naturally. My generation viewed service as a punishment or something they "had to do." The current generation wants to serve and wants to be engaged in local, regional, national, and international service efforts, so I say that we should foster that desire and create as many structured service events as we can. We know that these projects lead to transformation and lead to a better world for all of us. That truly seems like a win-win. Students that serve in these capacities tend to come back with a much more clearly defined world view. They better understand their privilege and they tend to serve more as a result of serving in the past. Last year, I had a piece published in *About Campus* and the message was clear: please provide "service

starts" for students. We all had one, we all remember it, and it leads to more service. That can never be a bad thing.

Resources Cited:

Buschlen, E. (2014). A service start: Repaying the gift of a Thanksgiving meal. *About Campus*, 19(3), 26-28. doi: 10.1002/abc.21159.

Buschlen, E., & Dvorak, R. (2011). The social change model as pedagogy: Examining undergraduate leadership growth. *Journal of Leadership Education*, 10(2), 38-56.

Higher Education Research Institute (1996). *A social change model of leadership development. Los Angeles, CA: HERI, UCLA.*

Marguerite Bonous-Hammarth (pictured left) was a member of the ensemble of researchers, led by Alexander W. Astin and Helen S. Astin (UCLA), who collaborated on A Social Change Model of Leadership Development.

Marguerite Bonous-Hammarth currently directs student affairs assessment, research and evaluation at the University of California, Irvine, and co-chairs SAPAA Knowledge Community. Author's email address: mbonoush@uci.edu.

R & S NOTABLE READS

Service Learning and Civic Engagement: Leveraging Partnerships for a Powerful Experience

By Leah Howell and Fran Larkin

Introduction

At a time in which higher education is under much scrutiny, college student educators are called to leverage promising partnerships that create environments which enhance student learning. One such partnership that is a recognized point of pride at the University of Cincinnati (UC) is our focus on experiential learning. Largely attributed to the work of John Dewey, experiential learning theory draws on theories of human learning and development to develop a holistic model of the experiential learning process (Miettinen, 2000; Kolb, 2014). For some students, experiential learning is easily accessible since cooperative education (co-op) is a required component of their academic programs. For others, a structured practical experience is not as readily integrated into their academic program. Instead, students find these experiences elsewhere, perhaps through internships. Regardless, these are both examples of experiential learning that focus on the development of skills directly related to a future career path.

Over the past two decades, higher education has seen a significant transition, as the students we now find on our campuses are not only interested in experience, but are drawn to serving others. This transition is evidenced on a national level through the growing popularity of programs such as Teach for America, AmeriCorps and the Peace Corps among students. Research suggests that service transforms learning, moving theoretical knowledge to practical (Miettinen, 2000). Miettinen (2000) discusses two partnerships across the University of Cincinnati that spotlight our culture of service and the ways in which community engagement can meet the needs of students, academic partners, administrators, and community members outside the institution.

Leah Howell, University of Cincinnati, Program Manager for Fraternity and Sorority
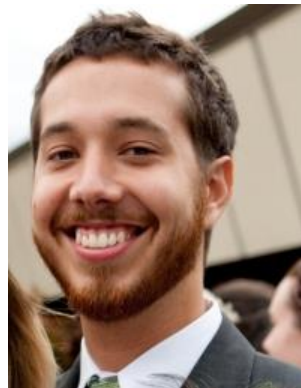
Fran Larkin, University of Cincinnati, Program Coordinator, Center for Community Engagement

Bearcat Buddies

Bearcat Buddies is the signature volunteer tutoring program of the Center for Community Engagement, an office within the division of Student Affairs at UC. The Bearcat Buddies program connects UC student volunteer tutors with children in Cincinnati Public Schools in low socioeconomic communities. The Spring 2010 pilot program served four local elementary schools and included approximately 70 UC student volunteer tutors. The pilot program was expanded in the fall academic quarter of 2010 and has since seen steady and significant growth,

engaging 473 UC students through the course of the 2013 - 2014 academic year alone.

Bearcat Buddies is supported by continued collaborative success with the lead non-profit partner, GRAD Cincinnati, which has become a United Way Agency partner since working with the Center for Community Engagement to implement the program. Bearcat Buddies is made possible by additional community partners including The Literacy Network of Greater Cincinnati, Cincinnati Public Schools, and the six schools served. The program removes barriers for student involvement in our local public schools by implementing an intake process that includes online registration, on-campus training, background checks processed at no cost to the student, and scheduling that accommodates most students' schedules. The program supports student volunteer tutors by providing transportation to and from local schools, ongoing communication and coordination of logistics, annual meetings, and troubleshooting. Students are required to make a 90-minute commitment to tutoring each week of the semester for which they register. During the 2013 – 2014 academic year, 24 different tutoring sessions were offered each week of the program.

This student affairs-led program continues to make a tremendous impact on UC students and the community. This impact is further amplified through collaboration with academic and administrative partners across campus. For example, the UC College of Allied Health Sciences coordinates a first year experience program and seminar series that require every student to participate in service learning during the spring semester of their first year. Students in the college are given a variety of options to complete the required service aspect of the course, from addressing food insecurity with a local non-profit to volunteering in a local hospital. Within the College of Allied Health Sciences' first year experience program, Bearcat Buddies has emerged as one of the most popular options for students to fulfill their service learning requirement. Furthermore, individual instructors and courses in the English and Education departments at UC have identified Bearcat Buddies as a trusted partner

through which their students can connect to experiences that add to integration of classroom learning and allow students to contribute in meaningful ways to academic discussion, personal reflection, interpersonal and intrapersonal growth. Such partnerships leverage student affairs programming to directly achieve learning outcomes originating in academic courses.

UC also has multiple scholarship programs that incorporate a community service requirement. Campus partners that administer these scholarship programs—including not only Financial Aid but also academic departments and other student affairs offices that offer scholarship programs—benefit from having a high-impact in-house program to which they can direct students. A student's ability to easily identify and participate in a community service program designed to meet his/her unique needs directly impacts the student's ability to fulfill scholarship-related community service requirements. Fulfilling these requirements (and being able to maintain a scholarship as a result) provides infrastructure that can improve student retention and satisfaction.

Community Plunge and Into the Streets
Community Plunge and Into the Streets are two UC events included in campus-wide community service events. While both are open to the entire campus community, the Community Plunge event is a unique event, which involves collaboration between two UC Student Affairs offices: the Center for Community Engagement and Fraternity and Sorority Life. Each event includes student leadership, provides developmental opportunities for students interested in taking on a lead role in planning, coordination for, implementation of, and assessment of the event. Student are also given the opportunity to enhance not only a student affinity for service but they also directly impact leadership development. Partnerships with local non-profit and community-based groups are established months prior to each event. Communication and promotion of the event goes through various channels. On the day of the events, teams of volunteers meet on campus for registration and refreshments before fanning out

across the region to spend the day in service to others.

One aspect that sets these events apart is the intentionality of continuing the relationship with community partners that participate and host student volunteers well after the event. The Community Plunge and Into the Streets events are held early in the Fall Semester and serve as a kind of "kick-off" to a year of service and an annual renewal of our institutional commitment to our local community. Requests for project proposals are published to the community, and proposals are vetted by the committee once submitted. The Center for Community Engagement follows up with proposals that are not selected to find out how the university might help to meet the organizational or community need described in the proposal. Partners who submit proposals that are selected not only have their organizational volunteer needs met but they also become part of a special group of community partners for the remainder of the academic year and beyond.

All high-quality community engagement involves reciprocity, and community based experiential learning opportunities are no different. Non-profit community partner organizations that invest valuable time and resources to host a team of student volunteers see a return on their investment by being better connected to the university community. They are subsequently invited to other special events like community service fairs; they are on the short list for curricular service learning connections with faculty from various colleges; and they benefit from developing relationships with individual student volunteers who may continue to volunteer or advocate for the organization within their own networks.

Conclusion

The value of service learning and civic engagement has a potentially exponential impact. Regardless of the size of your campus or the resources at hand, leveraging partnerships to create service opportunities is a powerful move. These experiences impact not only the individual student, but lend themselves toward the development of a culture of service among the greater community.

References

Eyler, J (1997). The impact of service-learning on college students. *Michigan Journal of Community Service Learning* (1076-0180)*, 4*, p. 5-15.

Grantmakers for Education. (2010). *Promoting college success: What we know and what we should do*. Retrieved August 17, 2010, from http://www.edfunders.org/programs/listevent.asp?id=297.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, *4*(2), 193-212.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. Upper Sadle River, NJ: Pearson.

Meyer, S. (2003). *The impact of service-learning on academic outcomes: A statewide study of Michigan Learn and Serve grantees.* Paper presented at the Third Annual International Conference on Service-Learning Research, Salt Lake City, UT.

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International Journal of Lifelong Education*, *19*(1), 54-72.

THE PROMISING PRACTICES AWARD

The Promising Practices Award Committee had the privilege of recognizing the 2015 Promising Practices Award recipient and honorable mention at the national conference in New Orleans, Louisiana on Monday, March 23 at the SAPAA Knowledge Community business meeting. The committee was impressed with 17 exceptional nominations, each great examples of promising practices. In this spirit, we thank all the institutions who recognized programs and services that contribute to the collaboration or integration of student and academic affairs in a college or university setting. Leah Howell and Jemilia Davis, Committee Co-Chairs, also recognize the committee members who provided thorough feedback throughout the reward process: Leanna Fenneberg, Bernard Polnariev, Mitchell Levy, Joel Speiss, and Ebonish Lamar.

The University of Delaware's Blue Hen Leadership Program, represented by Susan Luchey, Associate Director of Student Centers for Student Leadership Development, was recognized with an honorable mention. The Blue Hen Leadership Program (BHLP) is a four-tiered, co-curricular leadership certification program that offers students educational and experiential opportunities to develop as leaders with emphasis on personal, team and community based outcomes. BHLP builds individual and organization leadership capacity and fosters engagement and service by providing diverse opportunities to question, explore, understand and apply leadership in order to positively transform one's campus. It is centered on developing students' self-awareness on the way to building their capacity as current and future leaders.

Our 2015 Promising Practices Award recipient was the University of Notre Dame's Building Bridges Mentoring Program, submitted by Arnel Bulaoro, Assistant Director of Multicultural Student Programs and Services. The mission of the Building Bridges Mentoring Program is to assist the University of Notre Dame's underrepresented minority (URM) student population to succeed academically through the mentorship of key Notre Dame faculty members identified and selected based on their commitment to promoting student engagement and success. Building Bridges matches URM students in their first year with faculty from the departments that the students wish to explore as possible majors, e.g. chemical engineering, biological sciences, political science. The program's use of faculty mentors, peer mentors, and peer groups is intended to create deliberate academically-focused support groups. Through the work of both faculty mentors and peer mentors, first-year URM students develop the confidence necessary to explore a range of potential fields of study and majors and the awareness of how to be more academically engaged at a much earlier stage in their University experience.

On behalf of the SAPAA knowledge community, we applaud these efforts to enhance student success on your campuses through these collaborative programs. If your institution has an exemplary program or service that you would like to nominate, we encourage you to contact Jemilia Davis or Leah Howell at naspapromisingpracties@gmail.com for more information about the 2016 award cycle.

Student Affairs Partnering with Academic Affairs (SAPAA)

How can YOU get involved? Here are some ways…

SOCIAL/NETWORKING COMMITTEE

- Develop a program to recruit new members through the year
- Plan ways to stay in touch with the membership as new members sign up on the listserv
- Support Regional chairs in sharing ideas to recruit new members and keep them informed as new members sign up for the listserv
- Designate a **Volunteer Coordinator** that networks with SAPAA volunteers
- At the annual NASPA conference:
  - Plan informal networking lunches and dinners
  - Conduct ice breaker for KC breakfast meeting
  - Plan "out-on-the-town" dinner
- Post similar academic conferences on our website
- Recognize SAPAA members receiving awards or honors on the website and listserv
- **For more information contact, Ebonish Lamar (eklamar@syr.edu)**

TECHNOLOGY COMMITTEE

- Designate a **Website Coordinator**
- Coordinate the information and pictures for the SAPAA website
- Communicate with the national office for getting SAPAA info on the home site
- Designate a **Listserv Manager** to manage the listserv for SAPAA by promoting the listserv to new SAPAA members
- Assisting regional coordinators with Listserv information for the regions
- **For more information, contact Andrea DiMarco (andreamdimarco1@gmail.com)**

RESEARCH & SCHOLARSHIP COMMITTEE

- Identify compelling and relevant topics in the SAPAA community that should be shared with the NASPA membership
- Designate a project coordinator for the Promising Practices Awards
- Develop a committee to select the Promising Practice Awards
- Promote scholarly research about SAPAA topics and about scholarship and evidence-based programs developed by SAPAA members at the annual NASPA conference, and foster ongoing dialogues about member scholarship through NASPA communication opportunities
- Develop and implement processes to solicit and review proposal submissions for research grants and/or other research funding offered by the KC
- Build relationships within and across NASPA Faculty and Practitioner resources to promote partnership scholarship and to support the KC in its mission
- Create and update on-line resources including a SAPAA bibliography
- **For more information, contact DeMethra Bradley (demethra.bradley@uvm.edu)**

COMMUNICATIONS COMMITTEE

- Coordinate quarterly newsletter, SYNERGY
- Stay in touch with Regional and Working Group Chairs to gather contact information for potential authors of SYNERGY articles
- At the annual NASPA conference:
  - Develop promotional material for distribution and display at conference
- **For more information about Communications, contact Lianna Scull (lianna.scull@limcollege.edu) or MT Teloki (mteloki@columbia.edu)**

WORKING GROUPS

SAPAA WORKING GROUPS EXIST TO PROVIDE OPPORTUNITIES TO ENGAGE IN CONVERSATIONS AND GATHER RESOURCES THAT FOCUS ON THE PARTNERSHIPS BETWEEN STUDENT AFFAIRS AND ACADEMIC AFFAIRS IN NICHE AREAS.

- **Academic Advising – Gayla Adams-Wright (gayla@k-state.edu) or Angélique Courbou (angeli@k-state.edu)**
- **Career Services –Julia Fleming (juliaf@crc.ufl.edu)**
- **Living/Learning Communities – Michael Puma (mpuma@loyola.edu) or Christine Ujj (cujj@kennesaw.edu)**
- **Service Learning/Civic Engagement – Andrew Wiemer (andreww@miami.edu)**

No matter how you desire to become involved or what your interests are, SAPAA has something for you!

Connect with us on social Media:
Visit us on the NASPA website or search for "Student Affairs Partnering with Academic Affairs (SAPAA)" on **Facebook & LinkedIn** and get started TODAY!

◆ NASPA | Student Affairs Partnering with Academic Affairs KC

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.

SAPAA COMMUNICATIONS COMMITTEE BOARD

Co-Chairs: Lianna Scull, LIM College and Mohanlall T. Teloki, LIM College

Editor: Mitchell Levy, Atlantic Cape Community College and Elizabeth Bracey, LIM College

Image Contributor/Editor: Mohanlall T. Teloki, LIM College

Layout/Upload Coordinator: Andrea DiMarco, New York University

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 (not including images)

Please include the following:
Author Information: Name, Title, Institution, Email address, Phone and additional Author Information (optional, strongly suggested): Head shots of the author(s) with a brief 2-3 sentence personal/professional bio
Other campus views/images

Please send photos and/or accompanying imagery for articles as high resolution .jpg files with suggested captions identifying relevant individuals, institutions and/or programs in attached WORD documents (.jpg files, within the text itself is acceptable)

Please note: 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.