



Developments

A semi-annual publication of the Department of Student Affairs in Higher Education for SPS/SAHE alumni and friends

Spring 2021
Volume 35
Issue 2

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Please let us know what you think about Developments. Your feedback and suggestions are not only welcome, but necessary for the continuation of Developments.

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2021 Distinguished Alumni Award Recipient

The Department of Student Affairs in Higher Education is pleased to announce Kristin Eicholtz as the 2021 recipient of the Ronald Lunardini Distinguished Alumni Award.

Eicholtz is a 2005 graduate of SAHE and is executive director of the Career Development Center at DeSales University. Prior to her more than 10 years at DeSales, she worked in career development at Virginia Tech.



Through numerous letters of support for her nomination, it was clear that Eicholtz has had an extraordinary impact on the students, staff, and alumni with whom she works. Previous and current SAHE students who nominated her wrote, "As a phenomenal student affairs professional, Kristin is a ray of sunshine who selflessly devotes her work fully to the success of her students. She has embraced everything that the IUP SAHE graduate program has taught us, and continues to mentor many current and aspiring student affairs professionals." A colleague commented, "Kristin is a true leader who motivates her colleagues and students to be their best with her passionate integrity. Countless students and alumni have contacted our office to share how Kristin's career class or her mentorship had positively impacted their lives."

The award selection committee (comprised of SAHE faculty, students, and alumni) found that Eicholtz meets and exceeds the award criteria. She excels, specifically, in the areas of mentorship, collaboration, professional development and lifelong learning, and promotion of student success. The award will be presented to Eicholtz at a future SAHE departmental event.

The Ronald Lunardini Distinguished Alumni Award, begun in 2006, was created to acknowledge an alumna/alumnus of the SAHE Department whose experiences and accomplishments as a student affairs professional significantly reflect the standards and values of the SPS program/SAHE Department. In 2008, in recognition of Dr. Lunardini's 37 years of service at IUP (18 as a SAHE faculty member), the award title was changed to honor him.

Congratulations, Kristin Eicholtz!

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Celebrating the Class of 2021



The Class of 2021 is looking for jobs!
Consider looking over this year's resume project to find out more about our wonderful graduates!

The resume project is a compilation of the class of 2021's resumes by functional area of interest.

Find the resume project created by ASD for the class of 2021 on the About Our Graduates page by clicking [here](#).

About Our Graduates

Chair's Corner

After more than twenty years in SAHE, I've come to mark time in peculiar ways. For example, which edition of the Student Services (a.k.a., the "green book") or the Student Development book were we using then? What course management system were we using (Blackboard, Moodle, or D2L)? This semester, it dawned on me that for over 20 years I've been collecting helping-skill videos for the Interventions course: first on VHS tapes, then cd roms, then flashdrives, and now students upload them to a shared drive. Time marches on and all around there are reminders of how time has passed. Hard to believe that last year, at this time, we were all adjusting to a new normal in the time of COVID. I was struggling to create breakout rooms and screenshare on Zoom—now I just struggle less 😊. And last year, I was wondering how things would go as the incoming department chair and graduate coordinator—now those first-year jitters are nearly out of my system.



One of the things that gave me a few sleepless nights last fall was the thought of a virtual Visitation in February. Now that we are on the other side of that event, I can proudly say "We did it!". This was due, in no small degree, to the efforts, flexibility, and creativity of the entire SAHE community of students, alumni, leaders, and partners who came together to make it all run smoothly and flawlessly. Special shout-outs to our supervisors and partner

institutions, ASD, our prospective students, and to our department GA's. SAHE GA's always shine during Visitation, not only on the weekend but in the weeks leading up to. This year was no exception; we could not have achieved such a successful virtual program without Chandler and Jesse. We've learned so many lessons from this year that we can use for future Visitation programs if we need to move any portion of it to a virtual setting. We'll report back in the fall with details on the incoming class of students, but at the time of this writing, 15 new students have accepted GA positions and are getting ready to register for the fall classes!

You may have learned that after consulting with alumni and after careful consideration of how our nation and our campuses are coming out of the pandemic, the planning committee for the SPS/SAHE 50th anniversary celebration/reunion has decided to postpone the event from the fall of 2021 to the fall of 2022. We will hold a virtual "kick-off" event this fall with ongoing engagement opportunities to connect with each other and support our SAHE students as we look to next year to meet on campus to celebrate this milestone!

In other news, IUP continues to move forward with its restructuring plans for academic colleges and programs (referred to as "IUP NextGen" plan). Things will look different here next fall and beyond. As I reported earlier, SAHE will remain a department and will continue to be a robust program here at IUP. One exciting development of NextGen is that the Academic Advising Certificate will be moving into the SAHE program (up to this point, it was housed in another department). SAHE is also well-represented on the various NextGen planning committees with John Lowery and Mimi Benjamin contributing to the Steering Committee and the Student Success council, respectively.

Normally in these updates, I report on scholarship that's in the pipeline or on its way to publication. Because of my role as chair and program coordinator, I've put scholarly activity on the back burner, at least for the time being. I am hopeful, however, that an article on measuring privileged identity defenses (that's been in review for a while) will eventually reach publication.

Finally, as our nation continues to heal from the pandemic and continues to encounter ongoing incidents of anti-Black and anti-Asian hate (and other forms of oppression), I find hope in knowing that our students and our alumni work, learn, and educate in a field that is committed to uprooting and dismantling structures and attitudes of White supremacy. We may falter and we may have to rebound from our mistakes, but I remain confident that we are pushing and making a difference.

Enjoy the summer months and the growing feeling of freedom to gather with (and hug) friends, family, and colleagues!

-John

Faculty Updates

Dr. John Lowery

In the fall, I commented in *Developments* that this year was like no other I had seen, but things feel a little bit more normal this semester. Personally I have been working on campus since IUP allowed faculty to return to campus. With Ute working from home and Margaret taking her classes there too, it was simply better for all of us for me to work on campus. As the spring wears on, it seems that we are beginning to see some light at the end of the tunnel. There are more faculty on campus and students in the SAHE program have some opportunities to attend classes in person with masks and appropriate social distancing. We are also finally gaining momentum with vaccinations in our area and IUP is planning for a return to in-person education in the fall.

I remain an active member of APSCUF's Meet-and-Discuss Team. We are still engaged in ongoing, difficult discussions with Management about the retrenchment of tenured and tenure-track faculty at IUP. When you include retrenched faculty, faculty who have retired this year, and temporary faculty, this represents about 25% of the 2020-2021 faculty total. I remain very thankful that no SAHE department faculty are being affected directly by retrenchment. However, this reduction in our overall faculty numbers will profoundly impact IUP for years to come. IUP is also making significant staff reductions, but I am not actively engaged in this process. At the same time, IUP is engaged in discussions around IUP NextGen to envision what IUP will look like in the years to come and I am representing APSCUF on the Steering Committee.

Ute continues her work with the IUP Research Institute and is also serving on the IASD School Board. The School Board has faced a number of very difficult decisions over the past year. While her work with the board has been rewarding, it is fair to say that she is looking forward to her term on the school board concluding later this year. Margaret is now a junior in high school and is taking her classes all on-line this semester. We are currently in the early stages of her college search process and hope to make some campus visits this summer.

I look forward to my next *Developments* update when I hope that I can share news of traveling for conferences and consulting, visiting archives to explore the history of NASPA, and spending quality time in the classroom with SAHE students.



Dr. Mimi Benjamin

The days are getting longer, the temperatures are getting warmer, and my turn for a Covid vaccination finally arrived. All of these are hopeful signs as we move through Spring 2021. Spring has looked a lot like fall – mostly working from home, lots of Zoom meetings, and even online conference participation at both ACPA and NASPA. I continue to be grateful for the health and safety of my family and friends, but like others, I have mourned the losses of people, jobs, and security resulting from this pandemic. I'm very eager to get to the other side of this difficult time.

As I think about things to come, I'm excited to share that I will be on sabbatical in Spring 2022. I will be spending the semester at Elon University in North Carolina, a place where I have had many wonderful connections and opportunities. My plan is to "shadow" their Vice President for Student Life, Dr. Jon Dooley and learn about the work of professionals at Elon and their student success initiatives. I know that a number of things have changed since my days as a student affairs administrator, and this is a wonderful opportunity for me to engage in that work and gain first-hand experience in contemporary student affairs work. I'll even be living on campus! Talk about coming full-circle!

In the meantime, summer is coming, and with that I will be spending time working in my garden. This is the year for an actual garden plan and staggered planting so that I have produce throughout the summer and not all at once. We'll see how that goes! I also will be working on wrapping up my assessment work with the Teamwork Minor at IUP and spend some focused time on the next living-learning communities book that I'm writing with Drs. Karen Kurotsuchi Inkelas (University of Virginia) and Jody Jessup-Anger (Marquette University). I will spend a week at Elon University as a participant in their Center for Engaged Learning Research Seminar on (Re)Examining Conditions for Meaningful Learning Experiences, and hopefully I will spend many hours reading on my porch. I hope you are well, that the coming summer will give you a chance for some relaxation, and that we're all able to make good use of all that we have learned during this strange time.



2021 COEC IMPACT Award Recipient

This semester, the COEC Impact Award for the Student Affairs in Higher Education Department was awarded to Morgan Rizzardi ('09). Morgan works at Butler County Community College as their Associate Director of Admissions. Olivia Girdwood, a student at BCCC and student ambassador described Rizzardi as “a role-model who inspires any student who walks through her doors with her dedication, focus, and determination in all that she does! [She] is one of the most kind and compassionate individuals a college can have on their campus and anyone would be more than lucky to know her.”



At Butler County Community College, her impact is widely felt and known. Dr. Case Willoughby, the college’s Vice President for Student Affairs & Enrollment Management, described Morgan as “an exemplary Student Affairs professional. She is deeply ethical, committed to students, and always seeking to learn more. Students quickly learn that they can trust Morgan to look out for their best interests.” He continued, “She learned well from IUP the importance of professional development not only for oneself, but also in best serving one’s students and institution.”

Morgan received her undergraduate degree in psychology from Slippery Rock University in 2007, and went on to join SAHE in 2007. During her time here, she received the Nancy J. Newkerk Award and throughout her career, she received additional awards that recognized her excellent leadership, service, and professionalism.

Now, she is working on her Doctor of Education Degree in Administration and Leadership Studies here at IUP. Dr. John Mueller shared, “Fourteen years ago, Morgan Rizzardi wrote on a graduate school application, ‘I am excited to see what my future holds’. All who know Morgan and have been impacted by her extraordinary work are the beneficiaries of the one-time dreams and aspirations of this undergraduate student. Clearly, when it comes to the next steps in her career, and to paraphrase a line from one of her favorite books—*Eat, Pray, Love*--I have no doubt she’s making space for the unknown future to fill up her life with yet-to-come surprises.”

Alumni Updates

Professional

Kimberly Farrer ('18) – Started new position as First-Year Experience Coordinator at Bryn Mawr College

Sarah Richardson ('07) – Started new position as Assistant Registrar at Boston College

Amy Sawdey ('17) – Started new position in July 2020 as Higher Education Access Partner in Allegheny County for PHEAA

Keith Davidson ('16) – Started new position as Assistant Director for Career Advising at Florida Gulf Coast University

Charles Stock ('20) – Started new position as Community Director at the University of Arizona

Sarah Hallman ('20) – Started new position as Coordinator for Orientation and Grizzly Persist at Adams State University

Brandon Carta ('15) – Started new position as Programs Coordinator in the Student center at Keene State College

Jana Valentine ('03) – Promoted to Assistant Dean of Residential Life and Community Standards at Bryant University

Meredith Menke Jewell ('98) – Head of Academy at Corvuss American Academy in Karjat India

Angela Delfine-Melcher ('19) – Accepted Ph.D. candidacy into the West Virginia doctorate in Higher Education program

Shannon O'Reilly ('14) – Promoted to Assistant Director, Foreign Student and Scholar Services at Carnegie Mellon University

Chrissy Smith ('08) – Received certificates in Applied Positive Psychology (2020), Applied Positive Psychology Coaching (2020), and Positive Psychology Consulting (2021). Also opened a positive psychology based coaching and consulting firm called Together Thriving:
Chrissy@togetherthriving.org, www.togetherthriving.org

Jen Cole ('05) – Started new position as a consultant in organizational transformation at Deloitte

Jilliane Bolt-Michewicz ('09) – Started new position as Registrar at Lycoming College

Jenny Sak ('17) – Admitted as Ph.D. candidate to the University of Maryland Higher Education, Student Affairs and International Education program. Also serving as Career Education Advisor at the University of Maryland, College Park

Jess Tallant ('17) – Started new position in 2019 as the Area Director for Student Conduct and Community Standards at Oregon State University

Tom Baker ('05) – Selected to serve as Executive Director of Community Outreach at North Hills in 2020 and started new position as inaugural Chair of Non-Profit North

Jennifer Pruzinsky ('08) – Started new position as Director of College Placement and Planning at SPIRE Institute and Academy

Lauren Watson ('15) – Presenter, "Try This, Not That: Reaching Gen Z Virtually", Pennsylvania Association of Colleges and Employers May 2021

Alumni Updates

Professional Cont.

Cara Fulton ('18) – Started new position as Coordinator of Pathways to Professional Careers Program at Community College of Allegheny County

Erin Schutt ('09) – Started new position as Academic/Career Counselor for the JP Morgan Grant

Michael Dodge ('06) – Promoted to Dean of Student Success and Opportunity at American International College while continuing to serve as Director of the AIC Plan for Excellence and as a faculty member

Lauren Tudor ('14) – Named Director of Alumni Engagement at Chatham University in 2020

Kerrie Wolf-Piechota ('04) – Serving as the Marketing and Public Relations Manager at YWCA North Eastern in Schenectady, NY

Matthew J. Connell ('79) – Retired from 25+ year position as Dean of the Monroe Campus of Northampton Community College in 2020. Still active in teaching an Ed.D. Educational Leadership program at Delaware Valley University, serving as a Peer Reviewer and editorial board member for the *Community College Journal of Research and Practice*

Anthony Majer ('16) – Started new position as Assistant Director, Student Conduct and Development at Bently University

Kevin Bailey ('90) – Selected as a member of the IUP Alumni Association Board of Directors through June 30, 2024

Dr. Chad Jurica ('09) – In addition to position at University of Pittsburgh, works as current board member and Director for Academic Success Advocates Inc.

Evan Jones ('18) – Started new position as Program Operations Specialist in the Office of Disability Resources at the University of Washington

Shelly Keniston ('01) – Asked by University president to build and be Director of Off Campus and Commuter Student Services Office. Completed first year of Doctoral study at Regis College in Weston Massachusetts in Higher Education Leadership and is anticipated to graduate in Spring of 2023

Vickie Woodhead ('10) – Started new position at ed-tech startup [Stellic](#) as Partner Success Strategist

Carrie Egnosak ('05) - Co-presented “Navigating the Mid-Level Advisors Tide: Developing Skills for a Successful Career” during the 2021 Global Community for Academic Advising (NACADA) Preconference Week

Anthony Nguyen ('19) – Hired permanently as a Peer Tutoring Coordinator at Humber College and attended the Certified Supplemental Instruction Supervisor Training with the University of Guelph in March 2021

Dora Elias McAllister ('00) – Published *A longitudinal study of the gender gap in mathematics achievement: Evidence from Chile* in *Educational Studies in Mathematics*

Alumni Updates

Awards and Accolades

Morgan Rizzardi ('09) – IUP College of Education and Communications 2021 IMPACT Award

Andee Fisher ('12) – Selected as the 2021 NACA Mid-Atlantic Conference and Events Chair

Angela Delfine-Melcher ('19) – Appointed Co-Chair for the Mid-Atlantic Placement Conference (MAPC under MACUHO)

Tom Baker ('05) – Pittsburgh Job Corps Center 2020 Partner of the Year and Pittsburgh North Regional Chamber 2021 Community Champion

Erin Schutt ('09) - 2021 DAWN Rising Star Award Recipient

Eden Rome Garosi ('98) – Awarded the Thelma M. Williams Advisor of the Year Award for 2021

Dr. Chad Jurcia ('09) – IUP College of Education and Communications 2021 IMPACT Award for the Department of Communication Disorders, Special Education, and Disability Services

Dr. Becky Verzinski ('94) – Presidential Achievement Award for the Distinguished Award in Research and Grants

Steven Marks ('16) – Recognized from Campus Pride for developing and facilitating William Paterson University's Inaugural Lavender Graduation

Carrie Egnosak ('05) - Awarded the Spring 2021 Behrend's Best from the Janet Neff Sample Center for Manners and Civility



Alumni Updates

Personal

Dannielle Bonatesta Richardson ('19) – Married to Tyler Bonatesta in December of 2020

Kelli Thomas ('16) – Engaged to Carmine Biancamano in October of 2020

Brandon Carta ('15) – Purchased a home in New England

Meredith Menke Jewell ('98) – Living with husband, Dave, and daughter, Elizabeth in India. Brian teaches middle school English and Elizabeth is a 9th grade student

Angela Delfine-Melcher ('19) – Married to David Melcher in October of 2020

Stephen Weinmann ('20) – Engaged to Danielle Smith ('21) in April of 2021

Jilliane Bolt-Michewicz ('09) – Welcomed second child, Edie Rose

Alana Dorsey ('17) – Welcomed new baby girl in 2020

Bethany Tognocchi Lyst ('13) – Married Julie Lyst in August of 2020

Erin Schutt ('09) – Moved to Bridgeville, Delaware

Michael Dodge ('06) – Foster son admitted to college for Fall 2021 at Bridgewater State University

Rachel Frank Yost ('18) – Married in September of 2020

Darlene Lupe-Gotham (Beherns and Poirier, '06) – Married to Mathew Gotham in December of 2020.

Dora Elias McAllister ('00) – Moved from Austin, TX to Chicago, IL



50th Anniversary Update from

Dr. John Mueller

Dear SAHE alumni, students, and faculty,

As you may know, a dedicated and hard-working committee of alumni has been meeting over the last year to plan a 50th anniversary celebration of the IUP SPS/SAHE program. We targeted the first weekend in November of 2021 and were preparing to launch a website with details on the event as well as registration information.

In the last few months, however, we've also been monitoring how our nation and our respective campuses have been coming out of the pandemic and the implications for fall planning. A few weeks ago, we decided to survey our alumni on their thoughts about an in-person celebration/reunion this November. We were grateful to get such a sizable response (over 200 surveys completed). The survey results indicated hesitancy about an in-person event for the fall 2021 and the likelihood of stronger participation for a gathering in the fall of 2022. After considering the numerical data and the many comments, the committee has decided to postpone the event to the fall of 2022.

Our plan now is to have a virtual "kick-off" event open to all alumni this fall with ongoing engagement opportunities to connect with each other and support our SAHE students as we look to 2022 to meet on campus to celebrate this milestone. Our hope for fall 2022 is to have a robust in-person event as well as opportunities to connect virtually for those who may not be able to travel.

While it's disappointing to have to wait another year to gather in person, we're grateful that we're coming out of the pandemic in 2021 and optimistic that 2022 will give more people an opportunity to travel to IUP and feel safer being with one another.

More information on our 50th-anniversary kick-off will be coming out in the next few months!

John



Centering Racial Justice

By Mimi Benjamin, John Mueller, & John Wesley Lowery

Everyone knows that 2020 was “unprecedented” in many ways, and while racial justice has been at the forefront of many people’s minds, the need to focus on this is, sadly, not unprecedented. We have needed this focus for longer than any of us can remember. In some years, this issue is on the list of the many concerns we have and would like to spend some time working on. In a year like 2020, the moment had come to commit that time.

As a faculty, our departmental commitment was to explore these topics and issues through conversations with each other. Our approach was to identify readings, videos, podcasts and other media we could share with each other and then engage in discussion about racial justice through these media. This was time well-spent, and we have prioritized these conversations by making them our first agenda item during our faculty meetings. Starting with Drs. Lori D. Patton and Chayla Haynes’ “Dear White People: Reimagining Whiteness In the Struggle for Racial Equity”, we have grappled with the overall struggles, the challenges we see at our own institution, and the ways that we can engage our students in considering all that is happening in light of their student affairs work. Other media selected included:

- NPR’s Educate podcast “Black at Mizzou: Confronting Race on Campus”
- “(En)Counterspaces: Working Conditions for Student Affairs Professionals of Color in an Un-Ideal World” by Ginny Jones Boss and Nicole Bravo [excerpted and adapted from *Creating Sustainable Careers in Student Affairs: What Ideal Worker Norms Get Wrong and How to Make it Right*, edited by Margaret W. Sallee; published in the ACUHO-I Talking Stick, September/October 2020]
- The video “Unapologetic Educational Research: Addressing Anti-Blackness, Racism, and White Supremacy,” Richard Milner’s video that is part of the Ohio State University’s College of Education and Human Ecology Unapologetic Research: Exploring Racism in Education Research series
- Peyton Fulford’s *New York Times* article, “What If Instead of Calling People Out, We Called Them In?” about Professor Loretta J. Ross’s work at Smith College
- ACPA: College Student Educators International’s “A Bold Vision Forward: A Framework for the Strategic Imperative for Racial Justice and Decolonization”
- Amanda Gorman reading her poem “Fury and Faith” on YouTube

Individually, we each may have read or reviewed any or all of these articles, podcasts, etc., but creating a collective commitment to common reading/viewing/listening and community discussion has heightened our focus on this important work.

Especially in “times like these,” a phrase we’ve heard and used a lot in 2020, we may wonder what we can actually do. Although the concerns are overwhelming, our forefronting of these topics, for us and for our students, contributes to a thoughtful approach as we move forward in our racial justice work. These may be small steps, but they are steps nonetheless, and they move us closer to creating a more just workforce in student affairs.

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10 Things To Know About Teamwork

By Katie Byers ('19), Paige Matzerath ('20), Kevin Crawford ('19), and Mimi Benjamin

In 2016, a group of IUP faculty received a generous grant from the National Science Foundation to aid their research related to preparing students for the workforce through teamwork and interpersonal development. In support of this research, Dr. Mimi Benjamin and six former and current SAHE students [Katie Byers, Kevin Crawford, Paige Matzerath, Emily Ostrowski, Annika Philippe-Auguste, and Sage Messenger] have led and contributed to several projects related to effective teamwork.

Each year, the National Association of Colleges and Employers (NACE) surveys employers that hire entry-level candidates to find out the top desired skills and qualities. Teamwork and collaboration are continuously recognized by NACE as one of the eight career readiness competencies for emerging professionals. To proactively prepare students, many team-based projects and activities have been embedded into the classroom. However, research has shown that these assignments do not always yield productive teamwork behavior in undergraduate students.

So, are students actually developing effective teamwork skills through their academic and co-curricular experiences? How can student affairs entities incorporate strategies in their work to aid student development of teamwork and collaboration? Below, we share key takeaways from our Teamwork Minor assessment, as well as recommendations for student affairs professionals to help cultivate and improve teamwork behavior.

Key Takeaways:

1. Students are interested in adaptive learning, however, not all students are able to directly relate how working in a team will be beneficial for their future career.
 - *Recommendation:* When developing team building activities, ask students to reflect on how these skills may help them in their future career. When students understand how these transferable skills will benefit them long term, students will be more invested in contributing to the collaboration of the team and the overall goal of the project.
2. When explicitly asked to self-monitor and to self-evaluate, students were able to reflect on their progress and set relevant goals even before completing the THTR 161 course [one of the Teamwork Minor courses].
 - *Recommendation:* Knowing that students are already reflecting on their skills and are able to set goals when prompted, don't be afraid to continuously ask students to reflect and set goals. If applicable, be sure to check in with students on their progress to ensure they continue to work towards their unique goals.
3. While an openness to new ideas was not something that our team was assessing, we noticed that it came up frequently. For example, when a student stated, "the course seems [like] something that will not just be fun but something that will be interesting", it was clear that the student was eager and engaged, despite this being out of their comfort zone. (Continued on next page)

10 Things To Know About Teamwork (Cont.)

4. After completion of the THTR 161 course, 44% of students demonstrated trust. While this number increased from the pre-assessment, there was still an apprehensiveness to trust their teammates.

- *Recommendation:* Fostering trust is important in a team but how do you encourage this? It is important to both build trust when new teams are formed, and then address how to manage conflict and problem solve so students can navigate these difficult scenarios. In doing this, the goal is that students will continue to trust their teammates, after they overcome conflict together.

5. Group work is not teamwork. In the higher education setting, class projects are often referred to as “group projects”. For many students, this insinuates working on a project with two or more peers and “dividing and conquering” the project tasks. Through our analysis of videos of undergraduate students working on a shared task, the teams on which each individual worked independently on the assignment lacked communication and unity - two important components of effective teamwork behavior - more than the teams that collectively worked on the task.

- *Recommendation:* When assigning team projects, it is important to educate students on the differences between group work and teamwork. Using the word “team” in lieu of “group” can change the meaning and lead to more unified work. As student affairs professionals, we know the value that each person brings to a team; it is important for students to realize this value, as it is an essential skill for the workplace.

6. The teams we observed through videos were not provided formal teamwork instruction or training; they were simply instructed to complete a task using the provided guidelines. Through this research, our team found that teamwork pedagogy is an essential part of the team development process, as it allows each member to begin with a similar level of understanding.

- *Recommendation:* Whether in a classroom setting or working with student leaders, it is important not to assume the students already have strong teamwork skills and an understanding of effective teamwork behavior. When educating students, referencing Tuckman’s model on teamwork development can be helpful in preparing students for what they may experience. Furthermore, we should lead by example when advising and mentoring student organizations, leaders, and employees.

7. The strength of a team should not be solely evaluated based on the product or outcome. When incorporating a team assignment in class, rubrics and self/team evaluations are important. Some teams from the video project that had a good product (based on the instructor’s criteria) were not fully effective in all areas. For instance, some teams had one or two clear leaders who dominated the project and unintentionally overshadowed other team members.

- *Recommendation:* Before assigning a team-oriented task, consider developing a rubric that incorporates characteristics of effective teamwork. In addition, requesting students to complete self and team evaluations can help students reflect upon their teamwork behavior and consider what they wish they would have done differently.

(Continue on next page)

10 Things To Know About Teamwork (Cont.)

8. One observation we found particularly interesting from the teamwork videos was that very few teams knew how to effectively manage conflict. When any type of conflict arose, most teams either dismissed it or responded in a way that was not productive.

- *Recommendation:* Instructors and advisors should be available and invested in the development of the team. By supporting students through conflict and helping them develop strategies to address it, students may begin to see the benefits that conflict can bring to a team setting and may feel more comfortable addressing conflict in a positive, productive, and respectful manner.

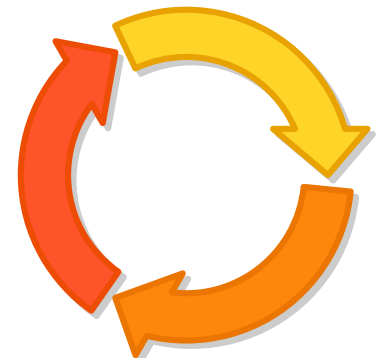
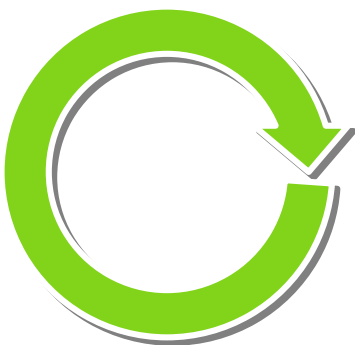
9. The teamwork videos demonstrated that several groups' team dynamics may have been impacted by the size of the group and the gender make-up of the group. Groups of two performed differently than groups of four. When conflict arose in a mixed-gender group, it was often handled differently than in a group comprised of the same gender.

- *Recommendation:* Instructors and supervisors should vary the size and team members in their team assignments and may wish to vary the expectations based on the team size and whether or not the teams were self-selected or selected by the instructor/supervisor. This will allow students to learn how to work in all types of team settings.

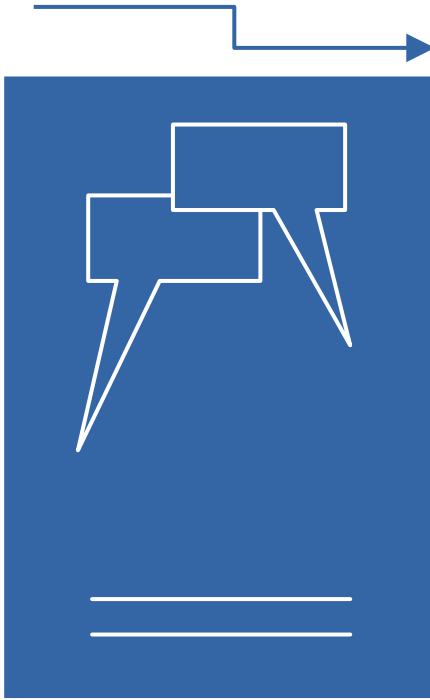
10. Evident throughout the video assessment as well and the course assessments was the importance of relationships in team settings. In the videos, teams were comprised of individuals who did not know each other. This was often true for course team projects as well. In course-related assessments, students regularly referenced how relationships benefited the team project.

- *Recommendation:* Get-acquainted activities should be built into teamwork. Students may not realize that they should introduce themselves and learn a bit about each other (strengths, challenges, etc.) to accomplish their goals. It may seem obvious that introductions are necessary, but both video and course teamwork assessments suggest that students either don't know to initiate this or don't consider it important. Prompts are needed.

While the Teamwork Assessment results shared here are based on credit-bearing courses, the takeaways can be applicable to Student Affairs work. We encourage you to consider how this information can inform your current and future work with teams.



Visitation Goes Virtual



As a follow up to last issue's update on how SAHE began conducting class online, we also moved Visitation to a fully digital format. We coordinated with over thirty departments spread over nine institutions to hold assistantship interviews for the incoming class of 2023. Altogether, there were over one-hundred interviews conducted over the eight hour day, all through zoom. According to supervisors via our assessment survey, the transition online was smooth. Students found the process to also be clear and convenient. Overall, we are incredibly pleased with the result. There was not a single issue through the day, nor were there any issues leading up to or after Visitation. Leading up to the interview day, students got the chance to learn about the program from faculty and to interact with the current classes via an event hosted by ASD.

Having a virtual component was necessary this year, but we'll be happy to return to our in-person Visitation program in Spring 2022. Should we encounter a significant weather event in the future, we know that we can still hold Visitation using all the knowledge we gained from our 2021 Virtual Visitation.

Share information about SAHE

Do you know someone who would be interested in IUP SAHE?! Request information material to be sent to you, or provide us with the names and e-mail addresses of students you would like us to send a SAHE information packet to by E-mailing sahe-admissions@iup.edu.

Also share our social medias below for prospective students:



IUP Student Affairs in Higher Education (SAHE)



@iupsahe



@IUPSAHE

Association for Student Development

President	Jennifer Abraham
Vice President of Programming	Abby Gontis
Vice President of Administration and Finance	Evelyn Mendlowitz
Vice President of Professional Development	Clare Brossman
Vice President of Communications	Karis Cornelius
Faculty Advisor	Dr. Thomas Segar

The 2021 Associates for Student Development (ASD) Executive Board has been working together to continue traditions while introducing a new series of events to engage the current SAHE Class of 2021, 2022, and the future class of 2023. To begin the spring semester, the ASD board hosted a virtual “100 Days Celebration” to celebrate the students in the second-year cohort having 100 days left in the SAHE program. The evening provided both cohorts a chance to talk about what they are looking forward to in the spring semester and walk down memory lane with a picture slide show. Our Vice President of Programming also organized a Mocktail Happy Hour on Zoom and an Axe Throwing event in downtown Indiana. Our Vice President of Communication conducted SAHE’s annual Resume Project to promote our second-year students as they continue their job searching process.

During visitation, our ASD board participated in a variety of ways to introduce prospective students to our SAHE program, community, and culture. Our Vice President of Programming and myself engaged prospective students in getting to know you activities during Thursday and Friday’s information sessions. The ASD board redesigned our Sunday evening event to provide prospective students a chance to mingle with each other while also getting to meet current SAHE students and learn about the assistantships sites that students would interview with the next day. Throughout interview day, the ASD board hosted a break room for prospective students to talk with current SAHE students, play various virtual games, and relax in between their assistantship interviews. This semester, our Vice President of Professional Development collaborated with SAHE alum James Barricelli ('04) to introduce a new event series called SAHE Alumni Panels. At each event, alumni who work in a specific functional area share their experiences and answer questions related to their careers in student affairs. This semester’s SAHE Alumni Panels focused on the functional areas of Residence Life, Student Activities, and Academic Advising. In addition to the SAHE Alumni Panels, we hosted two professional development events: APA 7 Workshop with Dr. John Mueller and Dr. John Lowery as well as Virtual Student Engagement with the Director of Student Activities and Engagement at the University of Pittsburgh-Johnstown, Heather Hall Bloom, and Interim Director of Student Activities and Orientation at Aquinas College, Tim Ramsay.

As we move into the summer, we will continue the Summer Match Program to connect incoming first-year students with the rising second-year students and host a few social events to help the cohorts connect before the upcoming academic year. Looking at the fall semester, we will continue the Cohort Connect Program to maintain relationships with the first and second-year cohorts as well as the Alumni Connect Program to assist second-year students in connecting with our wonderful alumni network. The 2021 ASD Executive Board and the Class of 2022 are excited to officially welcome the Class of 2023 in the fall semester. We look forward to introducing them to various SAHE traditions such as Kick-Off and SAHE Thanksgiving while also providing them guidance throughout their first year of graduate school.



If you want to stay connect with ASD, follow us on social media: @iupsahe.asd on Instagram and IUP Associates for Student Development-ASD on Facebook! We appreciate the support of our SAHE students, faculty, alumni, and advisor, Dr. Segar, throughout the spring semester and look forward to more traditions, events, and relationship-building in the future!

The SAHE Development Fund supports the needs of the SAHE program that are not covered by funds from the University (e.g. student support for professional development activities, research support to students, Outstanding Scholar Award and Ronald Lunardini Distinguished Alumni Award). Visit www.iup.edu/giveagift and enter #4647 in the "Other" field to contribute to the SAHE Development Fund.

The Foundation for IUP is a 501(c)(3) organization; gifts to the Foundation are tax deductible as per IRS regulations. The official registration and financial information of the Foundation for Indiana University of Pennsylvania may be obtained for the Pennsylvania Department of State by calling toll free, within Pennsylvania, 1-800-732-0999. For calls which originate outside of Pennsylvania, the telephone number is 717-783-1720. Registration does not imply endorsement.

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A Note from the editor:

Hey all! Spring's here and we are just about to finish the semester. Same as last semester, I could not have done this without the help of our wonderful SAHE faculty, our alumni, and our current students. I would like to especially thank Dr. Mimi Benjamin for her wonderful contributions and for her guidance as this year's *Developments* advisor. As well, I would also like to thank former ASD President and 2021 grad Annika Philippe-Auguste for her picture contributions. Keep on keeping on.

