FINAL REPORT

PROFESSIONAL DEVELOPMENT GRANT PROPOSAL

"Using the Power of Community Based Research to Meet the Needs of the Higher Education Community: A Working Session for SSAOs and Faculty Members"

A ½ day workshop co-presented at the
2008 NASPA Annual Conference in Boston, MA by:

Dr. Christine E. Austin
September 9, 2008

This final report outlines the results of a professional development grant that funded travel, lodging, and meals during March 8 – 9, 2008. The grant was approved in support of my attendance at a professional conference, where I delivered a 3 hour workshop to Senior Student Affairs Officers at the annual National Association of Student Personnel Administrators (NASPA) conference held in Boston, Massachusetts. A copy of the program page on which this workshop appeared is included in this report.

A. Title Page (see previous page)

B. Restatement of professional enhancement opportunity

The faculty member traveled to a national conference in order to present a ½ day pre-conference workshop. The purpose of this preconference workshop was to create research-based collaboration between student affairs practitioners and faculty members in student affairs graduate preparation programs. Informing the participants of a possibly new, more collaborative method, which has the potential to combine both scholarly and applied research needs, was an innovative approach that not only contributes to research, but also aids in building more community within higher education institutions that have graduate preparation programs.
Participants of the workshop:

- Learned the basics of community-based research,
- Generated new ideas for research in dialogue between student affairs practitioners and faculty members,
- Proposed potential collaborative research topics and projects,
- Obtained directed, networking opportunities.

C. Brief review of the professional enhancement opportunity

This presentation built upon the skills of the faculty member presenting the workshop, and served to initiate strong networks for future research projects. As a first year faculty member, I gained valuable experience not only in presenting scholarship at a conference, but also in grant proposal preparation.

Another benefit was the appearance of the University's name on the program and demonstrated Arkansas Tech's place as an innovative graduate preparation program at a national conference.

D. Summary of experiences.

The workshop was well attended by 13 vice presidents of student affairs from colleges and universities across the country. My co-presenter and I presented information on

Community-based Research as a means to increasing the collaboration between student affairs departments and the faculty of institutions of higher education. Attendees had numerous questions, and the better part of the workshop was spent in discussing the benefits of this approach at collaborative community building and brainstorming possible areas or topics of collaboration.

I gained valuable networking contacts, and received a request to write an article on the topic of the workshop for the organization's professional journal. I also gained experience in presenting at a national conference that will serve me well in future presentation opportunities as I continue to grow as a scholar in my chosen discipline.

9   **Using Logic Models for Identifying Program and Student Learning Outcomes**
313 - Convention Center

Thomas Grayson, *University of Illinois*

In the current higher education community, it's impossible not to have heard of performance measurement (PM), but what exactly is it? Why are so many program managers moving toward it? How can Student Affairs professionals use PM to identify program goals and student learning outcomes? How can staff use PM most effectively to improve programs and document accomplishments? This full day pre-conference workshop will enable student affairs professionals to systematically develop logic models with practical applications for identifying program goals, student learning outcomes, and measuring program performance. Clear guidelines for building reverse order linkages from long term project outcomes ("love to see"), to immediate outcomes ("expect to see"), to activity inputs and outputs will be presented. Performance measures for each of the outcomes will be identified or developed.

10   **Charting the Course of Leadership Education: Mapping a Successful Student Leadership Experience**
New Hampshire - Marriott

Jan Lloyd, *University of South Florida*
Robert Vincent, *University of Rhode Island*
Katie McCorry-Andalis, *University of Texas at El Paso*
Ana Barraza, *University of Rhode Island*
Brett Bruner, *University of Central Missouri*
Heather Shook Christman, *DePaul University*
Melissa Boyd-Colvin, *University of Rhode Island*
Sumni Coburn, *University of Utah*

As leadership educators, it is our responsibility to prepare students for leadership roles in their personal and professional lives. Therefore, whether you are starting a leadership education program at your campus, are struggling theoretically to set the tone for your program, or are interested in taking that "next step" beyond the initial programming stage, this interactive session will focus on charting leadership education. Participants will select specialized tracks and build a workbook utilizing charts, grids, and rubrics to ensure accurate assessment outcomes and reporting for their specific programs. Each track will include program development, types of curricular and co-curricular approaches to leadership development, some of the latest theoretical approaches, and a "best practices" discussion with a panel of expert practitioners.

11   **Capacity-Building Workshop: Developing and Assessing Student Learning Outcomes**
110 - Convention Center

Richard P. Keeling, *Keeling & Associates, LLC*
Hazel J. Scott, *Keeling & Associates, LLC*
Ric Underhile, CHES, *Keeling & Associates, LLC*

This highly interactive, participatory workshop provides conferees an intensive training in conceptualizing, developing, and creating student learning outcomes. Participants will draw from their own institution's mission statements to write student learning outcomes that measure and document student growth. Most campus educators require substantive capacity building and professional development to write effective student learning outcomes that support the academic mission, inspire student learning, and promote student success; this workshop will initiate or renew that capacity building process.

12   **Women's/Gender Centers Pre-Conference: Charting a Feminist Course for Student Success**
310 - Convention Center

Susan Marine, *Harvard University*
Colleen Petterson, *Georgia Institute of Technology*
Brenda Bethman, *University of Missouri-Kansas City Women's Center*
Amy Jacobson, *Alfred University*
Bridge Gorrow, *Portland State University*
Summer Little, *University of New Mexico*
Juli Parker, *University of Massachusetts-Dartmouth*
Sheila McMahon, *Boston College*

Presenters will provide an opportunity for staff affiliated with campus women's and gender centers, as well as deans, directors, other allies, and graduate students interested in careers in women's/gender center work to come together for idea sharing, learning, and collaboration. Presenters will focus on three specific areas related to learning outcomes in the women's centers context: the use of CAS standards for assessment of women's centers work, innovative pedagogical approaches to sexual violence awareness and prevention, and fundraising strategies to amplify the educational impact of women's center work on the campus.

13   **AGAPSS Pre-Conference Workshop: Foundations of Graduate and Professional Student Wellness**
Off-Site - Dudley House, Harvard University

Katherine O'Dair, *Boston College*
Gail Buck, *Loyola Marymount University*
Lisa Brandes, *Yale University*
Jessica Grace, *Drexel University*

This day-long workshop will focus on health and wellness issues for graduate and professional school students, with an emphasis on mental health, orientation, first-year experience and "Grad 101" courses. The program format will include workshops, roundtable discussions, and best practice sharing and will allow participants to discuss current trends in the field. The program will be held at Dudley House, the Harvard University Graduate Student Center and Residence. *Bus will depart from the Convention Center at 7:30 a.m. The bus will return to the Convention Center at 3:30 p.m.*

Half-Day • 8:00 a.m. - 11:00 a.m.

21   **Using the Power of Community Based Research to Meet the Needs of the High Education Community: A Working Session for SSAOs and Faculty Member**
107 - Convention Center

Annemarie Vaccaro, *University of Denver*
Christine Austin, *Arkansas Tech University*

Faculty members, the generators of knowledg and senior student affairs officers, as practitioners who are on the cutting edge of implementation of student services, have the potential to be great collaborators. Using community-based research as a framework, participants will brainstorm ways to combine their unique talents, experiences, and needs to generate research. Participants will have the opportunity to learn about the basics of community-based research, generate new ideas for research in dialogue between studen affairs practitioners and faculty members, propose potential collaborative research topic and projects, and obtain directed networking opportunities.

22   **Enough Preaching to the Choir: Reaching Beyond the Usual GLBTQA Supporters (2008 GLBT Issues in High Education Institute)**
108 - Convention Center
D. Chase Catalano, *University of Massachuset Amherst*
Tom Bourdon, *New York University*

Does it seem as though the same 10 people show up to all the GLBTQA events on campu: Is it still feeling difficult to reach closeted students? Are there still very few faculty/ staff members who are out, visible, and/ or supportive on your campus? Participants will leave this Eighth Annual Gay, Lesbian, Bisexual, and Transgender Issues in Higher Education Institute with more awareness of how to inspire action and involvement. Let's tr to add some new voices to the singing!

23   **New (And Old!) Technology You Can Use**
109 - Convention Center

Kevin Guidry, *Indiana University*
Elahe Amani, *California State University-Fullerton*

Newer online tools such as blogs, wikis, RSS readers, and social networking tools offer new and exciting possibilities for professional practice in student affairs. Members of NASPA Technology Knowledge Community will discuss these new tools and contrast them with older online tools such as e-mail, listservs, and web pages. Tools will be demonstrated with live, practical, and useful examples to help attendees determine which tools may meet their needs. This program assumes little prior knowledge; technology novices are particularly welcome.