

Newsletter for NASPA SAPAA Knowledge Community

Synergy

Student Affairs Partnering with Academic Affairs



NASPA | Knowledge
Community

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Academic Affairs

Greetings SAPAA KC Members!

As the fall term is underway for many of us, we hope that you enjoyed your summer and found time for some rest and relaxation in advance of what is sure to be yet another busy academic year. We are proud of the work that each of our SAPAA members coordinate and execute on their respective campuses. Thank you for not only all you do for SAPAA, but also all that you do in your day to day work that advances the importance of academic and student affairs partnerships.

SAPAA initiatives are moving full steam ahead as a result of the passion and dedication of so many leadership team members and their committees. First, SAPAA will be offering a free webinar titled “A Synergistic Approach to Higher Education: Academic and Student Affairs” on October 29 at 2pm EST. Details will be emailed at a later date. We are grateful that this program is being led by Lua Hancock from our Research & Scholarship committee. Also from the Research & Scholarship committee, the annual Promising Practices award is getting ready to launch – so be sure to check out the Promising Practices information in this issue of Synergy for more details regarding nominations. We look forward to hearing about all the great work that is being conducted throughout the country.

Our other committees and working groups are also busy! The Living Learning Communities (LLCs) working group, led by Kayla Wiechert, hosts monthly conference calls focusing on different hot topics related to LLCs. Additionally, the Communications Committee has added more leadership

opportunities to their team, the Career Services working group has been meeting regularly, and Daryl Healea – the Region I representative for our KC – has written an article for the fall NASPA publication.

It is hard to believe that the 2014 annual conference is only a few months away. We will be hosting our KC business meeting where anyone interested in SAPAA is welcome to join us. (More details will be announced at a later date.) Following the meeting, we will have time for each of the committees and working groups to meet so we hope to see many of you there and look forward to having even more members become actively involved in SAPAA!

In closing, we would like to thank all of the committees, working groups, and their respective committee members for all the hard work being done to make SAPAA one of the most visible, productive, and largest KCs within NASPA. If you have an interest in getting more involved with SAPAA, please contact us and we will be happy to get you connected to the appropriate opportunity.

Best wishes for a productive and meaningful fall term!

Shannon Gary & Dan Stypa
SAPAA Co-Chairs



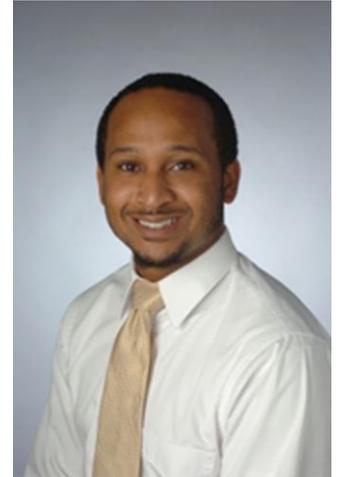
Regional Highlight: SAPAA Region 2

Student Affairs Partnering with Academic Affairs (SAPAA): Three critical issues to consider when partnering with Academic Affairs.

The mission of the SAPAA Knowledge Community is to provide a forum for interaction among student affairs professionals serving in an academic unit and/or those who are interested in the collaboration between student and academic affairs. The **former** part of SAPAA's mission speaks to a growing realization in Student Affairs of the need to support professionals across Institutions – as opposed to only those functionally siloed into Divisions of Student Affairs - who administer day-to-day operations, manage crises, supplement classroom learning, etc. in ever-increasing numbers in academic and auxiliary units. It makes perfect sense. Our profession is growing, and our support systems must grow as well. The **latter** part of SAPAA's mission, however, is a bit more complicated to digest.

Functional units within Student Affairs operate like small businesses or non-profits that function independently from one another. This statement may not resonate with every unit, or even every institution, but is sometimes the case. Directors typically have a great deal of autonomy with respect to administering office budgets, managing staff, setting office policies, organizing the office environment, etc. Certain units in Student Affairs, oftentimes Residence Life, are auxiliaries and generate their own operating budgets, while others are funded by donors and/or grants with loose ties to the Student Affairs hierarchy. For example, TRIO programs are federal outreach and student services programs that support students from disadvantaged backgrounds, and are a great example of this grant-funded paradigm. Obviously, we all answer to a higher authority, both senior administration in Student Affairs as well as at the institutional level. However, in the day-to-day operation and administration of offices, we operate fairly independently. Academic Affairs operates similarly as a decentralized organization. It is this organization of our Student and Academic Affairs units that makes the

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concept of partnering, as stated in SAPAA's mission, so complicated (Keeling, 2006).

Let us say that the Career Center, which is housed in Student Affairs, partners with the Psychology Department to host a panel entitled "What to do with a Bachelor's Degree in Psychology". Is this a Student Affairs and Academic Affairs collaboration? Or, is the Career Center simply partnering with the Psychology Department? This example may seem like semantics but it speaks to a critical issue that gets little attention when talking about collaborations between Student and Academic Affairs: **scope**. It's fairly easy for individual units in Student Affairs to build beneficial and lasting partnerships with departments or units on the Academic Affairs side of the house. The majority of collaborative relationships fit this model. It is a lot more complicated and subsequently less common to see divisional-level partnerships between Student and Academic Affairs (Keeling, 2006). These partnerships are so complicated that Keeling (2006) suggests starting from "an examination and reconsideration of the ideas, policies, and actions that emphasize or reinforce the division of campuses (and learning) into completely segregated cultures (the proverbial two sides of the house)" (pp. 70-71). The University of North Carolina at Asheville has experimented with merging Student and Academic Affairs. Syracuse University's Office of Learning Communities has two directors: one is an Associate Provost on the Academic Affairs side and the other a Residence Life Director on the Student Affairs side. Decisions related to the growth and development of the community are vetted and approved by both sides of the house. **Most importantly**, both sides have a vested interest in the success of the program. Investment is only possible when **understanding** is achieved. (Chrislip and Larson, 1994).

Let us be honest with ourselves for a second. Student Affairs professionals are not always the best at collaborating. We get so bogged down in our day-to-day responsibilities that we seldom take the time to understand our own strengths, challenges, expectations, goals, etc. let alone those of our colleagues. Without taking time to understand these issues, collaboration is impossible. We could all name multiple occasions when we have reached out to colleagues about being involved in a new program, training our student leaders, or joining a committee to think about an issue in more detail. There

is nothing wrong with reaching out to colleagues for this type of support; but doing this alone is not collaboration. Collaboration involves the mutual construction of something that has mutually agreed upon goals and expectations as well as investment from both sides (Chrislip and Larson, 1994). Understanding, then, is a necessary step in the development of collaborative partnerships because mutuality can only be achieved after common goals and expectations have been uncovered and when resources (financial, human, etc.) and constraints are understood. In terms of Student and Academic Affairs collaborations, understanding becomes all the more important as a necessary step in the development of collaborative relationships because (1) our work is different, (2) our loyalties are different, and (3) our priorities and understanding of what constitutes success are oftentimes different (Keeling, 2006). It is for these reasons that understanding is such a critical part of the collaborative venture and, if understanding is a necessary step then **relationship building** is a necessary first step in the process (Chrislip and Larson, 1994).

There are various types of institutions: big and small, liberal arts colleges and top research universities, as well as secular and religiously-affiliated colleges and universities. A common theme throughout all of these is the difficulty associated with building trusting relationships. Colleges and universities, despite the size of their student populations, are fairly complex organizations with multiple and oftentimes competing priorities. This complexity coupled with strained budgets, insufficient human resources, as well as the campus environment, which oftentimes organizes people into office spaces based on affiliation as opposed to function, makes relationship building all the more challenging (Keeling, 2006). Mutually beneficial collaborative partnerships require the creation of trusting relationships across offices, functional areas, and divisions (Chrislip and Larson, 1994). In the ever changing and political landscape of the American university, building relationships with stakeholders from across campus is the only way to both determine and stay abreast of changing priorities, expectations, goals, challenges, etc. These **relationships**, which are built on a foundation of trust and **understanding**, are a necessary, though challenging, first step in the process of building mutually beneficial collaborative partnerships. Relationship building, however, can be pretty daunting.

It can be difficult to know where to start. Here are a few tips:

- a. Start from a place of introspection. Identify office goals. Understand the expectations and priorities of the office and division. Consider and re-consider opportunities for growth in the office.
- b. Next, identify stakeholders on campus who have expertise or an interest in areas that meet the goals and priorities of the office or Division. Ask for support from a supervisor in identifying these individuals.
- c. Invite those individuals out to lunch to learn about their work, their offices, their priorities, etc. People are typically very willing to talk about their work. Take good notes.
- d. Approach stakeholders from a place of humility and flexibility. Do not approach people with a fully realized idea when collaboration is the goal but be sure to connect whatever the idea is to both parties' goals and priorities.

Understanding scope, building understanding, and creating relationships are essential to developing successful collaborative relationships. "Given our current understanding of learning, collaboration between faculty and student affairs educators is not simply an intelligent option; it is a core requirement for the effective development and achievement of desired student learning outcomes" (Keeling, 2006, pg. 70). Collaboration is both important with respect to student learning and necessary for the long-term growth and success of the academy. College costs and subsequently student indebtedness continue to rise. Graduates of the class of 2013 are facing an average \$35,200 in college-related debt (Ellis, 2013). The long-term economic impact of graduates' indebtedness continues to call attention to the rising costs of tuition at American colleges and universities with students, parents, economists, and politicians alike questioning whether or not the benefits of a college education continue to outweigh the costs. Hacker and Dreifus (2010) suggest that the benefits no

longer outweigh the costs. Hacker and Dreifus (2010) assert that colleges and universities have lost sight of their teaching and learning missions and have become administratively overloaded and bureaucratic systems that spend more money on administrative salaries than on students. Rethinking some of our basic assumptions including current structures and organizational patterns in order to leverage the expertise of offices and players as well as incentivizing collaborative ventures across functional areas is a necessary step in the long and arduous process of cost containment in the academy. Many of us are not in positions that can impact these macro-level issues; however, we can do our part by embracing collaboration both as a process and goal in our individual units and functions. SAPAA's mission then, though complex, is both noble and necessary; and, it is our collective responsibility as higher education professionals to engage that mission with the same passion and energy with which we engage our students in order to ensure the ongoing viability and sustainability of our work as well as the futures of the students with whom we interact daily.

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Paperless Advising as a Transformative Tool for Academic & Student Affairs

By Jemilia S. Davis and Zackary Underwood

Academic Advising Today

Academic advising is one of the most important cornerstones to college student success. When done well, academic advising can foster engagement and the attainment of student learning outcomes (Campbell & Nutt, 2008). Students at four-year public colleges and universities even rank academic advising as the most important aspect of their educational experience (Noel-Levitz, 2009). The implementation of innovative measures that maximize each interaction with an advisee is essential; paperless advising is one such measure (Kuh, Schuh, Whitt, and Associates, 1991).

Logistically, this can be a significant challenge. As the National Academic Advising Association (2006) states, advisors are challenged to be responsible to their institutions and to the individuals they advise, involving others as appropriate. Impactful advisors embody the keen ability to remain current with curriculum changes while promoting student development in the short time-frame they typically meet with students. This is all done with an ever-growing average ratio of 296 students to one full-time advisor (Carlstrom, 2013).

Academic advisors are also expected to manage the demands of a new generation entering college. The millennial generation (Howe & Strauss, 2000), traditionally engages in a number of academic pursuits and work tirelessly to reach goals to become successful (Elam, Stratton and Gibson, 2007). As a result, many of our current students believe that their career choice has been made prior to entering their first class. With the millennial students' strong focus on just completing their degree requirements, academic advisors are challenged to meet students where they are while engaging them in rich conversations that promote personal development and support the curriculum.

Technology as a Maximizing Tool

Today's undergraduates are more likely to own digital devices (Smith, Rainie & Zickuhr, 2011) and technology



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is more essential to the fabric of all communication within higher education. This has prompted the introduction of innovative advising tools including advising websites, student information systems and degree audit programs (Gordon, Habley, Grites and Associates, 2008). Each of these tools serves a specific purpose to conserve time and energy while completing routine assignments. Consequently, these tools provide solutions to support increased demands and now allow advisors to focus more on the holistic development of their students.

Kittelsohn (2009) identifies electronic student files that advisors use in paperless advising as an emerging technology nicknamed Advising 3.0. Paperless advising involves the process of taking current paper-based files and making them digitally-fillable files. Forms previously filled out by hand are instead filled out via computers or tablets and emailed to the student instantaneously. Advisees now gain constant access to a digital file in their email via their computer or mobile device. Academic advisors send students' completed files to a centralized email address where the files are digitally stored into a document imaging system. This system gives academic advisors access to not only their student files, but every student advising file on campus electronically.

At the University of North Carolina Wilmington, University College is the first stop for student advising for all incoming first-year students and this office has recently adopted paperless advising. As a result, University College advisors can access digital files with a couple of mouse clicks, making each individual advisor no longer a gatekeeper of their students' information via paper files. In practice, digital advising increases effectiveness during drop-in advising hours when advisees may not meet with their assigned advisor, supports remote and long-distance advising (e.g. Skype and others) for those who advise students studying abroad and enables access to faculty advisors with busy travel schedules. The new paperless model at University College has almost immediately resulted in cost savings with less printing, environmental benefits with the utilization of less paper, and office space maximization with less need for paper files and filing cabinets.

Future Implications to Promote a Seamless Student Experience

Foundational documents and literature suggest that higher education currently compartmentalizes student experiences by separating learning from student life (Keeling, 2004). This has led to collegiate structures that function as though academic affairs and student affairs have separate roles in the student experience. Contrary to practice, viewing students and their experiences as an integrated whole can further promote student learning and personal development. Paperless advising is one tool that can connect various areas of campus through streamlining and promoting access to student records.

Academic advising is "perhaps the only structured campus endeavor that can guarantee students' sustained interaction with a caring and concerned adult who can help them shape a meaningful learning experience for themselves" (Hunter & White, 2004). In an ideal world, each student is required to meet with their advisor no less than once per semester to discuss career goals, major exploration and progress through their college experience. In addition to contact with academic advisors, an involved student may meet with a number of staff or faculty on campus throughout their college career. In an effort to move away from fragmented connections with our students, paperless advising could assist all points of contact in sending a seamless message about learning outcomes and promoting student engagement.

Imagine an electronic system in which academic advisors pull up a student by their student identification number to find information regarding not only their academics, but also a co-curricular transcript used by many institutions today. The system could categorize each experience within the institution's student learning outcomes and skills sought by employers within their intended career field. This dream program would combine the best of a learning management system to include retention tools, a record of co-curricular involvement, student demographic information and campus involvement opportunities -- providing a one-stop shop for not only academic advisors and student affairs professionals, but for students as well. This comprehensive electronic student folder would initiate and enable rich conversations with students about their holistic development. As a result, this could be the ultimate collaboration tool among student affairs

professionals, advisors, faculty and staff. This type of interactive paperless system to support student learning and development from a holistic perspective may not be that far off and paperless academic advising might provide the bridge necessary to get there.

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Factors that Motivate High-Achieving Underserved Students of Color to Succeed in College: Preliminary Findings

By Kiana Y. Shiroma

America's ethnic minority population is expected to increase from 37% to 57% by 2060 (Hixson, Helper, & Kim, 2012). However, the U.S. dropped from 2nd to 13th place in postsecondary graduation rates among Organization for Economic Cooperation and Development (OECD) countries (OECD, 2012). This decrease may be due to the low percentage of people of color who have a Bachelor's Degree. Despite the challenges these individuals face, some are still able to succeed. While studying the underachievement of underserved students of color is imperative, examining those who succeed is also important so we can understand how we can help more students from this group become high-achieving. Past studies conflict as to whether internal or external factors influence this population's motivation. This contrast highlights the need to understand what motivates underserved high-achievers of color. Using individual interviews, this study aims to create knowledge about motivational sources of this group. Generating knowledge of the factors that foster success of these students will help educators make better, more informed decisions regarding institutional resource allocation and policies to ensure retention and graduation of these undergraduate students.

Self-determination theory suggests that internal motivation is related to academic success, while external motivation is linked to negative educational results (Deci & Ryan, 1985). Much of the research regarding this theory includes mostly white participants. Thus, this theory and related literature may not accurately define the motivation of students of color. In fact, research on students of color has shown that external factors might have an equal or stronger effect on motivation compared to intrinsic forces. For Native Americans, tradition is a dominant role in academic success (Rindone, 1988). For Hispanics, family has the greatest impact (Fulgini, 2001). Studies on black students point to social responsibility as a strong motivational influence (Harper, 2005). For

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Native Hawaiians, socioeconomic status, financial aid, and family support are significant factors (Hagedorn, Lester, Moon, & Tibbetts, 2006). The findings of these studies warrant the need for further research on students of color, particularly high-achievers. Gaining more knowledge about the motivational influences of high-achieving students of color will help educators make better decisions when allocating resources to foster success of this group.

Procedures

Although motivational factors of some high-achieving students of color have been examined, studies' findings about race and success contradict each other (Fuligni, 2001; Hagedorn et al., 2006; Harper, 2005; Hassinger & Plourde, 2005; Kaufman, Agars, & Lopez-Wagner, 2008; Próspero & Vohra-Gupta, 2007; Rindone, 1988). This study extends existing knowledge about high-achieving underserved students of color by examining their experiences and motivational sources. This study focuses on answering one question: What motivates high-achieving college students of color to succeed? To answer this inquiry, this study is using descriptive embedded single-case study qualitative methods, as they are appropriate ways to answer *what* questions and examine people's experiences of an event (Creswell, 2006). Thus, qualitative methods are ideal for this study as it investigates the meaning high-achievers of color make of their college experiences. The main purpose of this research is to describe motivational factors of underserved high-achievers of color in the Honors Program at the University of Hawai'i at Mānoa (UHM). This institution has one of the most diverse student bodies in the U.S. This study is an embedded single-case study with the Honors Program being the case and underserved high-achievers of color being the subunits (Yin, 2009).

Purposeful sampling methods are used to recruit those who can provide the most insight into this study's research question. With approval from the director the Honors Program, a list of potential participants was obtained. To be a participant in this study, students had to be part of an underserved ethnic group, high-achieving, and in their graduating year. In the Honors Program, the percentages of white, Japanese, and Chinese students are higher than that of the overall UHM population, while all other ethnic groups have percentages lower than that of the general UHM student

body. Thus, students who are white, Japanese, and Chinese are not considered for this study. In addition, participants also need to be high-achieving, which includes having a composite SAT score above UHM's average, earning a cumulative GPA of at least 3.0, being an Honors student, and engaging in co-curricular programs. These criteria were created using past studies (Alabali, 1997; Fries-Britt, 2002; Griffin, 2006; Harper, 2005). Students were contacted during their last year to reduce the researcher's perceived power as an academic advisor and to ensure they are still aware of what motivates them. Participants' anonymity is maintained by using assigned pseudonyms. Participants are asked to complete consent and demographic forms prior to the one-on-one semi-structured interview. The interview protocol is based on past research on students of color (Griffin; Harper) and focuses on motivational sources of the interviewees. Semi-structured interviews allow for reactions to emerging ideas or views during the interview (Merriam, 1998). Interviews average an hour in length, are audiotaped, and transcribed verbatim. Data analysis is being conducted throughout the study using methods prescribed by Moustakas (1994). NVivo[®] Qualitative Research Software will be used to organize and code data. Invariant constituents are identified. Textural-structural participant descriptions are being created to highlight key events and how participants experienced them. Last, textural-structural descriptions and invariant constituents are utilized to group those constituents into themes.

Preliminary Results and Discussion

Interviews are still being conducted until the end of this fall semester. It is anticipated that 23 out of the 46 students who fit the study criteria at UHM this semester will be interviewed. The findings that emerged from the first five interviews are discussed below. Three interviewees were Native Hawaiian and two were Hispanic. Interviewees majored in biology, biological engineering, math, political science, and psychology. The average age of the participants was 23 years, and the average cumulative GPA was 3.8.

The preliminary findings revealed four external motivational factors of high-achievers of color: sense of community, parental influence, faculty, and peers. One of the two themes found throughout the interviews was that all students experienced a sense of community within the campus. Students felt proud and comfortable

with being themselves and enabled to excel academically. Interviewees found a sense of community at various levels including programs, colleges, and UHM overall. These findings concur with past research connecting the success of students of color to supportive postsecondary campus cultures (Jayakumar & Museus, 2012). The second theme found in all interviews was the crucial influence faculty had over interviewees' motivation. Professors were motivational by providing high expectations, support, and knowledge on how students could achieve their academic and career goals. These findings coincide with past literature. Young (2006) reported that Native Hawaiian doctoral student success was partly based on faculty influence. This study's accounts, also mirrors what Guiffrida (2005) defines as "othermothering," because of the ways faculty go beyond their roles as professors to help students with their academic, career, and personal issues. Three interviewees also cited peers, more specifically older siblings and roommates, as motivational sources. These peers provided encouragement, information about UHM, and were considered role models for these students. Presently, no literature could be found on the influence of peers on students' motivation. Further research is needed to examine how and why peers can impact student motivation. All three Native Hawaiian interviewees described parents as the strongest influence on their motivation. The ways in which parents were motivational were providing their expectations and encouragement for these students. These findings are consistent with research on black, Native Hawaiian, and Southeast Asian students (Griffin, 2006; Hagedorn et al., 2006). However, Hispanic interviewees stated that their parents were very negative influences on their motivation. These findings contradict past studies examining Hispanic students (Fuligni, 2002). This discrepancy indicates the need for additional research regarding the connection between parents of Hispanic students and students' pursuit of a Bachelor's Degree. Perhaps there are other factors that past examinations, including this study, have not taken into consideration.

In regard to internal motivation, three participants identified with the intrinsic motivation toward accomplishment as defined by self-determination theory (Deci & Ryan, 1985). This type of motivation involves engaging in an activity for pleasure. It also includes

experiencing satisfaction when trying to accomplish or create something (Vallerand et al., 1992).

Implications

According to Hassinger and Plourde (2005), Hispanic high-achievers are motivated by both external and internal factors. Correspondingly, Griffin (2006) also found that high-achieving black students are driven by extrinsic and intrinsic factors. These studies demonstrate that the motivation of high-achievers of color is neither exclusively internal nor external. Instead, it is multidimensional. The findings of this study support this conception, demonstrating that five successful students of various ethnic and racial backgrounds often drew on multiple sources to drive their academic motivation. Using the framework of self-determination theory (Deci & Ryan, 1985), the students of color who were interviewed may be described as integrated regulators, as they were motivated in part by achieving highly valued, often externally inspired goals. These valued aspirations appear to be most influential for these high-achievers of color. It makes sense that students of color need external motivational sources in order to excel academically within colleges and universities that were founded on white values and beliefs.

This study focuses solely on the experiences of five students at one institution. Thus, it is difficult to generalize these findings outside of UHM. However, the findings of this study can help us begin to understand the multiple sources high-achievers of color draw on for motivation and how they view this motivation in relation to their college success. The knowledge from this study can help postsecondary administrators, faculty, and staff be better able to positively affect students of color and their motivation. Furthermore, these findings provide evidence of parents' ability to positively affect their children's motivation. Parents were found to be most influential when they provided constant support and reinforcement for their children. Encouraging parents of color to adopt these behaviors may be instrumental in their children's academic success.

In closing, even though American postsecondary institutions focus on the recruitment of students of color, the rate at which they are retained and graduating remains dismally low. Although examining the underachievement of these students is imperative, it is equally important to look to those who not only

graduated, but were also high-achieving. This study examines the external and internal factors affecting the motivation of underserved high-achieving students of color. The findings of this research provide valuable insight into how postsecondary education administration, faculty, staff, and parents should allocate the necessary resources to foster the success of the increasingly diverse student populations arriving on their campuses.

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2014 SAPAA

Promising Practice Award

The Promising Practices award recognizes promising practices in areas pertaining to Student Affairs and Academic Affairs Collaboration.

This award is sponsored by the Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community (KC) within NASPA.

SAPAA recognizes that there are many great examples of promising practices that exist in academia. We ask you to nominate programs and services that contribute to collaboration or integration of student and academic affairs in a college or university setting. We can all benefit from learning about successful educational endeavors in these collaborations from our colleagues.

In order to nominate a Promising Practice, please go to:

http://www.uvm.edu/~cess/Promising_Practices_Award_2014.pdf for the nomination form and the complete details on the application process and timeline.

Nominations will be accepted beginning November 15, 2013 through January 15, 2014. Promising Practices award recipients will be included in the awards booklet at the NASPA Annual Conference in Baltimore, MD in March 2014 and listed on the SAPAA website. If you have questions about the Promising Practice Award or the submission process, please contact DeMethra LaSha Bradley, the Chair of the Promising Practices Award Selection Committee at demethra.bradley@uvm.edu or 802-656-3468.



Synergy Newsletter

Article Submission

Format Guidelines

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

- 12 point font, 1 inch margins
- Single space with double space between paragraphs
- No more than 3-4 pages with references
- Please include author information
 - Name
 - Title
 - Institution
 - Email address
 - Phone
 - Head shots of the author(s)
 - A brief 2-3 sentence personal/professional bio
- Optional information
 - Other campus views/images

Please send photos and/or accompanying artwork for articles as high resolution .jpg files with suggested captions identifying relevant individuals, institutions and/or programs in attached WORD documents

- 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.
- Material should be submitted electronically only by the due dates below to Co-Editors, Kelly Dries at kdries@sa.utah.edu, and Lindsey Marx at marxl@ohio.edu.

October issue on Academic Advising text **due by Monday, September 16, 2013**

December issue on Career Services text **due by Monday, November 11, 2013**

February issue - Living and Learning Communities text **due by Monday, January 13, 2014**

April issue on Civic Engagement/Service Learning text **due by Monday, March 10, 2014**



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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