



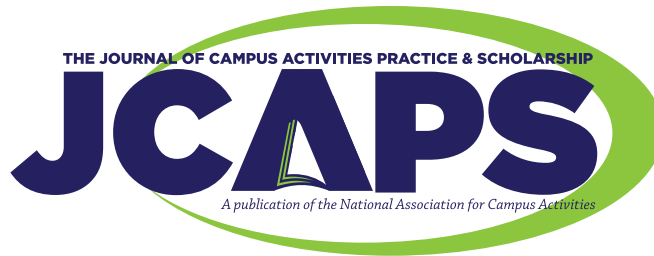
**THE JOURNAL OF CAMPUS ACTIVITIES
PRACTICE & SCHOLARSHIP**

JCAPS

A publication of the National Association for Campus Activities

VOLUME 1 • ISSUE 2 • FALL 2019

© NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES



VOLUME 1, ISSUE 2, FALL 2019

ADVISORY BOARD

Dr. Brian Bourke, Chair
Murray State University (KY)

Zachary Clark
Indiana University of Pennsylvania

Leslie Cothren
Cameron University (OK)

Dr. Cindy Kane
Bridgewater State University (CT)

Benjamin Williams
Georgia State University

Dr. David Rosch, Editor in Chief
University of Illinois at Urbana-Champaign

EDITORIAL BOARD

Dr. David Rosch
Editor in Chief
University of Illinois at Urbana-Champaign

Dr. Danielle Desawal
Section Editor, Focus on Emerging Scholars
Indiana University

Dr. Adam Peck
Section Editor, Scholarship-to-Practice Brief
Stephen F. Austin State University (TX)

Dr. Stephanie Russell Krebs
Section Editor, Media/Resource Review
The University of Tampa (FL)

Dr. Steven McCullar
Section Editor, Empirical Research
St. Cloud State University (MN)



Becky Riopel
National Association for Campus Activities Board of Directors, Chair

LaShaundra Randolph
NACA® Board of Directors, Liaison

NACA® National Office

Amber Shaverdi Huston, CAE
Executive Director

Jason Jeffers
Graphic Designer

Sarah Keeling, Ph.D.
Director of Education & Research

Hannah Maria Hayes
*Director of Marketing
& Communications*

Kayla Brennan
Education & Research Coordinator

CALL FOR SUBMISSIONS

The Journal of Campus Activities Practice and Scholarship (JCAPS) is a social science peer-reviewed journal. It focuses on publishing rigorous, relevant, and respected scholarship related to postsecondary education co-curricular campus activities, and translating such scholarship to practice. It especially encourages submissions from practitioners throughout higher education.

Typical submissions to the journal cover topics such as:

Student and leadership development within campus activities

Programming within a diverse and multicultural campus

Advising students and their organizations

Campus programming, governance, and/or funding boards

Assessing the effects of student involvement in campus activities

Navigating political and legal issues in working with students

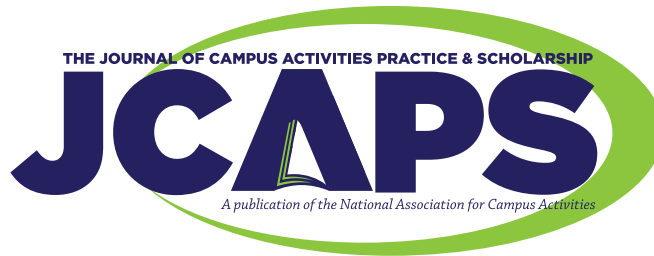
Professional development for staff and faculty who work with students

Authors can find more information about the submission process at naca.org/JCAPS.

The Journal of Campus Activities Practice & Scholarship is published biannually by the National Association for Campus Activities. Statements of fact and opinion, or other claims made herein, are the responsibility of the authors and do not imply an opinion on the part of NACA® office employees, or officers, staff and other members of the Association. All rights reserved, including the right to reproduce the contents of JCAPS either in whole or in part. Any reproduction includes, but is not limited to, computerized storage of information for later retrieval or audio, visual, print or internet purposes. All protections offered under federal copyright law will be strictly pursued, and no reproduction of any portion of this publication may occur without specific written permission from NACA. No material can be copied in any form if the purpose is to sell the material.

NACA, National Association for Campus Activities, *The Journal of Campus Activities Practice & Scholarship*, JCAPS, and all other designated trademarks, service marks, and trade names (collectively the “Marks”) are trademarks or registered trademarks of and are propriety to NACA, or other respective owners that have granted NACA the right and license to use such Marks.

NACA offices: 13 Harbison Way, Columbia, SC 29212-3401.



VOLUME 1, ISSUE 2, FALL 2019

TABLE OF CONTENTS

Translating a Dissertation to a Scholarly Publication: Words of Advice from the Journal Editorial Board	5
<i>JCAPS Editorial Board</i>	
SCHOLARSHIP-TO-PRACTICE SECTION	
Leadership Development through Campus Employment: Preparing a New Workforce.....	10
<i>Trisha Gott, Kansas State University</i>	
Old Whine, New Bottles: Understanding Historical Context Can Inform Our Current Narrative	19
<i>Michael Preston, Florida Consortium of Metropolitan Research Universities</i> <i>& Darren Pikul, Florida Atlantic University</i>	
Developing Employability Skill Articulation in College Students: A Framework and Practitioner Approaches for Co-curricular Educators	26
<i>Bradley C. Kovalcik, Point Park University (PA)</i>	
RESEARCH SECTION	
Social Connections Matter: A Look into New Student Affairs Professional Wellness and Attrition Intentions.....	32
<i>Zeak Naifeh, Cameron University (OK)</i>	



TRANSLATING A DISSERTATION TO A SCHOLARLY PUBLICATION: WORDS OF ADVICE FROM THE JOURNAL EDITORIAL BOARD

David M. Rosch, University of Illinois at Urbana-Champaign, Editor-in-Chief
Danielle Desawal, Indiana University – Bloomington
Steven McCullar, St. Cloud State University (MN)
Adam Peck, Stephen F. Austin University (TX)
Stephanie Russell Krebs, University of Tampa (FL)

A quote often attributed to Michelangelo reads, “In every block of marble I see a statue as plain as though it stood before me, shaped and perfect in attitude and action. I have only to hew away the rough walls that imprison the lovely apparition to reveal it to the other eyes as mine see it” (Shaikh and Leonard-Amodeo, 2005, p. 75). There can be a temptation to see the act of chiseling a journal article out of one’s dissertation in similar terms. One cannot help but wonder if Michelangelo’s advisors ever presented him a piece of stone and said, “Yeah, you could get two or three angels out of this one.” However, “chop it down and submit something” is advice doctoral students often receive when thinking about publishing their dissertations. Such advice can lead to the modern-day equivalent of this approach – cutting and pasting a 20,000-40,000 word dissertation into 5,000-7,000 word journal article. This process, of course, often leads to expected results: a disjointed and wordy article that is both difficult to follow and overly complicated.

A CONTRAST IN PURPOSES

The folly of simply cutting and pasting to publication can be more clearly understood when considering why dissertations and research articles exist. As the academic tent pole in graduate education, the central goal of a doctoral dissertation (and to a lesser extent, a Master’s thesis) is to prepare students for a career of scholarship. The process of constructing a dissertation helps graduate students learn how to consume and produce knowledge with the goal to help scholars in their discipline better understand the chosen subject of inquiry over the course of that student’s academic lifetime. (The word “discipline” is often ascribed to an academic field due to the diligence and specialized rigor with which a scholar must act to consume and create new knowledge within that field.) A dissertation, from this perspective, is simply a comprehensive practice of all the relevant skills necessary for the student to conduct independent research in subsequent decades.

Research articles, in contrast, arose to respond to a different societal need. Before the rise of academic journals, the only communication pipeline for bringing scholarship to a broad population was writing a book. If a scholar wanted to inform an audience about a subject, that scholar needed to write a book and collaborate with a publisher to produce and distribute it. Academic journals began as a way for scholars to efficiently communicate new ideas and findings to fellow scholars. An added bonus was that several articles of various related topics could be combined into a single issue to further increase efficiency and optimize information distribution patterns.

When considering the aim to turn a dissertation into a published article in an academic journal, noting these historical and philosophical differences is crucial. A student completes a dissertation to prove to a small group of faculty who know the student well and has helped them create their research enterprise that they possess the skills necessary to join the community of scholars in their given discipline. A scholar writes an article for an academic journal to efficiently communicate novel ideas that productively build on existing bodies of knowledge to colleagues who share common interests in the scholar's subject area.

THE CAMPUS ACTIVITIES IMPERATIVE

The differences in purpose described above pose relatively few problems in academic subjects where graduate students commonly advance to careers that involve the production of new knowledge in their subject area. In many disciplines (particularly in the sciences), even if a Ph.D. graduate does not become a faculty member, they find employment in a role that rewards them for continuing innovative lines of research. However, within the study of postsecondary education, and particularly in the sub-field of campus activities work, many doctoral graduates advance into a career of administration that provides few tangible rewards for continuing work as a researcher and scholar.

Within this system, a significant amount of empirical research specifically targeted at improving the work of campus activities professionals and optimizing student development is performed by graduate students. It is, therefore, no surprise that Kane (2019) provocatively stated that the work of campus activities lacks a vibrant and growing body of knowledge for how to do such work effectively. To advance, campus activities professionals who have conducted original research through dissertations and theses should strongly consider efforts to publish their scholarship. With this goal in mind, we will focus on some best practices for recent graduates to follow in publishing their work in *The Journal of Campus Activities Practice and Scholarship* and other higher-education focused academic journals.

SPECIFIC ISSUES TO CONSIDER

The Extended Timing of Dissertation Writing

Let us consider how dissertations are built. Typically, students discuss their preferred topic with an advisor, gain permission to get started, and then construct their chapters in sequential fashion. Chapter One provides an introduction to the study and is often written first. Chapter Two provides an overview of relevant literature and is most often approached second. Only after both chapters are complete does one typically begin to write the third chapter, which describes the methods utilized within the student's original research study: how the study will be approached, data will be analyzed, and conclusions will be drawn. In most programs, these three chapters constitute the dissertation proposal that separates a doctoral student from becoming a doctoral candidate – and not insignificantly, where the methods are described in future tense (i.e. what the student will do). Once the proposal has been properly defended to the student's supervising faculty, the candidate often begins navigating institutional review boards and logistical necessities – and only at the completion of such processes begins the active research phase of their work. It is not unusual for the research phase of a dissertation to take several months or more to conduct. For these reasons, doctoral candidates only rarely revisit the first two chapters of their work through the several months and occasionally even years of completing their dissertation. Due to the significant time invested in producing a dissertation, its first half (chapters one and two) can inadvertently become disconnected from its second half (chapters three, four, and five). As a result, the literature review in a dissertation may not predict or reveal the concepts that ultimately became important in the study, or appropriately succinctly lay the foundation for introducing its research questions, methodology, findings, or implications.

The Goals of Literature Reviews

The point of a dissertation literature review is to explicitly display to supervising faculty that the student has mastered the comprehensive body of knowledge relevant within their research subject. Such display requires the student to include numerous citations and deeply describe past researchers' methods, strengths, and weaknesses.

Supervising faculty may point out arcane references to add to help show readers of the dissertation that the student possesses deep and broad knowledge. Such goals stand in stark contrast to the expectations of a literature review within a journal article, where succinctness is valued, and authors share only what is relevant to show the significance of the research presented and how the author's work is poised to significantly advance a body of knowledge.

Journal articles and dissertations may look very similar (similar structures, language, tone, citation management, etc.) but their purposes are very different. As mentioned above, the purpose of a journal article is to efficiently inform the reader regarding innovative and timely advances in knowledge, and rigorously show how the author achieved such advancement. In this regard, it must be readable, interesting, and brief. Authors (who are anonymous to article reviewers) are assumed to already belong to the body of scholars within their field. Journal authors who write to prove to their readers that they belong within that community find themselves often including far too much detail. By contrast, such inclusion is often rewarded in dissertations. The best literature reviews in articles are relatively brief, include the most important citations, and focus on "the why" – why the research is important to scholars and practitioners; why it builds on what we already know, or believe, is true within the field; and, why its findings might significantly inform future research or future practice.

BEST PRACTICES FOR TRANSLATION

At this point, some may wonder if it is hopeless to translate one's dissertation research into a scholarly journal article. If it were, certainly we wouldn't exert the effort to produce this article. As campus activities professionals (and in general, graduating doctoral students) approach publishing their work, it would be wise to consider the advice presented in the paragraphs that follow. While the information pertains specifically to *The Journal of Campus Activities Practice and Scholarship*, we also feel it could be productively applied across most scholarly fields of inquiry.

Create an Outline

Perhaps most significantly, we suggest "starting over" in writing for publication. We recognize such reconstruction is probably not what most prospective authors who have spent years working on their dissertations want to hear – yet it is the most likely path to success. For all of the reasons cited in the previous section, it will be difficult to chisel (i.e. cut and paste) a way out of turning a dissertation into a journal article. Certainly one does not have to scrap everything; there will be many useful quotations and citations – but the bulk of the writing that supports those existing elements should be written just for the article. The development of your outline should focus on how the research you have conducted contributes to the larger body of knowledge in campus activities. An introduction should be used to articulate how this is a current issue for professionals. A brief review of the research conducted should follow with a summary of the results. Describe your methodology and philosophical framework. Focus the body of the article on the implications to practice. Think about the following two questions: Why should professionals in campus activities care? What can they actually do with the information that you are sharing? Conclude with a discussion on further research opportunities and implications.

Identify salient citations

Consider the extreme difficulty of editing and proofreading a piece you have likely read dozens of times and have discussed in detail with your advisors for several months. Prospective article authors must put on the lens of a first-time reader to critique the clarity of their writing. In a concrete sense, the author's work might include editing five paragraphs of 20 sentences that include 15 citations into one or two paragraphs that include a comparable amount of significant information. Such translation cannot be accomplished through simply cutting sentences. Simply writing the one or two paragraphs from scratch will result in something much more readable and clear. Beginning to identify the citations that are salient to the focus of the journal article will help you identify how you want to frame your approach.

Continue to research

Given the amount of time that passes between the development of a dissertation and a defense, authors will

need to stay current on the literature surrounding their topic. A journal article should recognize the most recent discussions about a given topic in the field.

Take the Appropriate Amount of Time

Motivation to write is an important consideration. How will you motivate yourself to work on this project? Many individuals who complete dissertations find themselves feeling like someone who has just completed a marathon; the suggestion that they immediately run a 5K race the next day would probably not be well received. The problems with taking an extended break, however, is that every subsequent day that passes without translating a dissertation to an article is another day that the skills the author built as a writer will atrophy just a bit more. Similar to any skill not consistently honed, dissertation authors who lose the practice of writing struggle to regain it. A typical journal article can take over 30 hours of work to establish an initial draft to submit for review. A mistake dissertation authors have made in the past is reserving an open weekend soon after completing their dissertation writing to cut its length into an article to submit to a journal. Budget several sessions for outlining the article, summarizing dissertation sections, inserting more timely references, etc. Our advice is to write a little every day – no matter how little – to keep the work on your mind; you may be surprised with how quickly you make progress given such consistency.

Possible Trap of “Familiarity”

Many authors have fallen into the following trap: lulled by familiarity of our writing and certain of what we intended to say, we tend to glaze over the actual written words, inserting absent words as if they were there, ignoring grammatical and syntactical errors as we skim, and presuming that other readers will be able to make exactly the intuitive leaps we have made. A good litmus test for your writing is to force yourself to read your work word for word (aloud, if possible); if you cannot bring yourself to read what you have written, it is unlikely that others will want to, either.

Structure your time

For example, after re-reading Chapter One, commit to writing 150 words that could be used as the introductory paragraph or two in a scholarly journal article that summarizes the chapter. Maybe the goal of another day’s writing is to summarize the sample of one’s research participants from three paragraphs to one. Compartmentalizing tasks and accomplishing them in bite-sized pieces can sustain momentum while still allowing full-time working professionals to get their weekends back.

Stay motivated

The process to get a journal article from an outline to press takes time. This process will be a marathon and not a sprint. To motivate yourself, think about what made you excited to study your topic in the first place. You should also think about all of the efforts that went into becoming an expert. It was likely founded in a desire to understand the topic. Remember that there are others like you who would like to understand the topic better, where you can serve as a catalyst for their learning.

Seek feedback

Lastly, find individuals who are willing to read and critique your work. Find individuals who will challenge your thinking, not the colleagues who will tell you that you did a great job. They can offer a fresh perspective, especially if they have never seen it before. It can be useful to ask individuals without any experience with your topic to offer their feedback. (This can also serve as a dry run for when you submit your article to be reviewed by anonymous scholars.) Good research often strikes a balance between describing complex constructs and processes in ways as simple and clear as possible. Such counter-balancing is the “ying” and “yang” of the educational process. The process of effective teaching involves, in part, taking something simple and making it complex. In this way, it should be possible to give your article to a friend from outside of academia and have it make sense to them. Their feedback could provide very useful feedback in preparation for the blind review soon to come.

Another source of good critique can come from members of your dissertation committee. In the “publish or perish” world of higher education, they may even be interested in being a co-author with you – which will likely

also result in your having help in the writing and editing of the article. Should this occur, it would be a good idea to discuss the order in which authors are listed. For those who are pursuing careers as practitioners, there is little to no downside to being listed as a second author – especially if the first author is well-respected in the field. On the other hand, if you have done the lion’s share of the work that led to the article, being listed as the first author is justified. Regardless, possessing the help of a seasoned professional guiding you in the process offers clear advantages in making the transition from dissertation to academic journal.

THE JCAPS COMMITMENT

The editorial board of JCAPS is committed to helping scholars develop in the field of student activities. We believe that the ability to demonstrate the impact of campus activities on students’ development in postsecondary education and the effectiveness of our institutions is integral to the success of our profession. As such, we are willing to commit our time to individuals who submit to this journal. Academic journals are ranked based on how often the articles they contain are cited in subsequent research. Our central goal is to help campus activities scholars and professionals produce writing that is accessible and significant to the work of campus activities. To that end, we are more than willing to play an active role in supporting authors prior to and during the publication process.

REFERENCES

- Kane, C. (2019). Getting more from the Masters: Increasing scholarship in Campus Activities practice. *Journal of Campus Activities Practice and Scholarship*, 1(1), 26-32.
- Shaikh, S., & Leonard-Amodeo, J. (2005). The deviating eyes of Michelangelo’s David. *Journal of the Royal Society of Medicine*, 98(2), 75–76. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1079389/>.



LEADERSHIP DEVELOPMENT THROUGH CAMPUS EMPLOYMENT: PREPARING A NEW WORKFORCE

Trisha Gott, Kansas State University

Student employment is a key opportunity for student affairs practitioners to engage in leadership development. As the population of students seeking higher education shifts, now is the time for us to step forward fully and embrace our ability to enrich leadership development through the realm of student employment.

Over the past 25 years, higher education has seen an unprecedented expansion of access to students. According to the National Center for Educational Statistics, the number of students pursuing an education at colleges and universities has been steadily rising (2018). In 2015, fall enrollments at postsecondary institutions were up 23% over the levels just ten years prior. Much of this growth has come from historically underrepresented groups. From fall 1976 to fall 2015 the percentage of Hispanic students increased from 4% of college students to 17%. Gains among African Americans during this period were more modest, increasing from as low as 10% to as high as 15%. White students, who once made up as much as 84% of the total percentage of college students, made up about 58% of students during this timeframe (Snyder, DeBrey & Dillow, 2018).

This expansion in access carries with it the potential for economic prosperity. According to the U.S. Department of Education (2016), “Earning a college degree remains one of the most important investments one can make in his or her future. Over a lifetime, the average American with a bachelor’s degree will earn approximately \$1 million more than those without any postsecondary education, [and] are... also far less likely to face unemployment” (New Federal Guidance, 2016, para. 1).

However, as Engstrom & Tinto stated in 2008, “Access without support is not opportunity,” which remains true for students today. Access to a college education alone does not mean equitable opportunities. Today the cost of a college education continues to rise, as college students work more hours than ever before to try to meet the gap in their ability to pay for school. The “Learning While Earning: The New Normal” report stated that more than 40% of undergraduate students work at least 30 hours each week and a quarter of all working students are both working and enrolled full time (Carnevale, Smith, Melton, & Price, 2015). With this changing landscape, past and present philosophies and strategies of education, training, and development - including approaches to student employment and opportunities for student development - no longer meet the realities of the student population and experiences of today. Now is the time for us as student affairs practitioners to respond to this gap.

Our opportunity is through student employment as a leadership development experience. Our educational institutions are poised to respond to these changing circumstances and to reimagine the value and the impact possible while developing students through this journey. We must carefully examine the pathways laid out to prepare stu-

dents for graduation and successful entry into the workforce. Pathways must include interventions to support and retain students and to prepare them to navigate the world of work. To do this, both academic and student affairs practitioners will need to collaborate across disciplines, units, and departments, to think differently about how students learn, grow, and develop. The first step as practitioners is to learn more about the landscape of higher education, how the field is poised to respond to these challenges, and what and how interventions can be designed to serve students.

THE LANDSCAPE OF AND FOR STUDENTS

The Lumina Foundation (2017) found that 64% of college students work and 40% of those employed work full time. The Student Employment National Research Study (2018) reports that number to be an average of 70-80% of full-time students who are employed either on or off-campus. The amount and kind of work a student must do in college shapes their experience. Kruger and Peck (2017) write, “It stands to reason that students who must work more hours are more likely to receive less financial support from their families and, thus, are more economically disadvantaged. It seems plausible that students who come from lower-income families face challenges that their wealthier peers do not” (p. xxvi). Tinto explains, “. . . employment not only limits the time one has for academic studies, it also severely limits one’s opportunities for interaction with other students and faculty. As a consequence, one’s social integration, as well as one’s academic performance, suffers” (1993, p. 269).

Challenges for underrepresented students are documented and complicate the process of navigating college. This group often works and works more hours during their time in school. Students working more hours are also more likely to be first-generation college students (Terenzini, et al., 1996). How does employment for this group hold the promise of a developmental experience? Kuh, Kinzie, Schuh, & Whitt (2010) explain the challenges of ensuring access to opportunities in college: many colleges claim to provide high-quality learning environments for their students. As evidence, schools point to educationally enriching opportunities they make available, such as honors programs, co-curricular leadership development programs, and collaboration with faculty members on research. Too often, however, these experiences are coincidental or efforts on the part of students themselves rather than intentional institutional intervention. For every student who has such an experience, others exist who may not connect in meaningful ways with their teachers or their peers, or take advantage of learning opportunities. As a result, many students leave school prematurely or put little effort into their learning effectively falling short of benefiting from college to the extent they should.

In addition to increasing numbers of students working throughout college, demographics of the college-going population in the U.S. is shifting. Today, 42% of college students are students of color, 9% are first-generation immigrants to the U.S., and 37% are 25 or older (The State of Higher Education, 2018). Beyond shifting demographics, the field knows all too well that the cost of higher education has increased and the number of students graduating with college debt has grown. One study showed that most students who graduate with a bachelor’s degree will have debt with the heaviest debt carried by black students. Average loan debt for graduates is \$30,100.00 (Lumina Foundation for Education, Goal 2025, 2017).

Through circumstances, demographics, access, and financial change, the landscape has shifted and so have the attitudes of college-going students and families. The family focus now is on earning potential and post-graduation employment (The State of Higher Education, 2018). Through interventions in practices with student employment higher education practitioners can focus attention on the support, development, persistence, and matriculation of underrepresented students. The field has already embedded many of these practices in classrooms and programs. Now the field must look to things like high impact practices for learning and leadership development to also wrap around our employment efforts. Simply put, educators in this field must do more to make student employment a worthwhile educational experience.

WORKFORCE DEVELOPMENT, SKILLS, AND SERVICES FOR TODAY

In a sea of opportunities that can benefit students, which ones should we highlight for underrepresented working

students? With limited time, it makes sense to provide the highest return on their investment of time. The National Survey for Student Engagement (NSSE), a tool to report on college student engagement, cites High Impact Practices (HIPs) as a tool for measuring high levels of student learning and development and increasing the likelihood of persistence, graduation, and employment (National Survey for Student Engagement, 2018). High impact experiences offer students the opportunity to develop higher-order thinking skills, improve persistence and academic performance and “demand that students devote considerable amounts of time and effort to purposeful tasks” (Kuh, 2008, p. 14). With so much time dedicated to paying for college, this may be a luxury that many students, particularly historically underrepresented groups, cannot afford. Engaging student employment as leadership development includes treating it as a high impact practice – something this field already understands well. Finley & McNair called on institutions and practitioners to do just that. Their 2013 study demonstrated the connections between high impact practices, student engagement, and retention across different underrepresented groups. Their report, *Assessing Underserved Students’ Engagement in High Impact Practices* concluded that practitioners and institutions should work alongside students across their time not just in their first and final years to fully engage the benefits of these practices in co-curriculum (Finley & McNair, 2013).

In 2019 NASPA centered their annual conference on underserved students and their engagement, development, and learning on college campuses. Historically underrepresented college students need transformative experiences in college but tend to have less access to these kinds of experiences (Westbrook, 2017). Student employment can fill this important gap. In order to develop a workforce-ready graduate who is prepared to respond to the unique challenges of employment in the 21st century, skills connected to teamwork, diversity, and working in a global marketplace should be honed (Hovland & Schneider, 2011). Organizations like the Lumina Foundation call on colleges and universities to change their approaches to students in and beyond the classroom to match the changing demographics, goals, and aspirations of the new college student.

Since students already “devote considerable time” to their employment on and off-campus, the prospect of creating transformative learning could be as simple as improving the quality of student employment as a learning experience (Kuh, 2008, p. 14). Peck and Callahan (2019) write, “Imagine the impact of applying the conditions of high-impact experiences to students’ employment. How would these programs be different if students got frequent feedback about their performance? How might students benefit from the kinds of campus jobs that allow them to “devote considerable time” to “purposeful tasks” (p. 14). What if both their student employment and their leadership programs were situated within an “academically challenging curriculum that appropriately infuses opportunities for active, collaborative learning” (p. 17)? Higher education institutions can adjust to serve and prepare historically underrepresented and first-generation students by intentionally building wrap-around services through employment on and off campus. Employment on campus can be focused on work experiences that invite, develop, and retain underrepresented students, through aligning the goals of the workplace with student development, leadership development, and High Impact Practices. Employment off-campus can be bolstered by interventions for reflection, development, and sense-making for the acquisition of new knowledge and skills. These interventions are more than just a good idea. To reimagine how higher education develops professionals and underserved students, in particular, is a moral imperative of the profession. Economically disadvantaged students deserve access to an integrative and holistic education. A new approach to supporting and developing underrepresented students is needed. Enhancing student employment can provide a vital context for this reimagining.

CULTURALLY RESPONSIVE STUDENT DEVELOPMENT AT WORK

Student employment is an opportunity for campuses to step forward and focus on bridging academic and student affairs worlds to support underrepresented students. This bridging takes place through an expressed focus on serving, affirming, and organizing for the goals and needs of diverse students. Diversity, as defined by the American Association of Colleges and Universities (AAC&U), is “engagement across racial and ethnic lines comprised of a broad and varied set of activities and initiatives” (p.4). However, diversity that only brings together people of diverse racial and ethnic backgrounds, or increases compositional diversity, is not enough to create rich learning environments. Instead, “...campuses must provide stimulating courses covering historical, cultural, and social bases of diversity and community, and must create additional opportunities for students to interact across racial

and other social differences” (Milem, Chang, Antonio, 2005. p. 9). Through employment, student development can be designed to do just that through an intersectional approach to learning. Kuh’s (2008) High Impact Practices mention as a condition of this work courses and experiences through which students, “explore cultures, life experiences, and worldviews different from their own.”

Tools in the field are available that are intersectional, culturally relevant, and align the development of student employees with leadership learning goals. Culturally Relevant Leadership Learning, for instance, takes a critical lens to develop leadership capacity and is based on student development models. With these and new tools, practitioners as educators must transform the landscape of higher education to welcome diverse learners and to embed a commitment to diversity in the institutional DNA (Ahmed, 2012). For practitioners working to develop students through employment this means, “... diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more” (Milem, Chang, & Antonio, 2005). The environment of student employment is where this kind of shift and intersectional approach can and should take place. Student employment can welcome and seek out diverse and underrepresented students. Practitioners can build learning outcomes associated with work that speaks to goals of citizenship, diversity, and intercultural learning. Universities can respond to this call by organizing on-campus student employment through the lens of leadership development, which by extension prepares students to be leaders not only in their chosen profession but holistically within their communities.

An intentional approach for students and from practitioners and universities requires a nuanced discussion about the opportunities and needs of underrepresented students on college campuses (Bertrand Jones, Guthrie, & Osteen, 2016). Historically, the increased need for underrepresented students to work while in college has meant less opportunity for leadership development and student experiences. Beyond this disparity in access, there is an opportunity for student affairs practitioners through student employment. Employment can become a lever through which opportunities for intercultural learning, a deep culture of engagement, and honoring diversity through the design of leadership development practices happens. In this process practitioners and institutions emerge as partners who support underrepresented student leadership development (Bertrand Jones, Guthrie, & Osteen, 2016). Leadership studies and student affairs have offered pathways forward to engage underrepresented groups, to enhance the development of leadership skills and abilities through employment, and to develop students as leaders and as employees with leadership identities (Priest & Clegorne, 2015; Seemiller, 2013). These efforts along with continued discussion of how tools can be designed and used, and the rallying call from practitioners and universities to support student employment as leadership development, will shape preparation of underrepresented students for professional work.

To demonstrate this, researchers seek measures beyond retention and GPA as markers for the value of student employment (Riggert, Boyle, Petrosko, Ash, & Rude-Parkins, 2006). Markers can include things like leadership development and leadership identity development, both pathways to prepare students for work, community, and the world. According to Guthrie, Bertrand Jones, Osteen, & Hu leadership identity is how students conceive of themselves as leaders and leadership capacity is how students learn and practices the skills and behaviors of leadership (2013). Programs around the country have started to link leadership development and skill development in the day-to-day work of student employees. Drawing on models like the Leadership Identity Development Model (Komives, Longersbeam, Owen, Mainella, & Osteen, 2006), the C3 Model (Peck & Preston, 2018) and the 2016 NACE career readiness skills the field has frameworks through which any campus employer can align leadership development, skills, and culturally relevant development for employees. Across these models, and with an eye toward supporting underrepresented students through employment, higher education practitioners can pull from leadership studies and student affairs for specific guidance on how to design these interventions.

RECOMMENDATIONS

With all of this to pull from, now we, the higher education and student affairs practitioners, must consider how to infuse employment preparation practices in our work with students employed on and off campus. Salisbury, Pas-

CALLAHAN, PECK, & BOLDEN. THE SUPERSTUDENT HAS BEEN CONSIDERED A DILEMMA OF THE STUDENT OF THE EXPERIENCE necessary for success in the workforce and that is what the faculty needs of the student (2012). In our relationships, the nature of that relationship, but that is what the student needs to take on and be responsible for that relationship from the field of leadership, the holistic student development, and long affairs, and to be able to wrap activities in the development of higher education with an emphasis on how purposefully designing campus activities advance desirable learning and developmental outcomes for students.

Infuse leadership development into student employment

Leadership development on college campuses has evolved over the past three decades. Work from leadership and student affairs professionals explain it as a practice that unfolds with others through daily processes, includes leaders and followers, is situated by context, and is understood as a relationship in which change is a constant (Peck & Callahan, 2019; Komives, Lucas, McMahon, 2013; Raelin, 2016). Student employees have the ideal opportunity to develop their interests leading to a plethora of formal and informal organizations and experiences that include roles that are, for example, in intellectual, social, recreational, cultural, political, humanitarian, and spiritual. Arminio (2015) notes one of the first such organizations was the Oxford Union, founded in 1823 to bring students together to debate the issues of the day, at eventually expanded to engage students in other interests including hobbies, literature, poetry, and various recreational activities (Arminio). In this model, training and assessment move from performance-based to developmental. Employees learn how to answer phones and make copies in addition to practicing the skills of leadership through relationship building, decision making, and more.

When practitioners design on-campus student employment through this lens, the effort to align leadership development has begun. The opportunities and needs of underrepresented students on college campuses are then central to discussions about how universities can expand opportunities for intercultural learning and deepen a culture of engagement.

Allen, K. E., Jullian, F. H., Stern, C. M., Walborn, N. C., & Blackstone, C. (1987). *Future perfect: A guide for professional development and competence*. Columbia, SC: National Association of Campus Activities Education Foundation. Providing a rich set of experiences for on-campus employment is one way to embed co-curricular learning experiences and high impact practices through employment. An intercultural and intersectional approach to learning and development (W. 2016) centers institutions and students as first identities. Practitioners and institutions more ready for students and advances institutional and individual leadership development goals (Ahmed, 2012; Bertrand Jones, Guthrie, & Osteen, 2016; Whitley, Benson, & Wesaw, n.d.). With this approach, leadership development is infused into the daily practices of student employment. Such infusion can accompany goal setting, developmental training and evaluation, and reflection. Infusing leadership development into student employment is a first step to prepare students to compete and lead in an ever-changing workforce. (Gott, Bauer, & Long, 2019; Peck & Preston, 2018; Priest & Clegorne, 2015).

Embed reflective activity into student employment

Reflective practice is a tool to make sense of leadership learning, intercultural development, and career readiness skills. The power of reflection to generate, deepen, and document student learning is key to making sense of critical issues that emerge through curricular and co-curricular learning (Ash & Clayton, 2009). Student employment offers a rich opportunity for learning through its experiential nature. Reflection is a regular practice in student employment to support learning. Hansen (2019) outlines the fertile ground in student employment for development through the work with Iowa GROW (Guided Reflection on Work). Iowa GROW has mapped a learning process to connect tasks and skills through practice and process based on Yelon's MASS model of learning. This process includes a set of standard questions that student employees respond to throughout their work. Hansen offers examples of embedded reflection in student employment, having intentionally designed reflections on learning through practice (2019). Designing meaningful reflection requires higher education practitioners to connect with partners in the workforce and to understand what skills, practices, and behaviors are desirable. Supervisors and administrators can: 1) push students to excel beyond identified competency levels, 2) ask questions to promote reflection, 2) promote a culture of learning, and 4) be explicit about the transferrable skills and competencies students can develop to support their career readiness (Hansen, 2019).

Provide frequent feedback to students about their skills and performance

Practitioners can establish regular, formal and informal, practices of sharing feedback to normalize continuous

improvement and feedback. Such sharing requires a plan for providing feedback, including what and how it is shared. Our field has resources to design meaningful evaluations to develop students through employment. Feedback can be directed toward a set of skills or competencies for employment or a Leadership-as-Practice (LAP) orientation to learning and development. Supervisors can make the outcomes explicit drawing on resources like the NACE competencies for career readiness (2017) and Seemiller's (2013) leadership competencies (Hernandez & Smith, 2019). These are tools for identifying developmental skills that employees can work toward and that supervisors can design feedback around. A LAP approach goes beyond this, integrating leadership identity, practice, and mindset into common work and extending competencies to practices (Carroll, Levy, & Richmond, 2008). Additionally, coaching is one practice through which feedback rooted in growth and development can be approached (Priest, Kliever, Hornung, & Youngblood, 2018; Hernandez & Smith, 2019).

Beyond feedback, the Leadership Identity Development Model (LID) highlights the significant impact of adult and peer influences on the development of leadership identity including in the employment setting (Komives, et al., 2005). Practitioners' intentional support, mentorship, and engagement with employees create an environment where feedback is a regular and expected part of employment and associated leadership development practice. Gott, Bauer, & Long (2019) state that "Supervisors establish intentional relationships to address and engage the entire person, removing limitations to engagement and their [the employees] role in the organization." Development of this intentional relationship requires that feedback become regular and rooted in clear goals. The current NASPA research agenda suggests that beyond individualized development, institutions ought to have a collective framework that guides what students should be learning across jobs at the institution (McClellan, Creagar, & Savoca, 2018).

Provide resources for students employed off-campus

With a higher percentage of underrepresented students working off-campus deepening practices of accessibility and equity, including intercultural development, must include questions about how to develop and engage groups on and off campus. A 2012 study by Salisbury, et al. found that leadership development through employment is significantly higher for students working off-campus. More research must be done regarding the relationship between where students work (on or off campus) and their overall success in college, as well as how leadership development is defined in these work experiences. In 2008, a study shed light on the impact that employment - on and off campus - has on students' grades. The study found that students employed on campus have a more positive indirect relationship between the number of hours worked and their grades than students who worked off-campus (Pike, Kuh & Massa-McKinley, 2008). With this knowledge, practitioners interested in bolstering student leadership development and career-readiness can deepen student learning and development and identify ways that these practices are incorporated for off-campus employment. Such practices represent a key opportunity for innovation between a university campus and surrounding businesses that employ students. In a 2019 issue of *New Directions for Student Leadership*, Preston cited tools like the C3 Model to align leadership and professional development. Preston indicated that best practices in on-campus employment connect to extending resources to students employed off-campus as well. Reflection, connecting learning goals and objectives with work, and developmentally evaluating the performance of the employees are all steps campuses can take in working with local employers to support students in their leadership development (Preston, 2019). Faculty working with community-engaged scholarship, service-learning pedagogies, extension specialists, and others are great examples of how to work with community partners to develop reciprocal relationships. Student Affairs professionals can advance this work becoming resources to local employers and providing wrap-around services to deepen learning and development.

Foster culturally relevant "polish" and eliminate hegemonic constructs

Finally, practitioners must focus on preparing employees for professional life and do so without perpetuating hegemonic constructs of what it means to be "professional." Such preparation requires deeper understanding of what a "culturally relevant polish" looks like and the intentional release of practices that perpetuate hegemony. Practitioners first ought to become aware of their assumptions, biases, and values and work to understand the experiences and worldviews of others. Awareness occurs through being informed by a diversity of cultural groups and seeking additional opportunities to learn. Practitioners can develop culturally relevant strategies to intervene, mentor, support, and engage with employees from a diversity of cultural identities, backgrounds, and experiences

(Pope, Reynolds & Mueller 2019; Watt, 2007). Through understanding gaps in knowledge, and gaining awareness of what information and knowledge one might never fully grasp, practitioners begin to understand their identities as cultural beings (Watt, 2007). Tools like the intercultural development continuum and intercultural development coaching can shed light on personal intercultural development and how to develop competency in this skill (Hammer & Bennett, 2012).

In starting with their own identities, practitioners can develop a workplace that welcomes and honors diverse ways of knowing, being, and doing, modeling what a professional practice looks like that seeks out and values that diversity. Practitioners may serve students by dismissing current orientations of what “professional” means. Reframing will require intentional reflection on how majority practices have served and when they have served to separate, to denigrate, to supersede other cultural practices. Finally, beyond this personal reflection, further research from practitioners and scholars alike on how tools like the HIPs and other engagement and student success models impact students across underrepresented groups are needed to advance the field. The 2016 report from the U.S. Department of Education effectively summarized what is known about supporting underrepresented students in higher education including how student success initiatives impact students. Among the list of factors contributing to student success is support beyond the classroom and inclusive campus practices (U.S. Department of Education, 2016). This work can and must happen in student employment.

FINAL THOUGHTS

The landscape of higher education has changed. While more students, including underrepresented students, have access to college, that access comes with limitations. The need to work, often fulltime to pay for school, can reduce the learning and development opportunities available to students, especially in underrepresented groups. However, work can be one of the most powerful developmental experiences a student has. To prepare students well for life as a professional post-graduation, higher education practitioners must catalyze learning and development by incorporating leadership development tools in employment. The fields of student development and leadership studies have already offered pathways forward. Reimagining how higher education develops professionals with a focus on underserved students is a moral imperative of the profession. Now is the time to examine practices and step forward to meet that imperative stepping proudly into the new landscape and serving students.

REFERENCES

- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
- Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48.
- Burnside, Omari, et al. (2019). “Employing student success: A comprehensive examination of on-campus student employment.” Retrieved from https://www.naspa.org/Images/Uploads/Main/NASPA_EmploymentStudentSuccess_FINAL_April1_LOWRES_REVISED.
- Carnevale, A. P., Smith, N., Melton, M., & Price, E. W. (2015). *Learning while earning: The new normal*. Washington, DC: Georgetown University Center on Education and the Workforce. Retrieved from <https://cew.georgetown.edu/wpcontent/uploads/Working-Learners-Report.pdf>.
- Carroll, B., Levy, L., & Richmond, D. (2008). Leadership as practice: Challenging the competency paradigm. *Leadership*, 4(4), 363-379.
- Engstrom, C., & Tinto, V. (2008). Access without support is not opportunity. *Change: The Magazine of Higher Learning*, 40(1), 46-50.
- Finley, A., & McNair, T. (2013). Assessing underserved students’ engagement in high-impact practices. Retrieved from <https://vtechworks.lib.vt.edu/handle/10919/87004>.
- Gott, T., Bauer, T., & Long, K. (2019). Student leadership today, Professional employment tomorrow. *New Directions for Student Leadership*, 162, 91-109.

- Hammer, M. R., & Bennett, M. (2012). The intercultural development inventory. *Student Learning Abroad*, 115-136.
- Hernandez, C. L., & Smith, H. G. (2019). Leadership development in paraprofessional roles. *New Directions for Student Leadership*, 162, 75-89.
- Hovland, K., & Schneider, C. G. (2011). Deepening the connections: Liberal education and global learning in college. *About Campus*, 16(5), 2-8.
- Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46(6), 593-611.
- Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., & Osteen, L. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, 47(4), 401-418.
- Komives, S. R., Lucas, N., & McMahan, T. R. (2009). *Exploring leadership: For college students who want to make a difference*. New York, NY: John Wiley & Sons.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2010). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- Lumina Foundation for Education. Goal 2025. (2017). Retrieved from http://www.luminafoundation.org/goal_2025.html.
- McClellan, G. S., Creager, K., & Savoca, M. (2018). *A good job: Campus employment as a high-impact practice*. Sterling, VA: Stylus.
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association American Colleges and Universities.
- National Association of Colleges and Employers (2016). Career readiness defined. Retrieved from <http://www.nacewe.org/career-readiness/competencies/career-readiness-defined/>.
- National Association of Colleges and Employers (2017). Career readiness defined. Retrieved from <https://www.naceweb.org/career-development/trends-and-predictions/outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/>.
- National Survey of Student Engagement. (2018). *NSSE 2018 overview*. Bloomington, IN: Indiana University Center for Postsecondary Research.
- New Federal Guidance and Resources to Support Completion and Success in Higher Education (Rep.). (2016). Washington, DC. Retrieved from: <https://www.ed.gov/news/press-releases/america's-path-progress-has-long-depended-our-nation's-colleges-and-universities---and-today's-more-true-ever-when-college-degree-increasingly-ticket-21st-century-careers-and-secure-middle-c>.
- Peck, A., & Callahan, K. (2019). Connecting student employment and leadership development. *New Directions for Student Leadership*, 162, 9-22.
- Peck, A., & Preston, M. (2018). Connecting bridges: Introducing the co-curricular career connections leadership model. *Journal of the National Association of Colleges and Employers*, LXXIX, 1, 27-36.
- Pike, G. R., Kuh, G. D., & Massa-McKinley, R. C. (2008). First-year students' employment, engagement, and academic achievement: Untangling the relationship between work and grades. *NASPA Journal*, 45(4), 560-582.
- Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). *Multicultural competence in student affairs*. Jossey-Bass.
- Preston, M. (2019). Improving the leadership development of students who work off-campus. *New Directions for Student Leadership*, 162, 111-120.
- Priest, K. L., & Clegorne, N. A. (2015). Connecting to experience: High-impact practices for leadership development. *New Directions for Student Leadership*, 145, 71-83.
- Priest, K. L., Kliwer, B. W., Hornung, M., & Youngblood, R. J. (2018). The role of mentoring, coaching, and advising in developing leadership identity. *New Directions for Student Leadership*, 158, 23-35.

- Raelin, J. A. (2016). Introduction to leadership-as-practice: Theory and application. In *Leadership-as-Practice* (pp. 15-32). Routledge.
- Riggert, S. C., Boyle, M., Petrosko, J. M., Ash, D., & Rude-Parkins, C. (2006). Student employment and higher education: Empiricism and contradiction. *Review of Educational Research*, 76(1), 63-92.
- Reed-Bouley, J., Wernli, M. A., & Sather, P. (2012). Student employment and perceptions of service-learning. *Journal of Service-Learning in Higher Education*, 1, 6-29.
- Salisbury, M. H., Pascarella, E. T., Padgett, R. D., & Blaich, C. (2012). The effects of work on leadership development among first-year college students. *Journal of College Student Development*, 53(2), 300-324.
- Seemiller, C. (2013). *The student leadership competencies guidebook: Designing intentional leadership learning and development*. San Francisco, CA: John Wiley & Sons.
- Snyder, T. D., De Brey, C. and Dillow, S.A. (2018). *Digest of education statistics 2016, 52nd edition*. NCES 2017-094, National Center for Education Statistics.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.
- Terenzini, P. T., Springer, L., Yaeger, P. M., Pascarella, E. T., & Nora, A. (1996). First-generation college students: Characteristics, experiences, and cognitive development. *Research in Higher Education*, 37, 1–22.
- The State of Higher Education. EAB.com (2018, November 20). Lecture presented by EAB in Kansas State University, Manhattan.
- US Department of Education. (2016). Advancing diversity and inclusion in higher education.
- Watt, S. K. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. *College Student Affairs Journal*, 26(2), 114-126.
- Westbrook, S. (2017). Providing transformative experiences for first-generation students. In Peck, A. (Ed.), *Engagement and employability: integrating career learning through co-curricular experiences in postsecondary education* (249-283). Washington, DC: NASPA-Student Affairs Administrators in Higher Education.
- Whitley, S. E., Benson, G., & Wesaw, A. (n.d.). First-generation student success: A landscape analysis of programs and services at four-year institutions executive summary (Rep.). NASPA Student Affairs Administrators in Higher Education. Retrieved from http://cmmedia.hs.llnwd.net/v1/naspa_firstgen/dmfile/NASPA-First-generation-Student-Success-Exec-Summary.pdf.



OLD WHINE, NEW BOTTLES: UNDERSTANDING HISTORICAL CONTEXT CAN INFORM OUR CURRENT NARRATIVE

Michael Preston, Florida Consortium of Metropolitan Research Universities
Darren Pikul, Florida Atlantic University

PRELUDE TO A WHINE

It was 1991 when I chose to attend East Carolina University. I was the first in my family to attend college and, quite frankly, many of my family members were suspicious of my choice. There was one interaction, in particular, that stuck with me for some time. I was discussing my college plans with my grandfather and he asked me if I “needed all that fancy book learnin’.” He had left school after the fifth grade to work during the Great Depression and built a coin-operated business; distributing pool tables, jukeboxes, and video games throughout Eastern North Carolina. My grandfather was not alone in his critique of college and its value. Many of my family members balked at my desire to attend college.

But I am glad I went. Not only did college introduce me to the value of a liberal arts education, and it also introduced me to the value of student activities. I was a highly involved student, including being president of my campus activities board. These opportunities helped me develop skills which I deploy in my career to this day. Many of the skills organizations like National Association of Campus Activities have valued for years in publications like their STEPS Guide were like a roadmap for life and student success. While stories like the one I share about my grandfather have been around for about as long as college itself, the critiques of college and the value of campus activities, in particular, seem to have elevated itself from a refrain from your grandfather to a common critique parroted by business leaders and senators. My current professional role puts me in a position to work with the private sector as an advocate for higher education. As a trustee for the Florida Chamber of Commerce, I often work with business leaders in matters of economic development and workforce readiness. And while the vast majority of people I interact with have their college degrees, their perceptions of the impact of higher education are not positive. They complain that graduates are not ready for the workplace and that too many college degrees are not worth the paper they are printed on.

CONTEMPORARY CRITICISMS OF CAMPUS ACTIVITIES WORK

A debate currently rages as to the value of higher education, including topics as broad as learning outcomes, employability, safety, and politics. It might seem to a casual observer that the modern college landscape is riddled with criticism and doubt. In her New York Times Op-Ed piece, Ellen Ruppel Shell opined that “college may not be worth it anymore.” (Shell, 2018). Publications like these result in an eroding of public confidence in higher education. Up until the 2010s higher education long enjoyed popular support. For decades, overall confidence in higher education zoomed past 60 and 70% (Gallup, 2018). However, in 2018 confidence in higher

education dipped below 50% with only 39% of Americans saying they have high confidence in higher education (Gallup, 2018). When Gallup drilled down further, they found the three reasons more Americans are skeptical of higher education: 1) it was too expensive; 2) students were not taught skills desired by employers; 3) it was too political, and colleges pushed their own political agendas on students.

Campus activities, in particular, has been criticized for a myriad of shortcomings which may help erode public opinion. Three such critiques are that co-curricular activities do not provide students with the experiences that develop skills needed for the modern workplace; that they foster an extreme and politically liberal environment not inclusive of all political perspectives; and that they maintain a campus environment that is often not physically or psychologically safe, where dangerous behaviors such as binge drinking, sexual assault, and hazing are seen as relatively common and even accepted practices. In one particularly scathing critique of campus activities the criticism seemed to be coming from inside higher education itself. Northwestern professor, Dr. William Hurst called out co-curricular activities as, “Students are so busy singing in a cappella groups, planting trees for the environment and playing intramural ultimate Frisbee that they’re being robbed of their education” (Hurst, 2016).

But what do the numbers say? Well, there is cause to be concerned if you are a student activities professional. A quick web search for “college students not ready for the workplace” or “college students lack soft skills” reveals hundreds of stories portraying college students as not ready for the workplace. And they may be onto something; a survey by Strada-Gallup in 2017 polled 32,000 students and 43 four-year institutions. Key findings from the survey included:

- Only a third of students believe that they will graduate with the knowledge and skills to be successful in both the job market and the workplace;
- Only half believe their major will lead to a good job;
- 88 percent of first-time college students say that ‘getting a good job’ is the reason they go to college, yet only a third of these students strongly agree they are gaining the means to succeed; and
- While 96 percent of chief academic officers at colleges and universities believe their institutions are effective at preparing students for the workforce, only 11 percent of business leaders agree (Strada-Gallup, 2017).

Just as popular a critique is the notion that the college campus has become a hotbed for liberal and non-inclusive thought. Publications as diverse as the New York Times and Fox News routinely report students are subjected to politically biased teaching and messaging. On January 28, 2019, retired New York University Professor, Dr. Michael Rectenwald claimed on the daytime Fox News show “Fox and Friends” that “40% of professors are socialists and 90% are liberal.” (Newsweek, 2019) Nearly 1.3 million people watch Fox and Friends daily (AdWeek, 2019). In a 2016 New York Times Op-Ed, University of Chicago student Sophie Downs cited her college using terms such as “safe spaces,” “snowflakes,” and “trigger warnings” have become part of the American lexicon and preventing students like herself to receive a fair and balanced education (Downs, 2016).

In many cases, these critiques may be supported by data. A 2018 study completed by Dr. Samuel Abrams of Sarah Lawrence College surveyed close to 900 “student-facing” administrators, including many student activities staff, whose work brings them in face to face contact with students. Abrams (2018) found that liberal staff members outnumber their conservative counterparts twelve to one. This ratio would make college administrators the most left-leaning group on campus; by contrast, the ratio of liberal to conservative professors is six to one (Abrams, 2018).

Critiques of political bias, however, often pale in comparison to actual student deaths and damaging legal and civil suits. Numerous examples of college student deaths and injury from alcohol poisonings, hazing incidents, and high profile sexual assaults raise significant questions about what colleges are doing to provide a safe and functioning campus environment. From 2005 to 2018, 77 deaths in the United States were fraternity related, while several other deaths occurred in situations where students were participating in activities considered under the purview of campus activities administrators (McMurtrie, 2015).

NOTHING NEW UNDER THE SUN

Despite how dire each of these issues is, it may be surprising to many campus activities professionals that none of them are new. Despite the growth in enrollment over time relative to national population, higher education institutions, and particularly campus activities professionals have long struggled to defend their work to those outside the academy in the United States. An article in the *Chronicle of Higher Education*, “Scholars, Know Thy History,” reminds the reader that the issues and conflicts surrounding contemporary higher education in substance are no different than the issues fought over throughout higher education’s existence (Cassuto, 2018). Knowing that critiques of higher education are nothing new, campus activities professionals can finally put that history of higher education course they attended in graduate school to work and use our history as a basis for refuting criticisms as being both nothing new and to build a longitudinal case for why our work is important to students. But first, campus activities staff need to review that history and understand its context. We can start with Walter Crosby Eells.

Walter Crosby Eells was a professor of Education at Stanford in the 1920s and 30s. In his opinion piece, “The Criticisms of Higher Education” Eells described how several sectors of society believed colleges were, “aimless institutions that have prostituted themselves to every public whim, serving as everything from a reformatory to an amusement park; they are only service stations for the general public; they are a bargain-counter system presided over by quacks; they are places where pebbles are polished, and diamonds dimmed.” (Crosby Eells, 1934, p. 187). He begins with mentioning that many employers and citizens believe that “not more than a quarter (of college students) have first-rate minds” (Crosby Eells, 1934, p. 187) nor do they “think beyond athletics, fraternities, and social trivialities” (Crosby Eells, 1934, p. 188). Eells also mentioned that Greek life is considered “cruel, vicious, stupid, and degrading” (Crosby Eells, 1934, p. 188). Faculty were not spared similar criticism, either. Eells described university curriculum as “a mess of inherited rubbish, the accumulated debris of hit or miss instruction” (Crosby Eells, 1934, p. 188) and teaching methods that are “hopelessly antiquated and a unholy bore” (Crosby Eells, 1934, p. 188), before summarizing his critique with the phrase, “colleges are robbing students of priceless years” (Crosby Eells, 1934, p. 189). Eells wrote this critique in 1934, 85 years ago but he was not the first. In even earlier works like “The Goose Step” by Upton Sinclair (1922) and “Higher Education in America by Thorstein Velben (1918), authors described higher education as generally a worthless and trite experience. There is an old saying that goes, “those who forget their history are doomed to repeat it.” (Santayana, 1905).

During the 1930s, a spirited debate took place regarding the relationships between the college experience and the workplace. The country was mired in a depression, and millions of workers saw their lives upended on the unemployment line. As the United States transitioned from an agrarian to a manufacturing-based economy, numerous concerns were raised regarding how to find the talent and create the training needed for this shift. In response, many journal articles written on the subject in the 1930s reported that college served an important role in career development. For example, in 1930, Columbia University researcher David Snedden laid out a 15 point guide to why college has become the main vocational vehicle for new students. These reasons included the changing nature of work and its technical and intellectual nature, and the growing population of lower and middle-class students who were flocking to colleges to find opportunity (Snedden, 1930).

How many universities infused career guidance into their work does look quite different from contemporary career services but did seem to include more staff who mirrored campus activities staff. In his 1938 article “A Guidance Program,” author Albert Hill (1938) outlined an initiative at Wesleyan University built on a series of faculty run “smokers” where college men were treated to dinner, cigars, and career-focused discussion with like-minded students who were paired with faculty who have experience in their chosen field. Topics included what working conditions were like, expected compensation and long term employment prospects. Smokers existed at many campuses at the time. Students were expected to participate in one to two smokers per year with the expectation that the student will use this knowledge and network to find employment after college (Hill, 1938).

As early as 1938, authors Robert Happock and Virginia Tuxill wrote about the growth in academic courses focused on career exploration. In the article they cataloged nearly 90 colleges which offered career-focused

courses, which were designed to “offer a realistic study of occupations and employment trends in a wide variety of fields” (Happock & Tuxill, 1938, p. 357). Around the same time, William Storrs Lee outlined a process where students made meaning and gained experiences in their chosen field through a new and innovative employment structure he titled, “internships.” He showcased the new internship program at Middlebury College as “attempts to squeeze out of this liberal education some practical preparation for his career” (Lee, 1937, p. 191). In almost all of these cases the primary contact for students listed as either faculty (most popular) or advising staff (which can be loosely translated into student affairs staff) for these kinds of learning opportunities. Authors such as Karl Onthank (1936) or Daniel Grant (1932) opined that front line staff like the ones we would routinely refer to as campus activities staff provided campus engagement opportunities which can help enhance career development.

Concern over bias and indoctrination to political viewpoints in the classroom have seemingly always been a hot topic in higher education. One of the cornerstones in Joseph McCarthy’s Red Scare America was a suspicion that colleges and universities were teaching the tenets of socialism and communism as a form of intellectual revolution on American values and capitalism (Miller Center, ND). John Stewart Burgess wrote in 1938 that in teaching controversial subjects in the classroom, a part of an instructor’s job was to seek out and present divergent ideas and theories and not to punish students who present an alternative viewpoint as long as the student has followed the assignment (Burgess, 1938). He went on to argue that time in college should be when students’ make up their minds on where they stand on certain issues. To undermine such a process would amount to a sort of intellectual malpractice (Burgess, 1938).

Debates also existed regarding if the college experience developed character and what is the role of administrators in this development. In one of the earliest articles reviewed for this overview, Charles Lingley wrote in 1931 that college was worth more than vocational training and that it is important that “technical prowess must be supported by human qualities” (Lingley, 1931, p. 178) To highlight his point, he spends the better part of his article recounting discussions he participated in during a Dartmouth College fireside chat. The question at hand was, “Does College have any effect, good or bad, on character?” (Lingley, 1931, p. 178). For many campus activities professionals this image of an administrator leading discussions on topics such as character development, leadership prowess, or college impact should be familiar. Campus activities professionals, in addition to their work in developing a slate of programs for students, often are helping students work through both personal and the ideas of the day.

It is an accepted truth in higher education preparatory programs that the work of student affairs provides value to outside-the-classroom experiences related to student success, retention, and career development. These ideas had their roots in early publications nearly 100 years ago. In the 1930s, writers and thinkers were acknowledging the need for students to engage in a robust out of classroom life. For some like John Younger (1931), the need for this out of class opportunity was rooted in the need for students to establish themselves as autonomous humans with the ability to test their professional capacities and end the patriarchal nature of higher education. He argued in 1931 that students have earned the right to govern themselves and lead campus traditions and activities aimed at creating an enjoyable campus life. In another view, W. H. Cowley and Willard Waller comment in their 1935 paper, “A Study of Student Life” that student life, in the words of Yale President Arthur T. Hadley, “the value of education is due to college life even more than to college instruction” (Cowley & Waller, 1935, p. 469), and posit that it is the campus traditions and their effect on students that is the pragmatic core of why college works and benefit students. Many of these traditions outlined in the article like pep rallies and fraternity events sounded much like a slate of campus activities events.

While the voice of support for the work of campus activities has long existed, their detractors were just as active. For example, there were indications that student affairs professionals needed to be better stewards of students’ time and development. McCreery and Mott (1938) outlined an early program in Fraternity education at the University of Minnesota after a number of incidents on campus involving their annual “hell week.” Even in 1938, there was a sense that college students needed guidance in leading other students, and that critical thinking skills and making better choices could and should be developed. In this case it was in the form of a Fraternity leader course aimed at making sure the recruitment and intake process for these men reflected the

values of the university community (McCreery and Mott, 1938).

In 1936 Karl Onthank opined that training for student leaders, resident assistants, and student government officers was essential because “considering the immaturity and inexperience of most student group leaders, the brief duration of their tenure, and the magnitude and complexity of their responsibility,” (Onthank, 1936, p. 118) they need training to “serve their groups with skill, fidelity, and often with distinction.” (Onthank, 1936, p. 119) Onthank went on to acknowledge that “one of the most effective ways of improving the quality of student life, with respect to scholarship and otherwise, lies in stabilizing and improving the quality of student group leadership.” (Onthank, 1936, p. 119).

WHY UNDERSTANDING OUR HISTORY IS IMPORTANT

If there exists ample evidence that criticisms of the past remain consistent with the criticisms of today, why is this? It is inarguable that universities and their spaces for campus activities represent amazingly complex and interesting places. There seems to be a duality of higher education that is evident to many who make a career out of it. On one hand, virtually everyone in the United States has had some contact with higher education – through enrolling themselves, or attending athletic events, or even by knowing someone close to them who was in college. Such experience provides most at least an idea of how colleges work. Those ideas then lead them to form opinions. Unlike many other industries, higher education feels familiar to almost everyone.

However, little seems to be known about what actually happens on a college campus, much less how what happens occurs. Because of the nature of higher education (e.g. systems of tenure, research completed on subjects unfamiliar to the public, complicated and opaque funding processes), few outside college campuses understand the process of higher education. When something is misunderstood then most people will fill in the gaps with their own conclusions. Such limited direct knowledge combined with the relative ubiquity of higher education in the U.S. results in universities being an easy target for stereotyping. To address these continued misunderstandings, administrators in spaces like campus activities must do better job at communicating the value of their work in more rigorous and relevant quantitative and qualitative ways than they have done in the past. Universities are great at producing data. Can they also become proficient in setting narrative backed up with better and more descriptive data?

ARE STUDENT STORIES THE ANSWER?

Campus activities professionals have focused so much on reductive quantitative assessment whether it measures how many students attended an event, enjoyed a campus concert, were involved on campus that it is so easy to be engulfed by numbers. However, usage and satisfaction assessments do not tell the story that deep assessment, which includes qualitative and quantitative assessments do (Creswell, 2018). So why are we still limiting ourselves to numbers, percentages, and other forms of numerical data when there is a compelling narrative to be formed? Now is the best time to tell our student’s stories through better data. Telling a student’s narrative is much more powerful through open-ended questions or quantitative assessments compared to surveys that only provided limited answer options that for example range from “strongly disagree” to “strongly agree.” When students demonstrate and reflect on knowledge gains the results can be mutually beneficial.

It is important all assessments measure the right thing and tell the most accurate and descriptive story. Qualitative research provides a unique opportunity for depth. Narrative research captures the detailed stories or life experiences of a single life or the lives of a small number of individuals (Creswell, 2018). This kind of assessment can be important for student leaders because it allows for them to process experiences. These kinds of assessments are also well suited for student activities professionals because we typically work with fewer number of students and their experiences tend to be more intense and complimented by learning assessments and narrative.

Some universities today are doing incredible work in catching the student narrative and assessing quality over

quantity in the student experience. Two examples are Stephen F. Austin State University and Texas A&M University. Stephen F. Austin's Certified Student Leader program is one that maximizes students' co-curricular experiences along with their ability to translate those experiences into coveted skills that employers seek. Six of the ten National Association of College and Employers (NACE) competencies are incorporated into the Student Leader program. By way of these competencies, students can reflect and incorporate these skills into their resumes and cover letters post-graduation. At Texas A&M, the Student Leader Learning Outcomes (SLLO) Project provides staff the tools necessary to use with student leaders across campus for those students to be able to assess and reflect on their leadership experiences. A Texas A&M student will garner these seven skills through the program: the depth of knowledge required for a degree; critical thinking; effective communication; personal and social responsibility; social, cultural, and global competence; engagement in lifelong learning; and working collaboratively.

While good data and storytelling are important, a cautionary tale exists. When we review the kind of data that provides narrative we also need to be prepared for the criticism and possible confirmation of our critics' base assumptions. Because we may not have critical mass in terms of narrative there may be missing pieces that are not going to be helpful to our cause. For example, in 2016 Campus Labs completed a research project called Project CEO (Griffin, Peck, LaCount, 2016). Project CEO measured the self-confidence students had in certain NACE skills desired by employers. While this is not a qualitative study the results were telling. Students who had worked off-campus rated their skill level in soft skills substantially higher than those students who worked on campus. Such results stand in stark contrast to stereotypical advice student affairs professionals have been giving their students for years. Conventional wisdom states that working on campus allowed for more study time, better hours, and less stress. Here, qualitative research can help fill in gaps and explain why an accepted rule of student development may not be as true as we thought.

CONCLUSION

Higher education can be an enigma. While we thought that higher education is groundbreaking, innovative, and forward-thinking, we may be more prone to falling back to old habits. It is important to know your history, not just because it is informative but because it can be used as a guide for how to interact with a skeptical public and even lead us to better ways of assessing our students learning. There is a saying; "old wine, new bottles." It centers around the idea that wine does not change its properties because it is in a new bottle. It may look fancier, but in the end, it's the same old wine. Student affairs professionals need to know when to throw the old wine out and when the vintage add flavor to our work.

REFERENCES

- Abrams, S. J. (2018, October 16). Think professors are liberal? Try school administrators. Retrieved from: <https://www.nytimes.com/2018/10/16/opinion/liberal-college-administrators.html>.
- Bauer-Wolf, J. (2018, October 17). Student affairs administrators even more liberal than professors, survey shows. Retrieved from: <https://www.insidehighered.com/news/2018/10/17/student-affairs-administrators-even-more-liberal-professors-survey-shows>
- Cassuto, L. (2018, July 17). Scholars, know thy history: Higher Ed has always struggled to survive in the U.S. Retrieved from <https://www.chronicle.com/article/Scholars-Know-Thy-History-/243942>.
- Cowley, W. (1938). Intelligence is not enough. *The Journal of Higher Education*, 9(9), 469-477. DOI:10.2307/1974074.
- Cresswell, J (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Thousand Oaks, CA. Sage Publications.
- Downes, S. (2016, September 10). Trigger warnings, safe spaces and free speech, too. Retrieved August 5, 2019, from <https://www.nytimes.com/2016/09/11/opinion/trigger-warnings-safe-spaces-and-free-speech-too.html>.
- Eells, W. (1934). Criticisms of higher education. *The Journal of Higher Education*, 5(4), 187-189. DOI:10.2307/1975149.
- Fearnow, B. (2019, January 28). A former NYU professor warned of Soviet-style genocide if US professors

keep teaching socialism on campuses. Retrieved August 5, 2019, from <https://www.newsweek.com/socialism-michael-rectenwald-fox-friends-colleges-professors-soviet-union-1307591>.

From College to Life: Relevance and Value of Higher Education (Rep.). (2018, May). Retrieved July 2019, from Strada Education Network | Gallup website: <https://bit.ly/2GHEBru>.

Gallup, Inc. (2018, November 02). 2018 Strada-Gallup Alumni Survey. Retrieved July 5, 2019, from <https://news.gallup.com/reports/244058/2018-strada-gallup-alumni-survey.aspx>.

Gallup, Inc. (2018, November 02). 2018 Strada-Gallup Alumni Survey. Retrieved July 5, 2019, from <https://news.gallup.com/reports/244058/2018-strada-gallup-alumni-survey.aspx>.

Griffin, K., Peck, A. & LaCount, S. (2016). Project CEO: The potential value of beyond-the classroom experiences for developing career competencies. Campus Labs, Buffalo, NY.

Hoppock, R., & Tuxill, V. (1938). Growth of courses in careers. *The Journal of Higher Education*, 9(7), 357-360. DOI:10.2307/1974795.

Hill, G. (1938). A guidance program. *The Journal of Higher Education*, 9(3), 124-126. DOI:10.2307/1973963.

John Stewart Burgess (1938) Presenting divergent theories. *The Journal of Higher Education*, 9(9), 489-516. DOI: 10.1080/00221546.1938.11779751.

Katz, A. (2018, August 01). Here are the cable news morning show ratings for July 2018. Retrieved August 5, 2019, from <https://www.adweek.com/tvnewser/here-are-the-cable-news-morning-show-ratings-for-july-2018/372255/>.

Lee, W. (1937). Curriculum and career. *The Journal of Higher Education*, 8(4), 191-193. DOI:10.2307/1974872.

Lingley, C. (1931). Does college develop character? *The Journal of Higher Education*, 2(4), 177-182. DOI:10.2307/1973823.

McCarthyism and the Red Scare. (2018, January 19). Retrieved July 1, 2019, from <https://millercenter.org/the-presidency/educational-resources/age-of-eisenhower/mcarthyism-red-scare>.

McCreery, O., & Mott, G. (1938). Seeing fraternities in a larger frame. *The Journal of Higher Education*, 9(6), 331-334. DOI:10.2307/1974860.

McMurtrie, B. (2015, August 03). Do fraternities have a place on the modern campus? Retrieved from <https://www.chronicle.com/article/Do-Fraternities-Have-a-Place/232087>.

National Association of Colleges and Employers. (2018, December 12). Employers want to see these attributes on students' resumes. Retrieved July 10, 2020, from <https://www.nacweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/>.

Onthank, K. (1936). Coaching student leaders. *The Journal of Higher Education*, 7(3), 117-123. DOI:10.2307/1974121.

Santayana, G. (1905). *The life of reason*. London: Constable.

Selingo, J., Clark, C., & Noone, D. (2018, October 23). The future(s) of public higher education. Retrieved June 15, 2019, from <https://www2.deloitte.com/insights/us/en/industry/public-sector/future-of-public-higher-education-study.html>.

Shell, E. R. (2018, May 16). College may not be worth it anymore. Retrieved July 1, 2020, from <https://www.nytimes.com/2018/05/16/Opinion/college-useful-cost-jobs.html>.

Sinclair, U. (1922). *The goose-step: A study of American education*. Whitefish, MT: Kessinger Publishing.

Stephen F. Austin State University. (n.d.). Retrieved from: <http://www.sfasu.edu/studentaffairs/1168.asp>.

Student Leader Learning Outcomes. (n.d.). Retrieved from <https://slls.tamu.edu/>

Veblen, T. (1918). *Higher learning in America: A memorandum on the conduct of universities by businessmen*.

Younger, J. (1931). Student self-government. *The Journal of Higher Education*, 2(4), 204-206. DOI:10.2307/1973827



DEVELOPING EMPLOYABILITY SKILL ARTICULATION IN COLLEGE STUDENTS: A FRAMEWORK AND PRACTITIONER APPROACHES FOR CO-CURRICULAR EDUCATORS

Bradley C. Kovalcik, Point Park University (PA)

Kat, the executive director of a campus programming board, walks into her advisor's office asking them to look over her resume. She's been an exceptional leader on campus for a few years, and her capabilities are apparent. She consistently showcases skills like communication, teamwork, and problem-solving at a high caliber. Unfortunately, the position is hidden at the bottom of Kat's resume with just two generic bullet points underneath. For many co-curricular educators, this is likely a familiar story.

Many have written about the importance of employability skills and on creating collegiate initiatives to help develop those skills, especially in campus activities. Employers often claim soft skills are equally important in hiring decisions as a candidate's field knowledge (Hart Research Associates, 2013; Clark, Marsden, Whyatt, Thompson, & Walker, 2015). Several studies show students believe their co-curricular experiences strengthen their employability skill sets (Griffin, Peck, & LaCount, 2017; Smith & Chenoweth, 2015; Clark et al., 2015). However, data from Gallup, the National Association of Colleges and Employers, and the Association of American Colleges and Universities show that students and employers consistently disagree on how prepared students are in these skills, with employers perceiving students to lack the skills that students believe themselves to have (Bauer-Wolf, 2018). Many believe this is evidence of a skills gap and call for higher education to address the issue by better preparing students; however, a growing contingent of educators believe the true problem is a skills articulation gap between students and employers (DuRose & Stebleton, 2016; Goodwin, Goh, Verkoeyen, & Lithgow, 2019; Watkins & McKeown, 2018). It's insufficient for co-curricular educators to help students develop skills; we must also educate students on how to articulate them (Brown, 2015; Kruger & Peck, 2017).

It's like teaching a child to read—identifying words on a page is an important first step, but reading doesn't become useful until one can understand those words and create meaning with them. Employability skills are both the “language and currency” of the job market, and so students must become adept at using them (Pretti & Fannon, 2018, p. 108). Identifying and articulating skills will not only help students with resumes and job interviews; it will also aid in applying skills when faced with new situations (Brown, 2015).

Some universities implement large scale initiatives assisting students in developing personal skills recognition and articulation capability (Lawhead, Bouldin, & Simpson, 2017; Peck et al., 2016), but other institutions cannot offer such programs. So, if a co-curricular educator values developing student skill articulation but is unable to implement large scale initiatives, what can be done? This article aims to put skill articulation development into a clear context and offer strategies to co-curricular educators wishing to incorporate skill articulation development into their practice.

ON DEVELOPING SKILL ARTICULATION: A FRAMEWORK AND SUGGESTED PRACTICES

While numerous studies explore skill development, studies examining skill articulation building are limited. The few studies which have been conducted on the topic take place in curricular settings. However, these studies show skill articulation to be a teachable skill (Goodwin, Goh, Verkoeyen, & Lithgow, 2019; Brumm, Mickelson, & White, 2006; Lackner & Martini, 2017), and the findings can translate to the co-curricular realm.

Co-curricular educators require a clear framework to inform their practice in working with students to develop skill articulation. Building skill articulation should work in conjunction with skill development rather than as a capstone to it. However, such work requires co-curricular educators to focus on skill articulation throughout their work with students – as they develop their skills, rather than waiting until just before interviews or graduation. Brown (2015) asserted that faculty and staff have a responsibility in making skills recognition and articulation a priority, and to do so in an explicit and transparent way.

For students to successfully articulate their skills, articulation development must be integrated into skills learning. Peck and Preston proposed in their Co-curricular Career Connections Leadership Model that skill development occurs through a five-part progression of first gaining awareness of a skill, followed by acquiring, applying, advancing, and articulating that skill (2018). This progression aids co-curricular educators in understanding how a student proceeds through developing a skill and touches on aspects of skill articulation. Equally helpful to co-curricular educators would be a similar progression of how students develop the ability to articulate a skill during its development so that these educators can incorporate practices to assist in the growth of both skills and the ability to articulate them.

To develop such a framework, co-curricular educators may want to consider the tenets of Bruner's work on educational scaffolding. Bruner proposed that the educator assists the learner to reach higher levels of thinking by constantly operating at the edge of the learner's competence (1986). Bruner further suggested that when an educator uses foresight in their methodology and guides the learner's focus, they advance the learner through growing stages of complexity until the intended level of competence is achieved.

Based on this theory, it seems clear that skills articulation develops through four scaffolded levels: skill naming and defining, skill awareness and identification, connecting to skills while building evidence, and skill articulation and transference. These scaffolds do not exist independently, though a focus is placed on a particular level of the scaffold at any given time. Strengthening the base scaffolds grants better stability when working on scaffolds at a higher level. The four scaffolds will be discussed through the remainder of the article along with practices individuals can implement into their work.

SKILL NAMING AND DEFINING

Before a student can be expected to articulate their skills, we must first instill in students the vocabulary to do so (Pretti & Fannon, 2018). It may sound obvious, but, as Peck and Preston emphasized, educators mustn't overlook the baseline knowledge students must possess to build skill articulation (2018). The act of naming has particular power in making knowledge more accessible, as language is the vehicle that allows one to order their thoughts (Bruner, 1986). We might "know" something, but putting the knowledge into words seems just out of grasp until it has a name. Think back to early elementary school. You knew if a pencil rolled off your desk, it would fall. You may have ignored the process since it was so expected, but you then learned the reason for this constant occurrence was called gravity. Possessing the name allowed you to learn more about the concept and its implications as well as the ability to discuss it with others. Naming and defining, in some sense, is what made this concept real and relevant to your life. The same is true of employability skills. Students are already developing skills and may recognize areas in which they excel or struggle. But until a student connects a name to the skill, the skill only exists in the background of their world. Learning skills vocabulary allows students to recognize when using

a particular skill, reflect on skill use, strengthen skills, and begin discussing skills.

It is also critical for students to possess terms and definitions because employability skills language tends to be fluid with no universally agreed-upon terms or definitions, thus contributing to the skills articulation gap (Bauer-Wolf, 2018). Arming students with an ability to both classify and offer a clear definition of a skill in their own words better prepares students to discuss skills.

Co-curricular educators must ensure skills terminology exists in our practice. First, we must make the terms accessible and incorporate them into our programming. Skills language can be incorporated into work with students by including a session about skills into student training programs. Learning objectives should be created that expand students' skill language. Co-curricular educators can incorporate skills terminology into office marketing and signage, ensuring student exposure to the terminology.

The best way for co-curricular educators to impart skills language is by using the vocabulary and authentically integrating skills language into conversations with students. The personal connections we have with students can be our role's most influential aspect. Discussing the skills we've seen students apply can build a more robust "skills vocabulary" in our students. By displaying skills terminology in our practice, we better prepare students to articulate skills. Equally important, this language gives students the tools necessary for the second scaffold by providing names and descriptions to identify skill use.

SKILL AWARENESS AND IDENTIFICATION

If a person is asked to walk across the room, they don't spend the next seven seconds thinking "pick up my right foot, now move it forward a little, now put it down, now shift my weight to it, now pick up my left foot...", nor do they think "begin walking". Articulating the "skill" of walking requires unpacking the mental shortcuts involved. Articulating employability skills can be similar. Students can build skill awareness and identify skills in action only once the ability to name and define skills exists (Pretti & Fannon, 2018). Moving students from implicitly using skills to recognizing skill use is the goal in this scaffold. Student thinking must shift to allow skill awareness and identification to occur while students are doing, while they exercise a skill. Such awareness allows students to reflect on how they implement the skill and what occurs during the skill's use. This process aligns with two stages of Kolb's experiential learning theory (1984), requiring a concrete experience and having students observe and reflect on that experience.

Co-curricular educators can assist students in this scaffold by providing a means for timely reflection and helping students recognize skill use. In working with a student organization, reflection can be incorporated through written or verbal prompt exercises during meetings. One method is to ask students to take a few minutes to identify a situation within the last week where they've used a skill and then write out a bullet point for their resume. Or, instead of a written reflection, this can be accomplished by requiring students to work with a partner to describe the situation and skill, followed by sharing with the entire group. Again, co-curricular educators should live the example by giving formative feedback and offering observations of a student's skill use they have seen.

Making students aware of their skill use creates an increased sense of the existence of these skills. No longer are skills detached concepts; they transform into real tools students possess even if previously unaware. Now that students have become aware of when skills are being utilized, students will be able to analyze their skill usage and see their personal development while documenting their skill growth.

CONNECTING TO SKILLS WHILE BUILDING EVIDENCE

The third scaffold builds on skill awareness but requires students to go beyond simple identification. Students should now recognize skill use automatically, allowing them to shift their focus to assessing their caliber of a given skill and reflect on the skill's development. Students can only build articulation once they have the opportuni-

ties to “reflect on their skills, draw on evidence to support their development and be proactive about furthering their skill set” (Watkins & McKeown, 2018, p. 91).

This scaffold encompasses the whole cycle of experiential learning (Kolb, 1984)—concrete experiences and opportunities for observation and reflection are still important, with increased opportunities for conceptualization and experimentation of employability skills. Students can sense and begin to describe the quality of their skills in a given situation, allowing them to reflect on skill development and build ownership of their skills.

While students build personal connections to the skills used, they may also begin to collect examples for evidencing their skills in a discussion. Identifying personal anecdotes of skills in practice helps to convey preparedness in conversations and allows the ability to examine personal skill growth by comparing past experiences with more current ones.

Reflection is critical in this stage. We can borrow from service-learning pedagogy put forth by Eyler, Giles, and Schmiede (1996), implementing their 4C’s of Critical Reflection—continuous, connected, challenging, and contextualized. Tweaking their concepts to reflect skill development proves a natural fit. Reflection on skill development is ongoing, occurring before, during, and after situations when students use skills. Reflection should connect to both the individual and their experience implementing particular skills to create personal meaning-making. The reflection should challenge the student’s existing beliefs regarding their skills to generate new or deeper perspectives, and the reflection must be contextualized to each situation and that student’s level of mastery of the given skill.

Co-curricular educators can help students develop on this scaffold by implementing various reflective techniques that allow students to appraise their skill use and arrange for students to receive formative feedback. Again, this reflection should go beyond identification and examine how skills are used, to what extent, and with how much success. Co-curricular educators can adapt the think/pair/share and resume bullet activities in the previous section to fit this end. Group discussions allowing students to talk through experiences and receive peer feedback can build perspective. Rubrics allow excellent opportunities to help students assess their level of skill and skill growth. These rubrics can be provided, but a better method may be asking students to create the rubrics themselves. Personally crafted rubrics add additional reflection and incorporate components that reinforce students defining skills in their own terms, setting clear definitions, and describing what increasing proficiency at a skill means. Co-curricular educators should use open-ended questions with students to help students dive deeply into their experiences.

Aiding students in critically reflecting on their skills builds self-authorship over their experiences. Providing students a means to connect with their experiences and skill development also helps students improve their capabilities when faced with similar situations. Armed with connections to their skills and a body of evidence, students can draw on these resources to have clearer conversations.

SKILL ARTICULATION AND TRANSFERENCE

Having strengthened each previous scaffold, students are now ready to stand atop the structure they’ve developed and use the tools acquired to articulate their skills in a meaningful way. A focus should also be put on helping students understand how to transfer their skills to new situations. Perkins (2009) tells a story about a physics instructor who assigns countless problems of objects falling off towers to allow students to practice a standard physics formula. On exam day, a student complains the test isn’t fair because all the homework was about things falling off towers, but the test question is about an object falling down a hole. We must ensure students understand that while situations appear different, the skills required are often the same. Skills developed on a campus programming board would be useless if this weren’t the case; it is doubtful that many alumni will be involved with such an organization after graduation.

Co-curricular educators must give students ample experience to practice skill articulation and to recognize

the transferability of their skills. Possessing a response format that showcases their skill aids students in better articulation. The STAR (Situation/Task, Action, Result) interview response technique improves student skill articulation in interview settings when explicitly taught in an academic course's scope, likely due to students' newfound familiarity and confidence from exposure to this approach (Goodwin, Goh, Verkoeyen, & Lithgow, 2019; Brumm, Mickelson, & White, 2006; Lackner & Martini, 2017). In this format, a respondent answers a behavioral interview question by identifying a past situation or task, describing the action taken, and then describing the result and any lessons learned, thus demonstrating a candidate's familiarity with the necessary skill.

Co-curricular educators can implement practices with STAR in various ways to aid students in developing articulation ability and understanding how their skills transfer, including written reflections, group discussions, oral presentations, creation of ePortfolios, and videotaped mock interviews. Additionally, co-curricular educators can integrate these concepts in ways the typical academic curriculum does not allow. For instance, offering meetings to students after leadership position interviews to reflect on the experience and receive formative feedback takes a minor time investment. Co-curricular involvement also provides opportunities for students to see examples of their peers' articulation skills. One beneficial practice involves including graduating student officers on the hiring committee when selecting officers for the next year. The opportunity allows seniors to experience the alternate side of an interview and can provide a benchmark to compare their interview techniques with others. Students can reflect on what they found compelling and identify shortcomings they can work to avoid. If this practice proves too controversial or out of reach, have small groups of students conduct peer mock interviews, which still allows students to learn from one another in action and adds an element of formative assessment from their peers. Another practice is holding group resume crafting sessions, where students can riff off of one another to develop strongly articulated descriptions that capture their capabilities.

Just like the other skills being developed, the skill of articulating and transferring skills improves with practice. Providing low-stakes methods allows students to experiment and sharpen their ability in skill articulation. Such practice is crucial for building both the capability and confidence necessary when stakes are higher. It also builds a foundation of articulating personal performance students can use throughout their careers.

CONCLUSION

The scaffolds described are of use to co-curricular educators by outlining a clear understanding of the components needed for building student skill articulation. Keeping these four scaffolds in mind allows co-curricular educators to integrate practices that develop students capable of closing the skills articulation gap. Further, these practices can also strengthen employability skills development by providing students with a deeper understanding and intentional reflection. However, to fully understand the process of building articulation skills in students and identify methods to prepare them best, more focus on the topic is necessary. Research initiatives to explore building skill articulation in students will better inform co-curricular educators' practices to meet this crucial need.

While this article focuses on methods for co-curricular educators to implement individually, they are not alone in building skill articulation. For students to fully benefit from their learning experiences, making skill articulation a university-wide effort is necessary (Brown, 2015). One final practice co-curricular educators can adopt is initiating conversations and building coalitions with others on campus. Finding partnerships with other offices on initiatives that build student skill articulation can lead to greater experiences for students. Partnering with faculty to bridge curricular and co-curricular learning will allow students to assess their skills in different ways. Creating a large impact can start by inspiring the buy-in of just a few stakeholders. Building skill articulation needs to become a collective effort across our campuses if we hope to eliminate the skills articulation gap currently facing our students, but co-curricular educators can lead the charge by adopting personal practices that address this student need. Only then will we be spared that sinking feeling we get when a student comes into our office with a resume that doesn't do them justice.

REFERENCES

- Bauer-Wolf, J. (2018, February 23). Overconfident students, dubious employers. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/news/2018/02/23/study-students-believe-they-are-prepared-workplace-employers-disagree>.
- Brown, K. E. (2015). Employability and the liberal arts: A career readiness initiative. *Thought & Action*, 31, pp. 49-56.
- Brumm, T.J., Mickelson, S.K. and White, P.N. (2006), "Integrating behavioral-based interviewing into the curricula," NACTA Journal, Vol. 50 No. 2, pp. 28-31.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Clark, G., Marsden, R., Whyatt, J. D., Thompson, L., & Walker, M. (2015). 'It's everything else you do...': Alumni views on extracurricular activities and employability. *Active Learning in Higher Education*, 16(2), 133-147.
- DuRose, L. & Stebleton, M. J. (2016). Lost in translation: Preparing students to articulate the meaning of a college degree. *Journal of College & Character*, 17(4), 271-277.
- Eyler, J. S., Giles, D. E., & Schmiede, A. E. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections*. Nashville, TN: Vanderbilt University Press.
- Goodwin, J. T., Goh, J., Verkoeyen, S., & Lithgow, K. (2019). Can students be taught to articulate employability skills? *Education and Training*, 61(4), 445-460.
- Griffin, K., Peck, A., & LaCount, S. (2017). How students gain employability skills: Data from project CEO. In A. Peck (Ed.), *Engagement and employability: Integrating career learning through co-curricular experiences in postsecondary education* (pp. 39-64). Washington, DC: NASPA - Student Affairs in Higher Education.
- Hart Research Associates. (2013). It takes more than a major: Employer priorities for college learning and student success. *Liberal Education*, 99(2), 22-29.
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kruger, K., & Peck, A. (2017). Disruption, change, and telling the story of student affairs: An introduction. In A. Peck (Ed.), *Engagement and employability: Integrating career learning through co-curricular experiences in postsecondary education* (pp. xi-xxxi). Washington, DC: NASPA - Student Affairs in Higher Education.
- Lackner, C. & Martini, T. (2017). Helping university students succeed at employment interviews: The role of self-reflection in e-portfolios. *Teaching & Learning Inquiry*, 5(2), 3-15.
- Lawhead, J., Bouldin, J., & Simpson, T. (2017). New models for partnerships between co-curricular programs and career services. In A. Peck (Ed.), *Engagement and employability: Integrating career learning through co-curricular experiences in postsecondary education* (pp. 97-114). Washington, DC: NASPA - Student Affairs in Higher Education.
- Peck, A., Hall, D., Cramp, C., Lawhead, J., Fehring, K., & Simpson, T. (2016). The co-curricular connection: The impact of experiences beyond the classroom on soft skills. *NACE Journal*, 76(3), 30-34.
- Peck, A., & Preston, M. (2018). Connecting bridges: Introducing the co-curricular career connections leadership model. *Journal of the National Association of Colleges and Employers*, 79(1), 27-35.
- Perkins, D. (2009). *Making learning whole: How seven principles of teaching can transform education*. San Francisco, CA: Jossey-Bass.
- Pretti, T. J. & Fannon, A. (2018). Skills articulation and work integrated learning. In F. Deller, J. Pichette, & E. K. Watkins (Eds.), *Driving academic quality: Lessons from Ontario's skills assessment projects* (pp. 81-92). Toronto, ON: Queen's Printer for Ontario.
- Smith, L. J., & Chenoweth, J. D. (2015). The contributions of student organization involvement to students' self-assessments of their leadership traits and relational behaviors. *American Journal of Business Education*. 8(4), 279-288.
- Watkins, E. K. & McKeown, J. (2018). The inside story on skills: The student perspective. In F. Deller, J. Pichette, & E. K. Watkins (Eds.), *Driving academic quality: Lessons from Ontario's skills assessment projects* (pp. 81-92). Toronto, ON: Queen's Printer for Ontario.



SOCIAL CONNECTIONS MATTER: A LOOK INTO NEW STUDENT AFFAIRS PROFESSIONAL WELLNESS AND ATTRITION INTENTIONS

Zeak Naifeh, Cameron University (OK)

The role of new student affairs professionals is broad, complex, and ever-changing. They serve as mentors, role models, and educators (Guthrie, Woods, Cusker, & Gregory, 2005). New student affairs professionals are tasked with the holistic development and growth of students, which requires tireless work both outside and inside the classroom (Burkard, Cole, Ott, & Stoflet, 2005; Keeling, 2006; Keeling & Dungey, 2004; Waple, 2006). Through interactions aimed at connecting students to their educational pursuits (e.g. programs, events, organizations), new professionals not only impact personal growth and academic motivation but also affect student retention, persistence, and graduation (Astin, Sax, & Avalos, 1999; Martin & Seifert, 2011; Pascarella & Terenzini, 1991, 2005; Viaden, 2015).

In the process of meeting the needs of students, new professionals tend to be altruistic and sacrifice their own wellness to meet those needs (Beer et al., 2015; Sackney, Noonan, & Miller, 2000). By putting their students first through programming and services, new professionals may be placing their own wellness and self-care in jeopardy. Wellness is a multifaceted, multidimensional (holistic) approach to optimizing well-being and health that incorporates body, mind, and spirit to increase an individual's capacities (Myers, Sweeney, & Witmer, 2000; Puig et al., 2012). One of the many aspects that influence wellness is social connections. Social support and connections with others are vital to maintaining a minimum level of wellness and self-care.

Although wellness has been studied in numerous other fields, surprisingly little research on wellness within student affairs, particularly for new professionals, exists. With the concept of wellness in mind, this quantitative study sought to investigate the relationships between wellness and attrition intentions in new student affairs professionals. The following research question guided the study: What relationships exist between wellness and reports of intended attrition among new student affairs professionals? Specifically, this article looks narrowly at the relationship between social connections (designated as "the social self" within this study) and wellness in student affairs professionals.

RELEVANT LITERATURE

New Professionals

New student affairs professionals are a diverse group of individuals who serve as front-line employees responsible for staffing programs and services (Barham & Winston, 2006; Burkard et al., 2005; Sandeen, 2004). As a result of their role, new professionals face greater demands and job pressures as higher education institutions confront complex and intertwining social issues. Because of their potential effect on students, the retention of

motivated, energetic new professionals is crucial to meeting the needs of students and institutions (Burkard et al., 2005; Keeling, 2006; Keeling & Dungy, 2004; Waple, 2006). As with most professions, the future of student affairs lies with its new professionals (Davis & Cooper, 2017; Marshall, Gardner, Hughes, & Lowery, 2016). Their development is vital to retain staff and maintain a minimum level of continuity from one generation of professionals to the next generation of professionals (Renn & Hodges, 2007), as well as to meet and address the multitude of emerging student and institutional needs (Davis & Cooper, 2017).

Within the pyramid-like organizational structures at most higher education institutions across the United States, there are a large number of positions near the bottom of organization charts. Student affairs divisions often mirror this structure; thus, new professionals make up almost 20% of all student affairs professionals (Marshall et al., 2016; Tull, Hirt, & Saunders, 2009). At some institutions, up to 50% of student affairs personnel are new professionals (Barham & Winston, 2006). New professionals serve in roles such as student activities coordinator/specialist, program advisor/coordinator, and coordinator for campus activities/programs, all entry-level, front-line positions with direct daily student contact and interactions.

Attrition with the student affairs profession

Even though new professionals serve in important and critical roles, typically they have high attrition rates. Not only do high levels of attrition have consequences for students, but attrition is also costly to the institution, and disrupts the flow of work throughout the institution (Allen, Bryant, & Vardaman, 2010; Marshall et al., 2016). Costs and disruptions attributed to attrition are not limited to costs associated with buying out vacation time and the hiring and on-boarding processes, but also includes the loss of institutional knowledge and decreased productivity during staffing shortages (Allen et al., 2010; Davis & Cooper, 2017; Jones & Gates, 2007; Marshall et al., 2016). Additionally, this often forces employees who stay to stretch themselves thinner to keep minimum coverage.

Although estimated new student affairs professional attrition rates appear to have plateaued since the 1990s at a level between 50-70%, there are few new estimates (Lorden, 1998; Tull, 2006). Research has shifted focus to the causes of attrition rather than levels of attrition. Because of their roles, new professionals often cite the following reasons for leaving the field: emotional burnout (Brewer & Clippard, 2002; Lim et al., 2010), job dissatisfaction (Rothmann & Essenko, 2007), lack of career advancement (Guthrie et al., 2005), inadequate supervision (Davis & Cooper, 2017; Renn & Hodges, 2007), long work hours (Anderson, Guido-DiBrito, & Morrell, 2000; Marshall et al., 2016), onerous “other duties as assigned” (Lee & Helm, 2013), and campus crises situations (Howard-Hamilton, Palmer, Johnson, & Kicklighter, 1998; Sandeen, 2004). These factors not only build up over time; they can also cause lessened job commitment, productivity, and satisfaction leading up to attrition in both the new professional and the colleagues they work with each day (Lim et al., 2010; Tull, 2006; Silver & Jakeman, 2014).

Wellness

As new professionals are tasked with doing more with fewer resources, their levels of job-related stress and burnout increases (Burke, Dye, & Hughey, 2016; Edwards, Van Laar, Easton, & Kinman, 2009). Higher education researchers (see Mark & Smith, 2012; Leininger et al., 2013) have found congruency with national researchers that wellness not only positively affects an individual’s professional and personal lives (e.g. happiness, job satisfaction, exhaustion, and productivity), but can help alleviate many causes of attrition such as stress and burnout (Lawson & Myers, 2011; Lim et al., 2010; Puig et al., 2012; Sangganjanavanich & Balkin, 2013). However, student affairs focused wellness research is very limited, especially in the context of the lives of new student affairs professionals. Although the prevalent view of wellness focuses on physical activity (Burke et al., 2016; Lawson & Myers, 2011), this study used a broader concept of holistic wellness- that includes the concepts of body, mind, and spirit.

Body, often thought of physical activity, refers to any movement that results in the expenditure of energy. Nutrition is an additional key component of body-related health and greater wellness. A greater connection to the body can lead to decreased general illness (Leininger et al., 2013), increased energy (Parks & Steelman, 2008), increased job commitment (Eastman, 1996), and increased general happiness (Leininger et al., 2013). Additionally, physical activity promotes greater levels of self-confidence and self-esteem (Blake, Zhou, & Batt, 2013), in addition to positive emotionality and cognitive functioning (Brandon & Loftin, 1991; Wykoff, 1993).

Mind, often thought of as mental health, is a state of well-being in which individuals possess the ability to cope with normal life demands and stresses and can work productively both in their personal and work lives. Mental health is not merely the absence of mental illness but rather an equilibrium that allows for the expression and control of emotions in appropriate ways (Galderisi, Heinz, Kastrup, Beezhold, & Sartorius, 2015). Attention to mental health can decrease depression (Beckingham & Watt, 1995), better control expression of emotions (Rothmann & Essenko, 2007; Witmer, 1996), and improve work and personal relationships (Myers et al., 2000).

Spirit, or spirituality, refers to the personal practice of beliefs and behaviors of an individual that recognizes people are more than material aspects of body and mind (Myers & Sweeney, 2005). Spiritual health allows for greater understanding of purpose in life, demonstrated through their beliefs and behaviors of fitting into larger contexts and existence beyond the material (Myers & Sweeney, 2005; Roscoe, 2009). A key aspect of spiritual health is the connection an individual makes between their self and others, the environment, and the greater universe (Roscoe, 2009).

The incorporation of all three into a broader concept of holistic wellness allows for the inclusion of individual perceptions of wellness that might affect the whole individual rather than one single component. Additionally, holistic wellness allows for the view of wellness on a continuum rather than as a concept that an individual has or lacks. Personal patterns of behavior, belief, and attitude toward wellness represent the largest factor of participation in, and maintenance of a healthy lifestyle (Havice & Williams, 2005; Thornton & Johnson, 2010). Common culture and aligned goals, combined with social and organizational support, are significant reasons why individuals decide to participate (LeCheminat & Merrell, 2012). In other words, if an individual is connected to those around them, they are more likely to participate.

The connection to others, *the social self*, is a key aspect of wellness. How an individual connects with others (e.g., family, friends, colleagues), is crucial to the internal and external motivation to participate in wellness activities (Myers & Sweeney, 2005). Additionally, the social self allows an individual to have the capacity for trust, empathy, respect for self and others, and the acceptance of others without conditions (Myers & Sweeney, 2005). The exploration of the social self, as one determinant of holistic wellness, was a key aspect to the study from the beginning.

METHODS

The results reported in this article are one piece of a larger study that measured relationships between levels of wellness and new student affairs professionals' intent to leave the profession, *attrition*. To better understand and measure relationships, the study used an online survey to capture new professional behaviors and beliefs. New student affairs professionals, from across the United States, were surveyed to capture a moment in time. An epistemology of objectivism and the theoretical perspective of post-positivism grounded methodological choices. Objectivism "holds that meaning exists apart from the operation of any consciousness" (Crotty, 1998, p. 8). Post-positivism centers on explanations for regularly observed phenomena in the social world (Crotty, 1998).

Measure

The study used a three-part survey to collect respondent beliefs and behaviors. The survey measured relationships between wellness and intent to leave the profession; it did not, however, measure causality. Part one contained 14 questions focused on respondent demographics. Questions included open-ended questions (How do you describe your current gender identity?, How many years have you been employed in a student affairs division?), along with drop-down selection questions (What is the highest degree you have earned?, Please indicate all that apply to your current institution). Part two of the study's instrument measured holistic wellness. An extensive review of the literature revealed the Five Factor Wellness Inventory (5F-WEL) best aligned with the purpose of the study. The 5F-WEL uses a global perspective of integrating body, mind, and spirit (Myers et al., 2000). The 5F-WEL measures one higher-order factor (wellness), five second-order factors through 17 third-order factors (dimensions) of wellness, and five context and life satisfaction wellness factors (Myers et al., 2000). Social self, defined as social connections, was measured as one of the five second-order wellness factors. Lastly, part three

of the instrument focused on respondents' intentions to leave the field of student affairs, *attrition*.

Data Collection

Data collection occurred in two phases through four national organizations, during the fall 2018 academic semester: Student Affairs Administrators in Higher Education (NASPA), American College Personnel Association (ACPA), The Association for Orientation, Transition, and Retention in Higher Education (NODA), and National Intramural and Recreational Sports Association (NIRSA). The first solicitation phase assisted with capturing new professionals across disciplines and departments. New professionals with membership in NASPA and ACPA were e-mailed by the researcher requesting their participation. A second solicitation phase occurred to reach additional new professionals who hold professional membership only within their primary content area. During the second phase, both NODA and NIRSA agreed to reach out to new professionals on behalf of the researcher.

New student affairs professionals included in the study met the following criteria: employed full-time at an institution of higher education in the United States and employed in a student affairs division for five or fewer years. Respondents must have either worked in a department commonly found within student affairs divisions (e.g., housing, conduct, campus life) or work in a department reporting to a senior student affairs officer. Type of institution was not a qualifier for the study. Additionally, respondents had to meet the following data analysis criteria for inclusion: answer the attrition intention question and have no more than two missing second-order wellness scores. At the end of data collection, 654 individuals responded to the instrument. Of the 654 individuals, 401 meet the above inclusion criteria.

Characteristics. A better understanding of respondent personal and work characteristics helps provide context to the results. The study asked for respondents' gender not sex; over half of the respondents indicated female (57.11%, $n = 229$), with 37.7% ($n = 151$) indicating male, and 4.5% ($n = 18$) indicating another gender identification. A majority (63.8%, $n = 256$) of respondents identified as White/Caucasian/European-American, with residual respondents indicating African-American/Black (12.2%, $n = 49$), more than one ethnicity (8.7%, $n = 35$), Hispanic/Latina/Latino (8.2%, $n = 33$), and remaining ethnicities comprising 7.1% ($n = 28$) of respondents. Respondents had an average of 2.92 years of experience, with an average age of 27. A vast majority of respondents (89.0%, $n = 356$) held a master's degree with a majority of those individuals (77.0%, $n = 274$) holding either a higher education or student affairs degree. A quarter (25.9%, $n = 102$) of respondents worked in Residence Life/Dining Services, followed by 21.1% ($n = 83$) in Campus Life. On average, respondents worked 44.41 hours per week with over half (57.4%, $n = 229$) working more than 40 hours a week. Over half of respondents worked at public institutions (61.1%, $n = 245$), at research institutions (56.5%, $n = 182$), and/or at urban institutions (63.8%, $n = 252$). An overwhelming majority (95.3%, $n = 381$) of respondents worked at four-year institutions.

RESULTS

After data collection, statistical analyses were conducted to determine what, if any, relationships existed between wellness and attrition intentions. Although ANOVA and step-wise multiple regression analyses were conducted, the focus of results presented here is from Pearson coefficient correlations analysis between social self and attrition intentions. Pearson correlation indicated social self held a significant negative relationships with attrition ($r(397) = -0.121$, $p = .016$). Among all areas of wellness under investigation in the study, respondents scored the lowest on social self. With an average social self wellness score of 34.89, respondents scored 42.46 points lower than the national, general population on the social self wellness factor. Such a significantly lower score is of major concern.

We first examined respondent self-reported intentions to leave the field, where 27.2% ($n = 110$) of respondents indicated they were very likely or likely to leave the field in the next three to five years. An additional 27.2% ($n = 109$) of respondents indicated a neutral view of leaving the field in the three to five years, with 45.4% ($n = 182$) of respondents indicating they were either unlikely or very unlikely to leave the field in the three to five years. Further analysis revealed that males expressed a slightly higher intent to leave the field in the next three to five

years compared to their female colleagues.

DISCUSSION AND IMPLICATIONS

Despite the fact that the experiences of new student affairs professionals vary from individual to individual, results of the study held a common theme: social self aspects of wellness, specifically social connections with others, impacts attrition intentions. As self-reported social self wellness factors increased, the intent to leave the field decreased. The results hold potential for avenues for intervention to lessen attrition intentions. Although the impact of wellness compared to other known factors for decreasing attrition is unknown, even small decreases in attrition may be of great importance not only to the field of student affairs but also to supervisors of new professionals and national professional organizations.

The results of the study further reinforce that new professionals demonstrate altruistic tendencies and often sacrifice their own wellness, through lessened social connection and support, to serve their students, others, and the institution. This behavior is not sustainable and can lead to a decrease in wellness and heightened levels of attrition intentions. Because social support and connections are vital for maintaining wellness and balance, new professionals should be leaning into support systems to have a positive effect on their sense of well-being. With all of that said, new professionals need to be encouraged to utilize support systems rather than sacrifice them. This encouragement is at the heart of how new professionals, those who supervise them, leaders in the field, and national organizations can help improve new student affairs professional wellness and potentially decrease attrition intentions.

Implications

With the ever-changing landscape and frenetic pace of higher education today, new professionals should be encouraged to utilize those around them to engage in greater wellness. Encouraging new professionals to prioritize the social connection component of wellness, and therefore likely increase their self-care, will not only better equip new professionals to increase their wellness but also potentially decrease attrition intentions. The following implications are intended to create a discourse on how new professionals, supervisors of new professionals, and national organizations can best support and encourage greater wellness through social connections.

First, because new professionals appear to be self-sacrificing their relationships with others, new professionals need to start putting their wellness first through the utilization of those around them, rather than sacrifice connections. Often new professionals are caught up in the hectic, long hours of their roles and leave very little time for themselves. New professionals need to take some personal accountability for their own wellness and acknowledge when they are cutting others out. Having solid social connections can help provide a level of accountability for these behaviors. Social connections do not have to be limited to just family and friends but can include colleagues and students.

Next, it is critical for the supervisor of new student affairs professionals to encourage new professionals to engage in social connections to both create work/life balance and to enhance their personal wellness. Often new professionals do not pose a sufficient level of self-awareness to realize they are sacrificing social connections. Due to their outside perspective, supervisors are in an ideal position to step in and intervene when new professionals are sacrificing their wellness for students and others. Not only can the intervention and encouragement potential lesson attrition and job turnover, but it may also provide several secondary benefits. For the workplace, wellness engagement with colleagues has the potential to promote teamwork and further build relationships with colleagues within the department, division, and across campus.

Lastly, because respondents to the study all held at least one national professional organization membership, professional organizations should also encourage new professionals to engage their social connections in wellness activities. The two main encouragement avenues professional organization possess include purposeful communication and intentional programming. Professional organizations should clearly communicate the importance of wellness, and encourage new professionals to engage with others, both in and outside of the

field, who hold common wellness interests. Such communication can occur online through organization communities, and in person at conferences and programs. Although many professional organizations offer in-person wellness activities at conferences and programs, the offerings should be expanded both in volume and scope to include programming for body, mind, and spirit. Not only do wellness activities at conferences and programs encourage wellness behaviors, the activities can also provide an opportunity for new professionals to connect with each other to expand their network and social connections.

CONCLUSION

Wellness is a complex, multifaceted concept. Acknowledging the various facets of wellness allows individuals to find what moves them toward greater levels of wellness. Although this study focused only on one component of a much larger study on new student affairs professionals' intent to leave the field and wellness, results demonstrate that new professionals are sacrificing social connections of overall wellness. With a negative relationship between social connection factors of wellness and attrition, new professionals need to be encouraged to connect with those around them to increase their personal wellness and alleviate attrition intentions. As the landscape of higher education continues to shift and change, the role wellness plays in the lives of new professionals may become more important to individuals, students, and institutions.

REFERENCES

- Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *Academy of Management Perspectives, 24*(2), 48-64.
- Anderson, J. E., Guido-DiBrito, F., & Morrell, J. S. (2000). Factors that influence satisfaction for student affairs administrators. *New Directions for Institutional Research, 105*, 99-110.
- Astin, A. W., Sax, L. J., & Avalos, J. (1999). Long-term effects of volunteerism during the undergraduate years. *Review of Higher Education, 22*(2), 187-202.
- Barham, J. D., & Winston, R. B. Jr. (2006). Supervision of new professionals in student affairs: Assessing and addressing needs. *College Student Affairs Journal, 26*(1), 64-89.
- Beckingham, A. C., & Watt, S. (1995). Daring to grow old: Lessons in aging and empowerment. *Educational Gerontology, 21*, 479-495.
- Beer, L. E., Rodriguez, K., Taylor, C., Martinez-Jones, N., Griffin, J., Smith, Tony R., Lamar, M., & Anaya, R. (2015). Awareness, integration and interconnectedness: Contemplative practices of higher education professionals. *Journal of Transformative Education, 13*(2), 161-185.
- Blake, H., Zhou, D., & Batt, M. (2013). Five-year workplace wellness intervention in the NHS. *Perspectives in Public Health, 133*(5), 262-271.
- Brandon, J. E., & Loftin, J. M. (1991). Relationship of fitness to depression, state and trait anxiety, internal health locus of control, and self-control. *Perceptual and Motor Skills, 73*, 563-568.
- Brewer, E. W., & Clippard, L. F. (2002). Burnout and job satisfaction among student support services personnel. *Human Resource Development Quarterly, 13*(2), 169-186.
- Burkard, A. W., Cole, D. C., Ott, M., & Stoflet, T. (2005). Entry-level competencies of new student affairs professionals: A Delphi study. *NASPA Journal, 42*(3), 283-309.
- Burke, M. G., Dye, L., & Hughey, A. W. (2016). Teaching mindfulness for the self-care and well-being of student affairs professionals. *College Student Affairs Journal, 34*(3), 93-107.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: Sage Publications.
- Davis, T. J., & Cooper, D. L. (2017). "People are messy": Complex narratives of supervising new professionals in student affairs. *Journal of Student Affairs Research and Practice, 54*(1), 55-68.

- Eastman, W. (1996, May). *Avoiding faculty burnout through the wellness approach*. Paper presented at the annual conference of the Association of Canadian Community Colleges, Toronto, Ontario, Canada. Retrieved from ERIC Databases: ID ED399987.
- Edwards, J. A., Van Laar, D., Easton, S., & Kinman, G. (2009). The work-related quality of life scale for higher education employees. *Quality in higher education, 15*(3), 207-219.
- Galderisi, S., Heinz, A., Kastrup, M., Beezhold, J., & Sartorius, N. (2015). Toward a new definition of mental health. *World Psychiatry, 14*(2), 231-233.
- Guthrie, V. L., Woods, E., Cusker, C., & Gregory, M. (2005). A portrait of balance: Personal and professional balance among student affairs educators. *College Student Affairs Journal, 24*(2), 110-127.
- Havice, P. A., & Williams, F. K. (2005). Achieving balance: Lessons learned from university and college presidents. *College Student Affairs Journal, 25*(2), 128-136.
- Howard-Hamilton, M. F., Palmer, C., Johnson, S., & Kicklighter, M. (1998). Burnout and related factors: Differences between women and men in student affairs. *College Student Affairs Journal, 17*(2), 80-91.
- Jones, C. B., & Gates, M. (2007). The cost and benefits of nurse turnover: A business case for nurse retention. *OJIN: The Online Journal of Issues in Nursing, 12*(3).
- Keeling, R. P., Dungy, G. J., National Association of Student Personnel Administrators (U.S.), & American College Personnel Association. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, D.C: ACPA.
- Keeling, R. P., National Association of Student Personnel Administrators (U.S.), & American College Personnel Association. (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. Washington, D.C.: ACPA.
- Lawson, F., & Myers, J. E. (2011). Wellness, professional quality of life, and career-sustaining behaviors: What keeps us well? *Journal of Counseling and Development, 89*(2), 163-171.
- LeCheminat, J. D., & Merrill, R. M. (2012). Improved health behaviors persist over two years for employees in a worksite wellness program. *Population Health Management, 15*(5), 261-266.
- Lee, J. J., & Helm, M. (2013). Student affairs capitalism and early-career student affairs professionals. *Journal of Student Affairs Research and Practice, 50*(3), 290-308.
- Leininger, L. J., Harris, D., Tracz, S., & Marshall, J. E. (2013). Differences in physical activity participation between university employees with and without a worksite health promotion program. *Californian Journal of Health Promotion, 11*(1), 67-76.
- Lim, N., Kim, E. K., Kim, H., Yang, E., & Lee, S. M. (2010). Individual and work-related factors influencing burnout of mental health professionals: A meta-analysis. *Journal of Employment Counseling, 47*(2), 86-96.
- Lorden, L. P. (1998). Attrition in the student affairs profession. *NASPA Journal, 35*, 207-216.
- Mark, G., & Smith, A. P. (2012). Effects of occupational stress, job characteristics, coping, and attribution style on mental health and job satisfaction of university employees. *Anxiety, Stress and Coping, 25*(1), 63-78.
- Marshall, S., Gardner, M., Hughes, C., & Lowery, U. (2016). Attrition from student affairs: Perspectives from those who exited the profession. *Journal of Student Affairs Research and Practice, 53*(2), 146-159.
- Martin, G. L., & Seifert, T. A. (2011). The relationship between students' interactions with student affairs professionals and cognitive outcomes in the first year of college. *Journal of Student Affairs Research and Practice, 48*(4), 389-410.
- Myers, J. E., & Sweeney, T. J. (2005). *Manual for the five factor wellness inventory*. Greensboro, NC: Authors.
- Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The wheel of wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling & Development, 78*(3), 251-66.
- Parks, K. M., & Steelman, L. A. (2008). Organizational wellness programs: A meta-analysis. *Journal of Occupational Health Psychology, 13*(1), 58-68.

- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: Vol. 2, a third decade of research*. San Francisco: Jossey-Bass.
- Puig, A. P., Baggs, A., Mixon, K., Park, Y. M., Kim, B. Y., & Lee, S. M. (2012). Relationship between job burnout and personal wellness in mental health professionals. *Journal of Employment Counseling, 49*, 98-109.
- Renn, K. A., & Hodges, J. (2007). The first year on the job: Experience of new professionals in student affairs. *NASPA Journal, 44*(2), 367-391.
- Roscoe, L. J. (2009). Wellness: A review of theory and measurement for counselors. *Journal of Counseling & Development, 87*(2), 216-226.
- Rothmann, S., & Essenko, N. (2007). Job characteristics, optimism, burnout, and ill health of support staff in higher education institution in South Africa. *South African Journal of Psychology, 37*(3), 135-152.
- Sackney, L., Noonan, B., & Miller, C. M. (2000). Leadership for educator wellness: An exploratory study. *International Journal of Leadership in Education, 3*(1), 41-56.
- Sandeen, A. (2004). Educating the whole student: The growing academic importance of student affairs. *Change, 36*(3), 28-33.
- Sangganjanavanich, V. F., & Balkin, R. S. (2013). Burnout and job satisfaction among counselor educators. *Journal of Humanistic Counseling, 52*(1), 67-79.
- Silver, B. R., & Jakeman, R. C. (2014). Understanding intent to leave the field: A study of student affairs master's students' career plans. *Journal of Student Affairs Research and Practice, 51*(2), 170-182.
- Thornton, L., & Johnson, S. (2010). Community college employee wellness programs. *Community College Journal of Research and Practice, 34*(12), 966-976.
- Tull, A. (2006) Synergistic supervision, job satisfaction, and intention to turnover of new professionals in student affairs. *Journal of College Student Development, 47*(4), 465-480.
- Tull, A., Hirt, J. B., & Saunders, S. (Eds.). (2009). *Becoming socialized in student affairs administration*. Sterling, VA: Stylus.
- Viaden, J. (2015). What matters in college to students: Critical incidents in the undergraduate experience. *Journal of Student Affairs Research and Practice, 52*(3), 287-299.
- Waple, J. (2006). An assessment of skills and competencies necessary for entry-level student affairs work. *NASPA Journal, 43*(1), 1-18.
- Witmer, J. M. (1996). *Reaching toward wellness: A holistic model for personal growth and counseling*. Athens, OH: Author.
- Wykoff, W. (1993). The psychological effects of exercise on non-clinical and clinical populations of adult women: A critical review of the literature. *Occupational Therapy in Mental Health, 12*, 69-106.