

Synergy

Newsletter for NASPA SAPAA Knowledge Community

April 2020

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Opportunity for Students
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WELCOME

From the SAPAA Research and Scholarship Committee Co-Chairs and the Synergy Editor

Dear SAPAA Colleagues,

We hope you are doing well during your ever-evolving shift in duties to continue to provide a collegiate experience virtually. As many of us work to shift to a new way of providing this experience, it is even more important to recognize the impact and effectiveness of partnerships between Student Affairs and Academic Affairs. It is with great excitement that we share with you the April 2020 Synergy for your "lunch-time" enjoyment! Our goal for Synergy includes the dissemination of current research, sharing regional happenings, providing short interviews with Student Affairs and Academic Affairs partners sharing how they work together, and highlighting positions in our institutions that straddle both Student Affairs and Academic Affairs. Our next Synergy publication is scheduled for July, and we welcome submissions for the upcoming issue. Submission guidelines are available in this edition. We hope you find time to practice any needed self-care during this tumultuous time.

Sincerely,

Dr. Mitchell A. Levy, Synergy Editor

Dr. DeMethra LaSha Bradley and Dr. Mary Wallace, Research and Scholarship Co-Chairs

Forging a Unique Opportunity for Students through the Data Mine at Purdue

-- [Dr. Jacob Isaacs](#), Assistant Director of Student Life Residential Education Research and Communication, Purdue University – West Lafayette. (jpisaacs@purdue.edu)

Introduction

At Purdue University, the learning community program is a good example of the partnership that can exist between academic and student affairs. There are more than 100 learning communities at Purdue, which are coordinated by University Residences, but managed and facilitated by faculty and their academic departments. However, among Purdue’s learning communities, there are few examples of the positive impact between academic and student affairs with more promise than the Data Mine.

What is the Data Mine?

Now in its second year, the Data Mine is a collection of 20 immersive, research-based learning communities, all of which are designed to introduce students to the field of data science in connection with a topic of interest or an area of study. With more than 600 students in its second year, the Data Mine learning communities are open to all students, with no prior experience in data science necessary. Each college at Purdue is represented. Students live together, take common courses in data literacy, and can develop experiences in the real world as part of being in their learning community.

Hillenbrand Hall

Hillenbrand Hall serves as the heart of the Data Mine. With a capacity of 800 students, all of the students in the Data Mine learning communities live in this building, which also contains a dining hall as well as the university’s gender-inclusive housing. The Data Mine administration intends to completely fill the building with Data Mine learning communities in the near future.



Common spaces in the hall have been outfitted with whiteboards, charging stations, and equipment for students to study together as well as socialize. Faculty who lead learning communities in the Data Mine and graduate students involved with data literacy courses are required to have office hours in the

building. All of this is in addition to speakers and social activities for the Data Mine collectively, each learning community separately, and two student organizations: The Phoenix Club (a residence hall club) and the Data Mine Advisory Board.

Common Data Course

The common data literacy course taken by every student in the Data Mine uses a flipped classroom format. The class, led by Dr. Mark Ward, is scheduled weekly during lunch and takes place in a large, private dining room, which is built for presentations in a lunch-and-learn format. Dr. Ward, however, does not spend class time lecturing. He provides a few announcements in the first 5-10 minutes. The students then spend the remainder of their time eating lunch and working on the week's assignments together. Dr. Ward and his graduate teaching assistants walk around the room to answer questions and provide assistance that the students cannot get from each other. This encourages teamwork, communication skills, and networking with each other as the students collaborate on their assignments.



Real-World Linkages

Another jewel in the Data Mine is the Corporate Partners Program. 150 students participate in this program each academic year. In this program, students receive projects using real data sets from industry partners such as Cummins, Bayer, Ford, Elanco, and Rolls Royce, with more corporations seeking to be involved each year since the inception of the Data Mine. They receive mentoring by experts outside of academia, as well as obtain pathways to internships and full-time employment after graduation. Participation in the program is open to first-year students, with peer mentoring positions available to students in their 2nd-4th year in the Data Mine.



Conclusion

The Data Mine serves as a unique joining of academic and student affairs to provide curricular and co-curricular learning for students at Purdue. Due to the newness of the program, assessments of the effectiveness of the Data Mine are in the formative stages. However, students and staff have a sense that the students involved in the program have higher expectations for involvement and connection

than other learning community groups or general residential students at Purdue. We are looking forward to reporting how those connections with peers, faculty, and staff impact the educational and residential experience for Data Mine students at Purdue.

For more information about the Data Mine, the data literacy course, or our work with learning communities at Purdue, check out our website at <http://datamine.purdue.edu>. You can also learn more about the academic side of the Data Mine by reaching out to Ellen Gundlach, Director of the Data Mine at gundlach@purdue.edu or the student life side by contacting Purdue's Residential Academic Initiatives department at RESAI@purdue.edu.

Interview with Timothy Fenner

**Program Coordinator, Diversity Institute and Men of Excellence
College of Southern Maryland**

Conducted by: Mitchell A. Levy, Ph.D.

**Editor, Synergy
Associate Vice President, Academic Affairs
College of Southern Maryland**

1. Please tell us a little bit about your background:

I came to the College of Southern Maryland from Chester, PA outside of Philadelphia where I was working on an educational grant in support of Federal Trio Programs to support underrepresented and at-risk students. I received my B.A. in Communications from Kent State University and a Masters in Public Administration from the University of Akron.

2. Can you provide us with some historical background on the Men of Excellence program?

The program was started at the College of Southern Maryland in 2013 as a Pilot Program with a small group of students as a summer bridge program. It was not well-attended at first. I joined the college and program in 2017 and focused a lot of attention on recruiting more students. I did everything I could to reach out to students, bringing them to different programs, having informal conversations with the men of color I would see on campus and interact with on a daily basis.

3. What are some of the challenges the students have to confront?

A lot of the students in the program are working while they are going to school, approximately 75% work Part-Time, anywhere between 20-30 hours a week. There is even a small group of students who work more hours than that. Therefore, I make sure we have serious discussions about how they are going to “juggle” their time and all their responsibilities. I have seen some students at the college who had to leave because they could not balance school plus work plus other parts of their

lives and I have tried very hard to keep that from happening with the students I work with in the Men of Excellence program.

4. Do you feel that the College of Southern Maryland has provided you the support necessary to advance the program?

Definitely, at first the space that was set aside for us to meet was not as easy to find as I would have liked. I discussed this with others and 2018 our meeting space was moved so we were closer to the cafeteria, which has made it easier for students to find us and just drop in to have lively discussions about life and being serious academically. It has been great to see students have serious life discussions with each other and help each other.

5. How have you partnered with Academic Affairs to enhance the Men of Excellence program?

I have always been able to rely on Academic Affairs to partner with me to make sure the Men in the program have the tools and resources they need to be successful. For example, staff from Academic Affairs conduct workshops with the program members and teach them how to use the Student Planning software (Ellucian) that we have at the college so students can determine within their pathway what courses they will take and when. In addition, the Directors and Coordinators of the college Tutoring Centers have conducted workshops for the group regarding time management, how to read textbooks and take class-notes effectively and how they can connect to student support and resources. Often, these workshops are conducted in computer labs so the students have hands-on experience accessing this information. In addition, the faculty speak with me all the time regarding students in the program and partner with me to provide the students with the support they need to achieve their goals.

6. Do you find this work rewarding?

Absolutely. The conversations I have with the students, which are often confidential, are very powerful. I view myself as a mentor and advocate- exposing them to opportunities, such as networking that they have not had before. By promoting serious dialogue, such as regarding sexual orientation, I can help empower them to Be Better Students, Leaders and to Give Back to the Community. The College of Southern Maryland has really supported me in doing this work and collaborating across offices and divisions. Program alumni, parents and families contact me all the time and tell me how significant the program was in their life or the life of their family member. I see this program and what it offers as a significant investment in the lives of these young men and because they see the value I place on the program, the more they trust me.

Submission Guidelines

SAPAA – Synergy Newsletter Article Submission – 2019-2020

Article proposals may be submitted to Synergy Editor Mitchell Levy at malevy1@csm.d.edu. Please submit concept proposals one to two months in advance of the below text deadlines. Once your proposal has received initial acceptance, documents should be submitted electronically only by the due dates below to Synergy Editor Mitchell Levy at malevy1@csm.d.edu

November 2019:	Organizational and Human Resource
This Issue:	Social Justice and Inclusion (Text Due: Feb. 1, 2020)
July 2020:	Assessment, Evaluation and Research (Text Due: June 1, 2020)

Format Guidelines

Manuscripts must be clear and concise, with a well-organized presentation of ideas. *The Publication Manual of the American Psychological Association, Sixth Edition* (2009) should be followed for general style guidelines and reference formatting.

- 12 point font, 1 inch margins
- Single space with double space between paragraphs
- 3-4 pages with references (not including images)
- Please include the following:
 - Author Information
 - Name and Title
 - Institutional Affiliation
 - Email address, Phone
 - Professional Competency that will be addressed (select from those identified at: https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Compencies_FINAL.pdf)
 - Additional Author Information (optional, strongly suggested):
 - Head shots of the author(s)
 - A brief 2-3 sentence personal/professional bio
 - Other campus views/images

Please send photos and/or accompanying imagery for articles as high resolution .jpg files with suggested captions identifying relevant individuals, institutions and/or programs in attached WORD documents (.jpg files, within the text itself is acceptable) Please note: Authors are responsible for the accuracy of all references, quotations, tables, and figures. Please make every effort to ensure that such items are complete and correct.

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