Constructing effective campus partnerships to support student success and inclusive excellence

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• Consider the **different cultural** perceptions, lenses, priorities and structures of various University Stakeholder groups

• Reflect on opportunities to proactively **build strategic relationships** on your home campus

• **Determine specific actions** to promote structural initiatives and individual outreach with faculty partners towards increased student learning, inclusion, and belongingness
WHY focus on partnership?
Acclimation to the institution
- Effective transitions
- Sense of community
- Persistence in college

Engagement
- Campus involvement
- Academic engagement
- Civic engagement
- Interactions with faculty and students

Student learning
- Making connections
- Thinking critically
- Taking responsibility for learning
- Understanding self
- Understanding others

Academic and career decisions
- Choice of college
- Choice of major
- Choice of career

(Nesheim, Guentzel, Kellogg, McDonald, Wells, Whitt, 2007)
• Demonstration of impact/Accreditation
• Shared resources/Fiscal stewardship
• Positive campus community/climate
What CHALLENGES do we encounter in establishing partnerships?
Faculty/academic
Student Affairs
Institutional
Students
Alumni
Board of Trustees and Advisory Boards
Academic Structures, Priorities & Perspectives

• Teaching, Research & Service
• Tenure
• Rank/Promotion
  • Instructor
  • Assistant Professor
  • Associate Professor
  • Professor
Student Affairs Structures, Priorities & Perspectives

• Co-curricular involvement and leadership
• Out of class student learning
• Hierarchical organizational structures
• Holistic student development
<table>
<thead>
<tr>
<th>Activity</th>
<th>Faculty</th>
<th>Student Affairs</th>
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<tbody>
<tr>
<td>How time is spent</td>
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<td>Communication</td>
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<td>Priorities</td>
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<td>Interaction with students</td>
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<td>Typical work schedule</td>
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<td>Employment status</td>
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<td>Meetings/email/etc.</td>
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<td>Perceptions of where learning occurs</td>
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<td>Organizational structure</td>
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<td>Decision-making processes</td>
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WHAT does effective partnership look like?
Coordination versus Collaboration

Based on Blake & Mouton, 1964
Reflecting on a New Mission for Student Affairs

• What does it really mean to redefine student affairs work in meaningful ways?
• What do our institutions need most from us right now?
• What relationships and partnerships must be cultivated if the potential of student affairs is to be fully realized?
• What thinking and behaviors must change if student affairs is to exercise the leadership needed of us?
• How prepared are we to welcome a new future?
• What new knowledge and skills will be needed to realize a new mission, and what will this mean for professional preparation and ongoing professional development?

(Porterfield, Roper & Whitt, 2011)
Taking Your Institutional Temperature

Where on this continuum does your campus philosophy associated with student affairs partnering with academic affairs fall?

- Good fences good neighbors
- Contiguous with some intersections
- Very Fluid
Intercultural Sensitivity in Campus Collaborations

Denial of Difference  Defense Against Difference  Minimization of Difference  Acceptance of Difference  Adaptation to Difference  Integration of Difference

Partners' perception and understanding of sub-cultural (i.e., faculty and academic affairs and student affairs) differences...

...are absent or just emerging.
...negatively assess, not compare.
...seek and reaffirm the similarity.
...acknowledge benefits of difference without judgment.
...consider and apply "others'" perspective.
...diminish original sub-culture and adopt a new professional identity that bridges perspectives.

See also: http://www.library.wisc.edu/EDVRC/docs/public/pdfs/SEEDReadings/intCulSens.pdf
Elevate and align efforts with research

High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry frequent writing, information literacy, collaborative learning, and other skills that develop student’s intellectual and practical competencies. First-year seminars can also involve students in cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically-organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities embed a common topic and/or common readings through the lens of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in each area at quantitative reasoning, oral communication, information literacy, and on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by learning seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experience for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are shaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively generated questions, empirical observations, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “different differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an intentional strategy—and often a required part of the course. This idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity for students to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experience. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is a good preparation for citizenship, work, and life.

Internships
Internships is another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they are called “junior capstone” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they have learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly in general education as well.

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LEAP
What do Student Affairs and Academic Affairs Have in Common?
“Groups are far more likely to work together if they share a compelling aim and understand that it can be better accomplished through collaborative alignment across the institution” (pg 94)

“Although single programs or leaders cannot create or sustain such a culture, individual actions can contribute to a campus ethos that values student learning” (pg 147)
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<tr>
<th>Target of change</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; order change</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; order change</th>
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<tbody>
<tr>
<td>Individual</td>
<td>Awareness</td>
<td>Paradigm shift</td>
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<td>Group</td>
<td>Membership</td>
<td>Restructuring</td>
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<td>Institutional</td>
<td>Programmatic</td>
<td>Systemic</td>
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“...it is not enough to simply espouse multicultural and equity values. Instead we must demonstrate our commitment through action” (p. 3)

“...institutional culture and context are shaped by campus climate and the presence or absence of cross cultural dialogue.” (p. 104)
Organizational Aspects That Support

- Institutional mission and priorities
- Institutional culture and values
- Focus on learning
- Structures that respect multiple manifestations of leadership
- Assessment & data driven decisions
- Shared structures and resources
- Rewards structures
- Support from senior leaders

This list is informed by combined works of Whitt, Nesheim, Guentzel, Kellogg, McDonald, Wells, 2008 and Kezar, 2006
• QEP/FSEM
• High Impact Practices
• Professional development
• Shared Governance (Academic Leaders)
• Campus Climate and retention by each VP
• SGA open forums


Questions?

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