

Collaboration

Student Affairs & Faculty

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

Dewey, J. (1922) *Human nature and conduct*. New York: Modern Library.

Dungy, G. (2011, December 23), *Campus chasm*. Retrieved from: <https://www.insidehighered.com/views/2011/12/23/essay-lack-understanding-between-academic-and-student-affairs>

Holton, S. A. (1998) *Mending the cracks in the ivory tower: Strategies for conflict management in higher education*. Bolton, MA: Anker Publishing.

Peck, A. (2017) *Engagement and employability: Integrating career learning through cocurricular experiences in postsecondary education*. Washington DC: NASPA


Peck, A. (2017) *Engagement and employability: Integrating transferable skills into the complete college experience*. Chet Peters Lecture, Kansas State University.

Bibliography

- Brown, B. (2012). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. Penguin.
- Eighmy, M., & Frazier, W. (2012). Themes Residential Communities: The Importance of Purposeful Faculty and Staff Involvement and Student Engagement. *The Journal of College and University Student Housing*, 38(No. 2), 10-31.
- Ellett, T., & Schmidt, A. (2012). Faculty Perspectives on Creating Community in Residence Halls. *The Journal of College and University Student Housing*, 38(1), 26-45.
- Frazier, N. E. (2006). In the loop: One librarian's experiences teaching within first-year learning communities. *College & Undergraduate Libraries*, 13(1), 21-31.
- Harrison, L. M. (2013). Faculty and Student Affairs Collaboration in the Corporate University. *Journal of College and Character*, 14(4), 365-372.
- Haynes, C., & Janosik, S. (2012). Faculty and Staff Member Benefits from Living-Learning Programs. *The Journal of College and University Student Housing*, 38(2), 32-45.
- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership*. Boston, MA: Harvard Business School Publishing.
- Philpott, J. L., & Strange, C. C. (2003). "On the Road to Cambridge": A Case Study of Faculty and Student Affairs in Collaboration. *The Journal of Higher Education*, 74(1), 77-95.
- Stevenson, C. B., Duran, R. L., Barrett, K. A., & Colarulli, G. C. (2005). Fostering faculty collaboration in learning communities: A developmental approach. *Innovative Higher Education*, 30(1), 23-36.
- Thomson, A. (2007). Faculty Collaboration: Creating multi-disciplinary learning communities. *The Community College Enterprise*, (Fall 2007), 27-38.
- Vianden, J. (2014, January 1). Mind the Gap: Understanding and overcoming cultural differences in the housing-faculty partnership. *Talking Stick*, 32-40.

Additional References

- Banta, T. W. (2002). *Building a scholarship of assessment*. San Francisco: Jossey-Bass.
- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice*. (2nd ed.). San Francisco, CA: Jossey-Bass.
- Freire, P. (1973). *Education for Critical Consciousness*. New York: Continuum.
- Gordon, T.W., Young T.W., & Kalianov, C.J. (2001). Connecting the freshman year experience through learning communities: Practical implications for academic and student affairs units. *College Student Affairs Journal*, 20 (2): 37-47.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Oates, K. K., & Leavitt, L.H. (2003). *Service-learning and learning communities: Tools for integration and assessment*. Washington, DC: Association of American Colleges and Universities.
- Price, D. V. (2005). *Learning communities and student success in postsecondary education*. MDRC: Building Knowledge to Improve Social Policy, Retrieved from Smith, B.L., MacGregor, J., Matthews, R.S., & Gabelnickj, F. (2004). *Learning Communities: Reforming Undergraduate Education*. San Francisco: Jossey-Bass.
- Tinto, V. (2003). Preface to learning community research and assessment: What we know now. In K. Taylor (Ed.), *Learning community research and assessment: What we know now*. Olympia, WA: Washington Center for Improving the Quality of Undergraduate Education, National Learning Communities Project.
- Wenger, E. (2000). Communities of practice and social learning systems. *Organization*, 7(2), 225-246. doi: 10.1177/135050840072002
- Zhao, C., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45(2), 115-138.



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.”

–John Dewey, *Human Nature and Conduct* (1922), p. 300



The Basics

CONFLICT IN HIGHER ED



Sources of Conflict

- Incompatible Goals
- Competition for Resources
- Interference from Others

Kinds of Conflict

- Content
- Relationship

(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

- What percentage of employers think college graduates are ready for the workforce?
 - A. 45%
 - B. 73%
 - C. 11%
 - D. 21%



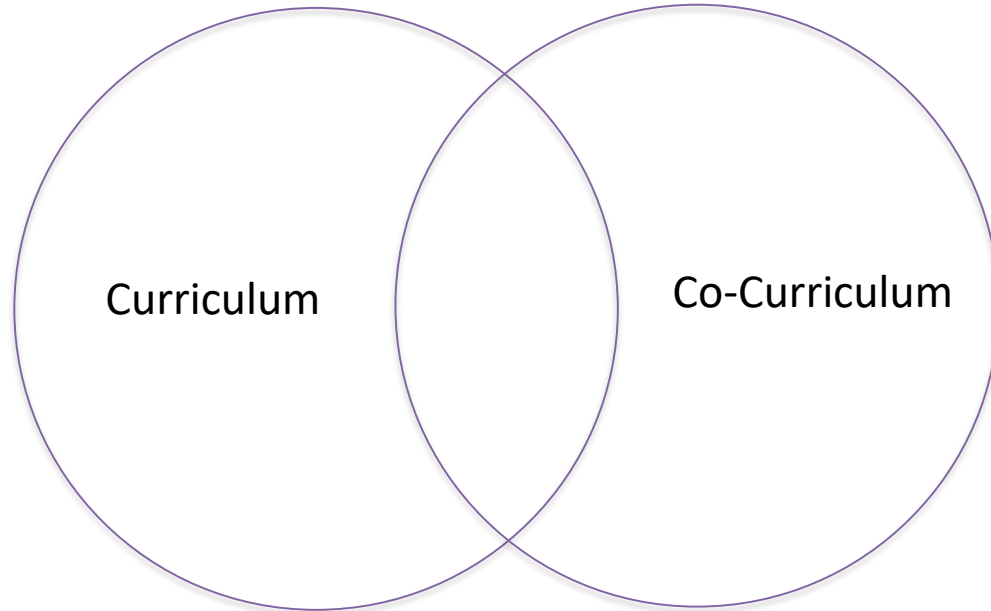
Employable Skills

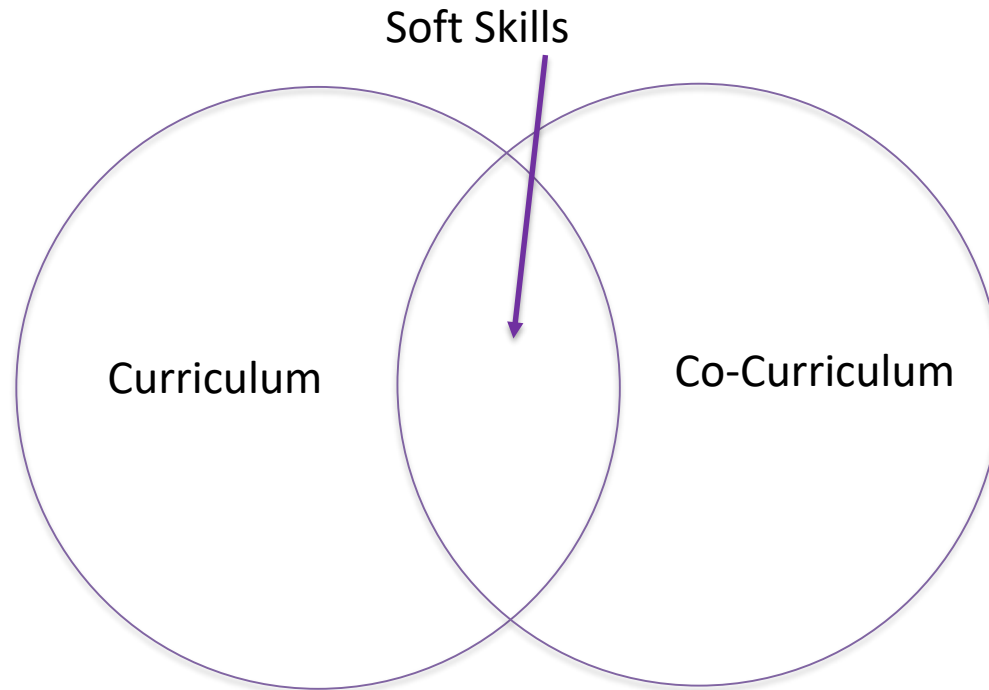
- Ability to work in a team
- Analytical/quantitative
- Communication - verbal
- Communication - written
- Computer skills
- Creativity
- Detail-oriented
- Flexibility
- Friendly
- Initiative
- Interpersonal skills
- Leadership
- Organizational ability
- Problem solving
- Strategic planning
- Tact
-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







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?



Discussion

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

- Roles should be well-defined for both faculty and staff
- Funding sources should be blended if possible to create buy-in and accountability



Best Practices

- 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



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

- Stephanie Bannister – sbann@k-state.edu
- Gregory Eiselein – eiselei@k-state.edu
- Emily Lehning – lehning@k-state.edu



References

Dewey, J. (1922) Human nature and conduct. New York: Modern Library.

Dungy, G. (2011, December 23), Campus chasm. Retrieved from:
<https://www.insidehighered.com/views/2011/12/23/essay-lack-understanding-between-academic-and-student-affairs>

Holton, S. A. (1998) Mending the cracks in the ivory tower: Strategies for conflict management in higher education. Bolton, MA: Anker Publishing.

Peck, A. (2017) Engagement and employability: Integrating career learning through cocurricular experiences in postsecondary education. Washington DC: NASPA

Peck, A. (2017) Engagement and employability: Integrating transferable skills into the complete college experience. Chet Peters Lecture, Kansas State University.



Please remember to submit your
evaluation on Guidebook!

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

#FYE18