

ACPA Educational Leadership Foundation Grant Awards Summary

2001

Leadership Identity Development Project

Leadership scholars have long known that leaders are not born, but can be made. Leadership can be learned and developed. Leadership educators, however, need a theoretical model on how leadership develops. Using life narrative and interviewing, this qualitative research project is designed to develop a grounded theory of the stages (processes) involved in the development of transforming leadership efficacy/identity. This grant provided funds for research, writing and presentations on the Leadership Development Project, specifically leadership identity development (LID) and the grounded theory study.

Director: Dr. Susan Komives, The University of Maryland – College Park

Summer Leadership Workshop

The ACPA Leadership Institute equips the ACPA Executive Council with the knowledge and skills necessary to provide exemplary leadership to the Association's members, thereby positively affecting the higher education experiences of countless students. This grant provided funds for a workshop for the Executive Council in the summer of 2001, held at the University of Minnesota in Minneapolis.

Project Director: Dr. Carmen Neuberger, ACPA

SAFE on Campus DVD: a Training and Development Resource for LGBT Safe Space Ally Programs

SAFE space ally programs are becoming increasingly popular and are being implemented at numerous college campuses to provide support to gay, lesbian, bisexual and transgender students. This grant supports the creation and dissemination of electronic publications on CD-ROM and the Internet including digital training videos, example assessment strategies and resources. In addition, the grant will support a research project that will expand our knowledge about the participating in SAFE space programs.

Project Director: Mr. Kerry Poynter, Duke University

2002

The Future of Student Development Theory

The environmental context for higher education institutions poses challenges such as declining resources; institutional values and reward systems that may be based more on student satisfaction than student learning and development; technological advances that may limit face to face relationships; increasing demands on a fixed amount of facility and staff time; and student behavioral programs that violate safe and civil learning environments. Student development theories, along with the critical analysis of these theories, can serve as a powerful guide for practice as a framework for viewing, comprehending, and reflecting on today's campus climates and as a potential design tool for action. This grant supports the creation of a student development clearinghouse that addresses theory development, theory-based practice, and education, training and professional development.

Project Directors: Dr. Dea Forney, Western Illinois University; Dr. Marylu McEwen, The University of Maryland-College Park; and Dr. Linda Reisser, Portland Community College

2003

DEEP Implications: Adapting Research on Effective Practices to Student Affairs Work

Project DEEP, a joint project of the NSSE Institute and the AAHE is a national study focused on identification of policies, programs, and practices of institutions that are unusually effective at engaging students and retaining them to graduation. This grant funds the University of Iowa Institute for Student Affairs Administration and Research session focused on Project DEEP. Specifically, the grant will support 1) a presentation and discussion of DEEP results regarding educational effectiveness as the results relate to student affairs administration; and (2) development of strategies for implementing DEEP results on individual campuses and across the student affairs profession.

Project Director: Dr. Elizabeth Whitt, The University of Iowa

Developing a Grounded Theory of Alcohol Control in Higher Education

Alcohol consumption by many college students is excessive and abusive and often results in significant negative consequences for students. There are a variety of institutional and programmatic efforts by colleges and universities to address student drinking, but there is little consensus on the attributes of such efforts that control student drinking effectively. Further, a review of literature in the field indicates the absence of a single, cogent theory specific to effective alcohol-control in higher education. This grant supports a research study that is designed to provide information for the development of a grounded theory of effective alcohol-control.

Project Director: Ms. Anne Hoffman, The University of Wisconsin - Stevens Point

2004

The History Project: Reflections on the Development of the Student Affairs Profession

This research project intends to capture the histories and experiences of those individuals who served as trailblazers and pioneers in the development of the contemporary Student Affairs profession. By studying these professionals, we are able to gain insight into the development of the profession and how and why it changed, adapted, and strengthened over time. This grant funds three significant contributions to the Student Affairs profession: (1) a collection of digital video recordings to be housed at the National Student Affairs Archives at Bowling Green State University; (2) a video presentation for the 2007 ACPA/NASPA Meeting in Orlando, FL., and (3) a written publication highlighting the significant findings from the interviews.

Project Director: Dr. Michael Laliberte, The University of Massachusetts - Dartmouth

Transgender Issues in Student Affairs

The purpose of this project is to create a one-day seminar for transgender students, student affairs professionals, and campus health professionals in order to formulate a set of guidelines for college campuses to provide appropriate health services, safe spaces, and welcoming environments for transgender students. This project produces a comprehensive plan for anticipating and dealing with the needs of this emerging student population. In addition, the conference proceedings and conclusions will be submitted to the appropriate Student Affairs journals and for presentation at ACPA, NASPA, and ACHA conferences.

Project Director: Dr. Ronnie Sanlo, UCLA

The Impact of CAS Standards on Quality Preparation of Student Affairs Practitioners

Early research on CAS standards indicated that distribution of the standards was not sufficient, hence, only minimal utilization was found and the long-term effects were not predictable. Research also indicates that more public institutions use CAS Standards than private institutions and that less than one-third of campus leaders in student affairs perceived any changes in student affairs practice due to the establishment of CAS Standards. The purpose of this project is to conduct a research study to investigate the impact of CAS Standards on student affairs practice.

Project Director: Dr. Jan Arminio, Shippensburg University

Graduate Student Psychological and Identity Development

Although graduate student enrollment in masters' level programs has increased dramatically, there is minimal research on how students are affected by their masters' experiences. Most of the research on graduate students and their experiences have been concerned with their socialization into their particular department or program and into their chosen professional career. While these socialization processes are important, this study focuses on psychosocial and identity development as an important aspect of the graduate student experience. This research report intends to further elaborate Chickering and Reisser's framework in order to better understand graduate student psychosocial and identity development theory and uses the evolving body of work on the identity development of marginalized student populations.

Project Director: Dr. Patrick Love, New York University

Researching the Lived Experiences and Persistence among Doctoral Science Students

The purpose of this research project is to explore the educational and lived experiences of doctoral students in science disciplines and, specifically, to investigate doctoral students' own perceptions as to how and why they believe they have persisted or not persisted in their respective disciplines and institution. Contributions include: (1) recommendations for practice in higher education relevant to doctoral student persistence and (2) presentations of findings at ACPA and other related student affairs and higher education conferences.

Project Director: Dr. Jessica White, Oregon State University

A Study of African American Single Mothers' Persistence in College

This study focuses on traditional-age, first generation, American-American single mothers as they pursue degrees in higher education. The purpose of this study is to identify those factors that contribute to the success of these students who bear the burden of multiple stressors as they pursue higher education degrees. This research will inform the profession as to the psychosocial developmental needs of this population by: (1) contributing to the literature on student development by shedding light on another dimension of the African-American student experience; (2) providing another dimension on the changing demographics of college students; (3) serving as a base for programmatic and service interventions for this student population; (4) exploring how servicing the particular needs of this population might differ by type of institution.

Project Director: Dr. Vanessa Johnson, Northeastern University

2005

The Multi-Institutional Study of Leadership

The purpose of the Multi-Institutional Study of Leadership (MSL), which is based on the social change model of leadership, is to enhance the knowledge base of student affairs through the examination of college student leadership at both the institutional and national levels with specific focus on environmental factors that influence development. Findings should contribute significantly to both theory and practice on college student leadership at the national and institutional levels. Nationally, the results will contribute to the creation of a national normative data set useful for comparative purposes. Additionally, this will be one of the first empirical studies using the social change model resulting in greater understanding of the model and its operationalization. By providing hard data on outcomes, this study will allow institutions to more accurately target their curriculum, programs, and participant learning.

Project Directors: Dr. Susan Komives, Mr. John Dugan, The University of Maryland-College Park

2006

Developing an Agenda for Future Research to Advance Student Development Theory

A pre-conference program entitled "Perspectives on Interconnectivity and Development: A Facilitated Dialogue among Theoreticians" was designed to engage an audience of informed scholars to generate an agenda of cutting edge issues to guide future research. This grant funds the membership fee, ACPA conference registration fee and a pre-conference registration fee for the keynote speaker in addition to the pre-conference registration fee for 15 established scholars, doctoral students and new faculty members who have conducted research in developmental theory. By involving participants who have demonstrated an investment in the topic, the theoretical level of the discussion is enhanced, thereby better engaging the other audience members in dialogue and understanding of the role of interconnectivity and learning and development across a number of different theoretical perspectives. The project directors will distribute a copy of project notes and the list of suggested areas for future research.

Project Director: Dr. Elizabeth G. Creamer, Virginia Tech University

Student Leadership Institute for Deaf and Hard of Hearing College Students

This grant funds the establishment of a Student Leadership Institute for Deaf and Hard of Hearing college students. For deaf students attending college, their leadership training backgrounds are varied and are determined, in part by the level of support services received prior to enrolling in college. The mission of the Deaf/Hard of Hearing Student Leadership Institute is to foster leadership and independent thinking in deaf and hard-of hearing college-aged students. The objectives of this program include (1) to prepare deaf/hard of hearing college students for leadership positions in and beyond college; (2) to teach students skills to enhance their leadership effectiveness; (3) to provide self-assessment tests to assist students in understanding their leadership, learning, and teamwork styles; (4) to give students the opportunity to meet renowned leaders in the deaf and hard of hearing community.

Project Director: Ms. Mary Lott, Gallaudet University

The National Study of Student Living/Learning Programs

Living-learning (L/L) programs have become very popular as an innovation to improve undergraduate access, retention, and completion. The state of living-learning program research is characterized by single program assessments, linking specific living-learning programs to improved retention, academic performance, and intellectual and social development. To compliment earlier research, this project: (1) studies the long-term impact of L/L participation on student learning through a longitudinal data collection; (2) identifies facets of exemplary L/L program innovations that can be translated to new and different settings; and (3) collaborates with a broad array of campus practitioners seeking to transform or create L/L programs.

Project Directors: Dr. Karen Kurotsuchi Inkelas, The University of Maryland, College Park; Mr. Aaron Brower, University of Wisconsin - Madison

Developing Foundation Literature for Canadian Student Services

This grant supports work for two books on the various dimensions of student services in Canadian higher education including: (1) Serving Diverse Students in Canadian Higher Education: Models and Practices for Success; and (2) Student Affairs and Institutional Quality: An Overview for Boards of Trustees. The goal of both pieces of work is to develop foundational literature for use by higher education practitioners in Canada in order to promote and enhance student success.

Project Director: Dr. Carney Strange, Bowling Green State University

African American Male College Achievement National Study

More than 67% of African-American undergraduate men who start college never finish, which is the worst college completion rate among both sexes and all racial/ethnic groups in higher education. This project studies African-American male achievers at 12 historically black colleges and universities, six highly-selective private research universities, six master's comprehensive state universities, and 12 small predominantly white private liberal arts colleges. The goal of the project is to provide valuable insights for student affairs practitioners for helping African-American male students maximize their college experiences, achieve desired outcomes, and persist through degree attainment across a variety of postsecondary institutional types.

Project Director: Dr. Shaun Harper, The Pennsylvania State University

2007

Fostering Minority College Student Persistence

Despite historical advances in increasing college access and degree attainment among racial/ethnic minority students, substantial racial/ethnic disparities persist in college student persistence and degree completion rates. Left unchanged, these disparities could present major future challenges for the nation's economic and social well-being. This research study examines three predominately white institutions with appreciably high and equitable degree completion rates among all racial/ethnic groups to uncover what institutional factors contribute to the effectiveness of these high-performing colleges. The goal is to provide a new perspective of minority student persistence, illustrating the importance of creating conditions conducive to the success of racial/ethnic minority students.

Project Director: Dr. Samuel Museus, The Pennsylvania State University

National Study of New Professionals in Student Affairs

The purpose of this qualitative, longitudinal study is to better understand the experience of student affairs professionals in their first year of full-time employment in the field. While recent studies have explored specific aspects of their experience (supervision, perceived needs), it has been more than 25 years since an open-ended study of the experience of new professionals has been published. The results should inform the profession of new ways to support, engage, and retain new professionals in the field of student affairs.

Project Director: Dr. Kristen Renn, Michigan State University

