Interchange

Commission for Student Involvement Newsletter

A Word from the Editor

Greetings Commission for Student Involvement

I apologize for the delay in the publication of this issue of *The Interchange*. Unfortunately I met a minor setback in the form of a computer virus. However, I proudly present you with this edition of the Commission for Student Involvement's newsletter.

I hope all of your fall semesters are going well. I imagine many of you are as excited as I am to have students on campus and be in the thick of things again.

For those of you new to the commission, take the time to check out our page on the ACPA website. There you will find a myriad of resources that you might find useful, such as an advising guide and best practices, not to mention past issues of this newsletter.

I am still in need of articles. If you have any interest in writing for the newsletter, please contact me at avi@okstate.edu. The commission benefits from its members sharing their knowledge with each other and this resource is reliant on that.
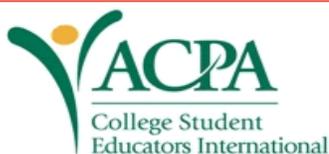
Avi
Vice Chair for Publications 2009-2010

What's Inside:

ACPA
College Student
Educators International

Chair's Corner: *THE SUMMER TIME BLUES………NAH!*

By David Rachita

Happy Fall Semester CSI Folks!

I hope each and every one of you has had a restful summer and are refueled for the new year! While many of us were hitting the beach or visiting national parks or just spending time with friends and loved ones, CSI kept busy throughout the summer months preparing for what should prove to be an exciting and enriching "commission" year!

Just one of those activities included my attendance at the annual ACPA Summer Leadership meeting which was hosted by ACPA President Tom Jackson Jr. at the University of Louisville. Participants included the chairs/directors of the commissions, state divisions, standing committees, and general leadership and international office staff members. All in all it was a great experience and I can confidently report that ACPA is as strong and vibrant as ever.

Aside from learning what is new with ACPA (which I will mention later) this experience to left me with two lasting thoughts, (1) that CSI is a very strong commission, with much consistency and deep leadership, and (2) it's that time of year for us to get busy!

The main focus or message that I took away from this year's meeting is that the commission is charged with being the curriculum experts in our respective areas and in response we need to be providing "products" that support and develop our constituents.

This idea of what we "do" being defined as "products" is still a fairly new spin for ACPA but I can report that it is much more of a centralized theme now than ever. Much of this comes from ACPA adopting its new strategic plan which is only a year old. This plan is comprised of 3 outcome areas:

1. Acquisition of Knowledge and Competencies
2. Career and Professional Development
3. Membership recruitment and retention

From a 50,000 foot perspective, I am charged more so than ever to challenge CSI in maintaining and developing products/services/resources/ relationships that are intentionally satisfying these strategic outcomes.

Each of our content functional areas has been thinking about what "product" their committee could be producing. We could use your help! Do you have any ideas regarding what CSI could be creating for the benefit of our membership? Are you interested in helping make that happen? Some general ideas we've played with are:

Drive-In Workshops
Web Conferencing
Webinars
Program submissions in the name of CSI at other conferences
Publications such as articles for this newsletter or a resource guide loaded on our web page

I know that many of you are already doing great work out there. This means we don't have to reinvent the wheel. What is that you are already doing that CSI could harness and offer to the entire membership?

In addition to the above, the Summer Leadership Meeting also addressed these items:

Specific Items from Summer Meeting – Below are several areas of interest that came up during the meeting that you need to be aware of:

Budget – The commissions, standing committees and state divisions are being asked to do more with less.

Next Gen Conference – ACPA is still committed to this outreach program and CSI hopes to sponsor a "Next Gener" at the Boston convention.

Conference 2010 – Boston – First of all let me say that I am very proud that CSI has three representatives that hold positions on the conference committee – Susan Sullivan, Marlena Martinez, and Dave Zamansky! Also, fees are remaining the same and big changes are in the plan for the Showcase and other networking opportunities. And my favorite - restaurant discounts will be available with your conference badge.

Placement is now called Career Center and will be mostly an on-line service through an external career development company called JobTarget. The process will be more dynamic and assessable. Internships and Assistantships will also be advertised here and there are plans to incorporate a summer placement service.

Exhibits (now called Corporate Sponsors) will be in the same location as Career Central.

One-Day passes will be available/sold for a significantly discounted price.

NASPA and ACPA - And a big topic of discussion was the resurrected discussion regarding possible unification between the two associations. You can get more up to date information regarding this on-going discussion at http://www2.myacpa.org/au/governance/unification.php

So as you can see, we've been busy this summer! With all this thinking, planning, and meeting we hope you'll reap the benefits during this upcoming year. Please don't be shy; send us ideas and better yet, volunteer to help create something all our members can enjoy.

Happy Fall Semester!
David

Book Review—*Emotionally Intelligent Leadership: A Guide for College Students*

By Paige Haber

Two hundred and ninety-three thousand, two hundred and forty-one: the number of results from an Amazon.com search on *leadership*. Last year I had students in one of my courses spend an hour in a bookstore perusing the leadership section to identify common themes of the leadership books in mainstream literature (also known as the Airport Bookstore collection). The students found many of the books to be prescriptive, limiting, Great Man-focused, and overall not very useful. Just like my students, I have had a difficult time finding engaging, relevant, and quality leadership books to use in the classroom and with student leaders. Just this year I have found a book to add to my short list of quality student leadership books: *Emotionally Intelligent Leadership: A Guide for College Students*, by Marcy Levy Shankman and Scott Allen.

Emotionally intelligent leadership (EIL) combines progressive and emergent thinking on leadership with the increasingly popular concept of emotional intelligence. Emotional intelligence is a type of human intelligence that is characterized by awareness and management of one's own emotions, awareness of others' emotions, and the ability to manage relationships (Goleman, 1995; Goleman, Boyatzis, & McKee, 2002). In synthesizing these two areas, Shankman & Allen present a model of EIL that emphasizes consciousness of three main facets of the leadership dynamic: consciousness of context, consciousness of self, and consciousness of others. Consciousness of context involves awareness of the larger environment in which leaders and group members operate, consciousness of self emphasizes an understanding and awareness of one's abilities emotions, and consciousness of others focuses on awareness and understanding of others and your relationship with others. The ability to be conscious of these three facets and lead accordingly can help determine effective and ineffective leadership. To assist with this understanding, the model includes 21 specific capacities across the three areas of consciousness (see sidebar). As opposed to traits, the authors chose the word "capacity" and emphasize that everyone has the ability to develop these capacities. The authors emphasize the importance of having a "healthy balance" of the capacities and acknowledge that one must not be competent in all 21 capacities to effectively lead.

Emotionally Intelligent Leadership is a very student-friendly book and a quick read at just over 120 pages. It is broken into 23 short chapters - an introduction, a chapter for each of the capacities, and a concluding chapter. Each chapter provides a good balance of theory, real-world examples (not just from the business world), student perspectives, and reflection questions. Additionally, there are practical take-aways that can help students determine what they can do to develop the competencies.

I am currently using this book for an Emerging Leaders course for first-year students. When discussing the book at our facilitator training, one of the upper-classman student facilitators summed up the focus and the utility of the book nicely. She said that the concepts are fairly common-knowledge- in a *good* way. What she meant was that at first glance of the 21 capacities, there are no surprising capacities, and people will tend to know what each of the capacities might mean. But they are capacities that are very important and often overlooked. The authors delve into these often-basic capacities to help readers understand what they are really about- especially in terms of what these capacities might mean for them as student leaders. For example, one of the capacities within consciousness of self

is *flexibility.* Most would argue that flexibility is important but would leave it at that. The authors delve into what it means to be flexible, consequences when people are not flexible, the relationship of feedback to flexibility, and discussion around ethics of when it is appropriate to remain rooted in your values and principles. EIL provides a helpful framework that truly explores the complexity of these capacities and draws them together into a comprehensible whole.

The student-friendly nature of the book and applicability of the book to students' personal and leadership experiences on and off campus makes *Emotionally Intelligent Leadership* a good choice for student group trainings or retreats, peer leader experiences (such as RAs), leadership courses, or other student leadership settings where students' time (and yours!) might be limited. The book provides a strong foundation of knowledge, skills, and perspectives of EIL that can translate into many aspects of students' lives, and I would venture to say it will also help provide perspective for you and your personal leadership development- it did for me.

References

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence.* Boston: Harvard Business School Press.

Paige Haber is an Instructor for the Department of Leadership Studies and a Doctoral Student in Leadership Studies at the University of San Diego. She has been involved with the Commission for Student Involvement for 3 years.

Emotionally Intelligent Leadership

Consciousness of Context
The environment in which leaders and followers work
Environmental awareness: Thinking intentionally about the environment of a leadership situation
Group savvy: Interpreting the situation and/or networks of an organization

Consciousness of Self
Being aware of yourself in terms of your abilities and emotions
Emotional self-perception: Identifying your emotions and reactions and their impact on you
Honest self-understanding: Being aware of your own strengths and limitations
Healthy self-esteem: Having a balanced sense of self
Emotional self-control: Consciously moderating your emotions and reactions
Authenticity: Being transparent and trustworthy
Flexibility: Being open and adaptive to changing situations
Achievement: Being driven to improve according to personal standards
Optimism: Being positive
Initiative: Wanting and seeking opportunities

Consciousness of Others
Being aware of your relationship with others and the role they play in the leadership equation
Empathy: Understanding others from their perspective
Citizenship: Recognizing and fulfilling your responsibility for others or the group
Inspiration: Motivating and moving others toward a shared vision
Influence: Demonstrating skills of persuasion
Coaching: Helping others enhance their skills and abilities
Change agent: Seeking out and working with others toward new directions
Conflict management: Identifying and resolving problems and issues with others
Developing relationships: Creating connections between, among, and with people
Teamwork: Working effectively with others in a group
Capitalizing on difference: Building on assets that come from differences with others

Leadership by Design: Creating and Measuring Leadership Competencies

By Corey Seemiller and Tom Murray

For nearly thirty years, the Council for the Advancement of Standards in Higher Education (CAS) has developed standards for practice and preparation for Student Affairs professionals. Established as a consortium of professional organizations, CAS works to develop and disseminate a profession-wide set of standards that define best practices in the field of Student Affairs (CAS, 2006). In a similar attempt, ACPA and NASPA (2004) published *Learning Reconsidered*, which outlines seven learning outcomes for college students. Both CAS standards and *Learning Reconsidered* learning outcomes, while differing in depth and breadth, have a similar focus on the learning and development of the whole student.

For a number of years at The University of Arizona, we used the CAS standards and *Learning Reconsidered* learning outcomes to measure our leadership programs. Each event or component of every leadership program was matched with the standards and/or outcomes that best fit, and students were asked questions we designed related to those standards and outcomes after each event. While this did provide us with some helpful information, it often felt as if we were fitting a square peg in a round hole. Some of the CAS standards and *Learning Reconsidered* learning outcomes were outside the scope of our leadership programs and these standards and outcomes also left out some aspects of the learning that we believed was taking place in our programs. We then realized that we were using tools designed to develop and measure *program outcomes* as a way to measure *student outcomes*. While these two sets of standards and learning outcomes provide noble aspirations for student affairs practitioners, they only provide broad guidance for setting learning outcomes on a programmatic level and do not provide means for assessing students' learning based on those outcomes. In addition, we came to the realization that a number of our assessment questions based on these outcomes did not really measure what we wanted.

So, we had to ask ourselves the question, "Are we using the right outcomes?" This was the "A-ha" moment that motivated us to create our own set of outcomes. Using the CAS standards and *Learning Reconsidered* learning outcomes as guides, we set out to create our own comprehensive list of outcomes for our leadership programs that was a combination of best practices in the field of Student Affairs, specific outcomes related to leadership development, and the needs and goals of our own programs. We realized that in order for these learning outcomes to be effective, we needed to both determine how they apply to our unique programs as well as how to assess our programs' success in meeting those learning outcomes.

The task of developing comprehensive leadership learning outcomes was a large one. First, we had to understand what we were trying to measure. Were they standards, outcomes, competencies, or something else? After understanding what each of these concepts meant, we determined that competencies fit the best as it includes knowledge, skill, and behavior

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of an individual related to a particular concept. We began creating the list of competencies by each compiling a list of knowledge, skill, and behavior competencies using CAS standards and *Learning Reconsidered* learning outcomes. Each of us looked at these two documents and developed a list of what was relevant and appropriate for our programs. We then added other competencies from concepts that are integrated into our leadership programs and came together to compare lists and create version 1 of the Student Leadership Competencies.

After the competencies were developed, we then created a self reporting 4-point Likert-scale assessment for each competency that asked students to indicate if their participation in an event or experience contributed nothing, a little, somewhat, or a lot to their development of a particular competency. We realize the limitations in both self-reporting as well as the potentially subjective language of a little, somewhat, and a lot. However, the self reported nature can help us understand if students believe they are developing a particular competency as some competencies can be hard to objectively evaluate. In addition, there is an intuitive nature in the scale progression with the words, a little, somewhat, and a lot, even if they are not objectively defined. We then began to construct statements to measure the

outcomes trying to make sure that we were measuring what we wanted and intended to measure.

We piloted the first iteration of the assessment measures of the Student Leadership Competencies with various leadership programs on our campus including the Arizona Blue Chip Program (a 4-year co-curricular program), the National Collegiate Leadership Conference, 14 different leadership courses for credit, and the ATLAS Leadership Certificate Program. The initial findings garnered great feedback for program enhancement and aligned with our intended learning outcomes for these programs.

After this data was collected and reviewed, we began the process of comparing the original version of the Student Leadership Competencies to learning outcomes from a variety of academic accrediting organizations to understand how our leadership competencies may align with their learning outcomes. In doing this

process, we discovered a number of learning outcomes these organizations had related to leadership that were not part of the Student Leadership Competencies that led us to add a number of new competencies. Some of these new competencies are actually addressed in our leadership programs but were not included in the first version of the Student Leadership Competencies. We attribute this to the fact that some competencies are embedded so deeply in our programs that having never measured them before, it was easy to miss their existence in creating our first list of competencies. After finalizing version 1.1 of the Student Leadership Competencies, we then began to reformat the competency measurements we had previously created and construct measurements of the new competencies. In doing this process, we had to continually ask ourselves the following questions:

"Does it measure what we want?" Our first version of the Student Leadership

> **The initial findings garnered great feedback for program enhancement and aligned with our intended learning outcomes for these programs.**

Competencies had a competency of "Possesses administrative skills." After piloting the measurement of this competency and reflecting on its ability to measure what we wanted, we decided that we did not know exactly what constituted administrative skills and thus could not measure if a student had developed a competency in this area. We then changed this to "Organizes materials in an effective manner" believing that the skill of organization is more defined and tangible than that of administrative skills.

"Does it try to measure more than one thing?" We found a few of our original measurements included two distinct variables that made it impossible to understand which variable we were measuring. For instance, we originally had the competency "Understands issues and causes of social injustice." It became clear that issues and causes are not the same concept and trying to measure both in one competency measurement would mean that we could not discern what we were measuring.

"Do we want to measure it?" The original version of the Student Leadership Competencies included competencies related to career development. We then determined that the skills we wanted students to develop in the area of career development were already in the competencies, such as understanding personal values, oral communication, research skills, and appropriate interaction with others, and did not need to be re-measured in the singular context of searching for a career.

In addition, we went through every competency to determine if it was related to knowledge, skill, or behavior. We developed a standard language set for each of these three and applied it to the statement associated with the competency. For instance, any competency measuring skill stated that participating in a certain event/experience increased their ability to engage in that competency. For knowledge, it was to increase their knowledge, and for behavior it was to encourage them to engage in that behavior.

After designing the measurements, we then returned to the competencies and made any additional adjustments necessary to match the measurements. We then clustered the competencies under headings.

Version 1 of the Student Leadership Competencies had 18 clusters, between 1 and 7 specific competencies for each cluster, and 60 specific competencies total. Version 1.1 has 11 clusters, between 4 and 11 specific competencies for each cluster, and 69 specific competencies total.

Overall, this process has been challenging and has taken time and a critical lens. Although the completion of version 1.1 is an improvement over version 1.0, we believe that developing leadership competencies and measurements is a process. Version 1.1 of the Student Leadership Competencies and their measurements are available for use and are posted on our website at www.leadershipandsocialchange.org.

> **Overall, this process has been challenging and has taken time and a critical lens.**

References

ACPA: College Student Educators International & NASPA: Student Affairs Administrators in Higher Education. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: Author.

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Dr. Corey Seemiller is the Director of Curricular Leadership and Tom Murray is Coordinator of Social Justice Education and Leadership Training at The University of Arizona. Both work with a variety of leadership programs including the Arizona Blue Chip Program, the ATLAS Leadership Program, the National Collegiate Leadership Conference, leadership courses for credit, the Leadership & Involvement Transcript, the Equiss Social Justice Retreat, and the LINX Leadership Network.
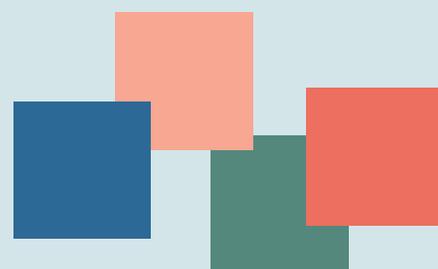
Commission Corner: Updates from Commission Leadership

Greek Life Committee
Chair: Christine L. Workman

Greek Affairs is busy planning for the Fall semester! We have been in touch with the NASPA Regional Knowledge Community Directors, and are looking forward to partnering with these colleagues to provide Educational programs for the Fraternity/Sorority Professional community. Through these discussions several trends for discussion have been developed, which include: Multicultural Greek Organizations, Alcohol and Other Drug Prevention programs, and Risk Management. We are hoping to have several webinars/web conferences throughout the year to address these needs. Additionally, research is being started on the CSI Reception at the AFA Annual Meeting. A survey to members should be sent out by month's end to determine the success of this event, and if our monetary resources can be better served in another capacity.

E-mail Christine at clworkman@gmail.com

Commission for Student Involvement Research Award
Vice Chair for Research: Jesse Watson

This year, the Commission for Student Involvement is offering up TWO **$500 research award grants** toward studies that are considered to expand the boundaries of knowledge with direct relation to one or more of the commission's four functional areas: Leadership, Community Service/Service Learning, Greek Life, and Student Activities.

We strongly encourage graduate students in professional preparation programs to consider applying, as they may well be our most passionate scholars and may currently be undertaking research salient to the Commission for Student Involvement.

If you know of anyone in your program that may benefit from this award, please forward along the attached description of the award and application process. Entries must be submitted via email by **Sunday, November 8, 2009.**

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