



**NASPA**

Student Affairs  
Partnering with  
Academic Affairs KC



*Newsletter for SAPAA Knowledge community*

# **SYNERGY**

**OCTOBER 2017**

***Dear SAPAA Members:***

As co-chairs of a Knowledge Community on Student Affairs Partnering with Academic Affairs (SAPAA), we are grateful to working with professionals across various higher education areas. We are especially proud of the work that that you all are doing that demonstrates a commitment to successful academic and student affairs partnerships.

Through our Synergy Newsletter SAPAA KC regularly shares scholarship as a way to promote partnership work and best practices across our profession.

This month's Synergy article , 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, development and engagement.

We hope that the article provides you more important insights about the varied and tangible ways that faculty and practitioners demonstrate their commitments to counseling and advising, more specifically developmental 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. If you are interested in submitting an article please see the submission guidelines below. Again we appreciate your commitment to SAPAA and we are looking forward to continuing the amazing work each of you contribute to our KC.

Best Wishes



**John Yaun and Ebonish Lamar  
SAPAA KC Co-Chairs**

# SYNERGY

## Submission Guidelines

Article proposals may be submitted to Communications Committee Chairs **Nkenge Ransom-Friday** at [NRFriday@gmail.com](mailto:NRFriday@gmail.com) and **Jacob Isaacs** at [jpisaacs@purdue.edu](mailto:jpisaacs@purdue.edu). Please submit concept proposals one to two months in advance of the below text deadlines.

December Issue on Career Services: Text **due by Monday, November 6, 2017**

February Issue on Living & Learning Communities: Text **due by Monday, January 8, 2018**

April Issue on Civic Engagement & Service Learning: Text **due by Monday, March 5, 2018**

## 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 (not including images)
- Please include the following:

### Author Information

- Name
- Title
- Professional Competency that will be addressed (select from those identified at: [http://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Compencies\\_FINAL.pdf](http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Compencies_FINAL.pdf))
- Institution
- Email address
- Phone
- Additional Author Information (optional, strongly suggested):
- Head shots of the author(s)
- 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.

# Putting Students on their Best Path: An Integrative Approach to Developmental Advising

By: Kristine Barnett, Ed.D



When students arrive at your college or university...when they come through the gates or down the main drive, they expect to be welcomed as and to function as a whole person. Often, however, what awaits them is a fractured system that sometimes encourages students to bring only pieces of themselves to the situations they encounter on campus. Having problems in your math class? See the professor or tutor. Roommate keeping you up at night? Check in with res life staff. But what is a student, especially a student new to higher education, supposed to do when the pieces aren't quite so separate...when the roommate keeps him/her up at night, so the math grade suffers, and over time the student becomes anxious that the math grade jeopardizes the pre-med major? On many campuses, we find ourselves asking who is in the best position to see the student's whole picture, and to work with the student as a whole person.

One of the best tools in our tool kit for engaging and supporting students through their educational journey is academic advising. When advising is seen as more than a transactional process

## AUTHOR'S BIOGRAPHY



Kristine Barnett is the Assistant Provost for the Division of Student Engagement and Liberal Studies at Bay Path University in Longmeadow, Massachusetts. Dr. Barnett oversees a Division that blends all of student affairs with various academic degrees and programs.

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Advising and Supporting (A/S)

through which a student is merely informed of the courses to take, strong academic advising is integral to student retention (Cuseo, n.d., Drake, 2010). Developmental advising can be described as an approach that addresses the whole student in a process of education, goal-setting, leveraging of strengths, values and interests, and personal development. Developmental advising is more effective when the student and advisor(s) work in a close partnership, with the advisor serving as a guide rather than a solution provider. While numerous definitions of developmental advising exist, Winston, Ender, and Miller (1982) describe it as "...a systematic process...intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources...(It) reflects the institution's mission of total student development and is most likely to be realized when the academic affairs and student affairs divisions collaborate in its implementation" (*Developmental*, 2017).

Bay Path University, a small women's university in Longmeadow, Massachusetts, has relied on a faculty advising model that subscribes to the developmental advising philosophy as part of its commitment to individualized student development. Students are most often accepted directly into a major, and are assigned an academic advisor. This model has had many benefits, in that students quickly found their places in their disciplines, connected to faculty, and received real-world advice about career fields related to their major course work. Of course, this model also had drawbacks, in that sometimes students received very narrow advice on their academic journeys, and depending on the specific faculty advisor's approach, may not have engaged in conversations about purpose, options outside the major, or the totality of the student's experiences. While the best practices of academics and a focus on scholarship are essential aspects of the faculty advising model, there was room for opportunity in ensuring that all students were advised more broadly and holistically, thus highlighting a space where the many assets from student affairs could be leveraged.

Several years ago, the University deepened its commitment to academic advising by creating a full-time Director of Advising and Retention position and adding layers to the advising process. The role is positioned at the nexus of student life and academic affairs in the Division of Student Engagement and Liberal Studies, which combines all student life functions with numerous academic affairs programs, including several academic degree programs, the Honors and writing programs, and the general education curriculum. Goals for the academic advising program included starting the educational process about academic advising as early as possible with students and therefore linking advising to the orientation program, and integrating several critical student support efforts and tactics including career coaching, the first-year experience, and others. These goals would not and could not be attained without very thoughtful blending of resources and best practices from academic affairs (i.e., faculty, the curriculum, academic policies and processes) and student life, which lends widely-accepted student development frameworks, and where the career center was housed.

## **Two Advisors Can Be Twice as Effective**

Several years ago, the University began rolling out its Women as Empowered Learners and Leaders (WELL) initiative, an intentional curricular and co-curricular program that helps students focus on fostering identity development, agency and leadership skills while studying social justice issues with community partners. WELL combines several High Impact Educational Practices including a robust first-year seminar. The first-year seminar instructor, a full-time faculty member or student life staff member, also serves in the role of WELL advisor for the first full year, giving students two advisors. Academic Advisors and WELL Advisors receive ample professional development regarding developmental advising and advising as teaching. The WELL advisor sees the student at least twice per week through the first-year seminar and is able to check in formally and informally to assist with the transition process. Students are encouraged to seek the counsel of WELL advisors for any matter that arises in the first year to discuss issues or concerns, and to develop a plan that lays out anticipated steps to maximize the efficacy of the undergraduate learning experience. Students are also encouraged to simultaneously begin a relationship with their academic advisors to start more focused conversations about their preferred disciplines and career paths. The double advisor model ensures that every student has a network of mentors who can assist and support in a number of ways.

## **Advising Days**

Connecting new students with their institutions early can help them have confidence in their college choice and possibly alleviate melt. There is a tension between how much opportunity to provide in academic preparation or social engagement, and the Bay Path Advising Days model aims to find a balance. Bay Path holds Advising Days from June through August, and asks students to register for a single day to spend on campus, take placement tests, learn about the value of the advising process, meet with faculty who are very likely to be their WELL and/or Academic Advisors, be counseled on course selection, and register for classes. There is opportunity for social interaction among students throughout the day, and students meet their peers in their own major through group advising. Students and their families engage with admissions staff, student life staff, and faculty and administrators in various places on campus, and leave the event with their schedules for the following semester. Most importantly, students have begun the process of understanding how academic advising works, what they must bring to the advising relationship, and what they will gain from both advisors. Faculty who are likely to be their advisors guide new students through the online registration process so that the first time they log in and select courses they have support beside them. Advising Days are the gateway to the advising relationships and experiences in which the students will engage during their time at the University.

## **First-Year Seminar with Advising Syllabus**

All first year students enroll in one semester, 3-credit first year course called WEL100: Women as Empowered Learners and Leaders. This small, learner-focused first-year seminar is similar across all sections to promote the concept that first-year students are a cohesive learning community. The instructor is either a full-time faculty from any discipline or a student life staff member. In fact, several sections are co-taught by a faculty and student life staff in an attempt to break down the campus silos that can be so firmly rooted in higher education. On the first day of class, students are provided with a course syllabus and an advising syllabus, a multi-page document that clarifies the roles and responsibilities of the student and the WELL and Academic Advisors. This document articulates the University's philosophy of advising and underscores that advising is a relationship between student and advisor. The advising syllabus also denotes important processes and expectations related to advising, such as explaining how students can approach their advisors for meetings, and clarifies important dates (i.e., last day to add/drop, mid-term, etc.). The document provides prompts to help the student and advisor begin their partnerships and engage in dialog that will open the door to ongoing meaningful conversation about where the student wants to go and how they can get there.

In a further attempt to dismantle silos and integrate the best of academic affairs and student affairs, career and life planning is woven into each class in the WELL program, ensuring that students are seamlessly exposed to and engaged with information and feedback regarding their vocational, professional, and educational journeys throughout their time at Bay Path. Career center staff team with the WELL instructors/advisors to connect with students in each first year seminar either by visiting their class or inviting the whole class to the career center. Career center staff go beyond just introducing the center's services by engaging students in an activity related to the first-year course curriculum, which may include helping students with a course assignment that encourages them to research and articulate an educational life plan that maps out the courses they want to take and the opportunities they want to leverage, such as study abroad, internships and the like. Moreover, the Director of Advising and Retention is integrated into the career team, under the broad umbrella of student support, ensuring that a coordinated approach is taken to provide students with all they need to make the most of their undergraduate experience and to understand how academics, advising, and career preparation are part of a holistic approach to building meaningful life.

## **Embedded Advising**

The advising process stays embedded in the student experience long after the orientation and first-year seminar experiences. Updated information about the practice of academic advising is available to faculty and staff advisors through a virtual advising center on the University's portal, and workshops and roundtables are available throughout the year. An Early Alert system is heavily utilized by instructors and student life staff. Instructors and staff use the Early Alert system to report issues that include missed attendance and assignments, and other course-related

concerns that could derail a student. The Director of Advising and Retention triages Early Alerts, and reaches out quickly to a student's advisor, career coach, and/or student life staff when a concern is reported. A support team is often assembled to meet with a student to address short-term and long-term goals.

Efforts to better articulate and embed high quality academic advising more visibly and widely in the student experience have been successful, and of course there remains room for opportunity. Graduating students report high satisfaction with advising. In fact, more than 83% of students reported that their "advisor is concerned about my success as an individual." Additionally, nearly three-quarters of graduating students report that they agree/strongly agree that their "WELL advisor is knowledgeable and helpful" and more than 80% reported that their "advisor helps them set goals."

Drake (2011) asserts that advising is "...about building relationships with our students, locating places where they get disconnected, and helping them get reconnected." These relationships can be more strongly reinforced and shaped when the advising approach and processes are influenced by best practices from a variety of places and spaces and experts on campus.

## **References**

Cuseo, J. (n.d.). Academic advisement and student retention: Empirical connections & systemic interventions. Retrieved from <http://www.geocities.ws/jccadjunct/advret.html>

*Developmental Advising Definitions* (2017). NACADA. Retrieved from <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Developmental-advising-definitions.aspx>

Drake, J. K. (2011). The Role of Academic Advising in Student Retention and Persistence." *About Campus*. Retrieved from <http://advising.arizona.edu/sites/default/files/jaynearticle%20%283%29.pdf>

# 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: Courtney Firman ([cifirman@bucknell.edu](mailto:cifirman@bucknell.edu)), Deon Johnson ([Djohnson82@leomail.tamuc.edu](mailto:Djohnson82@leomail.tamuc.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: John Klatt ([john.klatt@wisc.edu](mailto:john.klatt@wisc.edu)), Andrea Layton, [alayton@umich.edu](mailto:alayton@umich.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: Nkenge Random-Friday ([nkenge.friday@sit.edu](mailto:nkenge.friday@sit.edu)), Jacob Isaacs ([joiisaacs@ncrdoe.edu](mailto:joiisaacs@ncrdoe.edu))



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.

## 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 – Christina Ujj ([cujj@kennesaw.edu](mailto:cujj@kennesaw.edu)), Jes Talda, [jes.talda@plu.edu](mailto:jes.talda@plu.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 ([christina.fields@marist.edu](mailto:christina.fields@marist.edu)) Leah Howell ([howellll@hgsu.edu](mailto:howellll@hgsu.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 ([jinsoni@nurdue.edu](mailto:jinsoni@nurdue.edu)), Cheri Kau ([cherikau@hawaii.edu](mailto:cherikau@hawaii.edu))

## REGIONAL REPRESENTATIVES

- Region I-Brianne McDonough ([briannemcd@gmail.com](mailto:briannemcd@gmail.com))
- Region II-Nicole DeCapua Rimck ([ndecapuarinck@saintmeters.edu](mailto:ndecapuarinck@saintmeters.edu))
- Region III-Jemilia Davis ([davisj@uncw.edu](mailto:davisj@uncw.edu))
- Region IV-E-Doug Lawson ([lawson.doug31@gmail.com](mailto:lawson.doug31@gmail.com))
- Region IV-W-Francis Oakgrove ([francis.oakgrove@nsdu.edu](mailto:francis.oakgrove@nsdu.edu))
- Region V-Jes Talda ([jes.talda@plu.edu](mailto:jes.talda@plu.edu))
- Region VI-Kendra Hunter ([kendra.hunter@asu.edu](mailto:kendra.hunter@asu.edu))

## CONFERENCE REPRESENTATIVES

- SAPAA Representative (Assessment & Persistence Conference Planning)- Susan Platt ([susan.platt@culb.edu](mailto:susan.platt@culb.edu))

## SAPAA Co-Chairs:

- John Yuan ([John.Yuan@csusb.edu](mailto:John.Yuan@csusb.edu))
- Ebonish Lamar ([Ebonish.lamar@gmail.com](mailto:Ebonish.lamar@gmail.com))

CONNECT WITH SAPAA!!



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LinkedIn Student Affairs Partnering with Academic Affairs (SAPAA)

**Step 1:** Visit the NASPA website at [www.naspa.org](http://www.naspa.org) and log in by entering your email address and password.

**Step 2:** Scroll down the page and click on "Update Profile" in the right margin.

**Step 3:** In the "Communities and Groups" section, click "Add Additional Selections".

**Step 4:** Select the KC you wish to join!

**Step 5:** Scroll to the bottom of the page and click "Submit".

## 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.