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Koinonia

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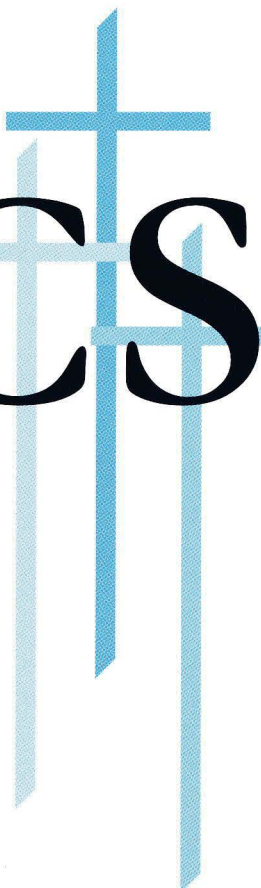
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KOINONIA

Winter 2001



ACSD

The Fabric of Our Faithfulness – Part I

*What is the Sophomore Slump –
And Why Should We Care?*

The 7 “Be’s” of Student Leader Supervision

Servant Leadership

*John 7:53 – 8:11
The Politically Correct Version*

Association for Christians in Student Development

The Island of the Dufflepuds

"For what stood in the doorway was Aslan himself, The Lion, the highest of all High Kings. And he was solid and real and warm and he let her kiss him and bury herself in his shining mane. And from the low, earthquake-like sound that came from inside him, Lucy even dared to think he was purring."

'Oh Aslan,' said she, 'it is kind of you to come.' 'I have been here all the time,' said he, 'but you have just made me visible.'"

C.S. Lewis

The Voyage of the Dawn Treader

In the *Chronicles of Narnia*, C.S. Lewis tells some wonderful stories that are rich with spiritual allegory. I have come to love these books as I have read them time and again to my two young boys over the past couple of years.

One story in particular has caught my attention recently. It is in *The Voyage of the Dawn Treader*. In this book we read about Edmond, Lucy, Eustace and Prince Caspian skipping out across the Great Eastern Ocean in a ship called the Dawn Treader. On their journey, they visit several islands, one of which is inhabited by invisible creatures called Dufflepuds. These Dufflepuds threaten to go to war with Prince Caspian and his crew unless they agree to help lift the spell that has made them invisible. They claim that the only way to reverse this spell is for Lucy to enter the magician's house, scale the stair to the second floor, find the book of incantations and read the "spell to make hidden things visible." They demand that Lucy do this and she, in fear and trepidation, complies.

Well, as Lucy reads the spell from the magician's book, the Dufflepuds become visible and she discovers them to be nothing more than harmless and amusing dwarfs, not at all the threat that they were assumed to be. But there is more. As Lucy turns to leave the magician's room, standing before her in the doorway is Aslan himself, The Lion, the highest of all High Kings. Lucy runs forward and cries with delight, "Oh, Aslan, It is kind of you to come."

"I have been here all the time," says Aslan, "You have just made me visible."

I read this story and I am reminded of God's constant presence. Jesus is present in all circumstances, in all ways, at all times. When the unseen challenges of campus life press in upon us, Jesus is there. When the demands of others seem threatening and unfair, Jesus is there. When things are frightening and beyond our control, Jesus is there. When the "Dufflepuds" rant and intimidate, Jesus is there. He is not some distant power that visits only upon occasion. He is and has been "here all the time."

"I have been here all the time," says Aslan, "You have just made me visible."

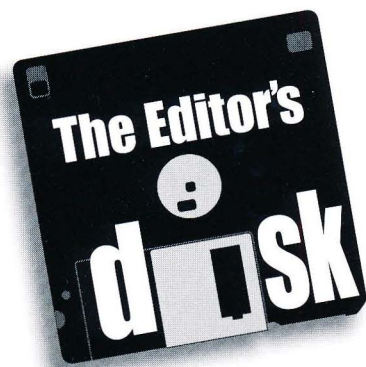
As I work within a Christian community and strive to be a blessing to the students under my charge, I am reassured by these words from C.S. Lewis. Jesus is never away from us. We just need to "make him visible" through our prayers, through our faith, by our obedience and by our example.

The angels keep their ancient places,
Turn but a stone and start a wing.
'Tis ye, 'Tis your estranged faces
That miss the many splendored thing.
— Francis Thompson

— Everett Piper



Everett Piper



In 1980 when I was in 8th grade, we read *1984* by George Orwell. I don't remember too much about the specifics of the book. I know there were talking animals and they rebelled against the humans, and it all had some political under-message that I found real confusing at the time. What I do remember vividly is thinking about how I couldn't believe that I would be a Senior in high school when 1984 came for real, and wondering if the world would really have come to an end by then...

Once 1984 passed safely, I remember thinking that the next big milestone of history in my lifetime would come with the year 2000. I remember thinking how I would be a real grownup by the time the year 2000 came around. I remember wondering what job I would have, what

my family would look like, and where I would live. I also kind of wondered if we would be driving cars like the Jetsons by the next century...

And suddenly, here I am on the other side of the Millennium milestone. Whether you are a generalist like most of us, or a mathematical stickler who insists that the millennium didn't come until this January, the milestone is upon us. I can't believe that I am a grownup for real. And I am bitterly disappointed that we don't have flying cars and TV phones like George and Jane!

But seriously, I have been considering what is next. And I have been wondering how much of the last 15 to 20 years have I spent waiting for the next major milestone? Have I been wishing away valuable time because my focus has been on that point down the road instead of in the current moment?

Students focus their existence on getting from the first week of the semester to finals, from Freshmen Orientation to Graduation, from dependence to independence. And as Student Development workers, we focus our efforts on molding and shaping students from gangly, awkward, immature freshmen to coordinated, confident, mature men and women

who can leave our campuses and minister for the Kingdom.

But I find myself wondering if we are missing valuable moments along the way. Are we so long-term goal oriented that we are missing the teachable moments in our connections with students? Are there opportunities for accountability and input now that we miss because we are looking to tomorrow instead? Are we allowing our focus to be dragged away from the ministry God has for us today because of all the tasks that need to be finished by 5 p.m.?

One thing I love about Higher Education is that we get a chance to start over again in the middle of the year. This Millennium milestone object lesson has encouraged me to check my focus. As I head back into interactions with my students this semester, my goal will be to focus on the moment. I want to enter into conversations and contacts with the intention of being fully involved in the present. And I have a suspicion that if I focus on the moment instead of the future, that the future will take care of itself, and my journey from here to there will be a lot more fruitful too.

—Susan Moody, Editor

KOINONIA

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The Fabric of Our Faithfulness - Part One

David S. Guthrie

Early on in his popular book, *The Fabric of Faithfulness*, Steve Garber (1996) asks a question that animates much of the rest of the book: "Why do you get up in the morning?" I think it's a good question; it gets at the heart of one's calling and one's vocations, including work. I also think that it's a question that requires a response. My brief response, at least insofar as it concerns my work-a-day world, is as follows: To bear witness to the transforming power of Jesus Christ in understanding and responding to personal and cultural needs, and in partnership with my colleagues here and elsewhere.

This two-part article is a modest attempt to explain my response further. Part One will focus on "understanding...personal and cultural needs..." Part Two, in the next issue of *Koinonia*, will highlight my sense of what it means to bear witness to Jesus Christ given existing personal and cultural needs. My sincere hope is that Garber's query might stimulate us to continue conversations and actions that reflect what God may have in mind for student affairs.

Many student affairs professionals want to "make a difference;" it's sort of how we're "wired." Although I'm delighted with and share this passion, I think that responses to three important, accompanying questions must precede and govern such activism: First, Should a difference be made? Second, Why? And, third, What's the nature of the difference that should be made? Here are my answers: Yes. Because the needs are great and because Jesus calls us to respond to them. I'm still working that out...but that's why I get up every morning!

This essay is largely concerned with the first question, Should a difference be made? I am convinced that a difference should be made because I believe that society, students, colleges, and we-our-

selves have fundamental "needs" about which the Christian faith is not silent. Let me briefly explain what I mean in the four subsections that follow.

Needs that Emerge From American Culture. Numerous authors have made countless observations about American culture. Some of these observations, from my perspective, point to fundamental needs around which "making a difference" should occur. Here are a few examples:

1.) Many Americans no longer think in terms of empires. Rather, they tend to think in terms of sub-communities since smaller, personal, and private is more than enough to handle (Wolfe, 1993).

2.) Many Americans are no longer certain how to represent reality. Although information is as plentiful and accessible as ever, context and understanding are less necessary or important (Wolfe, 1993).

3.) Many Americans have lost interest in the common good and the roles that social institutions play in shaping its agenda. In fact, many Americans have become altogether cynical regarding either. (Bellah, 1992).

4.) Many Americans happily and eagerly participate in a "culture of customization." Helgeson (2000, 10) explains: "From sneakers to lattes to vacations to curriculum planning, the message today is 'have it your way.'"

I suggest that this list clearly identifies several arenas within which we can make a difference in our roles as Christian student development professionals. For example, if the observations above are accurate, is it reasonable to conjecture that there are students and colleagues at our institutions: For whom the notion of "kingdom" makes little sense? Who are expert at information but philistine when it comes to understanding? Who are confused if not cynical about the

institutions of our society even though they are unavoidable subjects in and out of the classroom? Or, Who are happily content with being the center of the universe without necessarily being obnoxious about it.

If there are students and colleagues at our institutions who possess these characteristics, then needs exists. Does the Christian gospel have any relevance in addressing these needs? Absolutely! In fact, these needs may provide a possible framework for Christian student affairs professionals (and faculty!) to focus their efforts in the fulfillment of their God-given vocations.

Needs That Emerge From Traditional College Student Culture. College students is a curious subject to journalists, researchers, and marketers alike. Some of the more recent literature paints a rather sobering portrait of today's traditional-age college students. Consider the following:

1.) Many college students are confused regarding what constitutes healthy development these days. Defining and/or experiencing "normalcy" with respect to self-identity, human maturity, gender roles, and so on has become elusive (Hersch, 1998).

2.) Owing, at least in part, to "busy" parents, many college students have experienced significantly more freedom while living at home prior to college than what they will experience at college (Hersch, 1998).

3.) One of the most commonly mentioned adjectives that college students use to describe themselves is "tired." Many college students are appropriately characterized as numb and bored (Levine and Cureton, 1998).

4.) Many college students feel as though family, politics, education, and religion have betrayed or failed them (Middleton and Walsh, 1998).

5.) Many college students are skeptical about the significance and importance of fixed anchors, including those that stabilize moral behavior. As such, they have been described as “a band of exiles who have been kidnaped from their homes and transported to a strange land.” (Long, 1997, p. 72).

6.) Similarly, many college students are suspicious of all grand stories (Middleton and Walsh, 1998). A recent *Chronicle of Higher Education* article suggested that many students are afflicted with “absolutophobia.” And, Bellah (1992, p. 43-44) relates the story of a student speaker at the graduate school commencement exercises at Harvard: “They tell us that it is a heresy to suggest the superiority of some value, fantasy to believe in moral argument, slavery to submit to a judgment sounder than our own. The freedom of our day is the freedom to devote ourselves to any values that we please, on the mere condition that we do not believe them to be true.”

It doesn't take too much imagination to conclude that this list—insofar as it might characterize some of the students and colleagues at our institutions—illuminates various needs that Christian student affairs professionals (and others) should not overlook. For example, if the observations above are accurate, is it reasonable to believe that there are students and colleagues at our institutions: Who experience deep brokenness in self-understanding and daily living? Who are ill-equipped to establish or discern boundaries or disrespectful of community standards? Who are disinterested and disengaged academically? Who have reticent to develop commitments to people, institutions, and causes? Who rely more on “the situation” or “personal experience” in making decisions and in determining behaviors? Or, Who flinch at locating themselves within some reality larger than their own lived reality?

If there are students and colleagues at our institutions who possess these characteristics, then needs exists. Does the Christian gospel have any relevance in addressing these needs? Absolutely! In fact, these needs may provide a possible framework for Christian student affairs

professionals (and faculty!) to focus their efforts in the fulfillment of their God-given vocations.

Needs That Emerge From Particular Institutional Contexts. Although I will say less about this arena than the previous two, it would be an oversight to exclude it. This arena concerns itself with the particular “things” (i.e., issues, problems, opportunities, and so on) that transpire on college campuses throughout the year: a controversial speaker; the development of a new curriculum; a recent “bust” of a large campus party; the tragic death of a campus colleague; or, an unexpected and “oppressive” tuition increase. All of these “things” are dynamic, contextualizing arenas that shape, distort, and enhance the experiences of students, faculty and staff alike. They are also represent various “needs,” peculiar though they may be to a particular campus. Does the Christian gospel have any relevance in addressing these needs? Absolutely! In fact, these needs may provide a possible framework for Christian student affairs professionals (and faculty!) to focus their efforts in the fulfillment of their God-given vocations.

Needs That Emerge From Students' and Colleagues' Own “Pasts.” Students and colleagues do not arrive at our institutions “brand new;” they come with histories. Their pasts include family connections, a host of experiences, victories and defeats, educational backgrounds, faith stories, and so on. Needless to say, the pasts of students and colleagues can be the source of various needs in the present. For example, a student who was verbally abused by his parents may find self-esteem in short supply. Or, a student who attended a high school in which intellectual inquiry was not emphasized may find faculty demands unreasonable or even draconian. Does the Christian gospel have any relevance in addressing these needs? Absolutely! In fact, these needs may provide a possible framework for Christian student affairs professionals (and faculty!) to focus their efforts in the fulfillment of their God-given vocations.

As I stated earlier, my interest in exploring the needs that are included above is

to illustrate several arenas in which differences can and should be made by Christian student affairs professionals and our faculty colleagues alike. Moreover, I believe that the gospel provides some metaphors for addressing these needs and make a difference in each of these arenas. In the next issue of *Koinonia*, I will explore these metaphors in depth as a means of suggesting at least one response to the question: What's the nature of the difference that should be made? Until then, I hope that these arenas of need might provide some fuel for your conversations.

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What is the Sophomore Slump-and Why Should We Care?

Excerpted from *Visible Solutions for Invisible Students: Helping Sophomores Succeed*

Laurie A. Schreiner and Jerry Pattengale

What exactly is the “Sophomore Slump?” Bored second-year students slouching at their desks? GPAs taking a nosedive in the second year, when students finally have to face all those courses they avoided as first-year students? Overall poor performance? Apathy and lack of motivation? Or is it a decline in the retention rate we would normally expect to see from the second to the third year? Actually, it is any and all of the above. The “Sophomore Slump,” as it is called anecdotally by many higher education professionals, is not just the higher-than-expected attrition rate we are beginning to see from the second to the third year of college. Leaving college altogether or transferring to another college are not the only symptoms of the slump. Even when sophomores remain at our institutions, many suffer from reduced motivation or apathy, see their grade point averages decline, or experience a “let-down” from their first year. The question is whether this phenomena really exists-whether there are in fact unique developmental issues among sophomores that contribute to predictable crises in the second year of college, crises that can culminate in a decision to leave college. And even for our successful sophomores who remain enrolled, the question is whether we can effectively intervene to address motivational issues so that the sophomore year is more rewarding for them.

Most of our institutions have experienced some success in reducing first-year attrition. But has our successful programming merely postponed the inevitable attrition to the sophomore year? On most of our campuses, sophomores receive the least attention of any group of students. After all, they have survived their first year without becoming

ing attrition statistics. Believing we have succeeded with this group of students, our institutions relax their vigilance and support. Continued programming and services are thought to be no longer necessary as students move successfully into their second year of college. At the same time, sophomores are not yet fully into their majors or have yet to settle decisively on a major, so they receive little faculty attention. Because they have only been on campus for a year, they rarely take positions of campus leadership and thus receive little attention from student development personnel, either. The unintended result is that sophomores are virtually ignored from all sides of the institution. Yet current research confirms that sophomores have some of the highest expectations and strongest needs of any group of students on campus. And the cost of ignoring those needs is beginning to be seen in higher-than-expected rates of sophomore attrition, at the same time that first-year attrition is beginning to abate. We may be on the road to reducing first-year attrition, but without continuing to provide programs, services, and support to sophomores, our efforts seem to be only postponing the inevitable until the end of the sophomore year.

Our sophomores often began college with high hopes-and unrealistic expectations. Baker refers to this as the “matriculation myth” — the idea that college is going to be much better than it actually is. With all the support and programming our institutions are investing in the first year, reality often does not hit until the sophomore year, when the institution relaxes or even withdraws its support and attention. Sophomores are then left on their own to navigate an intensified curriculum, to adjust their plans and dreams

when they get a D- in Biology but had every intention of becoming a physician, to struggle through general education requirements that had been avoided in the first year, to find their niche on campus, and to figure out what they want to do with their life as the clock is ticking toward graduation. For some of our sophomores, the negative behavior patterns or academic struggles that began in their first year and were tolerated by the institution because they were first-year students are now beginning to catch up with them-at the same time that the institution tightens its standards and increases its expectations. Thus the sophomore year becomes almost a “weeding” process by the institution, both in and out of the classroom.

Why should we be concerned about sophomores? Perhaps the weeding process is a healthy and necessary part of ensuring quality graduates from our institutions. Perhaps a let-down from the first year is a natural and inevitable part of the student maturation process. But if student success is our main objective as educational institutions, then we must be concerned about sophomores’ experiences. Our goal is to facilitate the learning process in our students, so that they are equipped for a lifetime of learning. If our students are not successful, then we as institutions are not successful; we have not accomplished our primary goal. And the costs are high. When students flounder academically, they take longer to graduate and the cost of their education skyrockets. When students are unmotivated or see no purpose in a college education, their apathy is contagious and impacts other students and faculty alike. When students are unconnected to the institution and feel no sense of belonging or having a niche on campus, disci-

pline problems increase and dissatisfaction with the institution shapes our word-of-mouth reputation. When students experience failure and disillusionment, they leave our institutions and we must recruit their replacements. And after investing two years and 60 academic credits with us by the end of the sophomore year, the decision to leave costs the student considerably more than a similar decision made after a bumpy first semester. By intentionally focusing on sophomores and their needs, expectations, and experiences, we can begin to prevent symptoms of the slump so that more of our sophomores return as successful juniors who are energized by the learning process, confident of their plans and goals, and eagerly anticipating continued involvement with the institution.

There are four major issues which sophomores face which can be addressed by institutions in order to alleviate the "sophomore slump." They are 1) dealing with an intensified curriculum, 2) career issues, 3) lack of academic and social integration, and 4) reduced motivation.

Dealing with an intensified curriculum. Sophomores are often in the "academic twilight zone". For those who have declared a major, the sophomore year is frequently a weeding-out process by professors, with a myriad of demanding prerequisite courses looming on the horizon as hurdles to being fully accepted

into the major. Simultaneously, not fully into the "meat" of their major, they are often completing General Education requirements, many of which are the more difficult courses they avoided in their first year. Without the coherence often provided by institutional programming in the first year, sophomores often find themselves wondering why they are taking many of these courses. Focus group interviews with sophomores reveal that often students simply are not looking forward to the year academically. As one sophomore said, "I came back eager to see friends and faculty I had missed all summer, but took one look at my schedule of classes and immediately felt depressed. There was not a single class I was looking forward to". Being at the bottom of the heap in registration priorities only exacerbates the problem. Often sophomores have little choice as to the General Education requirements that will complete their schedule and are closed out of many major courses as well—even if they *had* met the pre-requisites.

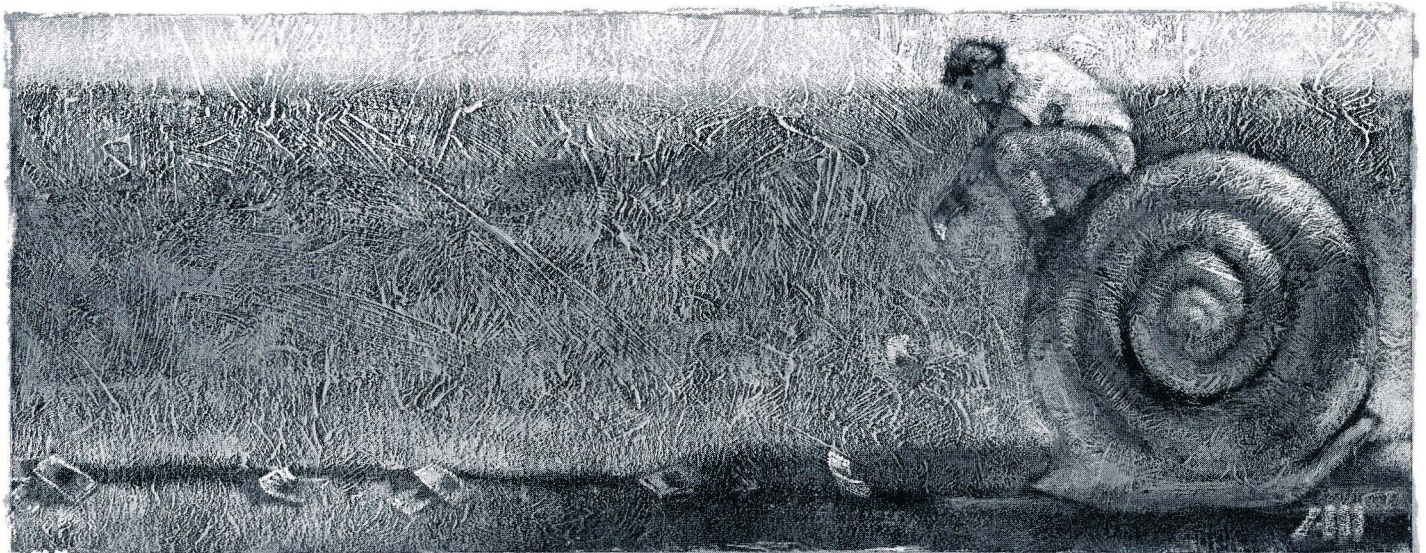
When sophomores look at their class schedules, too few of them see a coherent picture that will spur them on to their goal. They have no sense of the big picture and where all the requirements are taking them. For students who haven't declared a major, the lack of coherence can seem even greater. The advising process can provide the big pic-

ture. It can be akin to "showing students the box" as they are putting together the "jigsaw puzzle" of their curriculum (Cross, 1999). Working with an advisor, a sophomore can discover how the pieces fit and what pieces are needed in the coming year.

Major and career issues.

A second issue for sophomores is that of major declaration and career selection. Career issues can affect sophomores in different ways. Some sophomores have never given much thought to the career planning process throughout their first year and are now feeling pressured from all sides to declare a major and decide upon a career goal. Pressure from parents, friends, the institution, and even that which is self-imposed all combine to create a sense of urgency within the sophomore student. They know time is running out, that further delay will mean additional time and cost to graduate. Yet very few sophomores are even aware of the services a career center can provide. This is where an effective advisor can help by explaining the services offered on campus and referring the student to the career center for the help needed.

Other sophomores have perhaps initially decided on a major and/or career, but are facing the harsh reality of their own limitations. Perhaps you have encountered the student who has his or her heart set on being a physician, but can't



pass General Biology. Career issues for students who entered college with high hopes of a certain career and have had those hopes dashed are different from the career issues of students who have put little thought into the matter. Helping the student create "Plan B" is an important task for the sophomore year.

Unfortunately, many students fail to realize that one of the functions of college is career exploration. Instead, they think that if they haven't decided on a major and career goal by the end of their sophomore year, they shouldn't remain in college. In focus groups we have conducted, one of the most common statements we heard from sophomores was "I can't justify spending this amount of tuition when I don't know what I'm doing with my life". It is as if these students believe that a year or two working for minimum wage will offer them some kind of enlightenment on the perfect career. But what better place to explore career interests and options than in college, where role models abound and an advisor and career counselor are both available to provide individualized assistance? There is a need for institutions to help students see that being

in college allows them to explore their career interests more fully. In addition, academic advisors can be trained to assist students in identifying their strengths, matching those strengths to particular kinds of work environments. The advisor also can help students see how taking a variety of courses can prepare them for almost any major, without delaying graduation in the process. Again, students mistakenly believe that particular academic majors lead to specific careers, not realizing that very few careers require a major in that field (elementary school teaching being a notable exception). Good advisors can help sophomores see the value of their edu-

cation as providing a foundation and framework for a wealth of career opportunities.

Lack of integration.

At the root of curricular and career issues are two other issues: the lack of academic and social integration and the reduced motivation that accompanies it. Tinto (1987) theorizes that students



enter college with varying characteristics and abilities which are continually modified by interactions with the academic and social systems of a college or university. Positive and successful interactions facilitate the integration of the student into the fabric of the institution, resulting in a greater commitment to the institution and ultimately resulting in persistence.

First-Year Experience programs are primarily aimed at fostering students' academic and social integration. And our institutional programming reflects that the integration process should be complete by the end of the first year. Yet for many sophomores the integration process may not be finished.

Academically, they may be performing below their desired level. They may not have developed meaningful relationships with faculty and academic staff by the second year. For many reasons, they may not be fully engaged in the learning process. Socially, they may not be involved on campus or may not find it easy to become involved. They may not have found their niche on campus and may not feel as though they belong. They also may not have developed meaningful relationships with their peers. Again, we too often assume that these tasks will be completed by the end of the first year — especially if we have highly effective FYE programs! But not all sophomores have successfully met these demands as first-year students and they may need another year to do so (Lemons & Richmond, 1987). Developing a meaningful relationship with student development staff or a faculty member can help sophomores identify factors which may be interfering with their ability to meet their desired level of success and can help the student understand how the system works and what it takes to navigate it successfully.

Reduced motivation.

The final, but perhaps most important, issue which sophomores may face is the motivational "slump" that too often occurs in the sophomore year. This reduced motivation has a number of potential sources.

Baker, McNeil, and Siryk (1985) postulate that a "matriculant myth" operates in the minds of many entering students, influencing their attitudes toward college. At the beginning of their college careers, this myth operates to create high and unrealistic expectations of what college will be like. Students learn from parents and family that these will be "the best years of their lives" (not realizing how selective their parents' memories are after more than twenty years!). They

see romanticized portrayals of college life in the media and expect their own experience to match. They are then disillusioned when the reality does not match their expectation.

Not all students experience the effects of the matriculant myth, however. The myth is most pronounced in its effects when students are less familiar with the college they enter, don't participate much in campus activities or attain campus leadership positions, perform poorly in classes, or change majors frequently. A pronounced "myth effect" is also correlated with a higher incidence of leaving college before graduation (Baker, McNeil, & Siryk, 1985).

Knowing that poor academic performance, changing majors, and a lack of campus involvement are associated with greater disenchantment with college, the institution can be in a position to intervene with "at-risk" students. This intervention ought to begin in the first year, but also should continue throughout the sophomore year. Encouraging students to become more involved on campus could help prevent some of the disenchantment. Helping students identify their strengths and learn to capitalize on those strengths and match them to potential life goals and a major could also mediate the effects of the matriculant myth. As Baker, McNeil, and Siryk (1985) note, "it would seem desirable to attempt interventions...aimed at improving awareness and understanding of self" (p. 101). There is some evidence (Baker, et al., 1985) that the more realistic the student is about his/her abilities and performance in new environments, the less impact the myth has. So helping students form realistic expectations of college and of themselves may be a task that the institution can facilitate in the sophomore year, if that process has not occurred during the first year.

Often students are all too aware of their weaknesses and not as aware of their strengths. Finding themselves in courses which highlight their weaknesses, or in courses which fail to spark their interest, can easily lead to reduced motivation

(Anderson, 1997). Operating solely in one's area of weakness does little to energize any of us. And yet a quick glance at most FYE textbooks reveals an emphasis on assessing the student's ability to meet the challenges of college, with the assessment tools invariably producing "deficit scores" — scores that highlight an area in need of improvement.

How do we begin to discover strengths? Some indicators of strengths include (a) rapid learning, (b) a deep sense of satisfaction about an achievement, (c) hopes, dreams, and longings, (d) performance at levels of excellence, even if only for a short time, (e) experiencing a sense of destiny or "rightness", (f) doing something well and seemingly effortlessly, (g) instant insights and understandings, (h) consistent patterns of success in a particular role, context, or set of tasks, (i) being passionate about something, and (j) experiencing joy and delight when engaged in an activity (Anderson, 1995).

The reduced motivation sometimes seen in sophomores also could stem from a "lack of aliveness" (Anderson & McGuire, 1996). For some sophomores, nothing has aroused their curiosity or engaged and stimulated their intellect or their passion. A lack of intellectual engagement leads naturally to reduced motivation. Through academic advising, career counseling, and the informal relationships formed with students, we can work with them to uncover their passions and interests, guiding them to courses which have the potential to spark their intellectual curiosity.

For some sophomores, the reduced motivation may be due to fear or to a lack of self-efficacy. Some sophomores may be afraid that they don't have what it takes to succeed in college or that they haven't made the right choice in coming to college. Not putting much effort into classes can save face—after all, failing when one "hasn't really tried" is not nearly as painful as failing after exerting one's full efforts.

A lack of self-efficacy may accompany this fear. The fear may be based in the belief

that they are not capable of succeeding in college. As Bandura (1982) notes, people lacking in self-efficacy often have not had the kind of experiences and support necessary to believe that they can succeed. As a result, they perceive themselves to be less competent than others; believing that they will not succeed, they do not approach opportunities with confidence. They either avoid any situation in which they believe they cannot be successful, or they give up early into the situation. From previous research done with first-year students we know that persistence is a key factor in student success. Those students who persist when things become difficult are the ones most likely to get higher grades and graduate from college; in fact, a "persistent spirit" accounts for 65% of the variation in students' GPA at the end of their first year of college (Schreiner, 1996).

As long noted in the field of organizational psychology (Herzberg, 1968), there is a key difference between what satisfies and motivates people and those factors which serve simply to prevent dissatisfaction. Herzberg's "motivation-maintenance theory" points out that satisfaction is produced by the presence of motivating factors. In the work world, these factors may be opportunities for personal growth, professional challenge, promotion opportunities, or degree of responsibility. For the student, motivating factors also may include opportunities for personal growth, academic challenge, increasing responsibility, opportunities for achievement and recognition, and being able to work with material that is interesting to them.

"Maintenance factors," according to Herzberg (1968) simply serve to prevent dissatisfaction; they do not motivate people or lead to increased satisfaction. In the work world, these are factors such as pay, job security, physical working conditions, relationships with other workers, company policies, and the quality of supervisors. For the student, this may translate into the campus environment, relationships with faculty, staff, and other students, and the various policies of the college or university. But focusing on

these factors and endeavoring to make them as positive as possible will not lead to increased student motivation; it will simply keep the dissatisfaction at a minimum. Enhancing student motivation means we must find ways of engaging and challenging students, giving them increased responsibility and opportunities to achieve.

The best way to address sophomore needs is to provide students with the resources they need *before* they need them. Prevention is always easier than crisis intervention. Methods of preventing some of the common problems sophomores encounter include the following:

1. Don't allow first-year students to postpone all the difficult or less desirable courses until the sophomore year. Use the first year to prepare students for the sophomore year.

2. Conduct an orientation for sophomores. Communicate realistic expectations about the upcoming year, introduce students to their majors, connect them to faculty in their majors, help them get to know upper-level students. Encourage their involvement in leadership opportunities on campus early in the semester.

3. Design courses for sophomores that are academically legitimate and yet address their experiences. Such courses might include Career Planning, Strengths-Based Learning, Learned Optimism and Learned Helplessness, Community Psychology, Positive Psychology, Attributional Processes, The Graduate School Experience, Motivation and Learning, and Inquiry – all of these are courses currently offered by institutions.

4. At the end of the first year, if the student is changing advisors, have the first-year advisor introduce the student to his/her next advisor. The new advisor could then conduct an end-of-the-year inventory or interview to discuss such questions as:

- How are you different from a year ago?

- What impact has college had on you so far?
- What had you hoped college would be like? What was it really like?
- What are your goals for your sophomore year? Imagine it's one year from now. What do you want to have happened by then?
- What have been your greatest disappointments since you've been here? How have you coped? What strengths have helped you through the difficult times?
- What would have to happen—and what would you need to do—to be able to say next year, "this has been a really good year"?
- How well do you think you are fitting in here? Tell me about your roommate, your friends, the activities you're involved in on campus, and how you feel about your classes. How well do you think you'll fit in as a sophomore here?
- Have you discovered a system of learning, studying, achieving that works best for you? What really helps you succeed academically? What have been your favorite classes? What academic experiences have been the most stimulating or influential so far?
- What, if anything, would need to change for you to feel this is the right place for you to be?

This process of "taking stock" at the end of the first year, whether done with the first-year advisor or with the new advisor, can help students think about their experiences, reflect on their strengths, and prepare themselves for the sophomore year.

Another strategy for the end of the first year is to intentionally ask first-year students to make commitments for the sophomore year. For example, three key areas in which prospective sophomores could be asked to make commitments include:

- a commitment to the next class of first-year students. Asking them to be peer leaders in the first-year seminar, or during orientation, can give prospective

sophomores not only something to which they can look forward, but also a sense of being needed and making an important contribution to the incoming class.

- a commitment to a specific and focused area of learning. Perhaps the student is not yet ready to declare a major, or is facing a year of difficult courses that are less than engaging. By asking students to commit to a specific area of learning, we are encouraging students to become engaged in the learning process and to take ownership for it. As psychologist Claude Steele (1997) notes, courses and programs that challenge and stretch students beyond their current level of ability have the potential to activate within students a desire to achieve that is rarely present in courses which seek to remediate. Asking prospective sophomores to commit to an area of learning that capitalizes on their strengths and promises to challenge and engage them holds particular promise for preventing the reduced motivation so often seen in the sophomore year.
- a commitment to service. Service learning programs hold enormous potential for addressing many of sophomores' needs. By asking prospective sophomores to commit to service, we are increasing the potential for their learning experiences to engage their whole person. In addition, by focusing beyond themselves, sophomores can derive meaning and purpose in a year which may have otherwise been only endured as a necessary step to graduation.

5. Focus on the career planning process. Students do not know the process involved in choosing a career. Explain the process to students and teach them decision-making and goal-setting skills.

6. Help students develop "Plan B" in case their original plan for a major or career falls through. Ask them to think through what would be their second choice if they are not able to succeed in their first choice of a major. Help students develop a sense of the big picture by helping them develop a four-year

plan. Map out the course requirements for their chosen major; help them see where the core courses, a minor, and electives fit in.

7. Work with the financial aid office to include financial planning in the students' planning process. Particularly for those institutions which have a "one-stop shopping" advising center with financial aid resources in the same area, this process helps students see their commitment to college as a long-term investment with steps to take along the way to successfully graduate. Our current system of advising, registration, and billing encourages students to make a decision about re-investing in college each semester or, at best, each year.

8. Encourage sophomores to be peer leaders in new student orientation or the first-year course. Provide a leadership practica for interested sophomores. Encourage students to seek out leadership opportunities on campus.

9. Encourage students to volunteer in a setting related to their major, to gain work experience and also to gain a sense of whether this is the right major for them. Invite them to attend departmental activities in the major that interests them. Introduce them to the value of service-learning courses or experiences, or to experiential education.

10. Help students see the value of seeking out faculty and, if possible, working with faculty on a research project. Introduce sophomores to the mentoring programs that may exist on campus, or help them select a potential mentor. Point out that it would benefit them to take at least one class that is small in size or directly related to their interests or major area, to give them an opportunity to become better acquainted with faculty.

By carefully crafting sophomore experiences to focus on their developmental needs, we can begin to address the reduced motivation, performance, and persistence that is found in too many of our sophomores. With intentionality and effort, the notorious sophomore slump can become sophomore success.

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Laurie Schreiner, Ph.D. is the Associate Dean and Professor of Psychology in the College of Arts and Sciences at Eastern College in St. Davids, PA. She will be one of the keynote speakers at ACSD 2001 at Northwestern College in Orange City, Iowa, June 4 - 7, 2001.

Servant Leadership

Tess Bradley

Technically, we all know – don't we? – that a servant leader is someone raised up by the group to lead them. Anointed, we might say.

But what's the difference between a servant, and a servant leader? It seems to me, as I watch students struggle with their identities as leaders, that this question is key.

In John 13: 1 - 20 we can read about how Jesus washed the feet of the disciples: stripped, assumed the position of a servant, and washed the muck. And why did he do it? Not because their feet were dirty, but because he wanted them to experience, to really understand how they were to treat each other. He was teaching, and he would do anything he needed to, to show the way. To be a clear example, as my pastor Geoff Kohler would say.

But then it says in verse 12 that Jesus put his clothes back on and went back to his place.

I see a temptation, in defining ourselves as Servant, to focus on the servant part and forget the leadership.

To lead, to hold a vision, to effect change, to move people from one place to another – that is what we who are called to leadership are called to do. The servant part is how we do it, with humility and integrity. But still, our call is to lead.

And others are called to serve. Not to serve US – to serve – to be what we define as “effective followers” – to answer the call to do, be, accomplish, make happen – to take the ball and run with it.

But we are the ones who take the risk of saying “See this ball?? Would you like to play?” – who take responsibility for making sure the game is played all the way to the end – that there are players enough –

that their spirits don't flag – that the rules get followed (or broken creatively) – and that everyone remembers what the game is all about, all the time – to keep our eye on the ball. That's hard.

Personally, sometimes I'd much rather pass around the water and towels, gather up the balls and do the laundry. Lowly? Sure. So what. It's appreciated, it's useful, and you can see the results at the end of the day. But it's not what I'm called to do. It may be part of it, but it's not the whole thing.

Some of you may not be called to leadership, or not yet. You may be being prepared for a future leadership opportunity. You may be being prepared to follow in an intelligent, creative way. So serve, and don't feel guilty. There's plenty of work to go around.

But for those of you called to lead, put your clothes on. Go back to your place. Just keep that towel handy.

Tess Bradley is the Director of Career & Leadership Development at Eastern College in St. Davids, PA.

Placement Service 2001

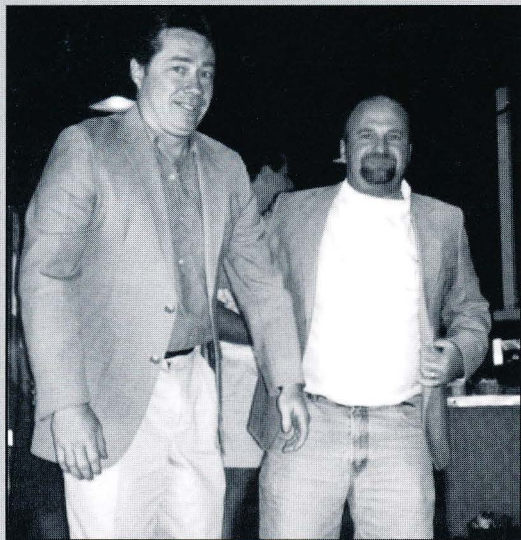
ACSD placement service is accepting listings for its 2001 Placement Bulletin. Bulletins will again include both candidates seeking positions and institutions with positions available. Placement services are available only to current ACSD members prior to the annual ACSD conference in June. All submissions will be posted in the web based edition.

For the Web-based Edition

The deadlines for submission and mailing for the 2001 Placement Bulletin are as follows:

- Entries to the Web-based edition will be accepted via the web site beginning January 3, 2001.
- The Web-based publication will post listings starting January 29, 2001. All entries received after January 15, 2001 will be posted within five (5) business days. Those submitting via the internet should log onto www.acsdhome.org and then go to the placement section. The placement section will provide appropriate directions. Submissions will remain in the Web-based listing until August 31, 2001, or until the submitter requests removal.

**Requests for the additional paper copies of the bulletin should be sent to:
Stephen Beers, John Brown University, 2000 West University, Siloam Springs, AR 72761-2121.**



Ron Coffey and Skip Trudeau model the official ACSD Scramble Master outerwear.

Conference Thoughts: Something Old... Something New...

The Executive Committee tests out the local cuisine for ACSD 2001 in Orange City, Iowa. We highly recommend the dessert pizza called "Cactus Bread" at the Pizza Ranch!



The 7 “Be’s” of Student Leader Supervision

Jesse Brown

In his book *Markings*¹, Dag Hammarskjöld writes, “Another opportunity was given you— as a favor and as a burden. The question is not: why did it happen this way, or where is it going to lead you, or what is the price you will have to pay. It is simply: *how* are you making use of it. And about that there is only *one* who can judge.” As supervisors of the student leaders on our campuses we have the tremendous favor and burden to make the best use of our opportunities and time spent with them each day. Let us be active in our efforts to serve our student leaders who have been given titles, responsibility, and in some cases, a stipend to help out with school bills. In-services, workshops, and retreats are helpful but between each of these events, there are countless opportunities for growth on a daily basis.

Below are “The 7 ‘Be’s’ of Student Leader Supervision”, which are some roles and attitudes that supervisors can take on to help them make the most of their time with their student leaders.

• **Be a friend.** Listen to their story. Take time to get to know them. Besides the geographical / historical information, find out about their passions, their heroes, their favorite author. Take time in a meeting to share photographs of themselves through the years. Ask them about how they came to know Christ. Let them know you as well. Share your life with them in return. Many students are actually interested in our stories and why we have entered the field of Student Development. Be open and honest with them about what it means to be a fellow traveler in the Christian life.

• **Be Christ-like — especially in discipline.** Sometimes our students do not stay within the community boundaries or are negligent in their responsibilities. It is difficult and awkward to discipline students at times but we have the unique opportunity to model Christ-like behavior by explaining to them what they have done and why it is outside of the boundaries and expectations. Confrontation can be frustrating but if it is viewed as educational and redemptive, the conversation takes on a different tone.

• **Be generous in giving responsibility.** We all know that student leaders are eager for responsibility. Be generous and creative in giving responsibility out. Are there projects that you work on daily that your students could assist on? Could one of your students make the duty schedule, type up the meeting agendas, research programs, write letters, make phone calls, keep track of maintenance requests or lead the weekly meeting? Some students could benefit from such experiences. However, training students to handle some of our responsibility can also mean giving up some personal control over the outcome. It can be more time-consuming to help a student leader create an agenda than create it ourselves but the student may learn some new skills in the process.

• **Be an advocate.** One way to be an advocate for the students that you supervise is to nominate them for service / leadership awards or scholarships. If you have an excellent member of your staff who is eligible for an award or scholarship, be sure to let others

know about it. If you have ever listened to ESPN college basketball analyst Dick Vitale, you know that he does not hide his feelings about what he calls “Prime-Time Players”. Let others know about your “Prime Time Players”. If you do not have a service / leadership award, perhaps you could create one and make an evening out of it at the end of the semester. Another way to be an advocate for your students is to appreciate them. It is always nice to be noticed for your hard work in a group and one on one. PaperClip Communications makes an “RA Recognition Binder”² that gives many useful tips in appreciating students for their time and effort. Some of the suggestions for recognition include a having a reserved parking space close to the residence halls to be used by a hard working student, making a home-cooked meal at your house or giving a gift certificate to a movie and their favorite restaurant.

• **Be considerate of their time.** Be prepared for individual and group meetings with your student leaders. Are your meetings going too long? Do they start and end on time? Would an agenda help to keep the discussion on task? Give them useful feedback and direction. Reward them, but make sure to be considerate during stressful times of the year— avoid nights out on the town during test time, etc.

• **Be informative.** Make sure you keep your student leaders aware of meeting times, policy changes, major events on campus, expectations that go beyond their regular responsibilities. It’s easier to expect your students to communicate effectively with you when you do

the same with them. With the exception of birthdays, no one likes to be surprised. Send out regular e-mails or a voice-mail message to encourage, inform, and remind your student leaders.

• **Be an educator.** It is important to view ourselves as educators. Encounters with students are filled with “teachable moments” which can educate student leaders on how to cooperate and work with people, how to manage their time and resources, and to live the Christian life. Student leaders can begin to appreciate the difficult tasks of leadership and gain insights into their own personality. As we can see in a survey of Matthew’s Gospel, Jesus often used teachable moments to educate the people about his mission and the Kingdom of God (Mt. 8:18-22; 9:10-13; 12:1-8, 46-50; 14:13-21, 22-33; 15:21-28; 16:13-20).

Hammarskjold goes on further to write, “So live, then, that you may use what has been put into your hand...”¹ As student leader supervisors, we have been given the favor and burden to take advantage of the opportunities that we have with our student leaders. Let us then take advantage of those opportunities- both structured and unstructured- and prevent them from slipping through our hands.

¹ Hammarskjold, Dag. *Markings*. 1964. Alfred A. Knopf: New York.

² *The RA Recognition Binder*. (2000) PaperClip Communications: Garfield, New Jersey

Jesse M. Brown is the Resident Director & Coordinator of Student Programs at Huntington College in Huntington, Indiana.



John 7:53 - 8:11 (PCV): The Politically Correct Version

Calvin Miller

The theme of this year's ACSD annual conference is *Simple Treasures*. Those of you who have read or heard Calvin Miller will understand why, with that theme in mind, he was selected as a keynote speaker for the conference. His simple and often humorous perspectives on the complexities and difficulties of life refreshes and penetrates our spirit. This article, reprinted from the February/March edition of *SBC Life* (a magazine of the Southern Baptist Conference) is offered as an encouragement to those called to minister in a higher educational setting, and as a foretaste of Calvin Miller for the annual ACSD conference.

John 7:53 - And everyone, both minorities and social determiners, went to his or her own house in the typically socio-structured city of Jerusalem.

John 8:1 - But Jesus went up to the Mount of Olives. He did not do this to try to be "above" others topographically, but the population on the mountain was less environmentally confining, affording Him a more meditative matrix for ego integration.

John 8:2 - Now, early in the morning — but still well within the hours of fair

employment practices — Jesus came again to the temple of Jehovah (not expressing His Jewishness in an arrogant religious exclusivism that would condemn others who called the universal Spirit by their own equally meaningful names). And He (in this instance He is not a pronoun of gender superiority, but mere gender identifications when neuterizing the nominative would be confusing) sat down and taught them.

John 8:3 - The certain masculine, religious potentates of the male structured society brought to Him an oppressed member of the gender-challenged who had been caught in the act of her rightful lifestyle employment. She was shoved to Jesus' feet in an act of religious brutality and held without any bodily covering in a state of forced fabric denial.

John 8:4 - They said to Him, as opposed to her (see note on verse two), "Rabbi, this psycho-sexual, gender-oppressed person was caught merely performing her lawfully, preferential life-style employment.

John 8:5 - "Now Moses, our D.S.S.M. (Dead Semitic, Sinaitic, Male) leader said in the coercive Torah-compulsories that spun off the Ten Behavioral Restrictives, that she should be stoned. But what do you say?"

John 8:6 - This they said to Him, as opposed to her, stressing Him with interrogatives. They waited to prove Him guilty of doctrinal aberrations. They wanted to label Him with sexual discrimination. They wanted to display His unfair tendency to look down on people with sexual, ethical, lifestyle differences. Then they would be able to bring their own personal, critical, male establishmentarianisms fully against His differing prejudices. But Jesus stooped down and wrote on the ground with His finger. They found it somewhat refreshing that He did not use His finger to point at them in socio-communal separation. Still they found it altogether baffling that He wrote in the soft earth a message. We are not told what the message was. We can only hope that it was not a list of what He might have considered to be their own highly interpretive acts of poor social conditioning.

John 8:7 - So when they continued asking Him, as opposed to her, He raised Himself up, not to indicate his feelings of class superiority but merely to be better heard and said "Let him or her who is without socially conditioned prejudices among you, first cast a stone at this person." He knew that reprehensible or not, most people have committed some of these acts.

John 8:8 - Again He stooped down and wrote on the ground.

John 8:9 - Then those who heard this person were convicted by their own occasional lapses into acts that demonstrated such moral conditioning. These began to slip quietly away as though they suddenly remembered what their specific act of unacceptable conditioning was. The oldest left first, since they had more of a back-log of such condi-

tioning. They actually appeared guilty though none of them said the word.

John 8:10 - Finally they were all gone, and Jesus said to the gender oppressed woman, "Gender Oppressed Person, where are your accusers? Have none of the male dominated religious establishment been able to quell their self-repression enough to stone you?"

John 8:11 - "No one, Lord!" she said, wishing she would not have used the word Lord. She meant it as a terrible pre-feudal term of masculine empowerment. It was just how she felt at the time. But Jesus said to her "Neither do I condemn you. Go, beware of going right back into your preferential lifestyle. It's not just your occupation that is some what unacceptable to others. This kind of thing can be damaging to your own sense of ego integration."

His simple and often humorous perspectives on the complexities and difficulties of life refreshes and penetrates our spirit.

JN 7:53 Then each went to his own home.

JN 8:1 But Jesus went to the Mount of Olives. [2] At dawn he appeared again in the temple courts, where all the people gathered around him, and he sat down to teach them. [3] The teachers of the law and the Pharisees brought in a woman caught in adultery. They made her stand before the group [4] and said to Jesus, "Teacher, this woman was caught in the act of adultery. [5] In the Law Moses commanded us to stone such women. Now what do you say?" [6] They were using this question as a trap, in order to have a basis for accusing him.

But Jesus bent down and started to write on the ground with his finger. [7] When they kept on questioning him, he straightened up and said to them, "If any one of you is without sin, let him be the first to throw a stone at her." [8] Again he stooped down and wrote on the ground.

JN 8:9 At this, those who heard began to go away one at a time, the older ones first, until only Jesus was left, with the woman still standing there. [10] Jesus straightened up and asked her, "Woman, where are they? Has no one condemned you?"

JN 8:11 "No one, sir," she said. "Then neither do I condemn you," Jesus declared. "Go now and leave your life of sin."

Submissions Sought

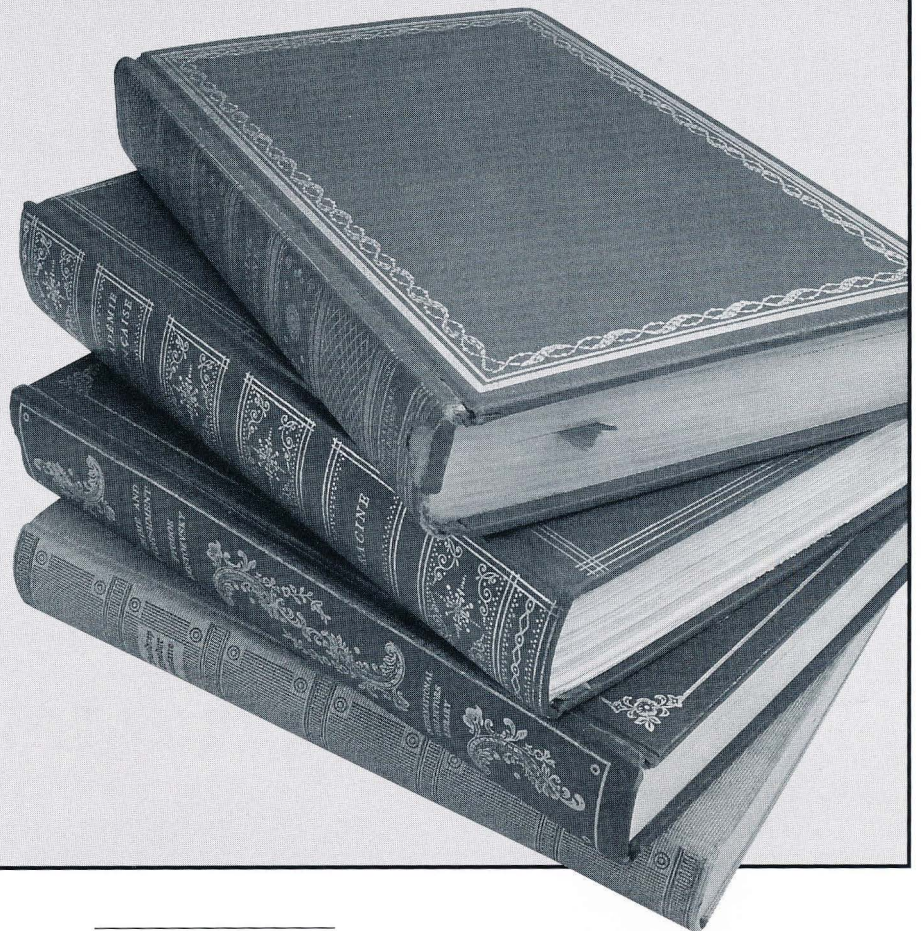
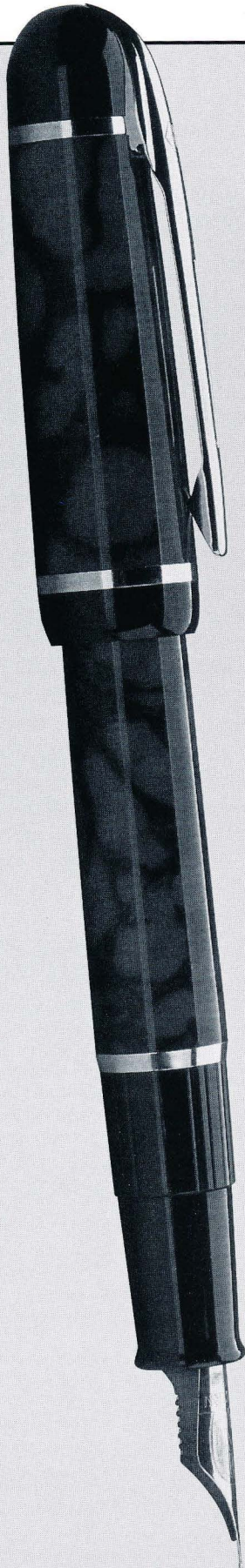
We continue to seek submissions for publication in the *SPRING* edition of the *KOINONIA*. Book reviews, perspectives on life in Student Development, overviews of programs you have produced, reports of studies or other work you have done in the field of Student Development, etc. are all welcome. Submissions must be received by **FEBRUARY 28th**, and should be submitted in **WORD** or **WORD PERFECT**, on disk or by email.

Please send all submissions to:

Susan Moody
Koinonia Editor
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Book Reviewers Needed

Is there a book dealing with issues in Higher Education that you would like to read and review for the *KOINONIA*? We can help you get a copy of the book if you don't have one! Please contact Susan Moody at 724-847-6644 with the title, author and publisher of the book you wish to review.



SIMPLE TREASURES

ACSD '01 Mission Statement

Simple Treasures has been chosen as the theme for the ACSD 2001 conference. The visual image of a sunrise...sunset is present in our logo. A sunset can be a simple treasure to enjoy when we take the time to notice. As we hustle through life, we often need to be reminded of the simple but deep treasures that make life meaningful...a God who loves us, a relationship with another, and the beauty of God's creation. When we encounter the Simple Treasures of life we walk away refreshed. Plan to be revitalized in your work with students, in your relationships with each other, and in your personal relationship with God.

Excursions

- Trap shoot
- Farm tour
- Sioux Falls, SD
 - Washington Pavilion - Cine Dome, Science Center, Art Gallery, Empire Mall
- Okoboji - The Iowa Great Lakes Area
 - water sports, antiques, unique shops, Lake Okoboji, Spirit Lake, Arnold's Park
- Oak Grove State Park
 - spiritual retreat
 - hiking, birdwatching
- Annual Golf Scramble
- Angel Aircraft Factory - Mission Aviation
- Self-guided Adventures

Speakers

Learning

"that they may know the mystery of God, in whom are hidden all the treasures of wisdom and knowledge." Colossians 2:3

- Virtue ... Dr. William J. Bennett
One of our nation's leading cultural and political thinkers.
Co-Director of Empower America
- Poetry ... Calvin Miller
Author of The Singer Trilogy
Pastor, Professor, Speaker
- Insight ... Dr. Laurie A. Schreiner
Director of Quality Retention Project for CCCU,
Professor of Psychology at Eastern College

Pre-Conference Workshops

- Vision... "Discipleship Outside the Box"...
led by Dr. Matthew Floding
- Freedom... "The treasure of Being Set Free:
The Restoration of Your Soul"...
led by Dr. Debra Lacey
- Uniqueness... "Women's Ways of Leading"...
co-facilitated by Dr. Faye Chechowich and
Shirley Hoogstra

Worship

*"...worship the Lord in the splendor of His holiness."
I Chronicles 16: 29b*

- Authenticity... Rev. Floyd Brown, Pastor of Mt. Zion Church.
- Creativity... Jeff and Karen Barker, Professors of Theatre at
Northwestern College, Writers, Performers, Directors

Fellowship and Entertainment

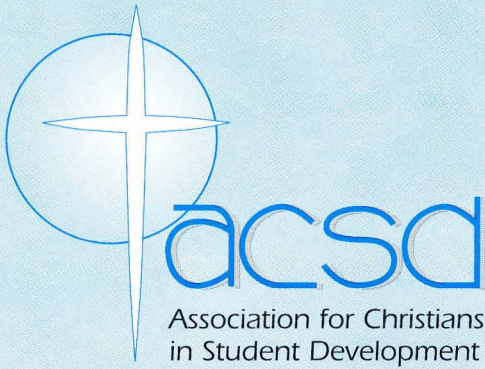
*"walk in the light...and have fellowship with one another."
I John 1: 7*

- Music... Pierce Pettis, Musician
- Peacefulness... Iowa landscapes
- Laughter... Brad Stein, Comedian
- Relaxation... With friends over coffee at DeKoffie Boon

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Northwestern College

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KOINONIA is the official publication of ACSD (Association for Christians in Student Development). The purpose of the publication is to provide interchange, discussion, and communication among Christian professionals in the field of Student Development. It is published three times per year, in early fall, winter, and spring. Both solicited and unsolicited manuscripts and letters may be submitted to the editor for possible publication.

The *KOINONIA* is mailed to all members of the Association. Annual ACSD membership dues are \$25.00 per year. Information on membership may be obtained by contacting Eileen Hulme, ACSD Membership Chairperson, Baylor University, 500 Speight St., Box 500, Waco, TX 76798-1020 (254) 710-1020. Address changes may also be sent to Membership Chairperson.

The ideas and opinions published in the *KOINONIA* are not necessarily the views of the executive officers, or the organization of ACSD, and are solely those of the individual authors or book reviewers.

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