

# SYNERGY

Fall 2016

## WHAT IS SYNERGY?

Synergy is the publication of the Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community. This publication is produced at various times of the year for the Knowledge Community as a platform to spread knowledge about issues related to our work in higher education.

## WELCOME

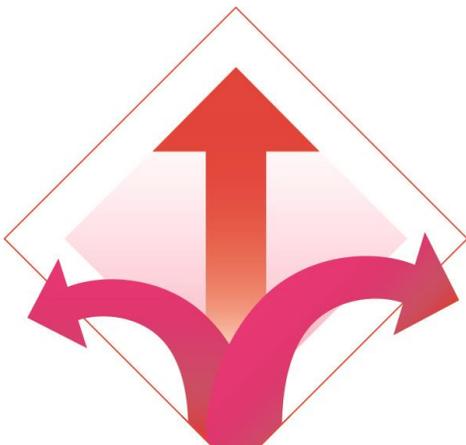
Dear SAPAA Colleagues,

For all of us, working with new and continuing students on our respective campuses invariably turns the focus to academic advising and how to help students best to nurture their talents and interests. Our Knowledge Community wants to serve as a key resource in meeting these goals.

Looking ahead to upcoming terms makes this timing perfect to explore involvement with members of our Academic Advising Working Group. A brief description of the group's overall mission is available at: <https://www.naspa.org/constituent-groups/kcs/student-affairs-partnering-with-academic-affairs/initiatives>.

In addition, articles included here offer great insights about the multiple ways that new and emerging practices support student success.

We encourage our members to dive deeper into this topic using additional resources available through NASPA and our resources. Specifically, SAPAA involvement in two major NASPA professional opportunities: the NASPA Assessment & Persistence Conference and the Civic Engagement & Democratic Engagement meeting– contributed to the shared learning available through presentation archives and through NASPA OnDemand at: <https://www.naspa.org/events>.



As fellow professional and National Academic Advising Association member Elizabeth Wilcox identified in a recent article, academic advising requires reflection, dialogues, and other active tools to be more integrative learning spaces for students

(<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/An-End-to-Checklist-Thinking-Learning-Centered-Advising-in-Practice.aspx>).

We hope that you will take advantage of the tips offered within this *Synergy* issue and that you will reach out to authors and our Academic Advising Working Group co-chairs to share your needs and to contribute your talents in this important area.

Thank you for your ongoing support and engagement with SAPAA!

Sincerely,

Marguerite Bonous-Hammarth and Leanna Fenneberg, Co-Chairs

## **UTILIZING THE SAPAA ANNOTATED BIBLIOGRAPHY PROJECT: APPLYING SCHOLARSHIP FOUNDATIONAL TO STUDENT AFFAIRS PARTNERING WITH ACADEMIC AFFAIRS**



- Kirk S. Robinson, Miami University; Karen D. Boyd, University of Tennessee; & Tony W. Cawthon, Clemson University.

### **Introduction**

The importance of scholarship as a guide to student affairs practice is essential (Carpenter, 2001). As a result, it is vital for relevant and foundational scholarship on collaborations to guide the planning, implementation, and assessment of partnerships between student affairs and academic affairs. In an effort to bring such scholarship to the forefront of practice, members of the NASPA Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community Subcommittee on Research and Scholarship sponsored a project that generated an empirically-derived annotated bibliography of works deemed foundational to the research and practice of SAPAAs. The goals of this project were to: (a) establish criteria for determining foundational works in the literature pertaining to SAPAAs; (b) identify a reference list of scholarly works deemed by SAPAA practitioner and researcher experts to meet the criteria; and (c) organize these foundations of our conceptual understanding of SAPAAs into lines of inquiry for scholars, while empowering practitioners to access that knowledge to inform practice. This shared understanding of what is valuable in the scholarship can serve as a resource for higher education practitioners as they shape, and researchers as they examine, campus partnerships.

The purpose of this article is to introduce the bibliography reference list to practitioners and model how to use it to improve practitioners' ability to forge SAPAAs in their work.

### The SAPAA Annotated Bibliography Project: Our Approach

We started with a list of more than 300 published or cited documents about SAPAAs and distributed it to a working group of academic and student affairs administrators from the Research and Scholarship subcommittee. We asked these SAPAA practitioners to identify the five to seven citations they considered foundational from the full list, as well as their rationale for inclusion. Upon receiving this information, we reviewed and analyzed the responses to establish criteria for inclusion and a proposed reference list of foundational documents. The criteria for selecting foundational scholarship included:

1. At least *one* of the following *impacts* of SAPAA literature:
  - a. Historically significant in the conceptualization (i.e., securing commitment to and understanding) of this research line.
  - b. Innovation (i.e., opened a new and important idea) in theory.
  - c. Innovations in practice (i.e., structure, form, tasks, and language).
2. At least *one, preferably two*, of the following *qualities of impact* on the scholarship and/or operationalization/practice:
  - a. Nationally relevant, not single institution-focused.
  - b. Unique point (or points) of influence, furthering SAPAA research.
  - c. Substantial impact on the scholarship (i.e., number of citations, etc.).
  - d. Learning as the key outcome of, and rationale for, SAPAAs.

We then shared with renowned SAPAA researchers our criteria and an initial list of the documents identified as meeting the criteria. The researchers validated the criteria and foundational document selections, proposing additions and subtractions as needed to fulfill our charge. The original practitioner expert panel reviewed and approved all amendments.

Using these criteria, we narrowed down the original list of 300 documents to 31 final selections.

In the remainder of this article, we will highlight one of the most recently written and lesser known selections from this annotated bibliography, Arcelus's (2008) dissertation *In Search of a Break in the Clouds: An Ethnographic Study of Academic and Student Affairs Cultures*. Aspects of this dissertation appear in chapter form (Arcelus, 2011) in the edited text *Contested Issues in Student Affairs: Diverse Perspectives and Respectful Dialogue*. However, we chose to highlight Arcelus's dissertation because of its unique approach to inquiry on SAPAAs (i.e., there are few systematic qualitative ethnographic studies on SAPAAs) and impact on how practitioners can think about the skills and practices necessary for partnership cultivation. We structured our review to demonstrate how practitioners can apply this scholarly work and the others in the annotated bibliography (completion of the full bibliography is forthcoming in 2017) to the practice of creating and implementing SAPAAs.

## Description and Analysis In Search of a Break in the Clouds

Arcelus's (2008) doctoral dissertation explored the cultures of academic and student affairs divisions at a liberal arts institution, with specific emphasis on how faculty and student affairs professionals understood each other's roles as educators and how these understandings impacted the potential for collaborations. Arcelus used an ethnographic methodology, which required deep and prolonged engagement with faculty, student affairs professionals, and students over the course of one academic year. Methods of data collection included interviewing, field note observations, and analysis of artifacts. To help describe the working relationships between divisions at the institution under study, Arcelus conceived of a *Perfect Storm Model*, which illustrated how three separate *Storm Systems* (i.e., institutional leadership, academic affairs, and student affairs) interacted with each other over the *Core Elements* (i.e., institutional mission and philosophy, resources as money, and resources as student time) of the institution. Contributing to the *Perfect Storm* was an institutional leadership which permitted a culture of allowing faculty and staff to operate in a disjointed and competitive manner, thereby hindering institutional planning. Without leadership support, cross-divisional collaboration between student and academic affairs was not possible because faculty and student affairs practitioners saw their roles in educating students as incompatible. Specifically, faculty perceived student affairs practitioners as wishing to lessen the prominence of academic work in the academy, while student affairs practitioners perceived faculty as unable to appreciate the educational roles of practitioners. To address the issues preventing student affairs and academic affairs from partnering at this institution, Arcelus recommended both intragroup and intergroup dialogue as ways to identify and understand faculty and student affairs practitioners' roles, beliefs, concerns, and viewpoints on student learning. Implementing group dialogues reveals the extent to which these actors agree and have common purpose. Keeping these similarities in mind and using them to serve as the foundation for future student affairs and academic affairs partnerships is vital.

A key strength of Arcelus's work is the in-depth and systematic study of the cultures of academic and student affairs divisions at the selected institution. Although not generalizable, this approach to studying these cultures uncovered layers of nuance about their working relationships, represented in the *Perfect Storm Model*. Explanation of the model illuminated the specifics of why these two cultures struggled to form meaningful partnerships that would ultimately benefit the learning and development of students. Practically no other works in the extant literature on SAPAAs took the thorough and methodical approach of Arcelus. As such, this work met the criteria for selection into the annotated bibliography as a foundational piece of SAPAA scholarship because it was significant in how it secured commitment to, and understanding of, the cultures influencing SAPAAs. Additionally, the *Perfect Storm Model* offered a unique point of influence on the study of SAPAAs, as it provided a new and complex way of understanding how interactions between different institutional divisions (i.e., the *Storm Systems* of institutional leadership, academic affairs, and student affairs) can impact the construction of relationships leading to (or detracting from) partnerships. Lastly, this work

framed student affairs and academic affairs as two distinct cultures, thereby establishing the need for intercultural skill development to cultivate successful partnerships.

### Application of *In Search of a Break in the Clouds*

Considering the significance of Arcelus's work, how can practitioners apply it to the practice of creating and implementing SAPAAs? Below, we outline questions that assist practitioners in applying this specific piece of scholarly work, as well as others featured in the full, forthcoming annotated bibliography. Underneath the questions, we reflect our own thoughts on what we learned from Arcelus's study:

1. How does this scholarship help student and academic affairs professionals identify potential partnerships and practices that will help launch partnerships?
2. How does this scholarship help student and academic affairs professionals recognize the limits of partnerships and the potential for what they are pursuing?
3. How does this scholarship help student and academic affairs professionals identify the skills and/or knowledge necessary to develop so they can enhance their ability to partner?
4. What about this scholarship reflects your current institutional situation? What are the differences? To what extent does the institutional environment Arcelus studied reflect your own?
5. How do the ideas conveyed in this scholarship change current SAPAA knowledge and practice? How should you integrate these ideas into your current practice?

Through this scholarship, practitioners should recognize the necessity of the cultivation of intercultural skills to be more effective in partnership. To this end, Arcelus suggests having both intragroup and intergroup dialogues between student affairs and academic affairs practitioners to identify common purposes and beliefs about education as they work toward building sound partnerships; seeking professional development on facilitating dialogues across difference would help build necessary dialoguing skills. For example, if a residential building transformed into a living-learning community focused primarily on housing and educating Engineering majors and with this change residence directors and staff became responsible for advising these majors, creating a partnership with the Engineering department on campus would be essential. Obtaining dialogue training and implementing dialogue sessions between the new academic advisors (intragroup; uncovering their own educational goals) and with the Engineering faculty (intergroup; uncovering the educational goals of the department) would reveal common ground between both groups, creating a foundation for the partnership. Arcelus's research shows there are potential limits to partnerships, depending on how institutional leaders, divisions of student affairs, and divisions of academic affairs (i.e., the different *Storm Systems*) interact with each other. Practitioners can reflect on how these actors interact on their campuses and whether the nature of those interactions create conditions for the support needed to build strong partnerships. Lastly, readers should reflect on how the institutional environment Arcelus studied reflects their own, reflect on their current practices relative

to this scholarship, and consider what they can take away, broadly, from this scholarship to enhance their partnership practice(s).

## Conclusion

We encourage practitioners interested in learning more beyond our summary of this scholarship to read and reflect on the usefulness and applicability of Arcelus's scholarship to partnership practice. In that same vein, we hope this article inspires the general spirit of application of research to practice for SAPAAs and in all aspects of student affairs work.

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**NASPA**<sup>®</sup>

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Student Affairs  
Partnering with  
Academic Affairs KC

## Student Affairs Partnering with Academic Affairs (SAPAA)

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

### SOCIAL & NETWORKING COMMITTEE

- Recruit new members through the year
- Stay in touch with prospective members that share interest via the NASPA website and KC fair
- Maintain KC social networking sites (Facebook, Twitter, LinkedIn)
- Support Regional chairs in recruiting new members
- At the annual NASPA conference:
  - Coordinate Volunteer Schedule for KC fair
  - Work with Communications to develop slide presentation and handout for the KC fair
- Recognize SAPAA members receiving awards or honors on the website, social media and the listserv
- **For more information, contact: Ebonish Lamar ([eklamar@svr.edu](mailto:eklamar@svr.edu)), Deon Johnson ([deon.johnson@parker.edu](mailto:deon.johnson@parker.edu))**

### TECHNOLOGY COMMITTEE

- Oversee updates for the SAPAA website, including information and visuals
- Coordinate with the NASPA national office to post SAPAA information on the home site
- **For more information, contact: Kaleb Briscoe ([Kaleb.Briscoe@huskers.unl.edu](mailto:Kaleb.Briscoe@huskers.unl.edu)) and John Klatt ([John.Klatt@wisc.edu](mailto:John.Klatt@wisc.edu))**

### COMMUNICATIONS COMMITTEE

- Coordinate quarterly newsletter, *SYNERGY*, including facilitating content generation, editing and formatting.
- 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: MT Teloki ([mteloki@columbia.edu](mailto:mteloki@columbia.edu)), Jacob Isaacs ([jpsaacs@purdue.edu](mailto:jpsaacs@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 – Shaunna Stuck ([sms248@pitt.edu](mailto:sms248@pitt.edu)), Kristina Alvarado ([kmalvara@usc.edu](mailto:kmalvara@usc.edu))**
- **Living Learning Communities – Ashley Lemmons ([aal315@lehigh.edu](mailto:aal315@lehigh.edu)) or Christina Ujj ([cujj@kennesaw.edu](mailto:cujj@kennesaw.edu))**
- **Service Learning/Civic Engagement – Andrew Wiemer ([andreww@miami.edu](mailto:andreww@miami.edu)), Laura Sponsler ([laura.sponsler@du.edu](mailto:laura.sponsler@du.edu))**

### RESEARCH & SCHOLARSHIP COMMITTEE

- Designate a project coordinator for the Promising Practices Awards committee, for more information about the committee contact: **Christina Wright-Fields ([cwrightf@indiana.edu](mailto:cwrightf@indiana.edu)) Leah Howell ([howellll@ucmail.uc.edu](mailto:howellll@ucmail.uc.edu))**
- 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: John Gipson ([gipsonj@purdue.edu](mailto:gipsonj@purdue.edu)), Heidi Whitford ([HWhitford@barry.edu](mailto:HWhitford@barry.edu))**

### REGIONAL REPRESENTATIVES

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- Region II-Nicole Rinck ([ndecapuarinck@saintpeters.edu](mailto:ndecapuarinck@saintpeters.edu))
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### Connect with us on Social Media:

Facebook: SAPAA.KC

Twitter: SAPAAKC1

LinkedIn: Student Affairs Partnering with Academic Affairs (SAPAA)



SAPAA 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.

## EXPLORING A HELPING PROFESSION THROUGH CIVIC ENGAGEMENT



- Jemilia S. Davis, M.Ed., Jaime Russell & Zack Underwood, University of North Carolina Wilmington

“Why do you want to become a health professional?” is probably the most frequently asked question for any academic advisor guiding students through the application process for a health graduate program. For the last 4 years, advising this population at the University of North Carolina Wilmington, the most frequent student response to this question is “because I want to help people.” Based on the Allstate/National Journal Heartland Monitor poll, as cited in *The Atlantic*, the Millennial generation seems to prefer jobs that make a difference in society (White, 2015). This perspective prompts college student educators to provide opportunities for students to explore what it means to make a difference and “help people” in the future professions.

On our campus, UNI 120: Civic Engagement for Pre-Health Students, is a two-credit course designed to help pre-health students achieve that goal. Each spring, this course is designed to facilitate civic engagement and explore leadership potential for pre-health students. What attracts students most is the tag-line, “engaging students in meaningful experiences that inform their interest in healthcare.” The curriculum is grounded in the Social Change Model of Leadership, inspiring students to develop personal awareness as future healthcare professionals, explore group dynamics as it relates to the function of integrated teams within professional environments, and gain a deeper understanding of the community they will serve as health professionals (Astin, 1994). Assignments include, but are not limited to, a personal statement; informational interviews with current practitioners; a service portfolio; and reflection prompts derived from current event topics. All assignments complement rich class discussions about their StrengthsQuest assessments, health career trends, and creating personal advising plans. This experience is heightened when students attend a Pre-Health Service Trip and School Visit that provides early exposure to hands-on experiences that motivate students in their pursuit of helping others and achieving professional goals.

This February, the service trip was supported in part by an eTeal grant for applied learning experiences and assisted our efforts to fully fund 20 students to attend the E. E. Just Symposium at the Medical University of South Carolina and engage in service at the 11<sup>th</sup> Annual LifePoint Inc. Race for Life in Charleston, South Carolina. In planning this trip, it was important for coordinators to provide opportunities for students to participate in cognitive and applied experiences.

### Cognitive Experience

At the symposium, students listened to speakers share the impact Dr. Ernest E. Just had on the science community. With over half of our attendees majoring in biology, learning more about Dr. Just introduced the students to a major-related profession they may not have considered beyond biology major requirements fulfilling pre-requisite courses for graduate school. Hearing from peers enrolled in



colleges across the country share their cutting-edge research motivated our students to consider opportunities to research with faculty when they returned. The most impactful experience was the opportunity for our students to hear a lecture by Dr. Garth N. Graham, President of the Aetna Foundation, who spoke about the future direction of healthcare services and disparities in access to high-quality healthcare provided to underserved communities. When reflecting on the day, our students stated that Dr. Graham's advice to be aware of the health issues in our own neighborhoods rather than opting to go abroad to attempt to solve health-related problems resonated most with them.

## Applied Experience

Students were given an opportunity to hear from current graduate students at the Medical University of South Carolina who were living examples of how the lessons our UNI 120 students learned that morning and in class prior to the trip could be put into practice. The Q&A session provided more information about the interview process, personal statements, and strategies to connect with faculty who may write future letters of recommendation. The panelists also encouraged students to seek opportunities where they could learn more about themselves and acquire hands-on experiences that introduced them to a realistic view of the communities they will serve.

After an evening of reflecting on these experiences, the students spent the following morning volunteering at the Race for Life. Students were assigned to various roles that, at times, did not seem significant to them as they cheered children on during the fun run or directed walkers to the correct path. They served water to runners who had just completed their races and directed incoming traffic away from the race route. When the assignments were completed, students gathered around to hear from a double lung transplant recipient who shared her experience capturing the notable impact her donor made when she stated, "I have a new meaning for life knowing that each breath is because of my donor". In that moment, our students recognized that even the smallest actions had the greatest impact. Whether they were directing traffic or entertaining children, they contributed to an event that helped raise money for organ donor families and spread awareness about the importance of organ donation. They began to understand the holistic impact of "helping people."

In a time when college educators are called to streamline their offerings, trips and courses like this can be seen as non-essential experiences for our students. The course is not a requirement for students to graduate nor does it complete a prerequisite for graduate school applications; however, the learning that takes place in this course and during this trip lends itself to making larger-than-life impacts on students who enroll in the course. It is no mistake that service-learning opportunities like this are considered one of the ten High-Impact Educational Practices according to the AAC&U and are also listed as powerful aspects of pedagogy that promote civic learning according to *A Crucible Moment: Civic Learning and Democracy's Future* (Kuh, 2008; National Task Force on Civic Learning and Democratic Engagement, 2012). According to Furco (1996), "service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring" (p. 12). This trip placed students in experiences "requiring them to integrate theories, ideas, and skills they have learned in new contexts, thereby extending their learning" (eTEAL, 2015).

We currently have 1,037 Pre-Health students on campus who have registered with Pre-Professional Programs and over 500 students who registered as Pre-Professional students from the freshmen class

of fall 2015. This UNI 120 course averages 15 students per year over the last three years. Previous iterations of this course incorporated volunteer work as an out of class experience, while this class is different because of the immersive nature of service learning within the classroom setting. Working with special populations such as pre-health students makes this course unique since it encourages students to be successful in their undergraduate experience in order to reach their graduate aspirations. Pre-Professional Programs within University College is the only office on campus that formally offers advising and suggestions to students towards making proper decisions for their professional school applications and aspirations. This trip was an extension of both University College and the Office of Student Leadership and Engagement by providing students with immersive, direct community service experiences.

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Jaime Russell, Jemilia Davis, and Zack Underwood attended the QEP Applied Learning Institute in the past. All three administrators have participated in and led service-oriented Spring Break trips in the past. Jaime Russell and The Office of Student Leadership and Engagement have offered community service trips since the early 2000s. Jemilia Davis has experience creating new courses and leads the curriculum development for UNI 120: Civic Engagement for Pre-Health Students, which assists pre-health students in preparing for entry and application processes for professional schools and exploring the meaning of an engaged citizen in the pre-health profession. In fall of 2014, Zack Underwood was awarded an ETEAL grant for critical reflection in UNI 101 towards the Film Festival for First Year Students.



### **[Register now for NASPA 2017!](#)**

There is still time to secure early-bird registration rates for the NASPA 2017 annual conference in San Antonio, TX! Register online at <http://conference2017.naspa.org/register> by December 19, 2016 to get the early-bird discount.

Also, while you're making those travel and registration plans, consider attending one of the following pre-conference workshops!

#### ***Tackling Big Challenges for Big Results with Student Affairs and Academic Affairs Partnerships, Saturday, March 11 1pm-4pm.***

In a time where higher education is under much scrutiny, college student educators, despite their affiliation, are called to implement partnerships that tackle big challenges. This pre-conference workshop explores collegiate professional subcultures, discusses the skills necessary to navigate, improve, and sustain student-academic affairs collaborations and highlights exemplary partnerships at institutions to assist participants in developing an action plan for big results at their home institutions.

#### ***The Great Juggling Act: Student Affairs Moms' Quests for Work-life Integration, Sunday, March 12 from 9:00 a.m. - 12:00 p.m.***

Women in student affairs experience considerable demands of time and energy. Pairing those demands with responsibilities as a mom creates the ultimate balancing act. This opportunity provides student affairs moms (or aspiring moms) brave space to focus on you, knowing you can't effectively serve others until you care for yourself. Tips informed by literature and perspectives from student affairs moms with varied professional and personal experiences will frame opportunities for reflection to improve your individual quest for work-life integration

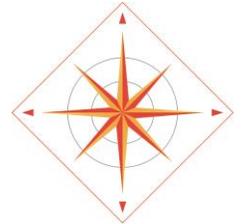
## LITERARY NOTE

### To our Colleagues: Encouragement and a Challenge

*Academic and Student Affairs in Collaboration: Creating a Culture of Success*  
(2016)

Edited by Dr. Mitchell A. Levy & Bernard A. Polnariev

Published by Routledge Press, Inc.



We recently completed a project we were working on with over a dozen gifted colleagues for the past 18 months, the publication of a book we co-edited and co-authored titled *Academic and Student Affairs in Collaboration: Creating a Culture of Success* (2016). We provide a broad and evidenced-based understanding of the indispensable partnerships to advance an institutional culture focused to student success. The authors explore how to develop, implement, and assess collective efforts between academic- and student affairs to promote an increase student success. This book provides promising practices for promoting and improving campus discourse, career development pathways, academic support services, and other vital initiatives to boost persistence and learning outcomes, and advance motivation and goal-achievement.

We have trained more than a hundred faculty members in developmental advisement and goal-clarification activities that can be used with students. Furthermore, we have presented our work at national NASPA and NACADA conferences. Notably, we received the "2011 NASPA Student Affairs Partnering with Academic Affairs (SAPAA) Promising Practices Award" for the *Art of Advising* faculty professional development seminar series. We could not have conceptualized such a work if we did not have 50 years of collective experience within both Student Affairs and Academic Affairs to help guide and drive us. In the last paragraph of the last chapter, we state address all colleagues who strive to support student success in the following passage:

*"We challenge and encourage you to truly partner with others across the divisional walls, develop genuine relationships with faculty and Student Affairs professionals, join vital cross-divisional committees such as the NASPA SAPAA Knowledge Community, collaborate, apply several of the approaches and recommendation presented in this book, assess and publish the outcomes and continuously revise the approach as needed- relentlessly focused on student success and learning. In essence, help build the bridge!"*

Given that you are reading this article in the NASPA SAPAA Knowledge Community professional development newsletter, you likely share many of our values, interests, and concerns with respect to promoting student success (*we are probably preaching to the choir*). Nevertheless, we want to share with you some general principles that have informed our research throughout our careers and have helped us to successfully collaborate across departments, divisions and institutions.

As discussed throughout the book, researchers have found the following five chief tenets help undergird our values for an improved higher education system:

- Student success matters!
- Student learning matters!
- Collaboration across Academic Affairs and Student Affairs boundaries matters!
- Faculty-student interactions matter!
- Curricular infusion and systemic approaches matter!

Below are three collaborative student success activities and outcomes that we discuss in our book:

- A) Faculty responses to LaGuardia’s *Art of Advising* seminar assessment across fall 2009, spring 2010, and fall 2010 iterations yielded the following promising results with respect to promoting faculty engagement in developmental advising:
- Did you learn something today that you believe will help you work with students more effectively? n = 32 responses yielded mean of 4.67 on scale where 1= not all all to 5= strong agree
  - The stated goal for today’s meeting was to introduce how informational or relational or conceptual elements impact developmental advising. Is this a worthwhile topic for this seminar series? n = 32 responses yielded mean of 4.78
- B) Data collected during the first four LaGuardia Community College-Wide Advising Days held between fall 2009 and fall 2010 yielded the following key result via the *Developmental Advising Assessment* form that we designed:
- A total of 1567 students chose to participate (that is, they weren’t required to attend).
  - 91.5% of the students stated they “were motivated to take action due to the session.” We asked them to indicate what their next actions steps were. One of the most frequent responses (32% of respondents) was to go to the Office of Transfer Services. Consequently, employing assessment-loop methodology we revised the Advising Day program to include the presence of Transfer Services staff and resources – we found this an excellent way to connect student needs and resources.
  - 70.2% of respondents stated the “learned something new.” Again, we asked students what they learned and used this information to inform future program revisions. We shared with

the college community the importance of this finding, specifically students who had completed approximately 50% of their graduation requirements were still learning something about academic planning due to their engagement with faculty.

- One of the success strategies we wanted students to learn was the importance of registering early to create a schedule which accommodates their multiple responsibilities. Consequently, we were pleased to find that there was a 48.2% increase in “earlier enrollment” for the same date in January in 2010 vs. 2009.
- Faculty volunteer participation in *Advising Day* increased from an initial base-line of 48 in fall 2008 to 84 in fall 2009, then 96 in fall 2010 and eventually 100+ faculty by fall 2011 and beyond.

C) In 2014-15 LaGuardia Community College set out to: *Launch and assess the implementation of over 60 sections of a First-Year Seminar (FYS) for the Business & Technology, Health Sciences, and Natural Sciences departments, and also for the Liberal Arts programs (strategic plan target C1g)*. Academic Affairs (with direct support from both Student Affairs and Institutional Technology divisions), netted the following outcomes.

- 78 FYS faculty served 4,270 students in 198 sections.
- Preliminary data showed that students who participated in FYS achieved an average higher cumulative GPA than students who were eligible but did not take the course, 2.69 vs. 1.60 respectively.

As Dr. George Kuh and his colleagues highlight in their recent book, “most campuses are replete with the proverbial academic silos, which inhibit sharing information about student performance as well as promising practices” (Kuh, Ikenberry, Jankowski, Reese Cain, Ewell, Hutchings, & Kinzie, 2015, p. 21). It is our hope that the readers of this book will use the provided research and information to continue to have dialogues beyond their silos and across divisions. We will be honored and grateful if this book contributes to a new ‘cultural norm’ of increased collaboration with student success as the central tenet driving institutional decisions.

The chief objective of our book is to offer the reader with a number of “take-a-ways” regarding the following:

1. Increase readers’ familiarity of current research regarding use of cross-divisional partnership to generate and enhance a culture of *success across the institution*.
2. Demonstrate how readers can reproduce collaborative best practices with respect to curricular infusion of key success and retention information, guided pathways for career development and learning, service-learning, faculty engagement in developmental advising and assessment-based orientation programming, holistic approaches to developing and assessing successful

“bridge” programs, strategic planning informed by a collaborative paradigm, and the utilization of assessment feedback loops to inform all success initiatives.

3. Provide organization for the development and application of assessment templates which will guide student success program evaluation, revision, and enhancement.
4. Support readers in starting a paradigm shift within their institution toward improved partnership, improved communication, and enhanced data-driven decision making.

When asked to comment on the *Academic and Student Affairs in Collaboration: Creating a Culture of Success* book, an internationally renowned leader in higher education and student success, whom is referenced throughout the book, Dr. Alan Seidman, the Executive Director of the Center for the Study of College Student Retention and Editor of *Journal of College Student Retention: Research, Theory & Practice*, offered the following comment:

"Anytime you have college and university academic and student affairs working together, it will benefit student growth and development. This book provides avenues that have proven successful in that endeavor and is a valuable resource for higher education persons and institutions."

If you would like more information regarding how you can implement our work, or the work of our colleagues at your institution, feel free to contact us:

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## 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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