Best Practices

• Roles should be well-defined for both faculty and staff

• Funding sources should be blended if possible to create buy-in and accountability

• Start with program goals or problems to be solved together and turn them into learning objectives

• More than one type of partnership can be successful

Presentation References


Bibliography

• Brown, B. (2012). Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead. Penguin.


Additional References


Student Affairs and Faculty Collaborations: Barriers, Strategies, Success

37th Annual Conference on the First-Year Experience
San Antonio, Texas | 12 February 2018
Facilitators

• Stephanie Bannister
  Assistant Vice President for Student Life
• Gregory Eiselein
  Professor and Director of K-State First
• Emily Lehning
  Associate Vice President for Student Life
Opening Questions

• Why did you want to join our session this morning?

• What are your experiences with student affairs/faculty collaborations?
“Conflict is the gadfly of thought. It stirs us to observation and memory. It instigates to invention. It shocks us out of sheep-like passivity, and sets us at noting and contriving…. 
When this possibility of making use of conflict has once been noted, it is possible to utilize it systematically to substitute the arbitration of mind for that of brutal attack and brute collapse.”
… When this possibility of making use of conflict has once been noted, it is possible to utilize it systematically to substitute the arbitration of mind for that of brutal attack and brute collapse.”

The Basics

CONFLICT IN HIGHER ED
<table>
<thead>
<tr>
<th>Sources of Conflict</th>
<th>Kinds of Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incompatible Goals</td>
<td>• Content</td>
</tr>
<tr>
<td>• Competition for Resources</td>
<td>• Relationship</td>
</tr>
<tr>
<td>• Interference from Others</td>
<td></td>
</tr>
</tbody>
</table>

(Holton 1998)
Precursors of Conflict

• Facts
• Methods
• Goals
• Values

Process of Conflict

• Antecedent Conditions
• Perceived/Felt Conflict
• Manifest Behavior
• Conflict Resolution
• Aftermath

(Holton 1998)
Barriers Beyond Conflict

• Silos
• Specialization, functional differentiation
• Misperception and misunderstanding
• Inexperience or lack of awareness
“For those in student affairs, it’s time to stop staying that our programs complement the teaching and learning that occurs in the classroom when at too many campuses student affairs has no relationship with the faculty and no idea about what the student’s experience is in the classroom.”
“At the same time, faculty members have vague and inaccurate ideas about programs and activities in student affairs. They accept the stereotype and paint student affairs with the old brush of party people, babysitter, and balloon people.”
Questions about Barriers

• What kinds of conflicts or barriers have you experienced?

• What are the most significant barriers on your campuses to effective student affairs and faculty collaborations?
Important Student Affairs/Faculty Collaborations: One Example

CAREER PREPARATION
Employability

• What percentage of employers think college graduates are ready for the workforce?

A. 45%
B. 73%
C. 11%
D. 21%

Employability

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Employable Skills

- Ability to work in a team
- Analytical/quantitative
- Communication – verbal
- Communication – written
- Computer skills
- Creativity
- Detail-oriented
- Flexibility
- Friendly
- Initiative
- Interpersonal skills
- Leadership
- Organizational ability
- Problem solving
- Strategic planning
- Tact
- Technical skills
- Work ethic

Employee Success Skills

1. Ability to work in a team structure
2. Ability to verbally communicate with persons inside and outside organization
3. Ability to make decisions and solve problems
4. Ability to plan, organize, and prioritize work
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell/influence others

Curriculum

Co-Curriculum

Soft Skills

Obviously, we should be collaborating to ensure that our students have the skills they need to thrive in their careers?

• Why do students lack these skills?
• Why don’t faculty and student affairs professionals collaborate more effectively to help our students in this way?
OVERCOMING BARRIERS
• What can we do to promote better faculty and student affairs collaboration?
• Where can conflicts become an opportunity for imagining new approaches?
• What are some of the best practices associated with creating cross-campus collaborations?
Best Practices

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Best Practices

• Start with program goals or problems to be solved together and turn them into learning objectives

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REFLECTION
Reflection 1

• Where on your campus could you imagine one, specific improved collaboration that would benefit first-year students?
Reflection 1

• What could you do to overcome the barriers to this collaboration?
Reflection 1

• What could you do to overcome the barriers to this collaboration?

• What’s stopping you? Is there an emotional barrier you might need to overcome first?
Reflection 1

• What could you do to overcome the barriers to this collaboration?
• What’s stopping you? Is there an emotional barrier you might need to overcome first?
• What is your next step?
Reflection 1

• Would any one be willing to share either the situation they’re facing or their ideas about what they might do?
Reflection 2

• What final observations, suggestions, or encouragements would you like to offer the group?
THANK YOU!
Contact Us

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• Emily Lehning – lehning@k-state.edu
References

Please remember to submit your evaluation on Guidebook!

https://guidebook.com/g/fye18/

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