

Georgia Journal of College Student Affairs

Volume 30 | Issue 2

1-1-2014

Georgia Journal of College Student Affairs

Georgia College Personnel Association (GCPA)

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gcpa>



Part of the [Higher Education Administration Commons](#)

Recommended Citation

(GCPA), G. (2014). Georgia Journal of College Student Affairs. *Georgia Journal of College Student Affairs*, 30(2), 1-139. <https://doi.org/10.20429/gcpa.2014.300201>

This complete issue is brought to you for free and open access by the Journals at Georgia Southern Commons. It has been accepted for inclusion in Georgia Journal of College Student Affairs by an authorized administrator of Georgia Southern Commons. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia College Student Personnel (GCPA)

Georgia Journal of College Student Affairs
Special Edition: Academic and Student Affairs
Collaborations

Guest Editors

Candace E. Maddox, Ph.D.

T.W. Cauthen III, Ph.D.

Diane L. Cooper, Ph.D.

Journal Editor

Brenda Marina, Ph.D.

Fall 2014

The Georgia Journal of College Student Affairs
Copyright 2014 The Georgia College Personnel Association
All Rights Reserved
(ISSN 2330-7260) Online
(ISSN 2330-7277) Print

Table of Contents

Introduction	3
<i>Candace E. Maddox, Ph.D., T.W. Cauthen III, Ph.D., & Diane L. Cooper, Ph.D.</i>	
African-American Male Initiatives: Collaborating for Success	12
<i>Zoe M. Johnson</i>	
A Conceptual Model for Collaboration to Combat the Summer Melt of Students from Low-Income Backgrounds	36
<i>Carrie V. Smith</i>	
Behavioral Intervention Teams: A Campus Wide Collaboration	55
<i>Douglas Bell</i>	
Developing Faculty-Staff Collaborations to Foster a Culture of Environmental Justice	68
<i>Andrew M. Wells</i>	
Undergraduate Research Experiences: An Opportunity for Academic and Student Affairs Collaboration	80
<i>Tiffany J. Davis, Ph.D.</i>	
Collaborating with Academic Affairs to Cultivate Environments that Support Student Integrity	95
<i>J. Matthew Garrett, Ph.D. & Alex C. Lange</i>	
Collaborative Efforts: Raising Students' Multicultural Consciousness through Academic Affairs and Student Affairs Partnerships	108
<i>Shannon R. Dean, Ph.D.</i>	
Collaborating for Professional Development	127
<i>Jillian A. Martin</i>	

Introduction

Candace E. Maddox, Ph.D.

T.W. Cauthen, Ph.D.

Diane L. Cooper, Ph.D.

Collaborative efforts have long been viewed as an important activity for student affairs functional units. Reaching out to the campus community is valued by our profession, yet frequently there has been a perceived lack of reciprocity that can make the process feel one sided. Challenges and opportunities are inherent within collaborative work between academic and student affairs. The literature shares high impact opportunities (Kuh, 2008), and this volume seeks to extend those by sharing the powerful impact collaborations have on shifting campus cultures and building collectives around special populations.

Collaboration in Student Affairs

Collaboration is a hallmark of the student affairs profession. Even as early as the *Student Personnel Point of View* in 1937 (American Council on Education), the profession recognized that in order to pursue the development of the whole student, institutional actors must collaborate. This was affirmed again through *Powerful Partnerships* (American Association for Higher Education [AAHE], American College Personnel Association [ACPA], & National Association of Student Personnel Administrators [NASPA], 1998). As the profession has matured, these collaborations have increased and broadened (Kezar, Hirsch, & Burack, 2001; Kezar & Lester, 2009; Schuh & Whitt, 1999). They occur through partnerships such as living-learning communities, service-learning experiences, diversity and global learning, community-based learning, first-year seminars and experiences, and planning teams to name a few. Furthermore, while these connections between academic affairs and student affairs have always been valued and even documented as high impact educational practices (Kuh, 2008), there always seems to be some difficulty in creating and sustaining them.

Candace E. Maddox, Ph.D., Academic Associate & Coordinator of Ed.D. Student Affairs Leadership Program, Counseling and Human Development Services, University of Georgia

T.W. Cauthen III, Ph.D., Assistant Vice President for Student Affairs & Adjunct Assistant Professor, Counseling and Human Development Services, University of Georgia

Diane L. Cooper, Ph.D., Professor, Counseling and Human Development Services, University of Georgia

Hancock and Boyd (2013) suggested that this challenge is a derivative of intercultural sensitivity (or lack thereof) in campus collaborations. If we view academic and student affairs as two distinct sub-cultures within academia, then the extent to which partners' perceptions and understandings of those differences can have significant impact on the success of collaborations between the two sub-cultures (Hancock & Boyd). The key, then, is to concern ourselves with building capacities for shared goals (e.g., student learning, institutional accountability and quality, etc.) and, subsequently, a movement from a denial of difference to an integration of those differences in a way that produces synergistic approaches to this work.

Beyond the proven nature of high impact practices (Kuh, 2008), the changing landscape of assessment, external accountability and return on investment for higher education underscores the necessity of partnerships and collaborations between academic and student affairs. No longer can or should we go about our everyday work in silos without acknowledging the importance that each group plays in student learning, growth, development, and ultimately, student retention, progression, and graduation. No institution, public or private, is exempt from this conversation. For example, in the state of Georgia, the governor-appointed Higher Education Funding Commission recently released a report listing measures that would reward student achievement and results in higher education (e.g., graduation rates, credit hour thresholds), rather than mere enrollment (Higher Education Funding Commission, 2012). This shift in the funding model for the University System of Georgia is a key indicator that, more than ever, a collaborative approach between academic and student affairs is essential. Both student and academic affairs should develop collaborative approaches to student learning and engagement that have transformative impacts across campus.

Outcomes of Leveraging Collaboration

Dr. Joe Cuseo, a professor of psychology at Marymount College in Palos Verde, CA, proposed five areas where collaboration can bring about significant changes on a college campus

resulting in bringing everyone together for the shared goal of improving the college experience for students (n.d.). First, he noted that all areas of campus should be working together to ensure everything possible is done to increase the *retention of students*. He pointed to the writing of Pascarella and Terenzini (2005) whose review of 2500+ research studies showed that collaboration creates opportunities for students to engage with the campus through a variety of processes, which in turn, keep students enrolled in classes through to graduation. More recently, *Inside Higher Education* noted that some institutions are even asking faculty and student affairs staff to call individual students to increase retention rates (Rivard, 2014).

Collaborations to *maximize student learning* was the second concern Cuseo (n.d) noted. He discussed the role college attendance has on the overall growth and development of college students emphasizing the importance of student affairs and academic affairs working together. His third point, *advancing institutional assessment, accountability, and quality* showed the importance of being able to measure the outcomes of collaboration to show stakeholders the impact of the efforts. According to Cuseo, “unification of the professional forces of academic and student affairs is necessary in order to ensure the quality of undergraduate education because the total effect or impact of college encompasses both curricular and co-curricular programming, and comprehensive outcomes assessment embraces both in-class and out-of-class student experiences” (p. 3).

Development of the whole person is often a stated goal of student affairs programs and services. Cuseo (n.d) made the distinction that *general education* serves a parallel process in the academic community of educating the individual to broad and far-reaching pieces of knowledge. Many overarching collaborations could be achieved through merging our approaches to fully educate students.

Finally, Cuseo (n.d.) said “the recurrent theme in these scholarly works is that there is a *schism between the curriculum and co-curriculum*, marked by compartmentalization of professional

responsibilities and divisive political territoriality, which has resulted in a splintering of holistic student development and liberal education into disjointed parts. These fragmented components need to be reassembled if collegiate institutions intend to promote productive partnerships and build campus community” (p. 5). We need to *build community* to fully achieve a seamless learning and living environment for our students (Boyer, 1990). Collaborative methods should be employed and embraced to meet this goal.

Innovative Approaches to Academic and Student Affairs Collaborations

The articles included in this special edition highlight both the opportunities and challenges inherent in this work and emphasized why the approach we take is just as important as the collaboration itself. The authors of the articles explore the aforementioned tenets examined by Cuseo (n.d.) as a means for engaging in the complexities inherent in student and academic affairs collaborations. As highlighted by articles included in the journal, the authors share innovative approaches to building collectives around special populations and collaborations that focus on shifting campus culture.

Building Collectives for Special Populations

As mentioned earlier, collaborations are driven by a variety of reasons; one of those reasons is providing intentional approaches to serving special populations. The first article, authored by Zoe Johnson, explores contextual factors that influence the recruitment, retention, and graduation rates for African-American males in higher education through the establishment of an African American Male initiative (AAMI). Outlined in the next article by Carrie Smith is a suggested model for postsecondary institutions to address the growing problem of summer melt among students from low-income backgrounds inclusive of student affairs, admissions, counselor education graduate programs, K-12 counselors, and financial aid as partners in the process. The model is an example of collaborating for the purpose of addressing retention of this

special population. Lastly, for this section, an article by Douglas Bell that incorporates a focus on student learning and retention through assessment and accountability examines collaborations for distressed students. Campus behavioral intervention teams vary greatly from campus to campus; they provide a unique opportunity for collaboration with various stakeholders in the campus community. The articles in this section provide helpful insight and direction for building collectives for special populations.

Shifting Campus Culture

Inherent in collaborations are the impacts on the campus community. The collection of articles in this section of the special issue focuses on engaging in collaborations as a catalyst for shifting campus culture. In this section of the journal, the first article by Andrew Wells examines the potential for student and academic affairs collaborations to enhance students' learning concerning environmental justice through liberal arts education. This article directly relates to the importance of maximizing student learning and building community concepts outlined by Cueso (n.d). Next, Tiffany J. Davis explores the utility of collaborations to inform implications of general education through undergraduate research experiences. As mentioned earlier, collaborative efforts that promote the general education core of the institution advance student engagement and learning in the academic community. Moreover, the next article by J. Matthew Garrett and Alex C. Lange includes research and implications for creating academic and student affairs collaborations that support the development of students' integrity and values clarification. The authors of this piece view collaborations as an opportunity to influence the campus using an environmental lens. Next, Shannon R. Dean authors a presents a need to shift language around multicultural competence to multicultural consciousness, and identifies the importance of collaboration between academic and student affairs around multicultural

consciousness to enrich student learning and development. The special issue concludes with an article authored by Jillian A. Martin that includes a collaborative approach to professional development between academic and student affairs personnel. Related to the foundational underpinnings of the student affairs profession, this article illuminates the collective investment of student and academic affairs in the overall learning and engagement of students. Each article in this section serves to advance the narrative on using collaborations as a means for shifting campus culture.

This special issue of the *Georgia Journal* goes beyond the surface discussion on academic and student affairs collaborations and instead, provides insightful positions on the topic. Moreover, the articles included provide innovative approaches to collaborations, the associated nuances, and implications for academic and student affairs practice.

References

- American Association for Higher Education, American College Personnel Association, & National Association of Student Personnel Administrators. (1998). *Powerful partnerships: A shared responsibility for learning*. Washington, DC: Authors.
- American Council on Education. (1937). *The student personnel point of view*. Washington, D.C.: Author.
- Boyer, E. L. (1990). *Campus life: In search of community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Cuseo, J. (n.d.). The case for promoting partnerships between academic & student affairs. Retrieved from <http://cpe.ky.gov/NR/rdonlyres/FC5065E4-E5A0-4F3F-9B36-FA33FEF29929/0/TheCaseforPromotingPartnershipsBetween.pdf>.
- Hancock, L., & Boyd, K. D. (2013, October 29). *A synergistic approach to higher education: Academic and student affairs*. Webinar sponsored by NASPA: Student Affairs Administrators in Higher Education Student Affairs Partnering with Academic Affairs Knowledge Community.
- Higher Education Funding Commission. (2012). *Report to Governor Deal*. Retrieved from http://gov.georgia.gov/sites/gov.georgia.gov/files/related_files/press_release/Recommendations%20of%20the%20Higher%20Education%20Funding%20Commission.pdf
- Kezar, A., Hirsch, D. J., & Burack, C. (Eds.). (2002). *New Directions for Higher Education: No. 116. Understanding the role of academic and student affairs collaboration in creating a successful learning environment*. San Francisco, CA: Jossey-Bass.
- Kezar, A. & Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders*. San Francisco: Jossey-Bass.

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.

Pascarella, E. T., & Terenzini R. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco, CA: Jossey-Bass

Rivard, R. (2014). Professors calling students. *Inside Higher Education*. Retrieved from <https://www.insidehighered.com/news/2014/08/22/faculty-one-public-university-are-asked-get-involved-student-retention>

Schuh, J. H., & Whitt, E. J. (Eds.). (1999). *New Directions for Student Services: No. 87. Creating successful partnerships between academic and student affairs*. San Francisco, CA: Jossey-Bass.

African-American Male Initiatives: Collaborating for Success

Zoe M. Johnson

This article provides guidance for those looking to establish an African-American Male Initiative (AAMI) on their campus. The hallmark of a strong AAMI is collaboration. This article explores contextual factors that influence the recruitment, retention, and graduation rates of African-American males in higher education. It includes the development and growth of the University of Georgia's African-American Male Experience. Reflections and recommendations are provided along with an in-depth review of collaborative challenges and questions to ask in launching an AAMI collaboration on any campus.

Increasing the rate of postsecondary degree attainment in the United States is an ongoing goal pursued vigorously by national leaders, educators, scholars, think tanks, and foundations alike (Harper & Harris, 2012). In pursuit of that aim, dissecting enrollment, retention, and graduation rates serve an important role in understanding the larger context of how different groups of students are faring in the American higher education environment. This data has produced a grim picture of African American males in the collegiate setting. African-American male collegians are often characterized as “one of the most underrepresented, stereotyped, disengaged, and lowest performing students on college and university campuses” (Harper & Harris, 2012, p. 2). Researchers and the popular press have called attention to high rates of attrition, achievement gaps, academic unpreparedness, and low levels of engagement in an effort to make the intricacies of the problem clear (Harper & Kuykendall, 2012; Pope, 2009). In response, educational institutions alongside community stakeholders have sought to eliminate disparities using varying strategies.

In the last several years, initiatives focusing on the persistence, retention, and success of African-American males in education have emerged around the nation (Wood, 2011). Across institutional types, administrators and educators have increasingly focused attention and efforts on this population of students. The American Association of Community Colleges chronicles all such programs in their Minority Male Student Success Database (2014). While a similar database has not emerged for 4-year institutions, even a cursory internet search reveals scores of programs. In 2012, the Center for the Student of Race and Equity in Education, the Pathways to College Network, and the Institute for Higher Education Policy produced a report entitled, *Men of Color* that offers a snapshot of current initiatives aimed to address the condition of college

Zoe M. Johnson, Director of Multicultural Services and Programs & doctoral student in the College Student Affairs Administration Ph.D. program, University of Georgia; Co-project Director for the Georgia African-American Male Experience (GAAME), University of Georgia

success for Black undergraduate men (Harper & Harris, 2012).

In 2002, the Board of Regents of the University System of Georgia launched an African-American Male Initiative (AAMI) aimed at increasing the enrollment, retention, and graduation rates of African-American males at system schools (University System of Georgia, 2012). The initiative makes grant funds ranging from \$10,000 to \$30,000 available to system schools creating or sustaining a campus AAMI. Over the last twelve years, the program has grown around the state of Georgia from three to twenty-five participating institutions, and noteworthy outcomes have ensued. As a whole, the enrollment of Black male students in the system has increased by 80%. In 2009, the Lumina Foundation for Education joined the effort expanding the reach and subsequent impact of the system-wide effort.

In early 2014 President Barack Obama launched an initiative designed to build ladders of opportunity for boys and young men of color. My Brother's Keeper aims to identify and promote community, philanthropic, and private sector partnerships that are successful in connecting men of color to the mentoring, support, and skill development needed to be competitive in the job sector and collegiate setting (The White House, Office of the Press Secretary, 2014). This initiative seeks to bolster existing efforts and improve the educational and employment outcomes for men of color.

It is no surprise that collaboration is at the core of both the University System of Georgia's AAMI and My Brother's Keeper presidential initiative. Seminal literature in student affairs has long touted the value and impact of collaboration done well. The future success of higher education is wholly dependent on collaborations not solely limited to within the academy (i.e. academic affairs and student affairs), but collaborations that include other sectors as well (Association of American Colleges and Universities [AAC&U], 2002). *Powerful Partnerships:*

A Shared Responsibility for Learning taught us that acting in concert toward common goals allows us to best use accumulated understanding (American Association for Higher Education [AAHE], American College Personnel Association [ACPA], & National Association of Student Personnel Administrators [NASPA], 1998). This article is the story of how one collaboration did just that and how this program can be replicated on other campuses. The Georgia African-American Male Experience (GAMME) at the University of Georgia took root and blossomed around the shared goal of African-American male recruitment, engagement, and success.

Literature Review

A review of the literature highlights an educational experience for African-American males fraught with difficulty. Before even entering the collegiate landscape, the barriers are plentiful (Palmer, Davis, & Hilton, 2009). The brief literature review to follow will further explore the historical and present day challenges facing African-American men in accessing and persisting in post-secondary education.

A Leaky Faucet: African American Males in the Educational Pipeline

To begin to understand the African American male collegiate experience, one must first examine the pathway to college. Systemic barriers hindering advancement to the post-secondary environment are commonplace in literature examining the K-12 experience of African-American males (Palmer et al., 2009). In primary and secondary schools, teachers and counselors are more likely to impose negative expectations on Black males than upon their White counterparts. As such, African American males are disciplined in greater frequency and severity than White students (Palmer et al., 2009). Overwhelmingly concentrated in special education, African-American males are underrepresented in gifted education and Advanced Placement courses.

These factors have a strong impact on the presence, or lack thereof, of African American men in the collegiate setting (Davis, 1994).

African-American Males in College

African-American men have a long history of breaking down barriers in pursuit of educational attainment. Prior to the 1954, *Oliver L. Brown et.al. v. the Board of Education of Topeka (KS) et. al.* (U.S. Department of Justice, Civil Rights Division, 2006) decision, the vast majority of African-Americans could only attend historically Black colleges and universities (Newman, Mmeje, & Allen 2012). Since that time, African-American students have gained access to predominantly White institutions primarily by way of coercive legal mandate. While the doors to the ivory tower legally opened following the landmark case, equality of opportunities has been a more difficult barrier to overcome.

Across all historically marginalized racial, ethnic identities, more progress has been made by women earning postsecondary degrees than men (Palmer et al., 2009). This gender difference is especially pronounced among African-Americans. No statistics is more telling of that reality than those related to enrollment of African-American males in post-secondary education. An equitable distribution would mean the proportion of individuals from any social identity in higher education mirrors the ratio of that group in the general population. Such a parallel suggests that opportunities and access are relatively equitable giving everyone the chance to achieve a college degree should they so desire. In 2004, African-American males represented 7.9% of the 18–24 year olds in U.S. population (Harper, 2008). At flagship institutions across the nation, the average enrollment of African-American male undergraduates was 2.8% (Harper, 2008). The number increases slightly to 4.3% African-American male undergraduates at all institutions of higher education.

The Invisible Man

In a post-*Oliver L. Brown et al. v. the Board of Education of Topeka (KS) et al.* (U.S. Department of Justice, Civil Rights Division, 2006) America, scholars from a variety of disciplines have written reports, studies, and books about African-American males in college. The extent of this body of research over the past several decades can be characterized by the following outcomes or identified challenges: financial pressures; experiences of racism; academic difficulty; maladjustment; and collegiate dissatisfaction (Dancy, 2012). Practitioners have responded to these findings by placing substantial emphasis on the recruitment, retention, and graduation of African-American students (Valbrun, 2010).

Recommendations for practice are often linked to campus climate, academic support, co-curricular opportunities, and cultural sensitivity of faculty and staff; all of which are important (Hilton, Wood, & Lewis, 2012). However, often overlooked is the important combination that institutional intentionality and social support play in student achievement. The voices of African-American college men are often misunderstood or ignored (Davis, 1994). The world, and by extension the campus community, is often eager to place them in the limiting boxes of stereotypes that marginalize their presence and have the potential to make the educational environment hostile. This is particularly true when their experiences and interests vary from the limited constructed view that others have for them (Davis, 1994). Viewed by some as benign neglect and others as systemic oppression, being invisible has implications on the collegiate experience for African-American males (Horne, 2007). Educational attainment for African American males is closely aligned with “feelings of support and congruence with institutional norms” (Dancy, 2012, p. 18). African-American men at predominantly White institutions (PWIs)

in particular may find themselves at odds with the institutional cultural, norms, or ways of being. Informal campus codes of behavior may be difficult to decipher without a trusted guide, making attempts to fit in a challenge. Simultaneously wrestling with high family or community expectations and the low academic or campus expectations can result in feeling like an outsider in both worlds (Davis, 1994). Social isolation is an impediment to academic achievement for African-American male college students at PWIs (Hilton et al., 2012). However, understanding and crafting experiences that acknowledge the individual and social nature of learning can create powerful learning environments.

It Takes a Village

Partners around the academy play an important role in creating a web of support for vulnerable populations (Bourassa & Kruger, 2002). College by its very nature can be stressful, and all students are susceptible to the negative implications of that stress on academics and health (Negga, Applewhite, & Livingston, 2007). Research shows that perceived social support serves as a buffering agent against stress (Anderson, Goodman, & Schlossberg, 2012; Xueting, Hong, Bin, & Taisheng, 2013). In order to positively impact the experience of African-American male students, campus communities must be clear in conveying (in word and deed) that these students feel valued, loved, and respected. Social support and active engagement in school help make learning, development, and persistence to degree completion possible (Stanton-Salazar, 2011). Pro-academic identities that support achievement are shaped in part by connections to supportive others such as school administrators, faculty, and peers (Stanton-Salazar, 2011).

African-American Male Initiative Exemplars

The College Board Advocacy and Policy Center identifies two exemplary programs in the areas of persistence and retention as significantly impacting the educational experience of young men of color (The College Board, 2014). The Todd A. Bell National Resource Center of the African American Male at The Ohio State University and Multicultural Student Retention Services at Kennesaw State University are noted exemplars in this area of work.

The Bell National Resource Center on the African American Male at The Ohio State University (OSU) opened in September 2005 (The Ohio State University, Office of Diversity and Inclusion, Bell National Resource on the African American Male, 2014). In the years since being established the Center, is well on its way to achieving the vision to become the premier resource on issues pertaining to the African-American Males across the lifespan. Positioned at the heart of the OSU campus, the Bell Center endeavors to improve the retention and graduation rates of Black males. The Center conducts robust research and evaluations to inform social policy and uses evidenced based programs that can be replicated at other institutions. Perhaps most known for their signature African American Male Retreat, other program offerings include an early arrival program, Todd Bell Lecture Series, Leadership Institute, recognition ceremony, and mentoring. OSU continues to see increases in the graduation rates of African-American males since the Center opened its doors (The Ohio State University, Office of Diversity and Inclusion, Bell National Resource on the African American Male, 2014).

The fastest growing school in the University System of Georgia, Kennesaw State University (KSU), is located 20 miles north of Atlanta (Kennesaw State University, 2014). The campus serves more than 24,600 undergraduate and graduate students and has a national reputation that continues to strengthen. Housed within Multicultural Student Retention Services, the KSU African American Male Initiative exists as a partnership with faculty, staff and students

aiming to increase enrollment, retention, and graduation rates of KSU students. Mentoring, leadership development, and the celebration of achievement are the cornerstones of the KSU AAMI, the key feature of which is a summer bridge program. Bridge programs are designed to acclimate pre-collegiate and freshmen students to college life and expectations. KSU reports that the AAMI has made a significant positive impact on the academic and social success of Black male students on their campus (Kennesaw State University, 2014).

Creating an African American Male Initiative

With strong collaborations, institutions of all sizes and types can create a successful AAMI. Considering contextual factors, building a team, using campus data, and pursuing varied sources of funding will help you start with the end in mind. The section to follow seeks to bridge the theoretical and practical in exploring the process of creating an African American Male Initiative on any campus.

Contextual Factors that Build Momentum

Timing and context are important often dictating the success of collaborations. Consider the institutional contextual factors at play and the ways in which that can enhance or thwart the momentum of creating a campus AAMI. Is your campus merging with another campus? Are new leaders or key partners eagerly looking to embrace an innovative new initiative? Are constricting budgets challenging your institution to identify ways to coalesce and streamline efforts? These and other contextual factors may provide the energy needed to advance the development of an AAMI.

On my campus, there was the perfect storm of a national attention to the needs of Black men highlighted through My Brother's Keeper backed by President Barack Obama; a grant funding opportunity; a new University president with a keen interest in the experience of

underrepresented students; a previously dormant Black Male Leadership Society on campus that was poised to revitalize; and an Associate Provost with both the interest, relationships, and positional authority to convene an interdisciplinary group of campus and community partners. The resulting collaboration and the corresponding impact was magical.

Building the Team

Greater Expectations extends a powerful call to action about the interdisciplinary imperative in forming collaborative teams (AAC&U, 2002). As you identify partners for this endeavor, expand your thinking to include both the usual and not so usual suspects. Often we make assumptions about what colleagues in seemingly unrelated disciplines or functional areas may be willing to invest in a joint venture. Yes, people are busy and guarded about taking on additional responsibilities. However, casting a wide net and involving potential partners in the early stages of building your campus AAMI can ensure that everyone's interests are reflected in the final product.

For my campus AAMI team, collaborators included the Office of Institutional Diversity, Multicultural Services and Programs, Undergraduate Admissions, the Office of the Vice-President for Student Affairs, Greek Life, faculty members from the College of Education, student leaders from the Black Male Leadership Society, Peach State Louis Stokes Alliance for Minority Participation, and a community civic leader. The educational backgrounds and disciplines of the professionals involved were extremely diverse including but not limited to Education, Engineering, Social Work, College Student Affairs Administration, African-American Studies, and English. Eventually applying the moniker Georgia African American Male Experience (GAAME) to the initiative, the group set out to create cohesive experiences and support mechanisms that would serve to increase the enrollment of African American males at

UGA, while maintaining already high retention and graduation rates through enhanced student engagement.

In the early stages of any collaboration, dare to dream about the possibilities that could result. The GAAME team was driven by the grant process we knew we wanted to engage with. In this way, there was an existing template by way of the elements that would be required for the grant application. For institutions establishing an AAMI independent of grant funds, the possibilities may be even more esoteric making the dreaming stage all the more critical. Uninhibited dreaming becomes an important early stage as it allows partners to both build excitement and start the collaborative endeavor with the end in mind.

Listen to the Data Within

In planning an AAMI on your campus, see what story your institutional data is telling you. GAAME early meetings focused on reviewing scores of institutional data to establish benchmarks and understand in context, a unique story revealed by our institution related to the experience of African-American males. It quickly became apparent that counter to national data and prevailing literature, UGA did not have a retention or graduation issue at all. To the contrary, once Black males matriculated to the University, chances were high that they would persist to graduation. Enrollment, on the other hand, was a different story altogether. Enrollment numbers were low, extremely low. Clearly, recruitment emerged as the primary challenge for our AAMI. What does your campus data reveal?

The Grant Process

If your campus chooses to pursue grant funding to support the work of your AAMI, familiarity with the requirements and expectations of the funding authority will help you structure a successful program. It's never too early to start planning for a grant application

process. Grants can be complex from application through stewardship. When pursued as part of a collaboration, early planning becomes even more imperative. For the GAAME team, the Board of Regents AAMI request for proposals to vie for funds came several months after initial explorations with the group began. By that time, data had been collected about campus needs and a clear plan had been identified for how a \$10,000 initial year award could be utilized. It is recommended that the grant writing process be centralized with one person responsible for creating the first draft and maintaining subsequent iterations of the document as informed by collaborators. It is of benefit if the responsible party also has assessment duties connected to their institutional role. Once created, the draft can be shared with campus partners for review and edits prior to final submission. This proved efficient for the GAMME team by streamlining the process while still allowing for all to be involved and share ownership. In order for this strategy to succeed there must be sufficient lead-time built into the process to allow all partners adequate time for discussion, feedback, and integration prior to the final product.

The Georgia African-American Male Experience

Consistent with the needs identified in our data story, the GAAME program design included a two-pronged approach with a student recruitment element and student engagement strategy. Co-program directors were identified with responsibility for the recruitment weekend and on-campus student engagement focus respectively. The recruitment strategy was modeled after an existing overnight visitation program that had garnered considerable success on campus yielding (admissions term for having admitted students matriculate) a high percentage of admitted students of color. Modified to target Black males with the added focus of leadership and campus involvement opportunities, the inaugural GAAME recruitment weekend occurred during April 18-19, 2014. The program placed great emphasis on potential student interaction

with senior University leadership including the President, Vice-President for Student Affairs, and Associate Provost for Institutional Diversity. In addition, current student leaders; recent and prominent alumni; civic and community leaders that included the Sherriff, distinguished faculty, along with key university staff members, were included in hopes that the admitted students would see this outpouring of support evidenced by physical presence and commit to the University of Georgia. The fall 2014 matriculation numbers will tell of the true success, but early markers are nothing short of impressive. The goal was that 30 students would come to campus for a visit. The GAMME team was delighted to have 32 prospective students RSVP for the weekend.

By all accounts, the visitation weekend was a tremendous success. Such success was made possible due to the long and at times arduous period of capacity building that preceded it. In this collaborative process, the GAAME team embraced the adage, “If you build it, they will come.” Much of the building took the form of investing in the African-American male students that were already part of our campus community. Students were part of the collaboration from the onset and helped to inform the process in significant ways. We looked to them as our resident experts to inform us as to what attracted them to UGA. What kept them at the University, what were the challenges they experienced in this environment, and what were the opportunities to enhance the collegiate experience for themselves and the Black males to come. In asking these questions, we had to be prepared to hear the answer. Students do not always give our efforts rave reviews, but investing in them continues to be a worthy enterprise. Students want and need to know that people in their university community care for them and are willing to receive and respond to criticism in a way that demonstrates an ongoing commitment to student success (Johnson, 2014).

The GAMME team utilized the Black Male Leadership Society (BMLS)—a student organization under the auspices of Multicultural Services and Programs within the Division of Student Affairs—to mobilize the leadership and campus engagement element of the plan. Utilizing a peer engagement model, the purpose of the BMLS is to establish and foster a sense of unity, strength, and love among Black males. The group supports the academic, social, intellectual, and spiritual growth of Black male undergraduate and graduate students as well as alumni at UGA by maintaining a community of men who will continuously support and encourage one another. BMLS fosters positive relationships for Black men with others; develops and highlights the leadership of Black men in their communities and engages with and affects the lives of others beyond the boundaries of campus. For the GAAME team, it was clear that the presence and work of BMLS on campus was an essential ingredient in creating a strong sense of community for students once matriculated.

Reflections & Recommendations

King and Kitchener's (1994) Reflective Judgment Model provides an excellent framework for reviewing AAMI and other collaborations in a systematic way that conceptualizes complex thinking as a means to resolve ill-structured problems. Ill structured problems are complex, and the outcome may not be clear. Thus, solutions must be similarly complex and multifaceted. In using this model, knowledge is built on the bases of information from a variety of sources. Selected action is based on evaluations of evidence across contexts and the opinions of trusted others (King & Kitchener, 1994).

The hallmark of a strong AAMI is collaboration. Simply put, shared ownership produces enhanced effectiveness, larger scale impact, and quite possibly long term systemic change that, hopefully, makes the need for any identity particular program obsolete one day. For the

GAAME team, having interdisciplinary diversity on the team meant stronger solutions for the complex challenge we were seeking to address. Interpretations of solutions were based on vantage point, lived experience and anecdotal evidence. There is a selective tension that is commonplace in any collaborative effort. For the GAAME team, this manifested in within group dynamics thrusting some into the realm of reputable authority due to their years of experience, access to certain information or position. The perspectives of those members of the team carried great weight. This reality need not be inherently wrong. To the contrary, it can help to advance the work of the group in meaningful ways. However, if it results in silencing team members or other counterproductive disruptions, it must be addressed.

It is important to make room for complexity in collaboration. Allowing room for dynamically evolving approaches makes it possible to be well poised to withstand the challenges that are inevitable and certain to occur. One such challenge for the GAAME team was that the grant renewal request for proposals came prior to the close of the initial grant cycle. This resulted in stewardship, year-end report writing, and a proposal for next fund cycle happening at overlapping times. The team was asking for three times as much funding to support the continuation and expansion of the work established in the inaugural year, without yet knowing the outcome of said efforts. The timeline also proved challenging as it severely shortened the window of time available for proposal draft development. The bulk of this strain fell to the designated grant writer but had implications for shared authorship particularly on how the co-directors and other team members were able to contribute to the proposal. The swift schedule simply did not allow for the level of team engagement that had characterized the process at the onset. Grant cycles can be unpredictable at worst or change over time at best. If your AAMI is dependent on external funds, it is helpful always to be thinking one year ahead. As difficult as it

was to pull the proposal together in such a brief window of time, the GAAME team was able to identify the focus of the second year effort on research, writing, and publishing based on earlier group conversations that identified those goals. At the time this article was written, the UGA GAAME team had just been notified that the proposal was accepted for an additional year of funding.

Collaborative Challenges in Building an AAMI

Having an understanding of common challenges in collaboration will, hopefully, help to normalize those challenges. In the collaborative process, persistence is key. Many great ideas spawn from great partnerships that ultimately go nowhere because people give up too soon. If we want our Black male students to persist to graduation, we must have the fortitude to persist in our collaborative efforts. Common challenges include:

- **Varying levels of partner engagement.** At different times, members of your team may be more or less directly engaged. Do not mistake their participation or lack thereof with not being committed or invested in the collaboration. While their lack of involvement or commitment could certainly be one reason and should be addressed accordingly if it is, levels of engagement are more often a function of other responsibilities of their role. Choosing collaborators that are already doing some facet of work with African-American males will ensure interest and alignment in a way that will help to minimize the likelihood of this challenge occurring.
- **Competing priorities.** Closely related to levels of engagement, the challenge of competing priorities is distinctly highlighted because they often look differently for faculty, staff, community partners, and students.

- For *faculty* members at research institutions, the promotion and tenure process does not reward involvements in campus collaborations such as this one. Additionally, faculty contracts are often nine-month appointments that would make them difficult to access during the summer. Understanding faculty life and culture at the onset will help your AAMI team leverage the necessary support faculty can render while helping to manage expectations. When possible, seek to engage faculty members with a research interest in the success of underrepresented students. Including a research agenda as part of your initiative is recommended. This will serve your initiative, institution, and keep you connected to the community of scholarship surrounding Black male collegians.
- *Staff* members on your AAMI team will likely do most of the heavy lifting. It is helpful if the role they play on your team is in alignment with their job functions at your institution. This helps them to keep the AAMI centrally focused as part of their job responsibilities and allocate time accordingly without it feeling like an add on.
- *Community partners* can be the most challenging on your AAMI team in that their connection to the institution is the least firm of the group. It is helpful to have community partners that are alumni of your institution and retain current ties. Additionally, early and recurrent conversations about expectations and both sides are recommended.
- *Students* are the heart and soul of why the collaboration exists. They offer astute perspectives that if you invite and hear, will undoubtedly contribute to the success of your AAMI. It goes without saying but, first and foremost, students are

students. Their involvement in your campus AAMI collaboration is secondary to the worthy pursuit of degree attainment. Their availability is often limited due to class schedules and other commitments. They are easily frustrated with the bureaucracy we come to know as second nature, and particularly for African-American male students, they are pulled in a million different directions to represent themselves and others campus-wide.

- **Role definition** is crucial in getting your AAMI off the ground and keeping it moving forward. As important as all team members are, there must be a champion for the cause. The champion of the collaboration may or may not be the most senior person on your AAMI team. It is important that all team members know precisely what is expected of them. The success of your AAMI depends on it.
- **Shared ownership** is the other side of the role definition coin. Individual accountability is necessary but must be balanced with collective responsibility. Conflict is inherent in community and certainly in group processes, so do not shy away from it. It will make for a well vetted end product.
- **Bureaucracy in praxis.** Institutions of all sizes and types are complex, at times unwieldy, and have their fair share of red tape. Establish and stick to a time table that allows you to do things in advance as much as possible and expect the unexpected. Campus crisis, budget policies, vacation schedules, along with any and all manner of mild to severe calamities not remotely related to your AAMI can impact it. Pad your timeline, so that delayed does not translate to derailed.
- **The role of identity in advising student organizations** cannot be understated. Hopefully, your AAMI will involve a student organization. As much as possible have

your processes mirror your product. AAMIs are about Black male success. Your program will work closely with the Black male students on your campus. While African-American male students need to see and feel that faculty and staff from all identities are interested in and committed to their success, non-Black, non-male advisors to AAMI connected student organizations or programs should be mindful of the role of identity in this work.

- **Deadlines** are inherently part of collaborative work. Internally established ones will help keep you on track. Externally established ones can impact how your AAMI team collaborates. Insufficient time before a deadline leaves the work of many in the hands of few. Try to avoid that being the case by, again, planning in advance and building in enough time for full and equal participation of your entire collaborative team.

You Can Do It, This Will Help

Every campus has an existing infrastructure that can be leveraged to build a successful AAMI. That may come in the form of the Multicultural or Diversity Offices, student organizations, faculty members with research interests in issues impacting African-American males, community and civic leaders, and/or influential alumni interested in investing in your students. Furthermore, chances are your institution has an existing diversity plan, strategic plan, institutional priorities, or learning and development outcomes that speak to some aspect of diversity, inclusion, social justice, or support of underrepresented groups that you can use to bolster your efforts in securing large scale institutional support.

When you are ready to mobilize your campus and community partners in collaborating for an AAMI, ask yourself the following key questions:

1. Is there top down support?

2. What offices/student groups are involved in the recruitment, retention, and success of Black males on my campus? Who else should be included on our campus AAMI implementation team?
3. How can we involve students in the process early on?
4. What story does the data tell with regard to recruitment, retention, and enrollment of Black males on our campus?
5. Does the support exist to sustain what we are proposing? (i.e. budget, staff, leadership)
6. How will we assess the effectiveness and make adjustments to our program based on lessons learned?

The answers to these questions will help to reveal where you should start. For some institutions, that will mean engaging in the important work of building capacity on your campus. UGA GAAME team is an example of this; some campuses will be off to a sprint in no time due to the contextual perfect storm that makes swift and sustained momentum possible.

Conclusion

As student affairs practitioners, our wheelhouse of impact is the collegiate setting. The unique individual and social nature of learning can create powerful learning environments (AAHE, ACPA, & NASPA, 1998). Every campus can be one of those powerful environments where students and collaborations alike flourish.

References

- American Association of Colleges & Universities. (2002). *Greater expectations: A new vision for learning as a nation goes to college*. Washington, DC: Author. Retrieved from <http://greaterexpectations.org/>
- American Association of Community Colleges. (2014). *Minority male student success programs at community colleges*. Retrieved from <http://www.aacc.nche.edu/Resources/aaccprograms/diversity/MinMaleStuSuccessProgs/Pages/Default.aspx>
- American Association for Higher Education, American College Personnel Association, & National Association of Student Personnel Administrators. (1998). *Powerful partnerships: A shared responsibility for learning*. Washington, DC: Authors.
- Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2012). *Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world*. New York, NY: Springer Publishing.
- Bourassa, D.M. & Kruger, K. (2002). The national dialogue on academic and student affairs collaboration. In A. Kezar, D. Hirsch, & C. Burack (Eds.), *New Directions for Higher Education: No. 116. Understanding the role of academic and student affairs collaboration in creating a successful learning environment* (pp. 9-17). San Francisco, CA: Jossey-Bass.
- The College Board. (2014). *The education experience of young men of color*. Retrieved from <https://youngmenofcolor.collegeboard.org/recommendations/persistence-retention>
- Dancy, T. E. (2012). *The brother code: Manhood and masculinity among African American men in college*. Charlotte, NC: Information Age Pub.

- Davis, J. E. (1994). College in black and white: The academic experiences of African American males. *Journal of Negro Education, 63*, 620–633.
- Harper, S. R. (2008). Realizing the intended outcomes of Brown: High-achieving African American male undergraduates and social capital. *American Behavioral Scientist, 51*(7), 1030-1053.
- Harper, S. R. & Harris III, F. (2012). *Men of color: A role for policymakers in improving the status of Black male students in U.S. higher education*. Retrieved from Institute for Higher Education Policy website: <http://www.ihep.org/Publications/publications-detail.cfm?id=160>
- Harper, S. R., & Kuykendall, J. A. (2012). Institutional efforts to improve Black male student achievement: A standards-based approach. *Change, 44*(2), 23-29.
doi:10.1080/00091383.2012.655234
- Hilton, A. A., Wood, J., & Lewis, C. W. (2012). *Black males in postsecondary education: Examining their experiences in diverse institutional contexts*. Charlotte, NC: Information Age Publishing.
- Horne, O. (2007). *Voices of the talented tenth: Values of young black males in higher education*. New York, NY: University Press of America.
- Johnson, Z. M. (2014). *The role of social support among high-achieving African-American college males at a predominantly white institution*. Unpublished manuscript, Department of Counseling and Human Development Services, University of Georgia, Athens, Georgia.
- Kennesaw State University. (2014). *About KSU*. Retrieved from <http://www.kennesaw.edu/aboutksu.shtml>
- King, P. M., & Kitchener, K. S. (1994). *Developing reflective judgment: Understanding*

and promoting intellectual growth and critical thinking in adolescents and adults.

San Francisco, CA: Jossey-Bass.

Negga, F., Applewhite, S., & Livingston, I. (2007). African-American college students and stress: School racial composition, self-esteem and social support. *College Student Journal*, 41(4), 823-830.

Newman, C. B., Mmeje, K., & Allen, W. R. (2012). Historical legacy, ongoing reality: African American men at predominantly white institutions of higher education. In A. A. Hilton, J. L. Wood, & C. W. Lewis (Eds.), *Black males in postsecondary education: Examining their experiences in diverse institutional contexts* (pp. 89-106). Charlotte, NC: Information Age Press.

The Ohio State University, Office of Diversity and Inclusion, Bell National Resource Center on the African American Male. (2014). *About the Bell National Resource Center*. Retrieved from <http://odi.osu.edu/centers/bell-national-resource-center/bnrc/>

Palmer, R., Davis, R., & Hilton, A. (2009). Exploring challenges that threaten to impede the academic success of academically underprepared Black males at an HBCU. *Journal of College Student Development*, 50(4), 429-445. doi:10.1353/csd.0.0077

Pope, J. (2009, March 30). Under a third of men at Black colleges earn degree in 6 years. *USA Today*. Retrieved from http://usatoday30.usatoday.com/news/education/2009-03-30-black-colleges_N.htm

Stanton-Salazar, R. D. (2011). A social capital framework for the study of institutional agents and their role in the empowerment of low-status students and youth. *Youth & Society*, 43(3), 1066-1109. doi:10.1177/0044118X10382877

U.S. Department of Justice, Civil Rights Division (2006). Civil rights division's activities and programs. Retrieved from <http://www.usdoj.gov/crt/activity.html#edo>

University System of Georgia. (2012). *African-American male initiative: Recruiting, retaining and graduating Black male college students*. Retrieved from http://www.usg.edu/aami/AAMI_Booklet_UPDATED.pdf

Valbrun, M. (2010, September 9). Black males missing from college campuses. *America's Wire*. Retrieved from <http://americaswire.org/drupal7/?q=content/blackmales-missing-college-campuses>

The White House, Office of the Press Secretary. (2014). *Fact sheet: Opportunity for all: President Obama launches "My Brother's Keeper" initiative to build ladders of opportunity for boys and young men of color* [Press release]. Retrieved from <http://www.whitehouse.gov/the-press-office/2014/02/27/fact-sheet-opportunity-all-president-obama-launches-my-brother-s-keeper->

Wood, J. (2011, August 5). Developing successful black male initiatives. *Community College Daily*. Retrieved from <http://www.ccdaily.com/Pages/Opinions/Developing-successful-black-male-programs-and-initiatives.aspx>

Xueting, Z., Hong, Z., Bin, Z., & Taisheng, C. (2013). Perceived social support and a moderator of perfectionism, depression, and anxiety in college students. *Social Behavior & Personality: An International Journal*, *41*(7), 1141-1152.

doi:10.2224/sbp.2013.41.7.1141

A Conceptual Model for Collaboration to Combat the Summer Melt of Students from Low-Income Backgrounds

Carrie V. Smith

This article includes a suggested model for postsecondary institutions to address the problem of summer melt among students from low-income backgrounds. The model accounts for four areas deemed integral support systems for low-income students to matriculate. The following partners are advised: student affairs, admissions, counselor education graduate programs, K-12 counselors, and financial aid. Within this collaboration, personnel within the student affairs divisions serve as the conveners and developmental experts. The article also outlines a summer melt prevention program that could be the focus of this type of collaboration. Due to the unique multifaceted design of this model, the author includes a discussion on navigating the process including benefits to each partner, as well as caveats for implementation.

Historically, student affairs practitioners have associated the term summer melt with high school students who paid numerous deposits to universities while weighing their decisions concerning where to attend. In making a final decision about what school to attend, these students forfeited monies to various institutions (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009). Recently, the term has become synonymous with students from low-income backgrounds who decide after graduation not to matriculate in the fall, even after receiving their acceptance and their requested financial aid package (Castleman, Arnold, & Wartman, 2012). Research has identified numerous reasons—social, emotional, and financial—that may factor into matriculation decisions made by students from low-income backgrounds (Castleman & Page, 2014; Castleman, Page, & Schooley, 2014; Castleman, Page, & Snowdon, 2013). Despite exploration into the circumstances that potentially hinder this student population, educational experts have yet to create a comprehensive model for an intervention that specifically addresses the summer melt of students from low-income backgrounds. The summer presents a unique time when most students from low-income backgrounds operate without integral support systems such as their high school counselor or adviser due to the nine-month contract cycle within which these personnel operate. In addition, most colleges and universities do not consider admitted students their responsibility until the moment students attend their first class.

In order to reduce the summer melt of students from low-income backgrounds, a common practice for higher education professionals includes outreach to students early in high school. This method is preferred, rather than focusing on the last few months before students arrive on campus. In other words, professionals are *reaching out early* rather than *staying late*

(Arnold et al., 2009). Colleges and universities, educational nonprofits, and government programs have designed various interventions aimed at assisting students from low-income backgrounds, but they have had mixed results (Castleman & Page, 2013; Castleman et al., 2014; Jaschik, 2011; Strayhorn, 2011). Many summer bridge programs, as they are often called, do not specifically address the needs of students from low-income backgrounds. Instead, these programs focus on providing transitional support to all entering students (United States Department of Education, 2013). If student affairs practitioners have an ethical and professional obligation to help students develop emotionally, socially, and intellectually, among other areas (American College Personnel Association [ACPA], 2006), how can they ignore this opportunity to begin the process of helping accepted students from an underrepresented population reach their potential? This paper presents a conceptual model for institutions to use when creating an intervention that can address the complex needs of students from low-income backgrounds who are susceptible to summer melt. The model outlines a collaboration spanning the institution and the surrounding community followed by detailing an intervention called the Summer Melt Prevention Program. The intervention is initiated through student affairs, but involves participation of various partners that can fulfill specific responsibilities as outlined in the model. Practitioners should acknowledge that institutional context will play a substantial role in the implementation of this model (Kezar & Lester, 2009). While the model is based on the organization of research universities, the concepts set forth in this model allow for application at other institutional types. Where possible and necessary, the author has made suggestions for adaptation.

Is My Institution Experiencing Summer Melt?

First, institutions must assess whether this type of summer melt is an issue in their communities. Practitioners should work with their admissions offices to establish the percentage of students receiving admission to the university yet not enrolling in the fall. Practitioners can look more closely for common characteristics such as socioeconomic status among students not matriculating, by disaggregating the data further. While socioeconomic status may be an indicator that a student may benefit from this intervention, it cannot be considered a forgone conclusion that all students from low-income backgrounds need this type of intervention. Even so, collecting this type of institutional data, coupled with issuing electronic or phone surveys, can contribute to understanding what is happening in the lives of the students in this targeted population over the course of the summer. Castleman, Page, and Schooley (2014) acknowledged that community colleges are especially at risk of summer melt, but the problem at 4-year institutions is growing. In addition, before schools can begin establishing a more formal collaboration to combat this issue, they must consider their context beyond institutional type. This includes but is not limited to, demographics of their student body, culture of the institution, and their mission and vision statements.

Many schools may have existing summer bridge or TRIO programming, and professionals may wonder why a program such as the one set forth in this model is not redundant. TRIO—a name referring to its design of three original programs, and summer bridge programs—focuses heavily on academic remediation efforts. They also require students to enroll in the program as early as middle school (University of Georgia Trio, 2013; United States Department of Education, 2014). In contrast, the proposed model for a collaborative intervention

focuses more on the dispensing of information and psychosocial services specifically during the summer after graduation from high school and prior to the fall semester of college.

The Framework of the Conceptual Model

Once an institution establishes the need to address summer melt, they can begin to identify appropriate partners among their community and stakeholders. Student affairs practitioners are charged by their professional organizations to decrease barriers to student success and to ensure that all students have the opportunity to thrive in college (American College Personnel Association [ACPA] & National Association of Student Personnel Administrators [NASPA], 2010). Therefore, regardless of their institutional context, student affairs practitioners have at their core a desire to help students succeed. For this reason, they are an ideal population to assume the responsibility for the creation of this partnership. They should begin by reaching out to partners that fit the four areas on which this model (see Figure 1) was developed. Arnold et al. (2009) identified four areas where students facing this phenomenon need support:

1. continuing availability of expert guidance and support with the college admissions and application process from both high school and college staff;
2. continuing assistance for students in finding the best possible pathway for their skills, interests, and postsecondary goals;
3. ongoing social and emotional support for students and their families so that they can acquire skills for coping with current barriers, overcome unforeseen challenges as they arise, and engage in appropriate anticipatory socialization for the college experience;

4. intensive and consistent financial guidance as students and their families interpret financial documents and contracts, make decisions among funding alternatives, and take actions within the complex world of grants, loans, scholarships, and other financial aid options. (p. 29)

Student affairs divisions should be cognizant that each of these areas might manifest itself through a number of departments, divisions, and individuals depending on the institution; however, this model offers a suggested structure and process based on what entities have traditionally held these responsibilities.

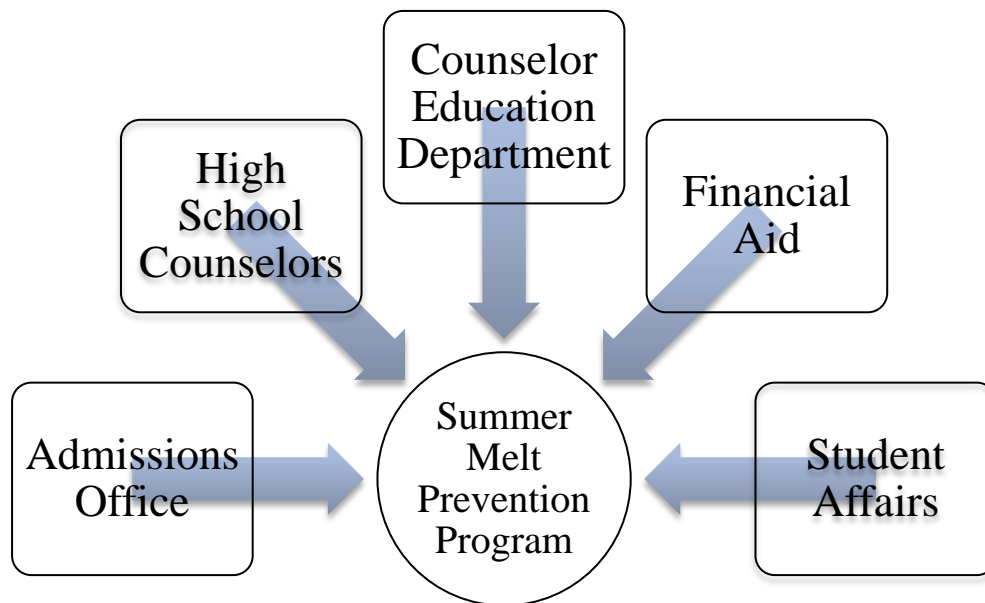


Figure 1. Conceptual Model of a Collaborative Approach to a Summer Melt Prevention program.

Partner One: Admissions Offices

As mentioned previously, admissions offices serve as information distributors within this model. Often members of the admissions office have connections to high schools that historically send their graduates to certain institutions. Depending on the structure of the admissions office, and the demographics of the student population, staff in the admissions office

may have existing relationships with high school counselors and teachers, families and the actual students. They also usually house data that can help an institution best identify the students that are most susceptible to summer melt potentially even noting their interests and planned academic major. Admissions offices often have the goal of increasing diversity specifically among income levels; they can illustrate their commitment by participating in this collaboration to achieve that goal.

Partner Two: High School Counselors

One of the largest issues causing summer melt is the lack of clarity on who is responsible for the student during the summer months. According to the National Survey of School Counselors conducted by the College Board, 92% of counselors believe part of their mission and purpose is to prepare students for life after high school by helping them complete 12th grade, and less than 25% or a fourth of the surveyed counselors work at schools where they conduct intentional initiatives over the summer (The College Board Advocacy & Policy Center National Office for School Counselor Advocacy [The College Board], 2012). In addition, “less than a third of high school counselors say that they intentionally collaborate with outside organizations...to support college and career readiness activities” (The College Board, 2012, p. 11). These statistics present a unique opportunity to help counselors achieve their goals through this collaboration. Student affairs practitioners can use the data obtained from the admissions offices to target specific school counselors or school districts whose students are perhaps at the highest risk of not matriculating to the institution. Once these schools have been identified, student affairs practitioners should begin developing rapport through informal and formal conversations as soon as possible. This is imperative, so that as the collaboration moves towards

a more critical stage of formation, the relationships between student affairs and the counselors are firmly established.

High school counselors, like student affairs practitioners, hold a number of roles in addition to helping a student attain their academic and personal goals (American School Counselor Association [ASCA], 2004). High school counselors can bring their knowledge about the students on an individual level, potentially providing more context to a student than the information supplied on required admissions documents. The involvement of high school counselors also demonstrates how groups from outside the college campus can use their authority, network, and skill set in order to form a more holistic outcome (Kezar & Lester, 2009).

Participating in this collaboration serves school counselors in numerous ways. First, there is a movement among the school counseling profession to demonstrate accountability to their supervisors and districts (ASCA, n.d.). This is a data driven initiative that allows school counselors to partner with a local university or college in order to produce outcomes that bolster their importance. For that reason, it raises the school's public profile as well as the school's dedication to creating a culture of college bound students, which may also help retention and persistence efforts.

Partner Three: Counselor Education Departments

Students decide not to matriculate to college due to a variety of circumstances, many of which the university will have no control over. Proactively providing qualified professionals on a college, or a university campus to ease the anxiety associated with entering college for the first time gives students from low-income backgrounds tools to manage challenges both expected and unexpected. For the purposes of this model, the author discusses using Counselor Education and School Psychology departments as a resource for this segment of the conceptual model. These

programs are traditionally housed within the College of Education; therefore the academic programs may possess more knowledge about the inner workings of a school environment than a traditional mental health counselor or psychologist. In the 2012 National Survey of School Counselors (The College Board, 2012), the majority of those counselors who earned a graduate degree in school counseling did not feel adequately equipped for preparing students for the transition to college. The partnership described by this model would increase students preparing for a role as a school counselor more direct access to students who are transitioning to college, a task considered of great importance to school counselors (ASCA, 2004).

Counselor education programs will certainly not exist at all colleges or universities who experience summer melt. These institutions will need to consider how to select a partner who can best serve the counseling services facet of this model. Many times students within counselor education programs seek internships or professional experience at institutions other than the one awarding them a degree. One option might include reaching out to these schools to gauge their interest in a program such as this. Schools should also consider looking to the surrounding communities for mental health professionals who would be willing to lend their time and expertise to this type of program. Institutions should also explore those offices on their own campuses whose responsibilities include students' emotional health and well-being. In doing this type of exhaustive search, student affairs practitioners can ensure that they are filling this crucial component of the model.

Partner Four: Financial Aid Office

Arnold et al. (2009) included a separate tenet about financial assistance and guidance in their recommendations for students facing this phenomenon. Students who have received their financial aid packages still have additional scenarios to navigate before they officially begin their

college careers. For this reason, the Office of Financial Aid should have an intentional and transparent role in this collaboration. Staff from financial aid offices bring an expertise about grants, loans, and financial aid options that go beyond what a website might provide. In addition, staff working with this student population can learn additional contextual information about their circumstances, which may help the counselors understand the multifaceted experiences students have during the summer prior to starting college.

Partner Five: Division of Student Affairs

The Division of Student Affairs lies at the center of this model, coordinating the collaboration, and providing tools for assessment and evaluation both during and after the program. Student affairs practitioners serve as the “conveners” bringing together the various components of this collaborative model (Kezar & Lester, 2009, p. 109). Institutional context and organizational structures will dictate who within the division is best suited to serve as the initial point person for this collaboration. Some schools may see it necessary to enlist the services of a trusted administrator or faculty member in order to gain additional leverage. Even so, student affairs remain crucial to the success of the collaboration as they bring a unique expertise about students. As college student development experts, student affairs practitioners will lead the discussion to develop a mission for the Summer Melt Prevention Program. This mission will be the culmination of the expertise and input from the aforementioned partners in the conceptual model. Student affairs professionals are accountable for ensuring that each partner in the collaboration is operating with the students’ well-being at the center of the initiative. The student affairs division is also responsible for the implementation of the timeline, created by the partners; that outlines the specific timing of the different types of communication and programming that exist within this model. Finally, student affairs practitioners will see the

collaboration as a collection of fluid partnerships understanding that revision and modifications are integral to the sustainability of the collaboration, thereby also operating as the administrative partner (Martin & Samels, 2001). By understanding the institutional context and applying it to the entire program's goals, student affairs professionals can avoid a breakdown in collaboration that may occur due to organizational cultural differences (Kezar, 2011).

The current culture and reputation of the student affairs office will certainly play a role in its ability to function in this capacity. Whereas some institutions will need to navigate the bureaucracy of many silos, other institutions may find themselves implementing this model in student affairs offices where a few people are responsible for all the tasks. Furthermore, existing relationships between the division of student affairs and other campus and community entities will make this collaborative process run more smoothly. If the division feels as though they do not have the relationships necessary to convene partners in each of the necessary areas, then it will need to begin building a rapport with potential partners that allows for seamless partnerships.

Summer Melt Prevention Program: Collaboration in Action

Once the partners outlined in the model have gathered, they can begin to develop an intervention to address summer melt of students from low-income backgrounds. The intervention will serve as a comprehensive program designed by using the four areas of need outlined by Arnold et al. (2009). Aforementioned partners will bring their ascribed area of expertise for a true collaborative effort. The Summer Melt Prevention Program will focus on increasing communication with students and providing support socially, financially, and psychologically.

Communication with Students

A visitation program in conjunction with a local university or college can be an aspect of a high school student's experience early in his/her high school careers. The high school counselor can recommend and encourage students to join visitation programs led by various student affairs staff members via online modules developed on topics like financial aid, what to expect upon one's arrival to college, and student organizations, among others. For students who do not have Internet access, high school counselors and the university can work to find computer access for the student, or they can help the student join these conversations via cell or smartphone. In a presentation on college access, sponsored by the United States Department of Education, Castleman, Cox, Owen, and Page (2014) outlined potential avenues through which high school counselors and postsecondary institutions might work together during the summer including mentorship, continued communication and text messaging. Furthermore, some schools have found that text messaging provides an inexpensive way to connect with students over the course of the summer (Castleman & Page, 2013). Through this messaging, university representatives can remind students of upcoming deadlines for materials, keep them abreast of university happenings, and encourage them to visit the website or even the campus, for various events prior to their enrollment. By request of the student, or by recommendation of the high school counselor, the student can enroll their parent(s) or guardian(s) to receive the text messages thus increasing at-home support during the summer.

Financial aid offices will also provide text reminders about upcoming deadlines for financial aid. They will schedule a time to meet with the student either online or in person, to discuss any additional payments of fees that a student might expect to encounter. The personal attention that a student would receive would allow them to develop rapport with a financial aid

staff member so that they would feel comfortable speaking with someone on campus about sensitive issues related to finances and resources.

Social and Emotional Support

Student affairs will work with the counselor education departments to develop a program for graduate internship credit that focuses on working with the students participating in the Summer Melt Prevention Program. Over the summer, these interns (or the corresponding party chosen to fulfill this component of the conceptual model) will design, implement and assess socialization initiatives. These efforts could include virtual programs, Facebook groups, text message campaigns focused on morale, or even small group in-person counseling sessions. The format of services selected will depend on the institution, the resources, and the willingness of student participation. The intent of the programs would be to alleviate any anxiety the student might be experiencing while also helping prepare them for their college journey. Boston, MA – based nonprofit [uAspire](#) and Fulton County Schools in the metro Atlanta, GA area piloted counseling programs, with traits similar to those previously mentioned, to high school students who were at risk of not matriculating (Castleman et al., 2014). These programs increased college enrollment with students from low-income backgrounds enrolling and persisting through at least the first year of college (Castleman et al., 2014).

Navigating the Process of Collaboration

This paper outlines a model for collaborating with multiple partners to create an intervention of great scale. The division of student affairs understands that undertaking an opportunity for increased retention and relationship building might have long-lasting positive effects on any college campus. Most importantly, the model and resulting Summer Melt Prevention Program specifically aim to meet the needs of students from low-income

backgrounds, a population rarely seen as a stand-alone population. In the initial stages of developing this collaboration and program, the greatest barriers to implementation will be schedules of those involved and budgetary restrictions. This model will involve additional financial resources as well as increased time and effort from people who may already feel overworked or overwhelmed by the myriad of responsibilities that their jobs entail (Gündüz, 2012; Taylor, 2005). Addressing these concerns from the beginning of the partnership will be valuable in obtaining buy-in from administrators, as well as collaborative partners. Furthermore, creating an atmosphere of collaboration and then sustaining commitment to that climate will have varying results based on the institution (Kezar & Lester, 2009).

As practitioners use this model for their institutions, they should consider the individual strengths, weaknesses, and area of expertise that each partner brings to the collaboration, while also remaining cognizant of the common values that each partner holds (Kezar & Lester, 2009). For example, this collaboration has at its core the best interest for college-intending students and providing them the support they need. Practitioners must understand and respect the various cultures involved especially when forming partnerships with faculty and the K-12 educational system. One recommendation is to develop a central point of contact online during the development of the program that includes essential documents, the mission statement and goals of the program, links to relevant programming, and a message board where the members of the collaboration can communicate when it is convenient for them (Duffield, Olson, & Kerzman, 2012). This acknowledges that a high school counselor, a college graduate student, and a financial aid staff member may operate during different times of the day, but that should not prevent them from sharing thoughts or accessing resources necessary for the program's success. In addition, building rapport with various divisions and departments may take time and involve

explaining why participating in this collaboration benefits that specific party. Obtaining the initial buy-in from participating partners should not be underestimated as a crucial step in the success of such a model.

Some institutions may have existing programs they believe address this type of summer melt. In cases such as those, it is important for practitioners to develop appropriate assessment measures to see how this model might improve the organization or targeted actions of those initiatives. In some cases, summer programs may not involve multiple offices or anyone outside of the student affairs department. The responsibility falls to the student affairs practitioner to explain both internally and externally why involving collaborative partners from different constituent bases is integral to the success of the collaboration. In this case is the matriculation, persistence, and retention of these students who want to attend college and have qualified to do so (Kezar & Lester, 2009).

The Path to Persistence and Increased Institutional Quality

While this model may have its origins in a research university setting, summer melt and the needs of the students susceptible to it exist at many types of institutions. Whereas places that might require adaptation have been noted, this is certainly not an exhaustive list. For example, smaller institutions may have one person serving multiple roles listed in the model. In this case, it is not necessary to find another partner, but rather to make sure that the core needs of expert academic, social, and financial support are being met. For those institutions with larger staffs or increased resources, the model serves as an example of combining expertise to create an innovative program to address the needs of their students.

This model has implications beyond the Summer Melt Prevention Program it outlines.

First, an integral component of this model is the relationship between the university and high school counselors. Nurturing this partnership has not been a focus of student affairs as a field, yet bringing together the two areas of expertise could lead to innovative programming and initiatives. Additionally, this model demonstrates how important it is that practitioners be cognizant of the vast resources that may exist outside of the division of student affairs and their institutions.

Colleges and universities must respond to the changing world of today's college students. In order for higher and postsecondary education to remain a viable and productive choice for graduating high school students, innovative collaboration and flexible thinking must continue both inside and outside the classroom (Martin & Samels, 2001). This conceptual model provides a possible collaborative strategy for addressing a growing problem, and it utilizes existing intersection points by which to make contact with students who are at risk of not matriculating (Cueso, n.d.). If in fact, "the majority of institutional mission statements embrace educational goals that are much broader and diverse than knowledge acquisition and cognition," this collaboration also serves to enhance the university environment through increased economic diversity among the existing student population (Cueso, n.d., p. 8). Furthermore, if the goal of post-secondary institutions is to support students to persistence, then this collaborative partnership helps to increase the chance that the students will arrive on campus for such an opportunity.

References

- American College Student Personnel Association. (2006). *Statement of ethical principles and standards*. Retrieved from http://www.acpa.nche.edu/sites/default/files/Ethical_Principles_Standards.pdf
- American College Personnel Association & National Association of Student Personnel Administrators. (2010). *Envisioning the future of student affairs: Final report of the task force on the future of student affairs appointed jointly by ACPA and NASPA*. Retrieved from http://www.cas.edu/wp-content/uploads/2012/11/TF_final_narrative.pdf
- American School Counselor Association. (n.d.). *About ASCA*. Retrieved from <http://www.schoolcounselor.org>
- American School Counselor Association. (2004). *ASCA National Standards for Students*. Alexandria, VA: Author
- Arnold, K., Fleming, S., DeAnda, M., Castleman, B., & Wartman, K. L. (2009) The summer flood: The invisible gap among low-income students. *Thought & Action*, 23-34. Retrieved from <http://www.nea.org/home/37170.htm>
- Castleman, B. L., Arnold, K., & Wartman, K. L. (2012). Stemming the tide of summer melt: An experimental study of the effects of post-high school summer intervention on low-income students' college enrollment. *Journal of Research on Educational Effectiveness*, 5(1), 1-17. doi:10.1080/19345847.2011.618214
- Castleman, B., Cox, E., Owen, L., & Page, L. (2014). *Opportunities for college-intending students at risk for "summer melt."* [PowerPoint slides]. Retrieved from <http://www2.ed.gov/news/av/audio/college-access/index.html>
- Castleman, B. L. & Page, L. C. (2013, May 15). Can text messages mitigate summer melt? *New England Journal of Higher Education*, 2.

- Castleman, B. L. & Page, L. C. (2014). A trickle or a torrent? Understanding the extent of summer “melt” among college-intending high school graduates. *Social Science Quarterly*, 95(1), 202-220. doi:10.1111/ssqu.12032
- Castleman, B. L., Page, L. C., & Schooley (2014). The forgotten summer: Does the offer of college counseling after high school mitigate summer melt among college-intending low-income high school graduates? *Journal of Policy Analysis and Management*, 33(2), 320 – 344. doi:10.1002/pam.21743
- Castleman, B. L., Page, L. C., & Snowdon, A. L. (2013). *SDP Summer melt handbook: A guide to investigating and responding to summer melt*. Retrieved from www.gse.harvard.edu
- The College Board Advocacy & Policy Center National Office for School Counselor Advocacy (2012). *2012 National Survey of School Counselors – True North: Charting the course to college and career readiness*. [Online report]. Retrieved from www.civicerprises.net/MediaLibrary/Docs/2012_NOSCA_Report.pdf
- Cuseo, J. (n.d.) The case for promoting partnerships between academic & student affairs. Retrieved from <http://cpe.ky.gov/NR/rdonlyres/FC5065E4-E5A0-4F3F-9B36-FA33FEF29929/0/TheCaseforPromotingPartnershipsBetween.pdf>.
- Duffield, S., Olson, A., & Kerzman, R. (2012). Crossing borders, breaking boundaries: Collaboration among higher education institutions. *Innovation in Higher Education*, 38, 237-250. doi:10.1007/s10755-012-9238-8
- Gündüz, B. (2012). Self-efficacy and burnout in professional school counselors. *Educational Sciences: Theory & Practice*, 12(3), 1761-1767. Retrieved from <http://www.ebscohost.com>

- Jaschik, S. (2011, April 4). The other 'summer melt' in admissions. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2011/04/04/new_research_points_to_a_summer_melt_issue_for_low_income_students
- Kezar, A. (2011). Organizational culture and its impact on partnering between community agencies and postsecondary institutions to help low-income students attend college. *Education and Urban Society*, 43(2), 205-243. doi:10.1177/0013124510380041
- Kezar, A. J. & Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders*. San Francisco, CA: Jossey-Bass.
- Martin, J. & Samels, J. E. (2001). Lessons learned: Eight best practices for new partnerships. In A. Kezar, D. J. Hirsch, & C. Burack (Eds.), *New Directions for Student Services: No. 116. Understanding the role of academic and student affairs collaboration in creating a successful learning environment* (pp. 89-100). San Francisco, CA: Jossey-Bass.
- Strayhorn, T. L. (2011). Bridging the pipeline: Increasing underrepresented students' preparation for college through a summer bridge program. *American Behavioral Scientist*, 55(2), 142-159. doi: 10.1177/0002764210381871
- Taylor, C. (2005). Superwoman lives, (at least in my head): Reflections of a mid-level professional in student affairs. *The College Student Affairs Journal*, 24(2), 201-203.
- United States Department of Education. (2014). *Office of Post-Secondary Education: Federal Trio programs*. Retrieved from <http://www2.ed.gov/about/offices/list/ope/trio/index.html>
- University of Georgia TRIO Program. [Website]. (2013). Retrieved from <http://trio.uga.edu/>

Behavioral Intervention Teams: A Campus Wide Collaboration

Douglas Bell

Campus behavioral intervention teams vary greatly from campus to campus, guided by their institution's mission statement, ensuring a safe, educational environment for all members of the campus community. Assessments and interventions of distressed students and students exhibiting disturbing behavior provide a unique opportunity to collaborate with constituents of the campus community. This collaborative approach will assist in eliminating information silos and allow meaningful student interventions to take place.

Student behavioral issues have been and will continue to be, a topic of discussion for student affairs administrators. At an extreme, the tragic mass shooting that occurred at Virginia Tech received national attention and led students, parents, lawmakers, and the media to ask whether campuses were safe (Rasmussen & Johnson, 2008). The attention also compelled institutions across the United States to re-think how they address students of concern within the campus community. After the tragedy at Virginia Tech, institutions around the country convened committees and task forces to review policies and to answer questions related to campus safety and security. There was also increased attention paid to the role of threat assessment and behavioral intervention teams (referred to as behavioral intervention teams from this point forward) within the campus communities. Some states' legislatures passed laws mandating the establishment of these teams on public colleges and university campuses (Penven & Janosik, 2012). The call for these teams' intervention mechanisms to be put in place, with the knowledge of disturbed students or student exhibiting disturbing behavior, has become common on campuses (Eells & Rockland-Miller, 2011).

Behavioral Intervention Teams

The Assessment-Intervention of Student Problems (AISP) model, introduced in 1989, describes a way to balance the delicate needs of students of concern (Delworth). Students who lack the skills in establishing close, age appropriate relationships, are often considered disturbing. These students exhibit behaviors such as overreacting to minor problems, abuse of alcohol, testing of limits, and manipulation and control (Delworth, 1989). Disturbed students appear out of sync with other students: they may seem angry and destructive towards themselves and others, and may display highly dualistic thinking (Delworth, 1989).

Douglas Bell, Doctoral Student in the College Student Affairs Administration Ph.D. Program & Senior Coordinator for Student Conduct, University of Georgia

The goal of the AISP Model was to create interventions that address these different behaviors exhibited by students. The AISP model outlines a collaborative team approach to assess students in order to develop an appropriate intervention. As stated by Delworth (1989), one of the responsibilities of the campus intervention team is to work toward a more integrated plan of interventions, which will help the student successfully integrate into the campus community. These interventions can be part of the student disciplinary process or mental health treatment, or they may occur in conjunction with those approaches. The components that are key functions of an effective behavioral intervention team include the assessment of the student and the intervention (Delworth, 1989).

Formulation of a Collaborative Team

Professional organizations have provided guidance on standard practices of the behavioral intervention team. An example of such a document is *In Search of Safer Communities* (National Association for Student Personnel Administrators [NASPA], 2009), which includes practices and provides a framework of planning for, and responding to campus violence and students of concern. Though a formulation of teams has varied throughout the country, some of the basic functions remain the same. Changing laws, attitudes, demographics, and relationships all contribute to the complexity of the answer to the question: “Who is responsible for the lives and welfare of students?” (Sandeem, & Barr, 2006). As an example, courts require colleges to provide reasonably safe campus environment for students and other people by attending to foreseeable dangers (Lake, 2013). The responsibility to ensure the safety and welfare of students extend beyond just student affairs administrators; it is the responsibility of the entire campus community. This creates a unique opportunity to collaborate with stakeholders throughout the campus community to assist in creating a safe environment.

Mission Guided Collaboration

Behavioral intervention teams are multifaceted, and its developed mission statement guides its focus and creates meaning. (Eells & Rockland-Miller, 2011; Kezar & Lester, 2009). Eells and Rockland-Miller (2011) outlined three types of teams that may have overlapping functions, but different missions. The first type serves as a way campus administrators assess and support troubled students. The second focuses primarily on crisis management. The third addresses both behavior intervention and threat assessment. All three require a collaborative focus from the team members involved. Establishing a clear mission statement for the team is an important contextual feature for such collaboration because it informs the interdisciplinary work of the behavioral intervention team (Eells & Rockland-Miller, 2011; Kezar & Lester, 2009).

Implementation of a Collaborative Team

The institution's chief student affairs officer is typically responsible for the coordination of a collaborative behavioral intervention team (Dunkle, Silverstein, & Warner, 2008). When establishing a collaborative behavioral intervention team, it is important to define the members' roles and responsibilities (Dunkle et al., 2008). Team membership varies from institution to institution. Typically, membership includes representatives from an institution's counseling center, public safety, housing and residence life, dean of students, office of student conduct, and a faculty representative (Mardis, Sullivan, & Gamm, 2013). When identifying potential members to collaborate on the behavioral intervention team, it is important to have clear roles and responsibilities in order to conduct effective, informed interventions. Having clearly established roles, such as who will communicate directly to the student and remain the student's point of contact, allows the team to work swiftly and intervene on behalf of a student at a moment's notice.

The team must also possess knowledge of institutional policies and procedures and ensure compliance with legal and operational standards (Higher Education Mental Health Alliance, 2013). Members of the team must review policies in order to gauge whether the policies that exist either support or serve as a barrier for the team to work effectively. Team members must also develop protocols that outline the authority of intervention team. Randazzo and Plummer (2009) noted that the mission statement provides context to what a team will handle; the protocols dictate how the team will handle specific cases.

It is also important to build strategically your behavioral intervention team through a network of staff members who can collectively address student behavioral issues (Kezar & Lester, 2009). Having a team that has developed an effective network is necessary to ensure smooth team function and clear communication around potentially challenging issues (Eells & Rockland-Miller, 2011). It is important to note that individuals chosen to represent certain offices do not necessarily have to be the highest-ranking person within their respective offices. If an administrator is better suited because of his or her personality or specific skill base, that person should serve on the team (Randazzo & Plummer, 2009). When considering the collaborative nature of a behavioral intervention team, it is equally important to communicate the time constraint involved with serving on such a team (Randazzo & Plummer, 2009). Administrators outside of student affairs may not be aware of the time commitments required to execute effective interventions.

One of the behavioral intervention team's basic functions is to make collaborative decisions in order to address students' behavior. Cooperative systems are critical to threat assessment. Using other departments or agencies provides more input on the process of both assessing and managing potentially violent situations. Effective communication, collaboration,

and coordination are necessary for the reception, assessment, and response to critical information (Deisinger, Randazzo, O'Neill, & Savage, 2008). In particular, it is critical to consider collaborative involvement from members of the academic campus community. This article explores ways to use behavioral intervention teams as an effective collaboration with members of the academic community.

Academic Affairs and Behavioral Intervention Team

An important function of a behavioral intervention team is to collaborate in order to improve coordination and communication across various campus departments; this team is stronger when they are multi-disciplinary (NASPA, 2009). Teams must blend administrators with proximity to campus and community with those who have expertise in assessing and managing troubled or troubling students, as well as those who have the authority to recommend or take action (NASPA, 2009). Due to their expertise in working with students, student affairs administrators should serve as leaders of a campus behavioral intervention team (Dunkle et al., 2008). Traditionally the collaboration between many different constituents on campus strengthens the effectiveness of a behavioral team. Some of the offices typically included in a behavioral team are law enforcement/campus safety personnel, mental health providers, university administrators, and student affairs administrators (Delworth, 1989; Dunkle & et al., 2008; Penven & Janosik, 2012). In a recent study, only 27% of the teams whom responded included a representative from academic affairs to serve on a behavioral intervention team (Mardis et al., 2013). Other administrators may enter and exit the behavior intervention team to provide contextual information as needed (Delworth, 1989; Dunkle & et al., 2008). Though academic personnel may be one of the constituents that may have a revolving role on behavior intervention teams, administrators should consider their involvement on a permanent basis.

Academic Affairs Involvement on Behavioral Intervention Teams

Why is including academic affairs so important on a behavioral intervention team? First, faculty members and academic advisors are often the first to identify students who are troubled or in distress (NASPA, 2009). Having faculty and academic advisors collaborate on a behavioral intervention team will allow the group to assess a student holistically. Having information, as it relates to students' in class behavior, will allow the team to provide an intervention that will assist students as well as the campus community (NASPA, 2009). Faculty members, as well as an administrator such as an academic advisor, will be able to provide prospective on a student's academic performance within the classroom. Indicators such as repeat absences from class and missed assignment provide academic indicators of student distress (Higher Education Mental Health Alliance, 2013). Having all of the information possible provides a behavioral intervention team the ability to provide the student with the best intervention to meet his or her needs for future success.

Secondly, academic affairs members on the behavioral intervention team assist in avoiding information silos (Randazzo & Plummer, 2009). Often, different departments and offices take steps on their own to handle situations without knowing the bigger picture (Randazzo & Plummer, 2009). One of the most important roles for a behavioral intervention team is to facilitate information sharing across departments and offices and to break down some of those silos. Breaking down the silos enables the behavioral intervention team to become truly multi-disciplinary. It ensures consistency when addressing a student's behavior throughout the campus community.

Academic Partners Perspective

Academic affairs units provide unique perspectives when serving on a behavioral intervention team. There are ways to utilize the perspective of these professionals effectively on the team. First, utilizing academic advisors and faculty when developing behavioral intervention procedures can improve the team's effectiveness. Training faculty and academic advisors throughout the campus community on how to identify disturbed students and disturbing behaviors is a major component of behavioral intervention procedures. Members from academic affairs serve as consultants to various campus constituents who may have concerns about students based upon their interactions with these students (Dunkle & et al., 2008). Academic affairs representatives may be instrumental in communicating and training other faculty members on the proper procedures of reporting such behavior to the proper members of the behavioral intervention team. Academic affairs administrators, as well as faculty, are perhaps better equipped than student affairs professionals at training and communicating to the academic affairs subculture. (Magolda, 2005).

Additionally, academic affairs perspective can assist with a student's intervention. One such intervention may involve facilitating a sense of connection with one or more persons in the campus community (Delworth, 1989). An example of such an intervention would be a mentorship program that connects a student exhibiting behavioral issues with a faculty member. It is important to have a collaborative team that is aware of the resources available to the student throughout the entire campus community so that such an intervention may take place. In order to maintain connections with a campus community, academic affairs and student affairs collaborators must design learning experiences that deliberately personalize interventions appropriate to an individual student's circumstances and needs (American Association for

Higher Education [AAHE], American College Personnel Association [ACPA], & National Association of student Personnel Administrators [NASPA], 1998). Research has noted that frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement (Chickering & Gamson, 1987). Having academic affairs involvement through an effective partnership will assist in the overall intervention taking place with students.

Considerations

There are issues an administrator must consider when implementing the inclusion of a faculty member or an academic advisor on a behavioral intervention team. The number of members on the team, privacy issues, and the process of selecting a member of academic affairs to join the behavioral intervention must be considered.

One of the first considerations to think through is how the inclusion of an administrator from academic affairs or faculty member affects the size of the behavioral intervention team. The behavioral intervention team should remain at a size that will permit for swift action when a student behavioral issue arises. Experts recommend keeping the intervention team relatively small (Higher Education Mental Health Alliance, 2013). If the size of the team is a concern, consider having an administrator from academic affairs included on an ad hoc basis. Including members on an ad hoc basis allows the intervention team to seek the inclusion of academic affairs, depending on the specifics of an individual's case. Regardless, the recommendation is to keep the collaborative group small enough to share information comfortably. The size of the team should take into context the institution in which it serves.

The second consideration that should be addressed is the issue of student privacy and concerns. All members must be aware that most documents created, including emails, personal

notes, and other informal documentation would be subject to disclosure in the event of a lawsuit (Higher Education Mental Health Alliance, 2013). Misunderstanding about state and federal privacy laws of students creates unique challenges for behavioral intervention teams seeking to share information (Higher Education Mental Health Alliance). All members of the collaborative team must have thorough training of the Family Educational Rights and Privacy Act (FERPA) as well as the Health Insurance Portability and Accountability Act (HIPAA). “Under FERPA, information from a student’s education record can be shared if sharing the information is necessary to protect the health and safety of an individual student or those around him or her.” (Higher Education Mental Health Alliance, 2013, p. 23) These trainings ensure that all team members are aware of the privacy laws that govern the sharable information.

Lastly, administrators must consider how the selection of the academic affairs member will take place. Ideally, the behavioral intervention team will blend members with proximity to information about what is going on around campus, with those who have expertise in addressing students of concern. As mentioned previously, the senior-most member of an academic office is not necessarily the best individual to serve on the team. The person most appropriate would include the academic affairs administrator who is attuned to the student needs of the campus community, regardless of their title. The selection of this person may prove to be more difficult at larger institutions. One suggestion is to have an academic affairs administrator appointed to the behavioral intervention team by the chief student affairs or academic affair officer. On some campuses, the president of the university may also make this appointment. Another suggestion is by appointment from the institution’s faculty staff council. It is imperative to have a member from academic affairs that is mindful of the time commitment associated with serving on a behavioral intervention team (Randazzo & Plummer, 2009).

Conclusion

In conclusion, there are advantages to having a representative from academic affairs included on a behavioral intervention team. The behavioral intervention team allows for a collaborative approach to creating a safe campus community for all students (AAHE, ACPA & NASPA, 1998). As mentioned in *Powerful Partnerships: A Shared Responsibility for Learning* (AAHE, ACPA & NASPA, 1998), collaborations with faculty and staff must incorporate deliberative personalized interventions appropriate to individual student's needs. When creating behavioral intervention team to address students of concern, it is important to consider the context of the institution. The development of a behavioral intervention team must address the needs of the students at the individual institutions. It is important to consider a collaborative work of a behavioral intervention team that includes student affairs administrators and academic affairs administrators to develop appropriate interventions.

References

- American Association for Higher Education, American College Personnel Association, & National Association of Student Personnel Administrators. (1998). *Powerful partnerships: A shared responsibility for learning*. Washington, DC: Authors.
- Chickering, A., & Gamson, Z. (1987). Seven principles of good practice in under-graduate education. *AAHE Bulletin*, 39(2), 3-7.
- Deisinger, G., Randazzo, M., O'Neill, D., & Savage, J. (2008). *The handbook for campus threat assessment and management teams*. Boston, MA: Applied Risk Management.
- Delworth, U. (1989). The AISP model: Assessment-intervention of student problems. In U. Delworth (Ed.), *New Directions for Student Services: No. 45. Dealing with the behavioral and psychological problems of student* (pp. 11-21). San Francisco, CA: Jossey-Bass.
- Dunkle, J. H., Silverstein, Z. B., & Warner, S. L. (2008). Managing violent and other troubling students: The role of threat assessment teams on campus. *Journal of College and University Law*, 34(3), 585-636.
- Eells, G. T., & Rockland-Miller, H. S. (2011). Assessing and responding to disturbed and disturbing students: Understanding the role of administrative teams in institutions of higher education. *Journal of College Student Psychotherapy*, 25(1), 8-23.
- Higher Education Mental Health Alliance. (2013). *Balancing safety and support on campus: A guide for campus teams*. New York, NY: Jed Foundation.
- Kezar, A. & Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders*. San Francisco: Jossey-Bass.

Lake, P. F. (2013). *The rights and responsibilities of the modern university: The rise of the facilitator university* (2nd ed.). Durham, NC: Carolina Academic Press.

Magolda, P. M. (2005). Proceed with caution: Uncommon wisdom about academic and student affairs partnerships. *About Campus*, 9(6), 16-21

Mardis, J. M., Sullivan, D. J., & Gamm, C. (2013). Behavioral-intervention and treat-assessment teams in higher education: Results from an exploratory study. *Journal of The Association of Student Conduct Administrators*, 5, 1-38.

National Association of Student Personnel Administrators. (2009). *In search of safer communities: Emerging practices for student affairs in addressing campus violence*. Washington, DC: Author.

Penven, J. C., & Janosik, S. M (2012). Threat assessment teams: A model for coordinating the institutional response and reducing legal liability when college students threaten suicide. *Journal of Student Affairs Research and Practice*, 49(3), 299-314.

Randazzo, M. R., & Plummer, E. (2009). *Implementing behavioral threat assessment on campus: A Virginia Tech demonstration project*. Blacksburg, VA: Virginia Polytechnic Institute and State University.

Rasmussen, C., & Johnson, G. (2008). *The ripple effect of Virginia Tech: Assessing the nationwide impact on campus safety and security policy and practice*. Minneapolis, MN: Midwestern Higher Education Compact.

Sandeen, A., & Barr, M. J. (2006). *Critical issues for student affairs: Challenges and opportunities*. San Francisco, CA: Jossey-Bass.

Developing Faculty-Staff Collaborations to Foster a Culture of Environmental Justice

Andrew M. Wells

As science and society better understand the challenges of global climate change, colleges and universities must prepare students to be environmentally just actors. To prepare tomorrow's leaders, today's educators must foster a culture of environmental justice on college campuses through independent efforts and collaborations between faculty and staff. This article examines the potential for student and academic affairs to collaborate to enhance students' learning about environmental justice through liberal arts education. The author also provides examples of pro-environmental work done in student and academic affairs and introduces opportunities for collaboration between staff and faculty.

Institutions of higher education have the capacity to contribute to future attitudes about the environment, both through the intentional development of college students, and in the teaching and research conducted by faculty. In the student affairs realm, practitioners' work directly impacts the experiences and development of the students they supervise, mentor, and coach (Creamer, Winston, & Miller, 2001). These student-practitioner relationships may influence students' attitudes toward the environment. At the same time, faculty members enjoy the protection afforded by academic freedom to integrate environmental issues into the classroom, regardless of the instructor's academic discipline. This potential for greater education about sustainability is timely given recent developments in the global understanding of the nature of climate change and the importance of sustainability in response to this issue (Intergovernmental Panel on Climate Change [IPCC], 2013). Coupled with the science of climate change, staff and faculty members' ability to promote environmentalism empowers educators to enhance students' holistic education by incorporating literacy about environmental justice into the educational experience. This article explores the opportunities for collaboration between staff and faculty to promote a culture of environmentalism and sustainability on campus

The impact of global climate change necessitates an ethic of environmental justice – an understanding that systems of power and privilege promote a system in which the poor of the global south are both disproportionately impacted by global climate change, and disproportionately unable to curb the engines that create that climate change (Anguelovski, 2013; Hens & Stoyanov, 2014). Student affairs practitioners should seek opportunities for collaboration with faculty in order to support faculty members' efforts at educating

Andrew Wells, Doctoral Student in the College Student Affairs Administration Ph.D. Program & Graduate Assistant for Counseling and Human Development Services, University of Georgia

students about global environmental justice. Additionally, staff can identify opportunities for faculty to be involved in student affairs practitioners' efforts to educate students. By combining these groups' knowledge, skills, and resources, staff and faculty can pursue a collaborative effort internal to the institution with the result of promoting a culture of sustainability on campus (Kezar & Lester, 2009). Sustainability benefits from interdisciplinary thinking and collaboration, with the benefit of institutional support, faculty and student affairs administrators may find that a collaborative approach to environmental justice is mutually beneficial (Martin & Samels, 2012). As explained below, the specter of global climate change warrants the inclusion of environmental issues in educators' social justice work.

Social and Environmental Justice

Promoting environmental justice is not just about marketing to environmentally conscious recruits or liberal fads. The world is increasingly globalized; our increasing interconnectedness confronts us with the global impacts of our local behavior. A recent report by the Intergovernmental Panel on Climate Change stated that not only is global climate change happening, but also the threats of rising ocean levels, more severe weather patterns, droughts, and the international conflict that follows these issues will disproportionately affect people in developing nations (2013). Global climate change is happening; it is influenced by human behavior, and only an intentional change in this human behavior can reduce the likelihood of future catastrophes (IPCC, 2013). This report demonstrates the environmental and social justice ramifications of global climate change. It is incumbent on institutions of higher education to promote environmental consciousness in our students so that they may make more informed and environmentally sound decisions as consumers and citizens. The culture of environmental

justice advocated here is consistent with the elements of liberal education that best prepare today's college students for the challenges of the future.

Environmental Justice and Holistic Education

Environmental issues touch many disciplines, affect all of us and warrant the attention of both administrators and faculty. The practice of sustainability is also applied as a holistic approach that advocates for environmental justice, while pointing to the feasibility of incorporating sustainability in navigating economic, environmental, and social spheres (Elkington, 1999). Educators would do well to ensure graduating college students are aware of the importance of environmental justice, in order to better equip them to make informed decisions as they move forward in their lives. To that end, environmental justice links directly to the call to enhance holistic education. Students graduating from institutions that prioritize holistic education about environmental justice will be better prepared to meet the challenges of the future, to navigate the job market, and to combat climate change.

Student Affairs Practitioners' Roles

Undergraduate students learn and develop both in and outside of the classroom, and this development benefits from student affairs practitioners' guidance (Pascarella & Terenzini, 2005). These practitioners need to consider the implications of their work for social and environmental justice (Dunn & Hart-Steffes, 2012; Longerbeam, 2008). Student affairs professionals are uniquely situated to link institutional values with educational experiences in the co-curriculum that are designed to promote sustainability (Schroeder et al., 1994; Kerr & Hart-Steffes, 2012). Practitioners will help students understand the global climate change in their local context, by educating student leaders about sustainability and environmental justice.

Inasmuch as sustainability and environmental awareness inform some student affairs practitioners' work, these administrators already promote elements of environmental justice on campus. At some institutions, residence and dining halls are laboratories for students and administrators to explore opportunities to introduce sustainable dining options and housing facilities (Pursehouse, 2012). In the University System of Georgia, some campuses such as University of Georgia (UGA) and Kennesaw State University allow students to garden on institutional land. In some cases, the food grown in these gardens is even served in the dining halls. In the UGA residence halls, "EcoReps" are student volunteers in the Residence Hall Association who plan and implement social and educational programs that inform undergraduate students about sustainability.

Students can also drive the move toward sustainability independent of the inputs of administrators and faculty. Student interest in environmental issues led to the creation of the Office of Sustainability at UGA. Faculty and administrators at University System of Georgia campuses can use existing student attitudes toward the environment to develop cultures of environmental justice (Pryor et al., 2008; Eagan, Lozano, Hurtado, & Case, 2013).

Faculty and Academic Administrators' Roles

Many faculty members already play a part in promoting environmental justice through research and teaching about global climate change. Our understanding of climate change today is thanks to the scholarship of these researchers (Cortese, 2013). Even in courses not inherently focused on climate science and its social implications, faculty have the prerogative to include the lens of sustainability in their teaching; in doing so, they also contribute to the culture of sustainability on campus (P. Yager, personal communication, January 9, 2014).

Beyond their individual responsibilities for teaching and research, faculty may find themselves collaborating across disciplines to advance sustainability. An example from UGA is the Georgia Initiative for Climate and Society (GICS). The GICS is an interdisciplinary committee of faculty throughout the institution who have the support of the Vice-President for Research to explore avenues for unique collaborations that promote awareness and action on issues related to the climate (GICS, n.d.). These faculty members combine their diverse academic backgrounds with the goal of exploring opportunities to educate their peers, students, and the Georgia citizenry about human-influenced climate change (P. Yager, personal communication, January 9, 2014).

Given the modern understanding of the nature of global climate change, administrators in education should understand environmental literacy to be a tenet of a holistic liberal education (Pittman, 2012). Keeping in mind the student affairs practitioners' role in promoting a holistic liberal education, this is a key opportunity for academic and student affairs to collaborate. Instructors across disciplines are able to identify and explore the relevance of environmental justice in their respective fields; student affairs practitioners should reach out to these faculty members to invite them into collaborations that are relevant for their research and teaching agendas, and which also contribute to the campus culture of environmental justice.

Enacting Collaboration

There is no question that both academic and student affairs administrators are willing and able to embrace sustainability and environmental justice as an important factor of a quality liberal education (Pittman, 2012). Given that both sides of the proverbial house are working to promote awareness of environmental issues in their own ways, the challenge now is to identify where there is room for the two to collaborate. This collaborative approach to infusing

environmental justice into the holistic educational experience merits support both from senior leadership, as well as mid- and entry-level practitioners and faculty. Collaborative efforts at developing a culture of sustainability will benefit from engaging those energetic students, and connecting them with student affairs resources and faculty expertise. By matching the skills and expertise of junior administrators and faculty with the approbation and financial support of senior officials, collaborative approaches that promote environmental justice can even endure transitions in staffing and funding that might otherwise spell the end of such a project (Kezar & Lester, 2009).

Student affairs practitioners know that faculty members have considerable expertise both within and outside their disciplines, and that when their expertise is mated with that of student affairs, student learning is enhanced (Kezar & Lester, 2009). The adage that two heads are better than one certainly applies in the endeavor to promote a campus' culture of environmental justice. Educators and administrators already collaborate to enhance students' learning and development. At the University of California, Santa Barbara, student affairs practitioners collaborate with faculty in the Introduction to the Research University course to improve students' transition to a research institution. Schroeder, Minor and Tarkow (1999) articulated the value of Freshman Interest Groups (FIGs) in promoting students' retention and satisfaction. Study abroad and service learning are also important and celebrated collaborations between academic and student affairs practitioners (Brejaart, Battit, & Dowal, 2009; Tarrant, Rubin, & Stoner, 2013). In all of the aforementioned examples, the motivation to invest in collaboration is derived from the faculty and administrators' belief that these initiatives enhance undergraduate students learning experiences (Kezar & Lester, 2009). As faculty and administrators accept that today's college students need to be educated for a future threatened by global climate change, a campus culture

that embraces and enhances sustainability will become increasingly central to the educational mission.

Collaboration in Action

Collaborations between faculty and staff can take many forms. The FIGs and freshman seminars discussed above are strong examples of current collaborative efforts that may be altered to incorporate a lens or focus on environmentalism. Similarly, service-learning programs may provide opportunities for faculty partnering with student affairs staff to capitalize on students' interest in service by incorporating environmental awareness into the curriculum. Service-learning is a perfect example of collaborations that promote sustainability. Students are exposed to issues of environmental justice (e.g., food scarcity, poverty, pollution, deforestation, etc.) in a learning environment that promotes active, solution-oriented engagement with the issue (Anguelovski, 2013). In many parts of Georgia, food deserts and poverty are fodder for exploration of environmental justice issues through service-learning or even undergraduate research. The educational experience can inform students about national and global issues, in addition to the examination of environmental justice in local contexts.

On a macro level, senior campus administrators may choose to solicit the participation of faculty and student affairs staff in campus-wide efforts at promoting sustainability. These may involve task forces or working groups that examine the campus culture broadly. These might also involve green initiatives that promote campus greening through educational campaigns, outreach, or marketing efforts.

Staff and faculty throughout the state university system can capitalize on the nature of the campus cultures, academic disciplines, and resources available to develop campus cultures of

environmental justice that exemplify the conservation of resources inherent in sustainability by focusing on adapting existing programs and services and incorporating this sustainability lens.

Conclusion

Collaborations between faculty and staff are not infrequent – student affairs administrators have significant experience collaborating with faculty in advising and teaching undergraduate students. Many colleges and universities offer freshman seminars, living-learning communities, and service learning, all of which are informed by student affairs administrators' expertise. Oftentimes these programs arise from the need to enhance student learning, respond to accreditation processes, or to accommodate students' interests. Germane to environmentalism, many undergraduate students come to campus with existing pro-environmental attitudes, and even a belief that the federal government should be actively combating global climate change (Pryor et al., 2008). In addition to these students' established values, many faculty and staff have interest in or knowledge about global climate change and the need for environmental justice.

The task for today's administrators, faculty, and student affairs practitioners is to develop collaborative initiatives to capitalize on these existing student attitudes in order to achieve the goal of a campus climate that generates and sustains students' ongoing awareness of global climate change and the importance of environmentalism.

References

- Anguelovski, I. (2013). New directions in urban environmental justice: Rebuilding community, addressing trauma, and remaking place. *Journal of Planning Education and Research*, 33(2), 160-177. doi: 10.1177/0739456X13478019.
- Brejaart, R., Babbit, K., & Dowal, D. (2009). Case study: UNH-EcoQuest and sustainability in New Zealand – Te Rarangahau Taiao. In J. Aber, T. Kelly, & B. Mallory (Eds.), *The sustainable learning community: One university's journey to the future* (pp. 66-67). Durham, NH: University of New Hampshire Press.
- Cortese, A. D. (2013). The critical role of higher education in creating a sustainable future. *Planning for Higher Education*, 31(3), 15-29.
- Creamer, D. G., Winston, R. B. Jr., & Miller, T. K. (2001). The professional student affairs administrator: Roles and functions. In R.B. Winston, Jr., D. G. Creamer, & T.K. Miller (Eds.), *The professional student affairs administrator: Educator, leader, and manager* (pp. 3-38). New York, NY: Taylor & Francis Group.
- Dunn, M., & Hart-Steffes, J. (2012). Sustainability as moral action. In D. L. Liddell & D. L. Cooper (Eds.), *New Directions for Student Services: No. 139. Facilitating the moral growth of college students* (pp. 73-83). San Francisco, CA: Jossey-Bass.
- Eagan, K., Lozano, J. B., Hurtado, S., & Case. M. H. (2013). *The American freshman: National norms for Fall 2013*. Los Angeles: Higher Education Research Institute, UCLA.
- Elkington, J. (1999). *Cannibals with forks: The triple bottom line of 21st Century business*. Oxford, United Kingdom: Capstone Publishing Limited.
- Georgia Initiative for Climate and Society (n.d.). *About the initiative: Objectives*. Retrieved from <http://climateandsociety.ovpr.uga.edu/about-the-initiative/objectives/>

- Hens, L., & Stoyanov, S. (2014). Education for climate changes, environmental health, and environmental justice. *Journal of chemical technology and metallurgy*, 49(2), 194-208.
- Intergovernmental Panel on Climate Change (2013). Summary for policymakers. In T. F. Stocker, D. Qin, G. K. Plattner, M. Tignor, S. K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex, & P. M. Midgley (Eds), *Climate Change 2013: The physical science basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*. Retrieved from Intergovernmental Panel on Climate Change website: http://www.climatechange2013.org/images/report/WG1AR5_SPM_FINAL.pdf
- Kerr, K., & Hart-Steffes, J. (2012). Sustainability, student affairs, and students. In B. A. Jacobs & J. Kinzie (Eds.), *New Directions for Student Services: No. 137. Enhancing sustainability campuswide* (pp. 7-18). San Francisco, CA: Jossey-Bass.
- Kezar, A., & Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders*. San Francisco: Jossey-Bass.
- Longerbeam, S. D. (2008). Preface. In K. G. Kerr (Ed.), *Toward a sustainable future: The role of student affairs in creating healthy environments, social justice, and strong economies* (pp. 5-7). Washington, DC: ACPA – College Student Educators International. Retrieved from <http://www.myacpa.org/toward-sustainable-future-role-student-affairs-creating-healthy-environments-social-justice-and>
- Martin, J., & Samels, J. E. (2012). The sustainable university: A need to move forward. In J. Martin & J. E. Samels, (Eds.) *The sustainable university* (pp. 3-17). Baltimore, MD: Johns Hopkins University Press.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. (Vol. 2). San Francisco, CA: Jossey-Bass.

- Pittman, J. A. (2012). Student services and auxiliary enterprises. In B. A. Jacobs & J. Kinzie (Eds.), *New Directions for Student Services: No. 137. Enhancing sustainability campuswide* (pp. 29-39). San Francisco, CA: Jossey-Bass.
- Pryor, J. H., Hurtado, S., DeAngelo, L., Sharkness, J., Romero, L. C., Korn, W. S., & Tran, S. (2008). *The American freshman: National norms for Fall 2008*. Los Angeles, CA: Higher Education Research Institute, UCLA.
- Pursehouse, C. (2012). Sustainability in housing and dining operations. In B. A. Jacobs & J. Kinzie (Eds.), *New Directions for Student Services: No. 137. Enhancing sustainability campuswide* (pp. 41-52). San Francisco, CA: Jossey-Bass.
- Schroeder, C., Astin, A., Astin, H., Bloland, P., Cross, K. P., Kuh, G., Marchese, T., Nuss, E., Pascarella, E., Pruitt, A., & Rooney, M. (1994). *Student learning imperative: Implications for student affairs*. Washington, DC: ACPA – College Student Educators International. Retrieved from <http://www.myacpa.org/sli/sli.htm>.
- Schroeder, C.C., Minor, F. D., & Tarkow, T. A. (1999). Freshman interest groups: Partnerships for promoting student success. In J. H. Schuh & E. J. Whitt (Eds.), *New Directions for Student Services: No. 87. Creating successful partnerships between academic and student affairs*, (pp. 37-49). San Francisco, CA: Jossey-Bass.
- Tarrant, M. A., Rubin, D. L., & Stoner, L. (2013). The added value of study abroad: Fostering a global citizenry. *Journal of Studies in International Education*, 20(10), 1-21. DOI: 10.1177/1028314313497589

Undergraduate Research Experiences: An Opportunity for Academic and Student Affairs Collaboration

Tiffany J. Davis, Ph.D.

Participation in high-impact educational activities produces high levels of achievement of desirable educational outcomes across domains including intellectual and practical skills, personal and social responsibility, and integrative and applied learning (Kuh, 2008). The student co-curricular experience has traditionally been viewed as the ‘laboratory’ for this type of affective and psychosocial development, with student affairs professionals serving as guides and mentors. This article includes some ideas, grounded both in current literature and my professional experience, for how student affairs professionals can begin to create meaningful collaborations with academic affairs.

As the population of students entering higher education has become increasingly diverse, colleges and universities have sought ways to intentionally design and create opportunities that will engage *all* students in ways that impact development, persistence, and graduation. Thus, research on high-impact educational practices (Kuh, 2008) has garnered the attention of higher education professionals. High-impact educational practices include learning communities, writing intensive courses, undergraduate research, first year seminars and experiences, service learning, internships, diversity/global experiences, collaborative learning, common intellectual experiences, and capstone seminars and projects (Kuh, 2008). The distinguishing characteristics of high-impact activities typically include the demand for students to devote significant time and effort to educationally purposeful tasks, the demand for students to interact with faculty and peers in academically meaningful ways over an extended time, and the increase in likelihood that students experience diversity as a result of interactions with diverse peers and perspectives (Kuh, 2008). Participation in high-impact educational activities produces high levels of achievement of desirable educational outcome across domains including intellectual and practical skills, personal and social responsibility, and integrative and applied learning (Kuh, 2008). Furthermore, Kuh (2008) noted results of participation are more striking for historically underserved populations in higher education, precisely the groups gaining more access to higher education.

One particular trend has been the growth and expansion of undergraduate research programs because of the espoused benefits for all students and for the institution including student engagement, research productivity, and grant dollars awarded.

Tiffany J. Davis, Ph.D., Teaching Assistant Professor and Higher Education Master's Program Coordinator, Department of Leadership, Policy and Adult and Higher Education, North Carolina State University

In fact, schools accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACS) have often prioritized student-faculty research as an aspect of their Quality Enhancement Plans (QEPs) as a part of the reaffirmation process. The growing body of literature around undergraduate research has shown students who participate in research experiences demonstrate advanced critical thinking skills, reflexive judgment, and problem-solving skills (Hu, Scheuch, Schwartz, Gayles, & Li, 2008), which are consistent with the intended learning and engagement outcomes of the QEP.

However, the field of student affairs has re-conceptualized the definition of learning since the National Association of Student Personnel Administrators (NASPA) and American College Personnel Association's (ACPA) joint statement *Learning Reconsidered* (Keeling, 2004). Student learning is "a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other" (Keeling, 2004, p. 3). In fact, some research has found that psychosocial development is inextricably bound to optimal functioning within the collegiate environment, i.e. academic performance, academic motivation, and college satisfaction (Faye & Sharpe, 2008). Oftentimes, the term *personal development* is used interchangeably with *psychosocial development* to denote constructs that are outside the cognitive and intellectual domain including affective traits, values, and identity development. The student co-curricular experience has traditionally been viewed as the 'laboratory' for this type of affective and psychosocial development, with student affairs professionals serving as guides and mentors.

Thus, the question should be raised, why has undergraduate research remained primarily associated with academic affairs when there is such promise and potential for collaboration with student affairs? Perhaps the history of the profession in dichotomizing the cognitive and affective

domains of student learning is a possible explanation for the minimal collaboration and partnership. The purpose of this article is to share some ideas, grounded both in current literature and my professional experience, for how student affairs professionals can begin to create meaningful collaborations with academic affairs.

Prior to becoming a faculty member, I directed a Ronald E. McNair Post-Baccalaureate Achievement Program, more commonly known as the McNair Scholars Program. The McNair Program is a U.S. Department of Education-funded TRiO program designed for first generation, low-income students or students who are from a racial/ethnic group underrepresented at the doctoral level (e.g., African American, Latino American, or Native American). The program encourages students to pursue graduate studies by providing opportunities to engage in undergraduate research experiences and develop the skills and student/faculty mentor relationships critical to success at the doctoral level. As an administrator, I quickly realized that my position was different than that of most other directors, not only McNair programs, but also general undergraduate research programs---I was a student affairs professional, not an academic. The theoretical foundations, values, and expertise of my student affairs education and training strongly influenced how I served as the administrator of the McNair Program and contributed to the holistic development and success of the program's participants. Thus, I am convinced that undergraduate research experiences, more broadly, could benefit from the collaboration of student affairs and academic affairs professionals to create a seamless environment for students. While I will include a brief review of the rise of undergraduate research in today's colleges and universities to provide a context for its role, the focus will be on specific avenues that could be established or enhanced between student affairs functional areas and academic affairs.

The Rise of Undergraduate Research

Undergraduate research and creative inquiry as a pedagogy and institutional practice is not groundbreaking within higher education. In fact, research universities have a longstanding history of engaging undergraduates in research and scholarship (Katkin, 2003). National associations have even existed for many decades and coordinated such efforts, e.g., the Council for Undergraduate Research (CUR) was formed in 1978 and the National Science Foundation (NSF) created its Research Experiences for Undergraduates (REU) Program by the mid-1980s (Merkel, 2003). Research experiences historically situated in disparate departments, and labs across an institution have now expanded to become institutionally endorsed and campus-wide comprehensive undergraduate research programs. The literature points to the release of the Boyer Commission on Educating Undergraduates in the Research University (1998) report, *Reinventing Undergraduate Education: A Blueprint for America's Research University*, as the catalyst that stimulated interest in strengthening and broadening participation surrounding undergraduate research (Hu, Kuh, & Gayles, 2007; Katkin, 2003; Kinkead, 2003; Merkel, 2003).

The Boyer Commission Report (1998), as it is commonly referred, is the result of a collaborative work group funded by the Carnegie Foundation in 1995 to examine the state of undergraduate education at research universities. This report was “driven by the conviction that research universities are uniquely positioned to offer an undergraduate education that takes advantage of the immense resources of their research and graduate programs” (Katkin, 2003, p. 24). However, the Commission criticized research universities for its lack of integrated student learning (Boyer Commission, 1998) and failing to demonstrate significant progress or success in reinvigorating undergraduate education (Merkel, 2003). The Boyer Commission Report thus explicated ten recommendations for ways of changing undergraduate education in an effort to

engender debate about the status of undergraduate education in hopes of leading to institutional reform. One of the key recommendations was research universities should make research-based learning the standard (Boyer Commission, 1998). This recommendation implies that institutions should be engaging undergraduates in a research experience or a creative endeavor to assist in the development of skills such as collaboration, creative problem solving, critical thinking, and communication (Kinkead, 2003).

Partnerships Between Academic and Student Affairs

The broad definition of undergraduate research includes “scientific inquiry, creative inquiry, and scholarship” (Kinkead, 2003, p. 6) across a wide-ranging spectrum of academic disciplines; “an undergraduate research project might result in a musical composition, a work of art, an agricultural field experiment, or an analysis of historical documents” (p. 6). Consequently, there are myriad connections that can be made for partnership and involvement by student affairs functional units due to the diversity of our services and programs. What I offer are some areas of connection that can produce mutually beneficial collaborations for academic and student affairs departments while enhancing the undergraduate research culture and experience for students.

Multicultural Student Affairs

Even with the intentional culture that has been nurtured around undergraduate research at many institutions, participation by students of color continues to lag. Frierson and Zulli (2002) generated three sub-themes for non-participation through interviews with minority students: “lack of awareness about available research opportunities, a feeling of intimidation about approaching professors and other individuals to inquire actively about available research experiences, and the fact that the students’ lack of exposure to research lead them to have negative preconceptions about research itself” (p. 125). Campus culture centers and multicultural

affairs offices often serve as affirming spaces for students of color while promoting connection and networking between faculty, staff, and students (Patton, 2006). Therefore, multicultural affairs professionals can serve as effective gatekeepers for faculty members searching for promising undergraduates to work in research labs, engage in research teams, or be mentored through independent research experiences. Multicultural staff members can also equip students with the skills and confidence to successfully negotiate faculty-student interactions through the mentoring relationships that are typically developed between professionals and students both in one-on-one situations as well as organizational involvement through these departments. Moreover, culture centers are increasingly integrating academic initiatives, such as lecture series and workshops, which could serve as an excellent outlet for faculty members and student researchers to not only showcase their research, but also demystify the experience for undergraduate students.

Career Services

Heightened graduate school aspirations and positive impacts on future career choice are consistently touted as outcomes of participation in student-faculty research (Hu, Kuh, & Li, 2008; Kinkead, 2003). In fact, some organized undergraduate research programs, such as the McNair Scholars Program and Louis Stokes Alliance for Minority Participation (LSAMP), are specifically focused on increasing the diversity pipeline to the professoriate and other professional graduate programs. Thus, undergraduate researchers need access to resources and information that can effectively prepare them for the graduate school search in ways that leverage their research experience. Connections with career advisors who can provide guidance on graduate school planning; internship opportunities, resume critiques, and interviewing skills

would be a welcomed collaboration with faculty mentors and institutionalized research programs.

For students who may choose to enter the workplace following graduation, it would be helpful to have advisors who can help them clearly articulate the gains they have received from the undergraduate research experience, from the intellectual-cognitive to the personal-social. In fact, student affairs staff members are well-positioned to promote a holistic reflection of the research experience. Staff members should ask students to consider how it has contributed to more affective outcomes such as self-understanding and efficacy, working effectively with others, and leadership development – skills and competencies that are marketable and desirable for both the global workplace and graduate school.

As undergraduate researchers often work in silos within the university, career services professionals are encouraged to consider enacting these recommendations through intentional outreach and marketing efforts to academic disciplines, departments, and colleges. Faculty members often serve in this de facto career advisory role for individual students; however, there is promising opportunity for the vast resources, information, and expertise that career services professionals can provide to holistically support undergraduate researchers.

Residence Life and Housing

A keystone of the residential model lies in the knowledge that peer influence plays a significant role in student learning and development during the college years (Pascarella & Terenzini, 2005) and living-learning communities (LLCs) serve as exemplars for spaces where positive peer influence is realized. Students have the opportunity to live with those who share similar academic interests, in this case participation in scholarly and creative activities/research. Offering a community for students who can not only understand the time commitment,

discipline, and rigor associated with participating in undergraduate research, but who can also support the academic habits that will allow one to be successful could only strengthen the culture around undergraduate research.

Furthermore, with a history of collaboration with academic affairs, LLCs often provide students with opportunities to engage with faculty outside of the classroom and increased interactions with diverse peers (Inkelas & Weisman, 2003). It is not uncommon for university honors programs to have such communities. However, not every student who participates in research may be an honors student. Therefore, residence life and housing professionals should consider how undergraduate researchers may find support and community among like-minded peers through the creation of a themed community.

Student Leadership and Service

Offices of student leadership and service frequently serve as clearinghouses on campuses to connect all students to co-curricular organizational involvement, civic engagement projects, and leadership development opportunities. Although undergraduate research is often initiated within the arena of academic affairs, student researchers could benefit from the resources and programs offered through such offices. As campuses expand their leadership programs to include both leadership certificate programs and academic minors (Dugan & Komives, 2007), student affairs professionals should appeal to an inclusive audience that embraces students who are outside of the 'typical student leader' archetype. Leadership manifests itself in a variety of endeavors, and the undergraduate research experience is no exception. Through the research process, students develop valuable leadership skills such as teamwork, communication, multitasking, and problem-solving. Leadership resources and programming that takes into account student researchers' unique experience (both in time commitment and rigor) would

allow them to see themselves as leaders (in my professional experience, students do not always make this connection) and provide a language to allow students to better articulate their learning and development, whether on graduate school applications or job applications. Collaborative programming by faculty mentors and student affairs staff can personalize services and opportunities available to student researchers and possibly lead to other initiatives such as civic engagement initiatives.

Service-learning efforts, also a high-impact activity, have expanded at many colleges and universities. Service opportunities that connect with issues students may be researching alongside their faculty mentors (e.g., education, health, and sustainability) represent an ideal nexus between the co-curricular and curricular lives of undergraduate student researchers. The critical reflection that accompanies service-learning experiences can assist researchers in making sense of their research experience within a leadership and community-oriented framework, such as the Social Change Model of Leadership (Higher Education Research Institute [HERI], 1996). Collaboration between academic and student affairs for service-learning initiatives frequently occurs on campuses, this recommendation encourages professionals to go further by considering the topics of undergraduate student research projects in the planning and design of potential projects.

First Year Programs

Research participation is not restricted to only upper-class students. For underrepresented racial/ethnic and first-generation students particularly, undergraduate research experiences have been suggested to be effective in helping connect them to the academic community during the critical, first two years of college (Ishiyama, 2002). Therefore, orientation and welcome events offer excellent spaces for information sessions on undergraduate research opportunities and

showcasing research currently being conducted by students. Introducing undergraduate research experiences as an accessible option for student involvement earlier during the college experience might help to close the engagement gaps by piquing the interest of a broader audience of students, especially more academically-focused students from all backgrounds.

Alumni Affairs and Development

The aforementioned recommendations primarily focus on collaborations that have the potential to enhance the campus-based undergraduate student research experience; this suggestion considers undergrad research alumni. Fundraising and development efforts increasingly hinge on affinity-based giving among alumni, which is based on factors such as more student involvement and greater satisfaction with the quality of education they receive (McDearmon & Shirley, 2009). Based on a survey of nearly 1000 alumni at a single institution, Bauer and Bennett (2003) found those who had undergraduate research experience not only reported greater intellectual and personal gains, but also higher satisfaction with their overall undergraduate education when compared to those without research experience. Alumni and development officers could benefit from creating systems that track participation in undergraduate research experiences as these alumni may possess a greater propensity given their connection to the institution and a higher capacity to give, assuming the career-related outcomes that derive from increased graduate school attendance. Undergraduate research alumni may be particularly motivated to give back to the programs, colleges, and departments that supported their research involvement, this includes both academic and student affairs units.

Conclusion and Future Directions

As student affairs professionals, we have read about and reflected on our responsibility to affect student learning and development in collaboration with our academic affairs colleagues

and forge educational partnerships (Blimling and Whitt, 1996), collaborate with academic affairs (ACPA, 1996), and form powerful partnerships (American Association for Higher Education [AAHE], ACPA, & NASPAA, 1998).

Personally, in no other professional experience did I more clearly understand and work toward integrating the intellectual and affective domains for students than in my work with the McNair Program Scholars Program. Existing literature supports my experience by demonstrating that engagement in undergraduate research and creative inquiry has desired impacts on student learning and personal development (Pascarella & Terenzini, 2005).

Undergraduate research experiences stand as a promising opportunity for great collaboration and involvement between academic and student affairs and in this article, I have suggested some connections whereby academic and student affairs staff can collaborate to create, strengthen, and sustain powerful undergraduate research experiences. However, I offer these recommendations with the expectation that both academic and student affairs staff will attend to best practices in enacting these collaborations, such as shared responsibility and a focus on student learning and success (Kuh, Kinzie, Schuh, Whitt & Associates, 2010). I am confident the synergy of student affairs professionals' expertise, time, and resources will prove to be value-added for successful undergraduate research experiences that are being coordinated by our academic affairs and faculty colleagues.

References

- American Association for Higher Education, American College Personnel Association, & National Association of Student Personnel Administrators. (1998). *Powerful partnerships: A shared responsibility for learning*. Washington, DC: Authors.
- American College Personnel Association. (1996). The student learning imperative: Implications for student affairs. *Journal of College Student Development*, 37(2), 188-122.
- Bauer, K. W., & Bennett, J. S. (2003). Alumni perceptions used to assess undergraduate research experience. *The Journal of Higher Education*, 74(2), 210-230.
- Blimling, G., & Whitt, E. J. (1996). *Good practices in student affairs*. San Francisco, CA: Jossey-Bass.
- Boyer Commission on Educating Undergraduates in the Research University. (1998). *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. Stony Brook, NY: Carnegie Foundation for the Advancement of Teaching.
- Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study*. A report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.
- Faye, C., & Sharpe, D. (2008). Academic motivation in university: The role of basic psychological needs and identity formation. *Canadian Journal of Behavioural Science*, 40(4), 189-199.
- Frierson, H. T., & Zulli, R. A. (2002). Examining the perceptions of minority undergraduate students participating in a university-based research program. *African American Education*, 2, 119-132.

Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook* (Version III). Los Angeles, CA: Author.

Hu, S., Kuh, G. D., & Gayles, J. G. (2007). Engaging undergraduate students in research activities: Are research universities doing a better job? *Innovative Higher Education*, 32, 167-177.

Hu, S., Kuh, G. D., & Li, S. (2008). The effects of engagement in inquiry-oriented activities on student learning and personal development. *Innovative Higher Education*, 33, 71-81.

Hu, S., Scheuch, K., Schwartz, R. A., Gayles, J. G., & Li, S. (2008) Reinventing undergraduate education: Engaging college students in research and creative activities. *ASHE Higher Education Report*, 33(4). doi: 10.1002/aehe.3304

Inkelas, K. K., & Weisman, J. L. (2003). Different by design: An examination of student outcomes among participants in three types of living-learning programs. *Journal of College Student Development*, 44(3), 335-368.

Ishiyama, J. (2002). Does early participation in undergraduate research benefit social science and humanities students? *College Student Journal*, 36(3), 380-386.

Katkin, W. (2003). The Boyer Commission Report and its impact on undergraduate research. In J. Kinkead (Ed.), *New Directions for Teaching and Learning: No. 93. Valuing and supporting undergraduate research* (pp. 19-38). San Francisco, CA: Jossey-Bass.

Keeling, R. P. (Ed.). (2004). *Learning reconsidered: A campus wide focus on the student experience*. Washington, DC: ACPA, & NASPA.

Kinkead, J. (2003). Learning through inquiry: An overview of undergraduate research. In J. Kinkead (Ed.), *New Directions for Teaching and Learning: No. 93. Valuing and supporting undergraduate research* (pp. 5-17). San Francisco, CA: Jossey-Bass.

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 (AACU).

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates (2010). *Student success in college: Creating conditions that matter*. San Francisco, CA: John Wiley & Sons.

McDearmon, J. T., & Shirley, K. (2009). Characteristics and institutional factors related to young alumni donors and non-donors. *International Journal of Educational Advancement*, 9, 83-95.

Merkel, C. A. (2003). Undergraduate research at the research universities. In J. Kinkead (Ed.), *New Directions for Teaching and Learning: No. 93. Valuing and supporting undergraduate research* (pp. 39-53). San Francisco, CA: Jossey-Bass.

Pascarella, E. T., & Terenzini R. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco, CA: Jossey-Bass

Patton, L. D. (2006). The voice of reason: A qualitative examination of Black student perceptions of Black culture centers. *Journal of College Student Development*, 47, 628–644.

Collaborating with Academic Affairs to Cultivate Environments that Support Student Integrity

J. Matthew Garrett, Ph.D.

Alex C. Lange

Integrity development has been recognized as a common outcome at many colleges and universities (Association of American Colleges & Universities, 2012; Chickering & Reisser, 1993; Dugan & Komives, 2007; Higher Education Research Institute, 1996). Thus, it is important to create academic and student affairs collaborations that promote the development of students' integrity and values clarification. In this article, we briefly discuss existing and new integrity research that informs how practitioners and administrators can structure environments supportive of students' value clarification and congruence with their actions on campus. We use student Honor Codes/Codes of Conduct as an example source of collaboration on campus.

Developing one's personal sense of integrity has become a core outcome of today's college experience, especially as it relates to social responsibility and active citizenship in one's communities of influence (Association of American Colleges & Universities [AAC&U], 2012; Chickering & Reisser, 1993; Dugan & Komives, 2007; Higher Education Research Institute [HERI], 1996). Many of the frameworks leadership educators utilize on campus reflect some degree of integrity development (HERI, 1996; Komives, Lucas, & McMahon, 2013; Komives, Wagner, & Associates, 2009; Kouzes & Posner, 1987). While integrity is recognized as an important facet of a student's development, there has been little research that has focused exclusively on integrity development. This concept is so central to higher education environments that it should be further investigated for possible collaborative activities.

In this article, we will discuss our conceptualization of integrity as well as its sub constructs. Using our frame of integrity, grounded in literature, we briefly discuss a specific study that leads practitioners to examine, more closely, the environment's influence on integrity development. The findings of the study lead us to the process-person-context-time model of Bronfenbrenner (1992) as a way to conceptualize intentional learning environments. These intentional environments are spaces for collaborative work, which in turn lead to increase learning and integrity. After reviewing the model, we discuss its implications for practice in academic and student affairs partnerships.

Integrity Definition and Constructs

The lack of a standard definition or conceptualization of integrity can create a challenge in researching the construct (Palanski & Yammarino, 2007). There are, however, several

J. Matthew Garrett, Ph.D., Senior Director, Center for Student Leadership & Community Engagement, Emory University

Alex C. Lange, Assistant Director of the LGBT Resource Center, Michigan State University

characterizations of integrity in philosophical and moral reasoning literature (Stanford Encyclopedia of Philosophy, 2011). Common throughout these conceptualizations is the fact that integrity is not so much a particular set of character traits; it is rather a process and lived experience where one espouses a set of values to guide one's actions and then enacts those values in practice consistently over time, despite opposition and difficulty. Essentially, integrity is not a quality someone has, but a conviction one demonstrates repeatedly despite the difficulty of various situations (Calhoun, 1995; Chickering & Reisser, 1993; Komives et al., 2009; Palanski & Yammarino, 2007; Schlenker, 2008; Stanford Encyclopedia of Philosophy, 2011). As people develop over time, decisions and actions become guided by internal frameworks and personal value systems (Baxter Magolda, 2001; Chickering & Reisser, 1993; Perry, 1981). Essential to this conceptualization of integrity are two key constructs: values and congruence.

Values

Values are “desirable goals, varying in importance, that serve as guiding principles in the life of a person or other social entity” (Schwartz, 1994, p. 21). Values predict and explain behavior on individual, communal, and societal levels (Schwartz, 2006). Values help provide a foundation for behavior and intention, guiding one's actions. Values have been used to predict certain college outcomes, such as academic success (Lounsbury, Fisher, Levy, & Welsh, 2009). Also, a review of most institutional mission statements will reveal a commitment to creating graduates who possess a system value that prepared them for successful citizenship after graduation.

Congruence

Congruence is the ongoing process where people have consistency between their sincerely held values, personal beliefs, and their actions or behavior (Chickering & Reisser,

1993; HERI, 1996; Miller & Schlenker, 2011; Schlenker, 2008; Stanford Encyclopedia of Philosophy, 2011). Students who demonstrate mature levels of integrity will demonstrate actions and behaviors that are consistent with their own values, beliefs, attitudes, and emotions (Komives et al., 2009). In student affairs we need to better understand how our role, in collaboration with our academic partners, can increase this congruence and resulting personal and social integrity.

Integrity Development and Student Environments

Recent research found a link between values, congruence, identity, environments, and integrity development. Using qualitative methods situated in a constructivist paradigm (Crotty, 1998; Preissle & Grant, 2004), the primary author conducted a study to understand better the development of integrity in college students. Using a narrative inquiry approach to explore the experiences of college students as they developed their own conceptions of integrity (Connelly & Clandenin, 1990; Mertens, 2005), the ten participants in the study, from two different institutional types, each took part in one interview ranging from 50 to 90 minutes. Students were asked questions about their values, how their values were clarified over time, and how their actions would or would not be in congruence with their values over time.

While the study had a variety of findings, there were two core findings related to integrity development that are important for the conceptualizations of partnerships: the influence of social identities and the influence of environments in values clarification. Nearly all the participants noted that various social identities (i.e. race, class, gender, sexual orientation) were salient influences that helped them develop a stronger sense of their personal values. For instance, one participant discussed how his identity as a gay man influenced his ability to show compassion or empathy to those with whom he works. Two female participants of color talked about how their

experiences of marginalization clarified their own values around acceptance, love, and inclusion. While we as practitioners and administrators do not control the identities students bring with them to our institutions (Astin, 1993), we do control the environments in which our students live and learn. Those identities in interaction with the students' environments provided great insight through the study. Using this finding, we looked to environmental ecology literature to apply environmental theory to the development of integrity in college students.

Influence of Environments in Values Identification

As shown in the previously discussed study, it is important to pay attention to the interplay between student's identities and the environment, especially as it relates to values identification. The role of the environment and the interplay of the student's social identities at least in this study emerged as vitally important to the development of integrity and to the development of one's values. Students described the multiple, significant environments they were a part of over time that helped to shape and clarify their own values (e.g. high school, family, friends, hometowns, places of worship, etc.). As such, we need to pay particular attention to the environments we create and how we can work with partners across campus to increase the integrity of our students.

Application

“Among the perceived barriers to achieving the purposes of higher education is fragmentation of campuses and curricula” (Whitt, 2011, p. 483). Much of the student success literature has pointed to the idea of seamless learning environments, where educational purposes are aligned with policies and practices created to achieve those purposes (Kuh, 1996; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010; Pascarella & Terenzini, 2005). As we discussed above, one's identities and their environment play a key role in their value identification and

integrity development. Students come to college with their identities and characteristics. We, as practitioners and administrators, have the ability to affect the college environment to support students and help achieve desired learning outcomes (Astin, 1993; Nesheim et al., 2007). If students' integrity development is a core college outcome, then we must structure different levels of an environment to help achieve this intended outcome. Creating a seamless learning environment is not just the responsibility of student affairs practitioners; there must be collaboration with academic affairs (Kuh et al., 2010; Nesheim et al., 2007; Strange & Banning, 2001).

A common collaboration that can be conceptualized to support integrity development is a student affairs-academic affairs partnership centered on student codes. For example, The Carolinian Creed at the University of South Carolina (<http://www.sa.sc.edu/judicialcouncil/creed>) was developed in collaboration with faculty, staff, and students and now has a dramatic impact on the behavior and integrity of students. More and more universities are establishing Honor Codes to hold students to a certain standard of academic honesty and integrity, sometimes situated in individual academic colleges and other times managed by student affairs. At some institutions, academic administrators and faculty manage academic dishonesty cases, not unlike student affairs practitioners who help to enforce the student code of conduct. More importantly, though, integrity of students is pivotal both in the academic integrity and ethical behavior of students. Both divisions want students to be honest and productive members of the campus community. Instead of focusing on which units own which processes, institutions would be better served if student and academic affairs administrators worked together to create developmentally supportive environments. For example, undergraduate students spend a great deal of time in their classrooms with faculty

members. Depending on the students' resources, class standing, and abilities, they may also be participating in co-curricular activities, living in a residence hall, or working on research with faculty members. All of these are examples of a student's microsystems, the areas in which they spend the most time and have high interaction with during their daily lives. Oftentimes, colleges and universities will require faculty to list the academic honor code on course syllabi. Many faculty members tend to reference this portion of their syllabus on the first day of class without really reviewing it or discussing it in detail. If faculty members were to discuss the honor code in their classrooms in every class during the first week and enter into dialogue with students about its significance, students may better understand why academic dishonesty and plagiarism are not tolerated at the institution. Dialoguing with students about the honor code, rather than just telling them it's important, allows students to have a voice in the process and gives them buy-in to follow and respect the code. However, students must also know that a culture of honesty is expected in other places on campus, as well. For instance, resident assistants can host academic based programs to talk about past incidents of plagiarism and academic dishonesty and discuss how they have been or could be harmful to the campus community. They could involve faculty members or academic deans to talk about these issues.

If discussions about academic honesty and trustworthiness occur across microsystems, then students will have less gray area around what constitutes plagiarism and academic dishonesty and be able to make stronger meaning around an institution's attitudes towards academic veracity – which creates a seamless mesosystem for student learning. For instance, if every faculty member discussed the policy in their class with student affairs also sponsoring programs around honesty and integrity (e.g., values training with Greek students, etc.), students would understand that there is a campus climate that disapproves of academic dishonesty.

However, if these messages only come from one unit, students may suspect that these policies only are enforced in certain environments (e.g., the classroom) and not in others (e.g., research labs or student organizations).

Exosystems are environments that do not contain an individual, but still have some effect on the individual. Exosystems produce messages for students about what is and what is not acceptable. For instance, while it is great that faculty members and student affairs practitioners are having important conversations with students about why academic honesty is important, if students do not see certain behaviors dealt with or investigated after being reported, students could see the institution's espoused values of academic honesty being one that is not enacted upon. Decisions about conduct proceedings and procedures for academic dishonesty claims are also exosystems, as they affect individuals even though that is not an environment (i.e. the committee or office that establishes those policies and procedures) the individual is present in. Also, if students report others' dishonesty and there is no follow-up (i.e. investigation and/or punishment, if the situation calls for it), students may perceive the lack of follow through as incongruence between institutional values and actions.

Finally, we can conceptualize macrosystems in terms of the norms and traditions of a given institution. How does the institution as a whole communicate a culture that helps students develop a personal sense of integrity? For example, some traditions that institutions allow to persist may actually run counter to the notion of students and integrity. Do fraternities and sororities promote integrity, or promote behavior that lacks congruence with institutional values? Do athletic traditions promote values of diversity and justice on our campuses, or continue to perpetuate harmful stereotypes? Are all students treated equally in academic dishonesty cases, or are some students treated differently creating a culture of mistrust or misalignment of values?

When the institution or its leaders make mistakes, how do they own up to those mistakes and honor that their behavior was out of alignment of the values of the institution thereby setting a culture of integrity for students to model? Many times, during a campus or academic orientation for example, administrators may host sessions dedicated to the code of conduct and/or honor code of the institution; however, the better question to answer is how is the notion of integrity woven integrally into the fabric of the entire culture of the institution, or mesosystem of the environment? In addition to this session and continued conversations around academic dishonesty throughout the school year, other messages around campus culture and climate towards academic dishonesty can become the norm over time.

Concluding Implications

As practitioners, we cannot underestimate the important role the environment plays in the development of integrity. In the case of integrity, better understanding the individual student, the pressures of the environment that may positively or negatively impact behavior, and the role of overall culture in promoting student integrity will be key to developing effective partnerships with academic affairs. Creating seamless learning environments that not only promote integrity through values alignment and congruence, but also promote holding one's self and their peers accountable should be a focus for student affairs practitioners. The challenge is that students enter our institutions from many other environments, yet they all converge at our institutions. It is our responsibility to help create an environment in which all of our students can thrive and learn to be people of integrity.

References

- Association of American Colleges & Universities. (2012). *A crucible moment: College learning and democracy's future*. Washington, DC: Author.
- Astin, A. W. (1993). Studying college impact. In *What matters in college: Four critical years revisited*, (pp. 1-31). San Francisco, CA: Jossey-Bass.
- Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus Publishing.
- Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (pp. 187-249). London, England: Jessica Kingsley.
- Calhoun, C. (1995). Standing for something. *The Journal of Philosophy*, 92(5), 235-260.
- Chickering, A.W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(4), 2-14.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.
- Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study*. A report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.
- Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook* (Version III). Los Angeles, CA: Author.

- Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Komives, S. R., Wagner, W., & Associates. (2009). *Leadership for a better world: Understanding the social change model of leadership development*. San Francisco, CA: Jossey-Bass.
- Kouzes, J., & Posner, B. (1987). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.
- Kuh, G. D. (1996). Guiding principles for creating seamless learning environments for undergraduates. *Journal of College Student Development*, 37, 135 – 148.
- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2010). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- Lounsbury, J. W., Fisher, L. A., Levy, J. J., & Welsh, D. P. (2009). An investigation of character strengths in relation to the academic success of college students. *Individual Differences Research*, 7(1), 52-69.
- Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (2nd ed.). Thousand Oaks, CA: Sage.
- Miller, M. L., Schlenker, B. R. (2011). Integrity and identity: Moral identity differences and preferred interpersonal reactions. *European Journal of Personality*, 25, 2-15.
- Nesheim, B. E., Guentzel, M. J., Kellogg, A. H., McDonald, W. M., Wells, C. A., & Whitt, E. J. (2007). Outcomes for students of student affairs-academic affairs partnership programs. *Journal of College Student Development*, 48(4), 435-454.

- Palanski, M. E. & Yammarino, F. J. (2007). Integrity and leadership: Clearing the conceptual confusion. *European Management Journal*, 25(3), 171-184.
- Pascarella, E. T., & Terenzini R. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco, CA: Jossey-Bass
- Perry, W. G. (1981). Cognitive and ethical growth: The making of meaning. In A.W. Chickering & Associates (Eds.), *The modern American college: Responding to the new realities of diverse students and a changing society* (pp. 76-116). New York: Jossey-Bass.
- Preissle, J., & Grant, L. (2004). Fieldwork traditions: Ethnography and participant observation. In K. de Marrais & S. Lapan (Eds.), *Foundations for research: Methods of inquiry in education and the social sciences*, (pp. 161 – 180). Mahwah, NJ: Lawrence Erlbaum Associates.
- Schlenker, B. R. (2008). Integrity and character: Implications of principled and expedient ethical ideologies. *Journal of Social and Clinical Psychology*, 27(10), 1078-1125.
- Schwartz, S. H. (1994). Are there universal aspects in the structure and contents of human values? *Journal of Social Issues*, 50(4), 19-45.
- Schwartz, S. H. (2006). Value orientations: Measurement, antecedents, and consequences across nations. In R. Jowell, C. Roberts, R. Fitzgerald, & G. Eva (Eds.), *Measuring attitudes cross-nationally: Lessons from the European social survey* (pp. 161 – 193). London, England: Sage.
- Stanford Encyclopedia of Philosophy. (2011). Integrity. Retrieved from <http://plato.stanford.edu/entries/integrity/>.
- Strange, C. C., & Banning, J. H. (2001). *Educating by design: Creating campus learning environments that work*. San Francisco, CA: Jossey-Bass.

Whitt, E. J. (2011). Academic and student affairs partnerships. In J. H. Schuh, S. R. Jones, S. R. Harper, & Associates. *Student services: A handbook for the profession* (5th ed., pp. 482-496). San Francisco, CA: Jossey-Bass.

Collaborative Efforts: Raising Students' Multicultural Consciousness through Academic Affairs and Student Affairs Partnerships

Shannon R. Dean, Ph.D.

This article presents the need to shift language around multicultural competence to multicultural consciousness in the context of college students' learning and development. Engaging in collaboration between academic and student affairs around multicultural consciousness supports student learning. Finally, the article outlines examples of three collaborations that can enrich students' learning and development in the area of multicultural consciousness.

“People collaborate when the job they face is too big, is too urgent, or requires too much knowledge for one person or group to do alone.”

(American Association for Higher Education [AAHE], American College Personnel Association [ACPA], & National Association of Student Personnel Administrators [NASPA], 1998, p. 1)

For decades, student affairs literature has stressed the importance of collaborating with faculty in academic affairs to enhance student learning and development. College student learning and development demand a collaborative effort, as the task of fostering students’ holistic development is far too great for a single person or entity to accomplish. The *Student Learning Imperative* (American College Personnel Association [ACPA], 1996) and *Powerful Partnerships* (AAHE, ACPA, & NASPA, 1998) focused on creating learning environments that enhance student learning and development. More recently, *Learning Reconsidered* (Keeling, 2004) and *Learning Reconsidered 2* (Keeling, 2006) argued that student learning and development are activities that must be shared between student affairs and academic affairs. These documents outline seven shared learning outcomes for college students: cognitive complexity, knowledge acquisition and application, humanitarianism, civic engagement, interpersonal and intrapersonal competence, practical competence, and persistence and academic achievement.

Although each of these outcomes is important, this article will emphasize the need for collaborative efforts between academic affairs and student affairs to achieve the outcome of humanitarianism (i.e., understanding and appreciating human difference and developing cultural competency).

This article presents the need to shift language around multicultural competence to multicultural consciousness in the context of college students' learning and development. Next, the article identifies the importance of collaboration between academic and student affairs around multicultural consciousness. Finally, the article outlines examples of three collaborations that can enrich students' learning and development in the area of multicultural consciousness.

Humanitarianism is an ethic of kindness extended universally and actualized as an understanding and appreciation of difference and cultural competency. This is often referenced in higher education as multicultural competency and is part of the mission of higher education (Council for the Advancement of Standards in Higher Education, 2012; Keeling, 2006; Rogers, 2003). As the United States—and with it U.S. institutions of higher education—becomes increasingly diverse, multicultural competence has become a vital imperative for both academic and student affairs. Faculty and student affairs practitioners in both fields recognize the urgent need for students to develop multicultural competence and the key role universities play in helping students explore and understand social complexities (Howard-Hamilton, Richardson, & Shuford, 1998; Pascarella & Terenzini, 2005; Pope, Reynolds, & Mueller, 2004). Research has shown that college attendance promotes racial understanding, increases openness to diversity, and advances knowledge of societal and systemic disparities (Pascarella & Terenzini, 2005). By including the development of multicultural competence as an element of their mission statements, institutions of higher education acknowledge the need for students to possess cultural and global competence to succeed in a diverse world (King & Howard-Hamilton, 2003).

Because multicultural competence is a core value of higher education, and because academic and student affairs share the responsibility for college student learning and development (Keeling, 2006), student affairs practitioners must collaborate with faculty to

achieve these outcomes. For decades, student affairs researchers have investigated the nature and the value of students' connections with faculty both inside and outside the classroom (Astin, 1993; Tinto, 1996). The scholarly literature has documented the impact of faculty-student interaction on student learning (Pascarella & Terenzini, 2005). Relationships with faculty have been shown to increase student retention, advance career development, and enhance knowledge. The benefits of these connections transcend classroom learning, demonstrating the critical role of faculty in influencing students' receptiveness to diverse ideas (Kodama & Takesue, 2011; Milem, Change, & Antonio, 2005). Partnering with academic affairs will increase the likelihood that multicultural competence will be integrated into students' collective college experience.

Multicultural Competence

The concept of multicultural competence, which emerged from the field of psychology and the counseling profession, has been adopted and adapted by student affairs professionals (Pope et al., 2004). In student affairs scholarship, *competence* is defined by three constructs: awareness, knowledge, and skills (Pope et al., 2004). Cultural competence encompasses an individual's awareness of assumptions, biases, and values; understanding of worldviews; knowledge of cultural groups; and ability to develop intervention techniques and strategies for working with diverse individuals (Pope et al., 2004). Although the phrase *cultural competency* originally referred to a skill necessary for professionals, today it is often applied to college students to identify an outcome of college matriculation.

However, some researchers have recommended a shift in terminology from *competence* to *consciousness* to more accurately capture the goal of fostering multicultural understanding among college students (Dean, 2014; King & Baxter Magolda, 2005; Landerman, 2003). Both competence and consciousness suggest a level of awareness and knowledge, yet they differ in

their constructs of interpersonal skill and disposition. *Interpersonal skill* refers to the ability to interact effectively with others. *Interpersonal disposition* refers to one's attitudes and beliefs about interactions with those who are different from oneself. Interpersonal disposition is a necessary component of the interpersonal skill construct; however, interpersonal disposition does not imply that an individual puts these beliefs into practice by associating or interacting with those who are different.

Because one's attitudes toward those who are different from oneself are key to fostering interpersonal relationships with those diverse others, the construct of interpersonal disposition still fits within the theoretical framework of awareness, knowledge, and skills. However, interpersonal disposition is more applicable than interpersonal skill within the context of college students' development. The growth that occurs is primarily in the area of attitudes toward difference, rather than in the mastery of relationships across differences. Students are more likely to develop multicultural awareness than to achieve competence during their college years. Recognizing that students' consciousness is complex and continually evolving during college is particularly important in understanding the distinction between multicultural consciousness and competence among young adults, as well as the proposed shift in language (King & Baxter Magolda, 2005).

Multicultural Consciousness

It is necessary to define and understand the role of academic and student affairs in order for them to collaborate and foster students' multicultural consciousness. There are many dimensions of diversity encompassed in the term *multicultural*; some of the most frequently referenced include race, gender, sexual orientation, social class, and religion (Abes, Jones, & McEwen, 2007; Evans, Forney, Guido, Patton, & Renn, 2010; Johnson, 2001; King & Baxter

Magolda, 2005). Multicultural consciousness encompasses three components: *awareness of self*, *knowledge of difference*, and *interpersonal disposition* (Dean, 2014). These are defined as follows:

1. *Awareness of self*: acknowledgement and appreciation of one's own cultural heritage and how that influences biases, values, beliefs, and emotional responses to culturally different populations; recognition of one's own limitations regarding competence (Baxter Magolda, 2001; Chickering & Reisser, 1993; Kegan, 1994; Marcia, 1966; Reynolds, 2001).
2. *Knowledge of difference*: acknowledgement of diverse beliefs and values; specific knowledge about others' cultural heritage and sociopolitical contexts and familiarity with specific populations (Baxter Magolda, 2001; Kegan, 1994; King & Kitchener, 1994; Perry 1968/1999).
3. *Interpersonal disposition*: willingness to interact with diverse others; willingness to form relationships in which multiple perspectives exist; attitude of acceptance toward intergroup friendships, relationships, and multiple identities (Chickering & Reisser, 1993; Gilligan, 1982; Johnson, 2001; Kappler, 1998; Kegan, 1994; King & Baxter Magolda, 2005; Nagda & Maxwell, 2011).

The phrase *multicultural competence* conveys a skill set developed by counseling educators and student affairs practitioners, and represents the actualization of these professionals' knowledge and awareness (Pope & Mueller, 2000; Pope et al., 2004). Therefore, although this phrase is more widely used in education than the phrase *multicultural consciousness*, for capturing college students' depth of understanding of themselves, others, and

difference itself, the term *consciousness* is more descriptive of the growth and development that takes place among college students.

The Value of Collaboration

It is vital to understand the importance of collaboration and its impact on student learning and development before delving into specific collaborative opportunities. Academic and student affairs share responsibility for college student learning and development (AAHE, ACPA, & NASPA, 1998; Keeling, 2006). The student affairs literature discusses at length the profound impact faculty can have on student learning and development (Astin, 1993, 1999; Pascarella & Terenzini, 2005; Tinto, 1996). Research has also shown that college students who have meaningful interactions with faculty are more likely to persist and graduate (Astin, 1999; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007). Furthermore, interaction with faculty increases students' academic and social satisfaction (Braxton, Hirschy & McClendon, 2004; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Pascarella & Terenzini, 2005); academic achievement and intellectual and personal development (Lampton, 1993; Schreiner, Noel, Anderson, & Cantwell, 2011); and global awareness (Pascarella & Terenzini, 2005).

Moreover, students are influenced not only by what takes place in the classroom, but also by what occurs in other areas of their college experience (Astin, 1993). Students who engage in learning inside the classroom that is reinforced by co-curricular activities outside the classroom learn and benefit the most (Cabrera et al., 2002). This growth is demonstrated in a variety of capacities, including openness to diverse perspectives—a key element of multicultural consciousness. Thus, students exposed to a variety of cultures and diverse ways of thinking through intentional learning environments both inside and outside the classroom have the potential for the most significant growth in the area of multicultural consciousness.

Examples of Collaboration

Academic affairs and student affairs professionals can collaborate in a variety of ways to develop students' multicultural consciousness. In addition to the value of collaboration itself, one of the most effective ways to impact learning in this area is to link classroom learning with co-curricular activities. The following list is not exhaustive but offers a few specific examples of how student affairs can partner with academic affairs to focus on multicultural consciousness both inside and outside the classroom.

First-Year Experience Programs

First-year experience programs take a variety of forms, from first-year seminar courses to live-on requirements associated with co-curricular expectations. Recognizing that the first year is pivotal for connecting students with the institution and for student retention (Astin, 1993; Tinto 1996), academic affairs and student affairs personnel should collaborate to create a first-year experience that links curricular and co-curricular experiences. Such programs often focus on connecting students with peers, faculty, staff, and resources on campus. These programs are also an opportunity to focus on multicultural consciousness, particularly students' developing *awareness of self*.

Developmentally, many traditional-aged, first-year students are dualistic in their thinking; thinking in mutually exclusive ways usually represented as right and wrong (Perry 1968/1999). Through students' college experiences, their capacity for knowing increases as they advance from a dualistic understanding of the world to multiplistic ways of knowing; realizing things are not always absolute and the importance of context (Baxter Magolda, 2001; Kegan, 1994; Perry 1968/1999). These shifts in understanding are achieved when individuals encounter experiences where they question their knowledge, beliefs and the systems currently in place (Kegan, 1994).

As part of a first-year program or seminar, faculty and student affairs professionals can facilitate such a shift by engaging students in discussions of their values, beliefs and biases about race, gender, sexual orientation, and other areas of multiculturalism both inside and outside of the classroom.

Common readings are often part of first-year experiences and provide a vehicle for academic affairs and student affairs practitioners to engage students in discussing complex issues. Moreover, thoughtfully selected readings that present multicultural situations may foster multiplistic thinking and encourage students to reflect on their own beliefs, values, and emotional responses to diverse populations. Specifically, this is a way for faculty to partner with student affairs practitioners who work in various cultural centers. Student affairs professionals from these areas have expertise in engaging students around specific social identities. They can facilitate classroom discussions around race, gender, and sexual orientation at a systemic level and an individual-student level. As such, student affairs professionals should also approach faculty to offer their expertise. Furthermore, student affairs should invite academic affairs to participate in out-of-classroom activities within first-year experiences such as orientation or new student welcome. Academic and student affairs partnerships in first-year experiences not only aid in acclimating students to institutions but they also foster a seamless learning environment, which encourages students to reflect and apply classroom learning to life experiences (Nesheim et al., 2007; Pascarella & Terenzini, 2005). Campuses wishing to establish or enhance their first-year experience program will find abundant resources available to aid them in developing effective collaborations (University of South Carolina, n.d.)

Living-Learning Programs

Living-learning programs offer opportunities for students to live and study together on the basis of similar interests. These programs, which are housed in different offices depending on the campus, offer opportunities for various areas of student affairs to collaborate with each other as well as with academic programs. In many of these programs, students take courses as a cohort and engage in specified co-curricular opportunities together. Such programs require collaboration between academic and student affairs to integrate these elements into a cohesive learning experience for students. Collaborative living-learning programs can reinforce academic learning outside the formal classroom thus contributing to optimal learning environments. Additionally, living-learning programs have the potential to significantly impact students' *knowledge of difference* through shared academic experiences and shared living spaces.

Although living-learning programs are organized differently at various institutions, such programs are generally characterized by complementary academic and co-curricular components and by their potential to help students connect in-classroom learning with experiential co-curricular experiences (Kodama & Takesue, 2011). Such environments foster active, collaborative learning as well as faculty-student engagement. Students thereby feel more academically and socially connected with the university, which enhances learning outcomes, increases student satisfaction with the college experience, and ultimately improves the likelihood of persistence and degree completion (Astin, 1999; Kodama & Takesue, 2011; Pascarella & Terenzini, 2005; Tinto, 1996). In this way, living-learning programs have the ability to significantly influence student learning, providing an ideal context in which to focus on developing students' multicultural consciousness.

For example, students in an engineering and computer science living-learning community could learn about the gender and racial inequities within these fields as part of a course.

Recognizing the vast underrepresentation of women and minorities in these fields provides a springboard to discussing the sociopolitical contexts impacting race, gender, and other social identities. Student affairs practitioners could provide a speaker or program in the residence hall reiterating these concepts and reinforcing learning. Such learning opportunities advance students' knowledge and understanding of diverse groups, values, and contexts. Additional resources for researching and implementing living-learning programs are available through the Association of College and University Housing Officers - International (ACUHO-I, n.d).

Service-Learning Courses

Service-learning courses on college campuses have grown exponentially since the mid-1990s (Eyler & Giles, 1999; University of Southern California, n.d.). Service-learning combines community service with academic courses in intentional ways, focusing student learning and development while also benefiting the community. In addition, students participate in a variety of reflection exercises that help them examine critical issues, connect their service to the coursework, develop civic skills and values, and make meaning of their experiences (Eyler & Giles, 1999; Kodama & Takesue, 2011). Service-learning experiences provide some of the richest opportunities to enhance student learning in all three areas of multicultural consciousness as they often challenge student's critical thinking and worldviews (Eyler & Giles, 1999).

However, service-learning courses can influence students' *interpersonal disposition* through classroom and experiential learning.

Service-learning offers opportunities for engagement across all functional areas of student affairs. From the disability resource center to housing, from leadership and service to

career services, service-learning can bridge academic affairs and student affairs to create collaborative opportunities with a substantial and lasting impact on student learning. Student affairs practitioners have connections with the community, often through functional areas, that would aid faculty in identifying and securing community partnerships. Service-learning courses send students into the community to engage in real-life, practical service with diverse individuals and populations in need. In such settings, students inevitably interact with individuals who are different from themselves in terms of race, gender, socioeconomic status, age, education, disability, or other forms of diversity. Student affairs practitioners have expertise in understanding students and can utilize this knowledge to provide reflective and group processing experiences based on students' development. Practitioners can help faculty craft classroom and co-curricular experiences that challenge and support students while understanding their readiness to engage with these complex topics (Sanford, 1996). Furthermore, this is an opportunity for student affairs professionals within various units to reach out to faculty to incorporate co-curricular experiences into academic courses.

For example, a practitioner working in career services could reach out to business faculty to create a service-learning experience working with a local agency to help provide community members with skills such as interviewing, writing, or budgeting. These courses provide students' experiences to apply practically what they are learning and also reflect upon the opportunities and disparities within society. Student affairs practitioners can cultivate these partnerships within the community, and both faculty and practitioners can prepare students in the classroom for these service-learning experiences.

To enhance student learning and development in the area of interpersonal disposition, both academic affairs and student affairs personnel must be intentional in creating connections

between coursework and community service, carefully incorporating reflection exercises to help students understand differences between individuals and groups and also reflect on their willingness to engage with diverse others. Service-learning courses may increase students' openness to and exploration of diverse ideas, perspectives, and understandings (Milem et al., 2005). Campuses desiring to implement effective service-learning collaborations can utilize Campus Compact as a valuable service-learning resource (Campus Compact, n.d.). Although each of these examples focuses on an individual dimension of multicultural consciousness, any or all of the three could be the focal point of a student affairs/academic affairs collaboration. Furthermore, student affairs practitioners should initiate these partnerships with faculty or academic programs, suggesting these collaborations or others, in order to engage student learning and development around the dimensions of multicultural consciousness.

Conclusion

As noted in this article's epigraph, "People collaborate when the job they face is too big, is too urgent, or requires too much knowledge for one person or group to do alone" (AAHE, ACPA, & NASPA, 1998, p. 1). Developing college students' multicultural consciousness is a job too large, too pressing, and too vital for a single individual or entity on a college campus to pursue alone. The role of collaboration between academic and student affairs in positively impacting student learning is well established in the research literature (AAHE, ACPA, & NASPA, 1998; ACPA, 1996; Keeling, 2006; Kodama & Takesue, 2011). Collaborations between academic affairs and student affairs are not only beneficial, but imperative. Whether through first-year experience programs, living-learning communities, service-learning courses, or a variety of other collaborative possibilities, impacting students' *awareness of self, knowledge of difference, and interpersonal disposition* is crucial to enhancing multicultural consciousness

through curricular and co-curricular experiences. Such collaborative efforts are uniquely capable of positively impacting student learning and development in numerous areas, and the expansion of multicultural consciousness represents just one outcome that results from successful partnerships between academic affairs and student affairs.

References

- American Association for Higher Education, American College Personnel Association, & National Association of Student Personnel Administrators. (1998). *Powerful partnerships: A shared responsibility for learning*. Washington, DC: Authors.
- Abes, E., Jones, S., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development, 47*(1), 1-22.
- ACUHO-I. (n.d). *ACUHO-I research and data*. Retrieved from <http://www.acuho-i.org/resources/research-data>.
- American College Personnel Association. (1996). The student learning imperative: Implications for student affairs. *Journal of College Student Development, 37*(2), 188-122.
- Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development, 40*(5), 518-529.
- Baxter Magolda, M. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.
- Braxton, J. M., Hirschy, A. S., & McClendon, S. A. (2004). *Understanding and reducing college student departure*. ASHE-ERIC Higher Education Report, Vol. 30, No. 3. Washington, DC: School of Education and Human Development, The George Washington University.
- Cabrera, A. F., Nora, A., Crissman, J. L., Terenzini, P T., Bernal, E. M., & Pascarella, E. T. (2002). Collaborative learning: Its impact on college students' development and diversity. *Journal of College Student Development, 43*(1), 20-34.

- Campus Compact. (n.d.). *Resources for community service-learning*. Retrieved from <http://www.compact.org/category/resources/resources-for-community-serviceservice-learning-staff/>.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Council for the Advancement of Standards in Higher Education. (2012). *CAS professional standards for higher education* (8th ed.). Washington, DC: Author.
- Dean, S. R. (2014). *Development and validation of a multicultural consciousness instrument* (Unpublished doctoral dissertation). The University of Georgia, Athens, GA.
- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D. & Renn, K. A. (2010). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass.
- Eyler, J., & Giles, D. E. (1999). *Where's the learning in service-learning*. San Francisco, CA: Jossey-Bass.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Howard-Hamilton, M. F., Richardson, B. J., & Shuford, B. (1998). Promoting multicultural education: A holistic approach. *College Student Affairs Journal*, 18(1), 5-17.
- Johnson, A. G. (2001). *Privilege, power, and difference*. New York, NY: McGraw-Hill.
- Kappler, B. J. (1998). *Refining intercultural perspective-taking* (Unpublished doctoral dissertation). University of Minnesota, Minneapolis, MN.
- Keeling, R. P. (Ed.). (2004). *Learning reconsidered: A campus wide focus on the student experience*. Washington, DC: ACPA, & NASPA.

- Keeling, R. P. (Ed.). (2006). *Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience*. Washington, DC: ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, & NIRSA.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- King, P. M., & Baxter Magolda, M. (2005). A developmental model of intercultural maturity. *Journal of College Student Development, 46*(6), 571-592.
- King, P. M., & Howard-Hamilton, M. F. (2003). An assessment of multicultural competence. *NASPA Journal, 40*, 119-133.
- King, P. M., & Kitchener, K. S. (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. San Francisco, CA: Jossey-Bass.
- Kodama, C. M., & Takesue, K. J. (2011). Developing collaborations with academic affairs. In D. L. Stewart (Ed.), *Multicultural student services on campus: Building bridges, re-visioning community*. Sterling, VA: ACPA, College Student Educators International.
- Kuh, G. D., Kinzie, J., Buckley, J., Bridges, B., & Hayek, J. C. (2006). *What matters to student success: A review of the literature*. National Symposium on Postsecondary Student Success.
- Kuh, G. D., Kinzie, J., Buckley, J., Bridges, B., & Hayek, J. C. (2007). Piecing together the student success puzzle: Research, propositions, and recommendations. *ASHE Higher Education Report, 32*(5). San Francisco, CA: Jossey-Bass.
- Lamport, M. A. (1993). Student-faculty informal interaction and the effect on student outcomes: A review of the literature. *Adolescence, 28*(112), 971-991.

- Landerman, L. (2003, November). *A multidimensional model of intercultural consciousness: A reconceptualization of multicultural competence*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Portland, OR.
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3, 551-558.
- Milem, J. F., Chang, M. J., & Antonio, A. I. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association of American Colleges and Universities.
- Nagda, R. A., & Maxwell, K. E. (2011). Training peer facilitators as social justice educators: Integrating cognitive and affective learning. In K. E. Maxwell, B. A. Nagda, & M. C. Thompson (Eds.), *Facilitating intergroup dialogues: Bridging differences, catalyzing change* (pp. 41-55). Sterling, VA: Stylus Publishing, LLC.
- Nesheim, B. E., Guentzel, M. J., Kellogg, A. H., McDonald, W. M., Wells, C.A., & Whitt, E. J. (2007). Outcomes for students of student affairs-academic affairs partnership programs, *Journal of College Student Development*, 48(4), 435-454.
- Pascarella, E. T., & Terenzini, R. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco, CA: Jossey-Bass
- Perry, W. G. (1968/1999). *Forms of ethical and intellectual development in the college years: A scheme*. San Francisco, CA: Jossey-Bass.
- Pope, R. L., & Mueller, J. A. (2000). Development and initial validation of the Multicultural Competence in Student Affairs-Preliminary 2 Scale. *Journal of College Student Development*, 41(6), 599-608.

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. San Francisco, CA: Jossey-Bass.

Reynolds, A. L. (2001). Embracing multiculturalism: A journey of self-discovery. In J. Ponterotto, M. Casas, L. Suzuki, & C. Alexander (Eds.), *Handbook of multicultural counseling* (2nd ed., pp. 103-112). Thousand Oaks, CA: Sage.

Rogers, J. L. (2003). Leadership. In S. R. Komives, D. B. Woodard, & Associates (Eds.), *Student services: A handbook for the profession* (4th ed.; pp. 447-466). San Francisco, CA: Jossey-Bass.

Sanford, N. (1966). *Self and society*. New York, NY: Atherton.

Schreiner, L. A., Noel, P., Anderson, E., & Cantwell, L. (2011). The impact of faculty and staff on high-risk college student persistence. *Journal of College Student Development*, 52(3), 321-338.

Tinto, V. (1996). Reconstructing the first year of college. *Planning for Higher Education*, 25, 1-6.

University of South Carolina. (n.d.). *National resources center: First-year experience and students in transition*. Retrieved from <http://sc.edu/fye/resources/index.html>.

University of Southern California (n.d.). *History of service-learning*. Retrieved from <http://dornsife.usc.edu/history-of-service-learning/>.

Collaborating for Professional Development

Jillian A. Martin

Collaborations in higher education often focus on creating opportunities to promote student learning and development (Brower & Inkelas, 2010; Jacoby, 1999; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010). While student learning is the chief concern of institutions of higher education, institutional leaders should also focus on the professional development of personnel, namely faculty and student affairs administrators, who are responsible for student learning in the classroom and co-curriculum. Institutional leaders can use professional development to transform the historically insular work of academic and student affairs into a collaborative enterprise.

In promoting a holistic learning-centered environment, there should be collaborative opportunities for academic and student affairs professionals to learn within institutions of higher education (Brower & Inkelas, 2007; Cueso, n.d.; Hureska, 2013). This learning will not only bridge the cultural and knowledge gap between academic and student affairs, but will also promote organizational learning and development for the institution (Cueso, n.d.; Kezar, 2005; Milam, 2005). Traditionally, this learning occurs through professional socialization and development that is often separate for academic and student affairs professionals.

Historically, professional development in academic affairs focused on knowledge generation and dissemination within particular academic disciplines (Cueso, n.d.; Gaff & Simpson, 1994; Lieberman, 2005). The lack of faculty community, as well as the need for increased student learning and retention on campuses, resulted in the creation of centers for teaching and learning at institutions around the country (Lieberman, 2005). The structure and programs of these centers may differ, but they serve many purposes for the professional development of faculty: to introduce faculty to new pedagogies, teach them about innovations in technology, help them understand their role in facilitating student learning, and help them understand student learning in the context of university life (Lieberman, 2005; Pchenitchnaia, 2007). Some institutions may not have a designated center, but may have designated staff or faculty members who are committed to promoting faculty development on their campus (McKee, Johnson, Ritchie, & Tew, 2013).

Professional development in student affairs evolved from the first gatherings of deans of men and women (Bresciani et al., 2010; Gerda, 2006).

Jillian A. Martin, Doctoral Student in the College Student Affairs Administration Ph.D. Program & Doctoral Intern for Assessment with the Department of University Housing, University of Georgia

These first gatherings served both as a means to create a shared understanding of the burgeoning student affairs field (then called student personnel work) and to communicate student affairs work in different institutional contexts (Bresciani et al., 2010; Gerda, 2006). However, professional development has not had the universal enactment as espoused, relying mostly on the individual to take personal responsibility for seeking out opportunities (Janosik, Carpenter, & Creamer, 2006). Professional development in student affairs focuses on general topics within the field or specialized topics related to functional areas (Schwartz & Bryan, 1998). In addition to encouraging knowledge sharing and dissemination, professional development in student affairs encourages the use of this knowledge to develop a professional identity and directly inform student affairs practice (Carpenter, 2003; Schwartz & Bryan, 1998). When collaboration is part of professional development efforts, there is a focus on the formation of academic and student affairs partnerships to create out-of-class engagement opportunities that complement the in-class student experience (Borrego, Forrest & Fried, 2006; Carpenter, 2003; Cueso, n.d.; Schwartz & Bryan, 1998).

By providing joint professional development for academic and student affairs professionals, institutional leaders can bring holistic and intentional coordination to institutional efforts. In this article, I provide a framework for developing collaboration for professional development between academic and student service units that work on campus to promote better teaching and learning. This collaboration can fill a void of professional development for academic and student affairs, promote knowledge sharing between academic and student affairs units, and provide a foundation for collaborative work in creating learning-centered environments that promote student success and holistic development.

Fostering a Collaborative Environment

Traditionally, academic and student affairs units function in organizational silos resulting in duplication of efforts, inefficient resource use, and failure to integrate students' learning environment (Kezar & Lester, 2009; Kuh, 1996). Inherent in each unit are subtle differences that result in cultural barriers or cultural knowledge deficiencies that could work against collaboration (Cueso, n.d.; Kezar & Lester, 2009). Institutional leaders and professionals engaged in collaborative work should be aware of these barriers and deficiencies and use collaboration as a means to diminish the historical insular work of academic and student affairs.

Chief in creating collaboration for professional development between academic and student affairs is the buy-in from unit leaders to foster a collaborative environment (Kezar & Lester, 2009). Institutional leaders should champion the creation of a collaborative working group made up of faculty development specialists, student affairs professionals, and faculty to assess the professional development needs for academic and student affairs professionals. From this collaborative working group, academic and student affairs would share the responsibility for identifying knowledge deficiencies, creating a curriculum for professional development and developing outcomes for the participants and the program.

Creating Buy-in and Collaboration Champions

Academic and student affairs professionals who want to create the collaboration should seek the support of their direct supervisors and unit leaders in this collaboration. This support has a dual role: creating leadership buy-in for the collaboration and creating champions for the collaboration who have leadership and political power (Kezar & Lester, 2009). Institutional leaders can provide insight to the creation of the collaboration, appropriate delivery methods for professional development collaborations, and possible topics for professional development. In

addition, these leaders can use their informal and formal networks to champion this opportunity across campus. Academic and student affairs professionals creating this collaboration should use this step in the collaborative process to ensure they have a good understanding of the political and cultural climate of the campus, particularly that of their respective unit leaders (Kezar & Lester, 2009). This understanding should be used to frame initial conversations with institutional leaders about creating a collaboration for professional development for academic and student affairs. In addition, there should be a direct link between the mission, vision, strategic plan, and educational philosophy of the respective units for this type of collaboration to work. Furthermore, institutions should create a language around the collaboration and further buy-in for the units involved (Kezar & Lester, 2009).

Determining the Foundation for Collaboration

After creating the initial buy-in and identifying campus champions for this collaboration, academic and student affairs professionals seeking to create a joint professional development program should continue to engage in conversation with campus personnel about the needs that a joint professional development curriculum could serve. With an understanding of the cultural climate at the institution, the professionals looking to engage in this collaboration should determine the appropriate political channels to discuss the professional needs of the campus informally. In setting the foundation for the collaboration, professionals looking to create this opportunity should work on creating connecting points for professional development between academic and student affairs (Kezar & Lester, 2009). These connecting points should emerge from the similarities and differences of the professional development needs for academic and student affairs professionals. By soliciting the support and buy-in of institutional leaders, fostering champions for the professional development, and determining the foundation for

collaboration, professionals foster the sense of collaboration and the need for professional development collaboration on their campus. Following this process, professionals should begin to work formally to institute a joint professional development curriculum for academic and student affairs professionals.

Determining the Professional Development Curriculum

After fostering the collaborative environment, professionals should work to form a collaborative working group made up of faculty development specialists, student affairs professionals, and other professional development and training staff to determine a joint professional development curriculum. From this collaborative working group, academic and student affairs would share the responsibility for identifying knowledge deficiencies, creating a curriculum for professional development and developing outcomes for the participants and the program.

Formal Needs Assessment

The first task of the collaborative working group is to identify the shared professional development needs for faculty and student affairs professionals through a formal needs assessment. The working group should use existing knowledge, such as mission and vision statements, institutional values, educational purpose, institutional research data, annual reporting and strategic planning documents, and assessment and accreditation information to identify institutional knowledge deficiencies (Kezar & Lester, 2009; Milam, 2005). These knowledge deficiencies would inform the creation of a formal needs assessment that addresses professional and organizational learning needs that a professional development curriculum could address.

For example, nationally, there are efforts to create more intentional campus response to sexual assault (White House Task Force to Protect Students From Sexual Assault, 2014). As a

result, many institutions are examining their own campus policies on sexual assault and how they can do a better job of responding. This is an incredible opportunity for the creation of joint professional development sessions that focus on educating academic and student affairs professionals about sexual assault, campus expectations for response, and the individual's responsibilities in reporting sexual assault. There is also an opportunity for campuses to identify those within the campus' social network who can provide additional perspectives about this content area or in identifying off-campus facilitators if needed.

After completing the formal needs assessment, the collaborative working group should use the results of the formal needs assessment to determine the topic areas and delivery methods of a professional development curriculum. In the previous example, the topic area was based on a national context but other examples of topic areas may be in the state/local context (e.g., impact of state's defunding of higher education) or in the institutional context (e.g., general education curriculum changes). In any of these contexts, the collaborative working group can deliver material that meets the professional development needs of academic and student affairs professionals. When coordinating the sessions, it is just as important to attend to the delivery methods for the professional development curriculum as it is to determine the topic for the sessions. This premise supports how adults learn. Merriam and Bierema (2013) offered three primary tenets of transformative adult learning: self-directed learning, critical reflection, and learning through experience. Since professional development is a form of adult learning, the collaborative working group should consider these tenets in the creation of delivery methods for the professional development curriculum (Cranton, 1996).

Determining Outcomes & Assessment Strategies

The final step in creating the professional development curriculum is determining the outcomes and assessment strategies for the collaboration. Outcome development and assessment are essential to demonstrating the effectiveness of curriculum, programs, and services for students (Banta & Kuh, 1998; Brower & Inkelas, 2007; Keeling, 2004). Developing outcomes for faculty, student affairs staff, and institutions as well as assessing those outcomes are important considerations for developing professional development collaboration between academic and student affairs (Brower & Inkelas, 2007). Similar to the approaches in developing the collaborative team and content area, academic and student affairs approach assessment differently based on their culture and needs (Banta & Kuh, 1998). The collaborative working group in consultation with institutional leaders should first identify what they want professionals to learn from participating in the professional development sessions and how that learning can be operationalized (Bonfiglio, Hanson Short, Fried, Roberts, & Skinner, 2006; Brower & Inkelas, 2007). How learning is operationalized determines the assessment strategies of the outcomes. For example, an outcome for a professional development session on campus response to sexual assault could focus on articulating a campus response and the role of campus responders. The collaborative working group should also consider how the professional development sessions contribute to the overall institutional environment of the campus. In essence, the creation of institutional outcomes based on the collaboration is operationalized and provides the context for why the collaboration is successful (Brower & Inkelas, 2007).

Using assessment strategies, the collaborative working group should determine the evolution of the program based on the needs of the academic and student affairs professionals engaged in the professional development curriculum. The collaborative working group can

increase the frequency and reach of the program to academic and student affairs professionals by treating this collaboration as a pilot program.

Conclusion

Professional development for academic and student affairs can occur within an institutional setting and, in turn, promote knowledge sharing. Professional development for academic and student affairs include the common purpose of creating student-centered learning environments (Cueso, n.d.; Lieberman, 2005; Schwartz & Bryan, 1998). Furthermore, this development can occur through formal opportunities and informal networks that help to provide a holistic view of the professional (Cranton, 1996; Fenwick, 2008; Kezar & Lester, 2009). However, inherent in academic and student affairs units are subtle differences that result in cultural barriers or cultural knowledge deficiencies that could work against collaboration (Cueso, n.d; Kezar & Lester, 2009). The topics and delivery methods of professional development opportunities may differ based on the varying interests, needs, and schedules of faculty and student affairs professionals. Finding connecting points on campuses where there is already a lack of collaboration may be difficult at the first juncture. These challenges are not insurmountable but provide an excellent area of collaboration for academic and student affairs. Joint professional development for academic and student affairs is an overlooked opportunity for collaboration in higher education. By learning together, institutions can advance institutional priorities and create holistic learning-centered environments for the entire university community.

References

- Banta, T. W., & Kuh, G. D. (1998). A missing link in assessment: Collaboration between academic and student affairs professionals. *Change: The Magazine of Higher Learning*, 30(2), 40-46.
- Bonfiglio, R., Hanson Short, G., Fried, J., Roberts, G., Skinner, J. (2006). Assessing internal environments. In R. P. Keeling (Ed.), *A practical guide to implementing a campus-wide focus on the student experience* (pp.43-52). Washington, DC: ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, & NIRSA.
- Borrego, S., Forrest, C., & Fried, J. (2006). Enhancing professional development. In R. P. Keeling (Ed.), *Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience* (pp. 59-63). Washington, DC: ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, & NIRSA.
- Bresciani, M. J., Todd, D. K., Carpenter, S., Janosik, S. M., Komives, S. R., Love, P., McKelfresh, D., Perillo, P., Reason, R., Sanlo, R., Simmons, B. M., Tyrell, S., & Weiner, L. (2010). *Professional competency areas for student affairs practitioners: A joint publication*. Retrieved from http://www.naspa.org/images/uploads/main/Professional_Competencies.pdf
- Brower, A., & Inkelas, K. K. (2007). Assessing learning community programs and partnerships. In B. L. Smith & L. B. Williams (Eds.), *Learning communities and student affairs: Partnering for powerful learning*. Olympia, WA: The Evergreen State College, Washington Center for Improving the Quality of Undergraduate Education. Retrieved from <https://www.evergreen.edu/washingtoncenter/docs/monographs/lcsa/lcsa8assessing.pdf>.

- Brower, A., & Inkelas, K. K. (2007). Assessing learning community programs and partnerships. In B. L. Smith & L. B. Williams (Eds.), *Learning communities and student affairs: Partnering for powerful learning*. Olympia, WA: The Evergreen State College, Washington Center for Improving the Quality of Undergraduate Education. Retrieved from <https://www.evergreen.edu/washingtoncenter/docs/monographs/lcsa/lcsa8assessing.pdf>.
- Carpenter, D. S. (2003). Professionalism. In S. R. Komives, D. B. Woodard, Jr., & Associates (Eds.). *Student services: A handbook for the profession* (4th ed., pp. 573-591). San Francisco, CA: Jossey-Bass
- Cranton, P. (1996). *Professional development as transformative learning: New perspectives for teachers of adults*. San Francisco, CA: Jossey-Bass.
- Cuseo, J. (n.d.) *The case for promoting partnerships between academic & student affairs*. Retrieved from <http://cpe.ky.gov/NR/rdonlyres/FC5065E4-E5A0-4F3F-9B36-FA33FEF29929/0/TheCaseforPromotingPartnershipsBetween.pdf>
- Fenwick, T. (2008). Workplace learning: Emerging trends and new perspectives. In S. B. Merriam (Ed.), *New Directions for Adult and Continuing Education: No. 119. Third update on adult learning theory* (pp. 17-26). San Francisco, CA: Jossey-Bass
- Gaff, J. G., & Simpson, R. D. (1994). Faculty development in the United States. *Innovative Higher Education*, 18(3), 167-176.
- Gerda, J. J. (2006). Gathering together: A view of the earliest student affairs professional organizations. *NASPA Journal*, 43(4), 147-163.
- Heruska, V. (2013, August 5). *Partner smarter, not harder: Creating collaborative partnerships*. Retrieved from <http://studentaffairsfeature.com/partner-smarter-not-harder->

creating-collaborative-partnerships/

Jacoby, B. (1999). Partnerships for service learning. In J. H. Schuh & E. J. Whitt (Eds.), *New Directions for Student Services: No. 87. Creating successful partnerships between academic and student affairs* (pp. 19-35). San Francisco, CA: Jossey-Bass.

Janosik, S. M., Carpenter, S., & Creamer, D. G. (2006). Intentional professional development: Feedback from student affairs professionals. *NASPA Journal*, 43(4), 127-146.

Keeling, R. P. (Ed.). (2004). *Learning reconsidered: A campus wide focus on the student experience*. Washington, DC: ACPA & NASPA.

Kezar, A. (2005). What campuses need to know about organizational learning and the learning organization. In A. Kezar (Ed.), *New Directions for Higher Education: No. 131. Organizational learning in higher education* (pp. 7-22). San Francisco, CA: Jossey-Bass.

Kezar, A., & Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders*. San Francisco, CA: Jossey-Bass.

Kuh, G. D. (1996). Guiding principles for creating seamless learning environments for undergraduates. *Journal of College Student Development*, 37, 135-148.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates (2010). *Student success in college: Creating conditions that matter*. San Francisco, CA: John Wiley & Sons.

Lieberman, D. (2005). Beyond faculty development: How centers for teaching and learning can be laboratories for learning. In A. Kezar (Ed.), *New Directions for Higher Education: No. 131. Organizational learning in higher education* (pp. 87-98). San Francisco, CA: Jossey-Bass.

McKee, C. W., Johnson, M., Ritchie, W. F., & Tew, W. M. (2013). Professional development of

- the faculty: Past and present. In C. W. McKee, M. Johnson, W. F. Ritchie, & W. M. Tew (Eds.), *New Directions for Teaching and Learning: No. 133. The breadth of current faculty development: Practitioners' perspectives* (pp. 15-20). San Francisco, CA: Jossey-Bass
- Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: Linking theory and practice*. San Francisco, CA: John Wiley & Sons.
- Milam, J. (2005). Organizational learning through knowledge workers and infomediaries. In A. Kezar (Ed.), *New Directions for Higher Education: No. 131. Organizational learning in higher education* (pp. 61-73). San Francisco, CA: Jossey-Bass
- Pchenitchnaia, L.V. (2007). *Essential model programs for teaching and learning centers as reported by directors in selected research extensive university: A Delphi study* (Doctoral dissertation, Texas A&M University). Retrieved from <http://repository.tamu.edu/bitstream/handle/1969.1/ETD-TAMU-1283/PCHENITCHNAIA-DISSERTATION.pdf?sequence=1>
- Schwartz, R. A., & Bryan, W. A. (1998). What is professional development? In W. A. Bryan & R. A. Schwartz (Eds.), *New Directions for Student Services: No. 84. Strategies for staff development: Personal and professional education in the 21st century* (pp. 3-13). San Francisco, CA: Jossey-Bass.
- The White House, Taskforce to Protect Students From Sexual Assault (2014). *Not alone: The first report of the White House task force to protect students from sexual assault*. Retrieved from http://www.whitehouse.gov/sites/default/files/docs/report_0.pdf