Dear Colleagues,

As co-chairs of a Knowledge Community on Student Affairs Partnering with Academic Affairs (SAPAA), we are especially proud to work with so many dedicated individuals who inspire the profession every day.

Our thoughts in this issue of Synergy, with its focus on academic advising, naturally turn to questions about how SAPAA can support our members in the mentoring, counseling, and relationship-building activities that strongly influence students’ identities and engagement. The NASPA Assessment & Persistence Conference and the NASPA Civic Learning & Democratic Engagement meeting – to name just two of the professional activities involving SAPAA members this summer – provide opportunities to integrate new tools into the professional toolbox. We invite your insights about additional activities that SAPAA can initiate to positively impact your work and priorities.

As emphasized as a renamed focus in the new Professional Competency Areas for Student Affair Educators (2015) released ACPA and NASPA, the advising and supporting skills honed in our profession aim to nurture students’ self-discovery and self-authorship (p. 5). These competencies will be strengthened through many of your diverse learning experiences this year. Yet, they are consistently driven by your professional passion to make a difference. Therefore, we hope that you will read and become inspired by the Synergy stories in this issue. These narratives offer important insights about the varied and tangible ways that faculty and practitioners demonstrate their commitments to counseling and advising. Perhaps they will prompt you to share your stories in future Synergy issues as well; we’d love to hear about them all!

In closing, we would be remiss if we did not also include our appreciation for your interest and involvement in SAPAA. We express our gratitude for your efforts within and beyond this knowledge community.

Sincerely,

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Increasingly, students are beginning their academic careers at community colleges, with the intention of transferring to a four-year university to complete their degrees. According to Horn & Skomsvold (2011), over eighty percent of community college students desire to earn a four-year degree. One in four community college students transfer to a four-year university (National Student Clearing House (2013). This number is anticipated to rise as a result of education reform in the United States such as the Oregon bill to offer free community college for eligible students. How can advisors ensure student success and satisfaction with this transfer process? Several colleges and universities have answered this question with innovative outreach ideas, campus programming, and state-based initiatives addressing ease of transfer to four year institutions. The question we should be asking, however, is: how can advisors play a role in the student’s sense of belonging at their new institution, before, during, and after the transfer is completed?

According to Habley (2004), one of the primary factors influencing retention is the connection a student makes with a concerned person on campus. Students must develop a sense of belonging, of community, and of connection with their campus as a whole, and more specifically, within their major. Several studies have noted that academic advising is the one place where every student will have a point of contact in their college career. Because of this, academic advisors truly have an opportunity to assist the institution with both a student’s retention and persistence. Academic advisors can make a difference in a student’s persistence and retention at a university “especially when advisors develop personalized relationships and have frequent contact with students” (Barker and Mamiseishvili, 2014, p. 433).

Enhanced transfer outreach and advising provides an increased chance for retention and persistence and can ease the transition for students. Schlossberg’s Transition Theory supports the idea of presenting structure and support to students when they are undergoing a transition. As advisors, we can aim to create a positive transition and limit the challenges of a student’s transition to a new institution by simplifying their experience and making the most out of it. (do you want to limit the impact? Don’t you want to increase the
positive impact?) By creating early and lasting relationships with our advisees (even pre-transfer), students will have a sense that their success matters to their advisor, and more importantly, to their institution. Student interactions with advisors, faculty, and peers play an “independent and positive role in student persistence and attainment” (Pascarella & Terenzini, 2005, p. 439). Furthermore, Tinto (1993) has assessed that the two main characteristics that play a part in student success and/or departure are intention and commitment (p. 37). A student must experience a sense of belonging and develop meaningful relationships with their peers, faculty, and staff to be successful.

Washington State University Vancouver has an undergraduate population of approximately 2850 students, of which about twenty one percent are transfers. Within the Carson College of Business (Vancouver), approximately sixty percent of our students are transfers. The Vancouver campus is non-residential posing additional challenges for student engagement. Given our number of transfer students and additional challenges, we decided to launch new initiatives targeted at both engagement and retention. Academic advising falls under both Academic Affairs and Student Affairs at Washington State University.

This article will also mention campus-wide programs which have been created specifically for our transfer students. For reference, when the Carson College of Business is referenced, I am referring to the Vancouver campus.

A large number of our transfer students begin at our local community colleges. WSU Vancouver has an admissions counselor who works on location at Clark College. There is also an office located at Lower Columbia College just for WSU Vancouver admission visits. Within the Carson College of Business advisors launched Transfer Thursdays. Twice a month, an academic advisor hosts walk-up advising at Clark College to connect with prospective transfer students. Last year, our visits reached approximately sixty students, seventeen of whom have either enrolled or started applications at WSU Vancouver and at least ten indicating planning to enroll in fall 2016. Tabling is set up according to the Clark College academic calendar and is divided so that one session a month is in the morning and one is in the afternoon, to reach the widest population of students. Faculty members from the Carson College of Business also visit Clark College classes related to their majors to increase awareness of our campus, our programs, and career opportunities. Additionally, each year, our student club Institute of Management Accountants/Beta Alpha Psi sponsors a campus visit for the beginning Accounting course at Clark. During this visit, students hear about campus life, academic programs, and the transition to a four year institution. Business advisors also meet once a year with the advisors at Clark College to discuss any curriculum changes or new majors to make sure that everyone is informed.

Pre-enrollment outreach is critical, but what occurs after enrollment is just as important. Each semester, the Carson College of Business offers a Boot Camp for our Intermediate Accounting I course. Historically difficult, this course often challenges transfer students the most as they are balancing the transition to university along with the Accounting recruiting season (which occurs in early fall). The Boot Camp allows students an opportunity to connect with their faculty member in a smaller setting. There is an alumni panel who discuss the impact of the course on their everyday lives and careers. We also bring in a seasoned accountant who offers a one hour refresher on accounting. Lastly, an advisor presents on learning strategies and how to be successful both in the course and at WSU. This boot camp is held the week prior to the semester start.

This fall, the Carson College of Business also launched a Keys for Success Seminar for newly certified students. These are students entering...
their junior year who recently declared Business as their major. The goals of this seminar are simple: connect and engage. The seminar was structured to connect students both with their peers in their major and with both faculty and staff within the Carson College of Business and across WSU Vancouver. During the seminar, students listened to the expectations of our College, heard faculty discuss common challenges (such as teamwork and time management), and learned about career opportunities. There was also a panel of seasoned student leaders and a speed networking exercise.

Additionally, we want to connect with our students who are not yet ready to certify in Business, but who have joined us at WSU Vancouver. This fall, we began hosting Coffee with Carson. This event happens twice a month and each one focuses on a different major. The goal is to have an informal session where students can talk with faculty and student club officers, as well as an advisor, to learn more about the major. The event is open to anyone who expresses interest, including local community college students.

We are not alone in our increased engagement with transfer students. Several other Colleges on campus also conduct their own outreach. Additionally, Washington State University created a Transfer Student Task Force to evaluate services campus-wide and see what improvements can be done. The Transfer Clearinghouse was created as a result of their findings and is housed at the Pullman campus. In a short time, the Transfer Clearinghouse has already updated our transfer tables for advisors, entering over five thousand six hundred course articulations. There is also a project to review and revise how military credit is awarded. The Clearinghouse also created a new email answer line, which hopes to relieve advisors and admission counselors of nearly ten thousand emails! Lastly there is a new website specifically for transfer students, offering a one-stop shop experience for prospective students as well as advisors both at WSU and other campuses. This effort is led by the Assistant Vice Provost of Undergraduate Education and Director of the Transfer Clearinghouse, Susan Poch, and her Assistant Director, Waylon Safranski at WSU Pullman. Lastly, WSU Vancouver also houses the Student Success Council which is comprised of members of both Academic and Student Affairs. Their focus is the implementation of high impact learning experiences for our students which is enhanced by the collaboration of all units on campus.

Since we are in the early stages of these new initiatives, assessment is still taking place. A quick survey of Keys for Success participants indicated that students were satisfied with the session topics as well as the opportunity to network with their peers and faculty. Of twenty students surveyed, sixteen strongly agreed that “the networking activity gave me a change to meet other students” while four students indicated that they agreed with that statement. When asked “I was able to gain practical ideas and tips that I can apply immediately to my studies”, eleven strongly agreed, seven agreed, and two reported they felt neutral. During our initial advising appointments, incoming transfer students have also indicated that they appreciated our presence at Clark College so that they could meet an advisor face to face without having to travel to our campus. No formal data has been collected regarding those experiences.
References


Submission Guidelines

Article proposals may be submitted to Communications Committee Chair MT Teloki at mt.teloki@limcollege.edu. Please submit concept proposals at least two (2) 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 (2015-16), Elizabeth Bracey at elizabeth.bracey@limcollege.edu.

October Issue on Academic Advising: Text due by Monday, September 14, 2015
December Issue on Career Services: Text due by Monday, January 11, 2016
February Issue on Living & Learning Communities: Text due by Monday, January 11, 2016
April Issue on Civic Engagement & Service Learning: Text due by Monday, March 7, 2016

Format Guidelines

• 12 point font, 1 inch margins
• Single space with double space between paragraphs
• No more than 3-4 pages with references (not including images)

Please include the following:
Author Information: Name, Title, Institution, Email address, Phone and additional Author Information (optional, strongly suggested): Head shots of the author(s) with 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.
This article discusses findings, particularly from that of a student survey and an increased retention rate, that support how a centralized advising model is key to student success, retention, and ultimately graduation. Students showed signs of frustration, indicated through unofficial qualitative feedback provided to University professionals, when encountering issues related to degree progression or being unsure of who to turn to for academic assistance. During the first year of this centralized advising unit, which allows for first-time, full-time degree-seeking students to receive advising by professional staff members, both quantitative and qualitative data was gathered from students as they moved through their first year at a four-year university. This article seeks to provide readers with effective strategies to create buy-in across campus, market a new department, and implement a change to the campus advising structure.

As higher education professionals, we are consistently striving to prepare our students for life after college, but in order to see them succeed, we need to assist students to help them reach graduation. The process of student persistence and a student’s academic success relies heavily on interactions with staff and faculty at any institution. As described by Tinto’s (1993) Theory of Student Departure, student integration into the academic and social constructs of an institution lead to motivation and ability to persist to graduation. This calls for higher education professionals to provide resources and development opportunities to students on the path to graduation, including effective academic advising. This development of the need for student integration is especially important in offices that work with first year students. Schlossberg (1981) points to the need for “support” in any transitional situation and the freshmen year is among one of those transitional points. This theory emphasizes a student’s need to feel supported in order to feel confident in their abilities to face the challenges of transition. Proactive, or intrusive, advising provides that necessary support. In order to provide these resources to students, we established an office that made academic advising more accessible to students by placing it in a centralized environment. Student surveys conducted following advising appointments revealed that students found the change to be effective and accommodating.

Moreover, King (2008) establishes that the centralization of academic advising provides benefits to students such as “trained advisors who have advising as a priority, being housed in a central location, having easy accessibility, and the ability to provide training, evaluation, and recognition and rewards more easily” (p. 245). With the formation of our First Year Advising unit,
our institution has followed the suggestions of Casey Self (2008), who posits that staff should, “focus on specific student populations who may need routine, or perhaps even intrusive, continuous follow-up” (271). By organizing a group of First-Year Academic Advisors and changing the campus culture, we have provided students with more academic resources and improved the accessibility of existing academic supports already in place for the purpose of student growth and development into autonomous and independent undergraduates. The CAS Standards for Academic Advising Programs (2012) call for advisors to “reinforce student self-direction and self-sufficiency,” for the long-term benefits of students (p. 39). Our intrusive advising practices have been designed for that purpose. In creating our own policies and procedures, our staff has had to collaborate closely with all academic departments across campus. Since “academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration,” those relationships have been vital to ensuring first-year student success after transition to departmental or college advising environments (Council for the Advancement of Standards in Higher Education, 2012).

**Our Implementation**

The First Year Advising unit at the University of New Orleans was established in July of 2013 as part of the Privateer Enrollment Center, a one-stop shop for first-year students. Advisors within the unit meet with students based on an “alpha range,” or the first letter of the student’s last name. Additionally, each advisor serves as a liaison to one of the University’s academic colleges in order to act as a contact person who remains up-to-date on curricular requirements and happenings in each of the colleges. First Year Advisors serve as guides and mentors for students on campus until the students reach 30 credit hours, or sophomore status. In order to gain “buy-in” across campus and make other departments and offices aware of First Year Advising, many measures were taken. First, we began holding departmental meetings based on liaison roles to learn information and nuances regarding each of the programs. Next, the unit created internal curriculum documents that were consistent among programs and majors to aid students in learning about their curricular requirements and expectations of a college student in a consistent format. We also developed a unit mission, established goals, and formulated a departmental plan that was in alignment with the University’s Institutional Effectiveness plan.

As a new unit, we found it important to develop a mission that was in line with missions seen across the rest of the University as well as with the strategic plan. The mission incorporates a foundation grounded in best practices, student-centered and collaborative approaches, and mentorship. Our goals focused on a baseline targeted satisfaction rate and the development of internal advising materials consistent across each of the University’s programs.
Once most of the logistics were established, the unit prepared and established the process for working with students. A communication plan was developed in order to determine when students should be contacted and in what manner. A plan for intrusive advising was selected based on the student population and the needs those students would likely have based on their success in high school, their ACT scores, and other contributing factors like the large number of first-generation college students in attendance.

Finally, a range of methods was implemented in order to publicize the new advising structure across campus to both incoming and current students. These methods included creating marketing materials, attending and participating in campus-wide events such as orientation, and implementing academic programming surrounding topics such as schedule planning and goal setting. First Year Advising created marketing materials such as post cards that outlined the importance of getting advised (Appendix A), flyers associated with events, and developed a social media presence to connect to students. Additionally, a website was created to include information such as advising assignments, direct students to academic plans for their majors, and provide resources.

There will continue to be challenges within the unit; however, the results, specifically from the advising survey, strongly support the use of centralized first year advising units. Challenges include delegation of responsibilities within the unit and the overall unit structure, turnover within the unit and the University requiring the retraining of staff budget, and a lack of awareness of the First Year Advising unit on campus despite continued advertising efforts.

**Relationship to Student Success Persistence**

This unit exemplifies how a centralized advising model can successfully assist students with their transition from high school to college and throughout their first year to becoming self-motivated learners. Through First Year Advising, students learn about campus policies related to their academic plans, how to research their major curricula and career opportunities, and learn to develop skills related to their own self-efficacy and academic independence.

First Year Advising has become an important campus resource. It provides insight into curricula and course trends across colleges. In addition, First Year Advising has been instrumental in creating positive partnerships between departments in both Student Affairs and Academic Affairs. Through organizational restructuring, these campus collaborations have rejuvenated campus spirit and established student-centric policies and procedures to remain relevant during vastly changing times in higher education.

Since the implementation of First Year Advising, retention of first-time, full-time, degree-seeking freshmen has increased by over two percent.

**Assessment and Outcomes**

In order to evaluate the implementation of First Year Advising and its effectiveness, the unit created an Advising Satisfaction Survey. After advising appointments, students were then prompted to compete a satisfaction survey to provide qualitative and quantitative feedback on their advising experience. During the 2013-2014 academic year, more than 1200 unique students were advised by First Year Advisors. This survey allowed students to write about their experiences and provide constructive feedback. Students were asked if their advisor was welcoming, provided resources, and was prepared for the appointment. Additionally, students were asked to self-identify if they had prepared for their appointment or felt as if they learned all that they had wanted. Nearly all
responses included comments in which the students stated that they were satisfied with their advising experiences. The results also showed that students preparing for appointments were more satisfied with their advising appointments (Appendices B and C). These results support the successful holistic development of students through the provision of educational programming in addition to academic advising.

Appendix C - Spring 2014 Advising Satisfaction Survey Results

References


Promising Practices
Developing Strategic Alliances Between Academic Units and Multicultural/Intercultural Offices

Today, America’s college and university students are becoming increasingly diverse. This diversity encompasses students from various cultures, ethnicities, genders, religions, ages, sexual orientations, abilities, disabilities, socioeconomic backgrounds, and different languages. In the past three decades there has been an increase in racial and ethnic minority students across the educational system (Snyder & Dillow, 2010). Racial and ethnic minorities attending college will continue to increase as the demographic makeup of the U.S. population continues to change (Murdock & Swanson, 2008). Studies maintain that by the year 2020 students of color will be just about half of all students pursuing higher education (Chronicle Research Services, May 2009).

Empirical studies show that having good academic advising is a determining factor in student retention (Museus and Ravello, 2010). The National Academic Advising Association Clearinghouse (NACADA) shares a number of definitions for academic advising. For this article, we are defining an academic advisor as the person who provides direction or insight to a college student about academic, social, or personal matters. Academic advisors who get to know their students make a positive impact on them, particularly students of color (Museus & Ravello, 2010). Clark and Kalionzes (2008) argue that it is essential for academic advisors to become better acquainted with their students’ cultural backgrounds to better connect them with opportunities and resources available to them.

Campus practitioners, such as academic advisors, must understand that it is not enough only to be culturally aware. They must also apply this knowledge in their practices. To further explain, being culturally aware means to have knowledge about a culture and its practices. Being culturally competent, on the other hand, is a combination of knowledge and attitude. The latter is what academic advisors should strive for. Research suggest that being multiculturally skilled requires the academic advisor to provide effective advising interventions to culturally diverse clients (Sue, Arrendondo and McDavis, 1994; Sue & Sue, 2007). In other words, academic advisors ensure that their cultural values and biases do not dominate those of who they are serving.

Academic advisors can make significant contributions to retention, educational attainment, and graduation when they reflect on their own practice. Moreover, advisors can help students identify barriers to academic attainment to ensure a path to success. Therefore, advisors should consider working on strategic partnerships to assist students, particularly students of color, with their educational goals.

Multicultural/intercultural offices have been historically established to advocate for students of color. Today, these offices or centers have expanded their work by developing new programs focused on leadership development, inclusivity, and interconnectedness based on teamwork and intergroup collaborations. Yet even today, students of color tend to leave colleges and universities without a degree. Students of color, first-generation college students, and low-income students take longer to graduate. At public four-year institutions, Black and Latino students are also more likely to leave school without completing a degree. Similarly, students from the lowest income group are 30 percent less likely to attain a bachelor’s degree in five years and are almost three times more likely to leave without a degree (Center for American Progress, 2014). Despite the current emphasis on retention and graduation rates across the country, Maldonado, Rhoads, and Buenavista (2005) suggest that college and universities need to
look at different methods to enhance academic support structures for diverse student populations.

As higher education institutions experience more diversity on their campuses, practitioners cannot be content with staying in their silos. Campus practitioners must be visible and attend events to establish trustworthiness and improve their relationship with students, particularly students of color. Multicultural/intercultural offices offer welcoming spaces for students to transition to campus. These offices also help both the students and the entire university in the understanding of context, culture, interpretations, individual experiences, and the process of meaning-making. Dale and Drake (2005) suggest that significant progress can be made when the academic and multicultural/intercultural units take ownership of student learning and begin working together. Therefore, it is vital for these offices to establish a seamless working relationship that supports and promotes effective partnerships while sharing common goals. Moreover, the CAS Standards (2015), the Student Learning Imperative (ACPA 1996), Principles of Good Practice in Student Affairs (ACPA and NASPA 1997), and Powerful Partnerships (Joint Task Force 1998) stress outcomes based on learning. These entities challenge institutions to move toward partnerships to combine resources and expertise meant to effectively serve students.

Strong strategic partnerships emphasize interdependence, awareness of cultural and social differences, and adaptability. Shared goals must be a result of a continuous dialogue and understanding. Campus practitioners must be committed to asking critical questions about retention and success, challenging assumptions, developing shared goals, and developing trust by examining new paths to support underserved student success. In addition, they must establish clear communication about how to familiarize students with the culture of their campus, help students achieve their educational goals, and help students improve their skills. If academic advising and multicultural units agree to work together to facilitate the above goals, they can place structures and cultural strategies to help with the creation of meaningful guidelines that can advance student success.

Interestingly, Brown (1995) stated that multicultural offices must be seen as equal partners in the process as they ensure “students are aware of and connected to resources on campus and in the community” (p. 61). In other words, strategic partnerships conversations must start with mutual respect and shared goals that can help students make sense of their experiences and utilize campus opportunities and resources. Once the units agree on goals, there are several steps necessary for effective collaboration. According to Dale and Drake (2005) there are six steps for effective collaboration: 1) Define Partnerships as a Core Value: sustain systematic support for collaboration; 2) Focus on Collaboration in Professional Development Programs: this may be multicultural or diversity training, skills needed to create effective partnerships, or understanding the relationship between student development and student learning from a cultural perspective; 3) Ground Partnerships in Real Institutional Problems and Opportunities: retention, access, achievement gap; 4) Leverage the Assessment Movement: develop tools to evaluate both collaboration efforts and effectiveness of each unit/office involved; 5) Rework Organizational Structures to Facilitate Collaboration: have shared responsibilities; 6) Rearrange Budget Allocations to Support Collaboration (pp. 55-57).

Clearly, there is not a simple step-by-step process for establishing effective strategic partnerships. The process and execution can be overwhelming, but having the right team of individuals can make a difference. In addition, individuals must be aware that this process will require constant work, as partnerships tend to deteriorate over time. In turn, all partners involved must follow clear values to maximize effectiveness. Ernest Boyer (1990) suggests six principles for community. These principles are: 1) Educationally purposeful—a place where the campus community share academic goals and strengthen teaching and learning on campus; 2) Open—a place where free speech is protected and civility powerfully affirmed; 3) Just—a place where each person is honored and where diversity is aggressively pursued; 4) Disciplined—a place where
individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good; 5) Caring—a place where the well-being of each member is supported and where service to others is encouraged; and 6) Celebrative—a place where the heritage of the institution is remembered and where rituals affirming tradition and change are shared.

Promising practices underscore a high standard for strategic academic and social student assistance that can be incorporated into a college or university structure. Here are couple of promising practices that can be replicated by developing strategic partnerships: 1) Create a concierge experience - a personalized educational student support from the time of enrollment until graduation. This practice could include advising, early interventions/ warning systems, degree progress tracking, academic resources, and career/job placement services. 2) Establish and Sustain a Shared Sense of Community - foster a campus culture and environment that encourages students to take ownership of their academic experience, to participate as active citizens of the institution, and to use their education to improve their individual lives and those of their families and communities. An example of this can take form in collaborative campus programming with staff and faculty.

Undoubtedly, effective strategic partnership efforts on college campuses can be challenging. Simply having an agreement and mutual understanding of the principles mentioned above is not enough. Birge, Beaird, and Torres (2003) acknowledged several challenges including poor planning and design, the complexities of higher education, weak or inconsistent leadership, and the lack of clarity concerning goals as major reasons for the ineffectiveness or collapse of collaborative efforts (p.134). Therefore, recognizing and overcoming these obstacles is crucial to maintain and sustain effective efforts to better serve the needs of students, particularly students of color.

Conclusion
Colleges and universities are continuously becoming more diverse. As a result, they have great opportunities for creating and sustaining strategic partnerships that can address the needs of diverse student populations in their campuses.

Academic and multicultural offices have a prominent role to play in this venture as they ultimately assist students in their attainment of their educational goals. This means that there is a need to establish partnerships that are centered on shared common goals and mutual responsibility to help students succeed.

Of course, every higher education institution is different and one must recognize organizational structures, student demographics, advising systems, the roles of current units, the mission, vision, and strategic plan of all involved to help students succeed. This article suggested some strategies to start the conversation and explore different options best serve students of color.

References


Student Affairs Partnering with Academic Affairs (SAPAA)

HOW CAN YOU GET INVOLVED? HERE ARE SOME WAYS ...

Social & Networking Committee

- Develop a program to recruit new members through the year
- Plan ways to stay in touch with the membership as new members sign up on the listserv
- Maintain KC social networking sites (Facebook, twitter, LinkedIn)
- Support Regional chairs in sharing ideas to recruit new members and keep them informed as new members sign up for the listserv
- At the annual NASPA conference:
  - Plan informal networking events
  - Coordinate Volunteer Schedule for KC fair
  - Work with communications to develop slide presentation and handout for the KC fair
- Post similar academic conferences on our website
- Recognize SAPAA members receiving awards or honors on the website, social media and the listserv
- For more information, contact: Ebonish Lamar (eklamar@syr.edu)

Technology Committee

- Designate a Website Coordinator
- Coordinate the information and pictures for the SAPAA website
- Communicate with the national office for getting SAPAA info on the home site
- Designate a Listserv Manager to manage the listserv for SAPAA by promoting the listserv to new SAPAA members
- Assisting regional coordinators with Listserv information for the regions
- For more information, contact: Kaleb Briscoe (briscoek@uhv.edu)

Communication Committee

- Coordinate quarterly newsletter, SYNERGY
- Stay in touch with Regional and Working Group Chairs to gather contact information for potential authors of SYNERGY articles
- At the annual NASPA conference:
  - Develop promotional material for distribution and display at conference
- For more information about Communications, contact: Mohanalall T. Teloki (mteloki@limcollege.edu)

Research & Scholarship Committee

- Identify compelling and relevant topics in the SAPAA community that should be shared with the NASPA membership
- Designate a project coordinator for the Promising Practices Awards
- Develop a committee to select the Promising Practice Awards
- Promote scholarly research about SAPAA topics and about scholarship and evidence-based programs developed by SAPAA members at the annual NASPA conference, and foster ongoing dialogues about member scholarship through NASPA communication opportunities
- Develop and implement processes to solicit and review proposal submissions for research grants and/or other research funding offered by the KC
- Build relationships within and across NASPA Faculty and Practitioner resources to promote partnership scholarship and to support the KC in its mission
- Create and update on-line resources including a SAPAA bibliography
- For more information, contact: Heidi Whitford (hwhitford@barr.edu), John Gipson (gipsonj@purdue.edu)

Working Groups

SAPAA Working Groups exist to provide opportunities to engage in conversations and gather resources that focus on the partnerships between student affairs and academic affairs in niche areas.

- **Academic Advising**
  - For more information, contact: Gayla Adams-Wright (gayla@k-state.edu)

- **Career Services**
  - For more information, contact: Julia Fleming (julialf@crc.ufl.edu) or Lisa D’ Souza (lisa.dsouza@warrington.ufl.edu)

- **Living/Learning Communities**
  - For more information, contact: Michael Puma (mpuma@loyola.edu) or Christina Ujj (cujj@kennesaw.edu)

- **Service Learning/Civic Engagement**
  - For more information, contact: Andrew Wiemer (andreww@miami.edu)

SAPAA CO-CHAIRS
Leanna Fenneberg fennebel@slu.edu
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No matter how you desire to become involved or what your interests are, SAPAA has something for you!

Connect with us on Social Media:
Facebook: SAPAA.KC
Twitter: SAPAAKC1
LinkedIn: Student Affairs Partnering with Academic Affairs (SAPAA)
What is SAPAA

The Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community provides a forum for interaction among student affairs professionals serving in an academic unit within their institutions and/or those who are interested in the collaboration between student and academic affairs and how this collaboration can continue and thrive in the future. It also promotes the presentation of programs and workshops at regional and national conferences on issues related to the connection between student affairs and academic affairs. In doing so the SAPAA Knowledge Community serves to enhance the professional development of the person working in this area as well as to provide an opportunity for others to become aware of, and more familiar with, these issues. Finally, the SAPAA Knowledge Community encourages research and scholarly publication in the area of collaboration between academic and student affairs as well as promising practices at institutions.

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