A Synergistic Approach to Higher Education: Academic and Student Affairs

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Learning Outcomes

• Participants will be able to apply cross cultural theories, organizational maturity models, and partnership models to their work as a higher education professional
• Participants will be able to examine specific case examples of SA/AA partnered programs and initiatives from various size and type schools to support learning transformation and adoption of best practices
• Participants will have access to resource materials and frameworks to drive short- and long-term action steps for SA/AA synergy
The Urgent Need for Collaboration

- High stakes around assessment and return on investment
- Proven Power of the High Impact Practices
Partnership Life Cycle

- Identifying partners & mutual needs
- Recognizing/Initiating
- Working jointly /sharing focus/ separating identities
- Forming/Operating
- Tackling issues systematically / some shared structures
- Integrating
- Merging/Reconstructing
- Forming collective resource pools

Adapted by Bonous-Hammarth from two independent models by Macdonald & Alexander (2003) and Tellioğlu (2008)
Step 1

• Identifying partners & mutual needs (learning focus)

Recognizing/Initiating
Building Buy-In & Engagement

• Balance the “What’s In It For Us/University” (WIIFU) messaging with a clear articulation of “What’s In In In For Me?” (WIIFM).

• Take the time to discover people’s underlying motivations so you can relate strategic change activities in a way that relates to real motivations.

• Consider WIIFM/motivational elements in development of strategic initiatives.
Step 2

• Working jointly / sharing focus / separating identities

Forming/Operating
I'm sure glad the hole isn't in our end...
What is the purpose of our work: Shared or Different?
What is the purpose of our work: Shared or Different?

Shared Goal
Stetson is dedicated to the development of the whole person: a person committed to engaging and building life-long connections with the larger world through Personal Growth, Intellectual Development and Global Citizenship.

To that end, the University fosters policies, practices, and modes of inquiry to support and explore these values areas.
What is the best environment for student LEARNING?
High Impact Practices

- First Year Seminars and Experiences
- Learning Communities
- Undergraduate Research
- Diversity/Global Learning
- Community Based Learning
- Internships
- Capstone Experiences

http://www.aacu.org/leap/hip.cfm
## High Impact Practices

### Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

<table>
<thead>
<tr>
<th></th>
<th>Deep Learning</th>
<th>Gains General</th>
<th>Gains Personal</th>
<th>Gains Practical</th>
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<tbody>
<tr>
<td><strong>First-Year</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Learning Communities</td>
<td>+++</td>
<td>++</td>
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<td>++</td>
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<tr>
<td>Service Learning</td>
<td>+++</td>
<td>++</td>
<td>+++</td>
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</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
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<tr>
<td>Study Abroad</td>
<td>++</td>
<td>+</td>
<td>++</td>
<td></td>
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<tr>
<td>Student-Faculty Research</td>
<td>+++</td>
<td>++</td>
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<tr>
<td>Service Learning</td>
<td>++</td>
<td>+++</td>
<td>+++</td>
<td>++</td>
</tr>
<tr>
<td>Senior Culminating Experience</td>
<td>++</td>
<td>++</td>
<td>+++</td>
<td>++</td>
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</table>

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

[http://www.aacu.org/leap/hip.cfm](http://www.aacu.org/leap/hip.cfm)
Organizational Maturity

**LEVEL 1**
*Initial / Ad-Hoc*
- Reactive
- No formal process – just get the job done!
- Dispersed knowledge
- Unpredictable/“Fire-fighting”
- “Heroes”

**LEVEL 2**
*Stabilized*
- Proactive & Reactive
- No formal process
- Centralized knowledge
- Project-by-project
- Stabilized local procedures
- Less rework & overload

**LEVEL 3**
*Defined*
- Complete Integration
- Formal process & enforcement
- University-wide knowledge & application
- Standard end-to-end integrated processes
- Greater productivity

**LEVEL 4**
*Predictable*
- Manage processes quantitatively (measured)
- Real-time corrections

**LEVEL 5**
*Optimized*
- Complete Integration
- Continuous proactive improvement
- University-wide knowledge & application
- Achieve targets
- Agile & adaptable

Kim Dodson Gilbey; http://cultureclarity.com/

See also:
Step 3

• Tackling issues systematically/some shared structures
Integrative, Interdisciplinary Learning

http://fyc.niu.edu/engagedlearning/themed_learning/pdfs/peerReview%202005%20Integrative%20Learning%20Issue.pdf#page=4
Student Affairs Case Example: University of California, Irvine

Early assessment approaches include collaborative inquiry within and across units in the Division of Student Affairs

Leadership & Planning
- Within division, strategically mapped programs and services to campus mission/division values
- Supported assessment training to build a culture of evidence

Cross-Unit Aligning
- Led to development of five co-curricular learning domains: civic/community engagement; leadership development, diversity/global consciousness, administrative skills, and personal responsibility
- Unit and program alliances are identifying assessment measures, planning for data collection and analysis

Integrating/Refining/Evolving
- Aims to interpret/integrate learning for ongoing program refinement and assessment
- Plans to develop clearinghouse on best practices, tools, and other collective resources
SAPAA Promising Practices 2013 Winners

http://www.naspa.org/kc/sapaa/promisingpractices/recipients.cfm

• Louisiana State University (Center for Academic Success & College of Science) **Biology Intensive Orientation for Students (BIOS): Learning Strategies for Science Majors**

• Florida State **Undergraduate Certificate in Leadership Studies**

• University of Maryland Baltimore County **Breaking Ground: Civic Engagement collaborations**

• Brookdale Community College **Student Success Centers**
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<thead>
<tr>
<th>Event Title</th>
<th>Indigenous Peoples’ Influence on Hispanic Cultures</th>
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<tbody>
<tr>
<td>Date</td>
<td>September 19, 2011</td>
</tr>
<tr>
<td>Event Time</td>
<td>7:00 PM - 8:00 PM</td>
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<td>Public Event</td>
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<td>Information</td>
<td>Join in a dialogue led by Dr. Robert Sitler and hosted by the TriC (Cross Cultural Center) and LAS (Latin American Studies) on Indigenous Peoples Influence on Hispanic Cultures. Hispanic culture refers to cultural traits with origins in Spain. For historical reasons, Hispanic culture in the Americas has been heavily influenced by the cultures of Native Americans. This talk will explore core cultural traits often associated with Hispanic culture which have their roots in the Americas.</td>
</tr>
<tr>
<td>Location</td>
<td>Library 25L in the Basement</td>
</tr>
<tr>
<td>Contact</td>
<td>Jessica Price</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jrprice@stetson.edu">jrprice@stetson.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>386-822-7402</td>
</tr>
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</table>

Calendar: Campus Life and Student Success
- Culture and Belief (B)
- Human Diversity (D)
- Individuals, Societies, and Social Systems (S)
Closing the Gap: Force Field Analysis

**Driving Forces:**
Those seeking to promote Stetson’s academic mission

**Restraining Forces:**
Those seeking to resist change and maintain the status quo

- **Weak**
- **Moderate**
- **Strong**

Equilibrium: No Change

Change
Step 4

• Forming collective resource pools

Merging/Reconstructing
Leadership Challenge and Opportunity
Where do I start?

- NASPA SAPAA Promising Practices
- The SAPAA Knowledge Community Annotated Bibliography Project
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