

ACADEMIC PARTNERSHIPS CONTINUUM

	Support	Exchange	Cooperation	Collaboration
Definition	Units engage at a lower level, providing support through transactional services, facility use, and/or funding.	Units engage in a partnership that results in a mutually beneficial exchange beyond facilities and funding, but does not constitute a long-term, coordinated relationship between the units. An exchange in expertise.	Units engage in a coordinated relationship, where roles are designated by independent expertise, where responsibilities are shared over a long-term, recurring relationship between units.	Units share full responsibility in an integrated partnership which include planning and researching, financing, decision-making, coordinating and assessment of project or experience. This partnership is often long-term and a sustained coordinated relationship that is mutually beneficial for the units.
Type	Types of programs: rental/preservation of space by academic units in DSA facilities (or vice versa), monetary support of programs, etc.	Types of programs: inviting faculty/staff to speak at/attend events; Student Affairs staff speak at/attend other events; typically one time using someone's expertise.	Types of programs: advisory boards, advisory committees, task forces, teaching academic courses	Types of programs: Learning communities/ learning abroad experiences/internships/assistantships/joint research and project engagement/ shared staff with academics areas
Examples	<ul style="list-style-type: none"> Residence Life clustering students on a specific scholarship Academic college or unit providing funding support for NSC program. 	<ul style="list-style-type: none"> VRSC Faculty, Staff & Advisor Seminars Multicultural Services recruitment efforts with prospective students Disability Services Workshop Univ Art Brown Bag Lectures 	<ul style="list-style-type: none"> Veteran Advisory Board Disability Services Faculty Advisory Board College Diversity Committees Disability Services OTELL (grant advisory board) 	<ul style="list-style-type: none"> Music Ensemble Classes Corps International Excursions Leadership Living Learning Community Cultural Leadership, Understanding, and Exploration for Sophomores (CLUES) African American Student Leadership Institute

Increasing Level of Engagement



Creating Successful Partnerships Between Academic And Student Affairs

Barbara Jacoby and Associates



Creating Successful Partnerships Between Academic And Student Affairs:

Creating Successful Partnerships Between Academic and Student Affairs John H. Schuh, Elizabeth J. Whitt, 1999-11-17 Although partnerships between academic affairs and student affairs are widely recognized as important for student learning and institutional effectiveness the higher education community tends to discuss and applaud such collaborations without actually implementing them This issue of New Directions for Student Services presents case studies of academic and student affairs partnerships that have been successfully put into practice at a variety of institutions in areas such as service learning the core curriculum and residential learning communities The authors offer academic and student affairs professionals practical strategies for forming collaborations that enhance learning and promote student success The concluding chapter presents a set of guiding principles to use in assessing the effectiveness of partnerships and the climate for collaboration at individual institutions This is the 87th issue of the quarterly journal New Directions for Student Services For more information on the series please see the New Directions for Student Services page **Academic and Student Affairs in Collaboration** Mitchell A. Levy, Bernard A. Polnarev, 2016-06-10 Academic and Student Affairs in Collaboration provides a comprehensive and evidenced based understanding of the partnerships necessary to achieve an institutional culture devoted to student success Chapter authors explore how to design implement and assess collaborative efforts between student and academic affairs in support of increased student success This book provides best practices for fostering and enhancing campus dialogue career development pathways academic support services and other important initiatives to increase retention and learning outcomes improve motivation and goal attainment and enhance institutional accountability This book is a must read for scholars faculty leaders and practitioners in Student Affairs and Higher Education interested in achieving student success at their universities and colleges The Handbook of Student Affairs Administration George S. McClellan, Jeremy Stringer, 2011-01-11 What issues and trends affect higher education and student affairs today In this fully updated handbook leading experts discuss the answer to this and other essential questions They provide a definitive reference for student affairs professionals at all levels of administration and management The handbook offers specific practical advice as well as broad approaches to planning and problem solving It contains modernized discussions on such critical topics as institutional mission institutional governance understanding campus environments finance and budgeting assessment program planning staff selection training and evaluation and much more **Student Services** John H. Schuh, Susan R. Jones, Vasti Torres, 2016-09-14 The bestselling student affairs text updated for today's evolving campus Student Services is the classic comprehensive text for graduate students in student affairs written by top scholars and practitioners in the field Accessible and theoretically grounded this book reflects the realities of contemporary practice in student affairs This new sixth edition has been updated throughout to align with current scholarship and expanded with four new chapters on student development crisis management programming and applications Twenty new authors join the roster

of expert contributors bringing new perspective on critical issues such as ethical standards campus culture psychosocial development student retention assessment and evaluation and much more End of chapter questions help reinforce the material presented and unique coverage of critical theoretical perspectives counseling and helping skills advising leadership environmental theories and other useful topics make this book a foundational resource for those preparing for a student affairs career The student affairs staff has the responsibility for a vast array of services and support roles for students on every type of campus This book provides a thorough overview of the field s many facets with invaluable real world insight from leading practitioners Understand the theoretical bases of development learning identity and change Delve into the organizational frameworks vital to any institution Learn the historical context of higher education and the student affairs role Master essential competencies including professionalism supervision crisis management and more As colleges and universities offer more and more services to an increasingly diverse student population the responsibility for these programs falls to student affairs educators The role requires a broad skill set and conceptual grounding in a number of disciplines Student Services provides the most complete overview of the foundations philosophies ethics and theories that guide today s student affairs professional

Student Services Susan R. Komives, Dudley B. Woodard, Jr., 2003-06-17 Since it was first published in 1980 Student Services A Handbook for the Profession has become a classic reference in the field In the fourth edition of this important resource the contributors a stellar panel of student affairs scholars examine the changing context of the student experience in higher education the evolution of the role of student affairs professionals and the philosophies ethics and theories that guide the practice of student affairs work Comprehensive in scope this book covers a broad range of relevant topics including the development of student affairs legal and ethical foundations of student affairs practice student development learning and retention theories organizational theory dynamics of campus environments strategic planning and finance information technology in student affairs managing human resources multiculturalism teaching counseling and helping skills assessment and evaluation and new lessons from research on student outcomes

Building a Better Bridge James Martin, Sheila Murphy, 1997*

Understanding the Role of Academic and Student Affairs Collaboration in Creating a Successful Learning Environment Adrianna J. Kezar, Deborah J. Hirsch, Cathy Burack, 2002-03-19 The topic of collaboration between academic and student affairs is now more important than ever if colleges and universities are to create seamless learning environments and educate students for the new collaborative work context Institutions face the challenge of showing students by their own behavior that they are committed to collaboration while still acknowledging that partnerships can be messy that they can take more time and that they can be frustrating This volume examines authentic models of collaboration that will help to develop successful student leaders for the new century It reviews the results of a national study on academic and student affairs collaborations and provides organizational models and facilitators of change as well as examples of facilitative strategies in action With research and actual applications in the field this volume is a

significant resource for institutions seeking to foster successful collaborative relationships between academic and student affairs This is the 116th issue of the quarterly journal *New Directions for Higher Education* *Planning and Achieving Successful Student Affairs Facilities Projects* Jerry Price, 2003-04-02 Here s a breakthrough sourcebook that not only argues that student affairs professionals need to assume leadership roles in campus facilities issues but also provides step by step guidelines in building a successful facility project from the first brainstorming session to the final coat of paint Editor Jerry Price dean of students at Drake University and contributors from all walks of the student affairs profession demonstrate that student affairs professionals are in a unique position of understanding the role of the campus in environment in students lives Chapters explore balancing multiple needs through innovative facility design options for financing residence hall renovation and construction and the relationship between housing programs and facilities and the institution s education mission Applicable information on assembling the project team the role of communication and ten key lessons for facilities planning renovation and building are also presented Lessons learned in the field are explored as well The UConn 2000 Initiative Case Study tells the story of one institution s success in developing and implementing a public policy initiative that would lead to billions of dollars in renewed investment in the university s core infrastructure Student affairs professionals live with students see how they interact with one another hear why they picked this particular school and listen to the reasons they are succeeding or failing Their education and experience lie in understanding how residence halls student unions dining services recreation and wellness centers and campus grounds each affect students experience in different ways This book demonstrates conclusively that the valuable expertise of student affairs professionals is therefore critical to ensuring that campus facilities projects ultimately achieve their intended goals *Creating a Third Space Culture of Collaboration Between Academic Affairs and Student Affairs* ,2016 Postsecondary Education is under increased scrutiny from key stakeholders regarding low student success rates and the relevance of a college degree The published research and literature indicates that academic affairs and student affairs collaboration is a critical strategy to improving student learning and student success This study aimed to contribute to the gap in the literature by proposing a research informed grounded theory to guide colleges and universities in redesigning their approach to collaboration The study utilized a constructivist grounded theory methodology that was motivated by two primary research questions a What are the organizational conditions needed to create and sustain a Third Space Culture of Collaboration between academic affairs and student affairs and b What is the role of senior level administrators in creating and sustaining a Third Space Culture of Collaboration Twelve senior level administrators were interviewed to gain their perspective on strategies to create optimal organizational conditions for collaboration This study also sought to understand the role of senior level administrators in developing a culture of collaboration between academic affairs and student affairs The research findings informed the development of the Third Space Culture of Collaboration theory which identifies four organizational conditions needed to create a culture of

collaboration Engaged Leadership A Renewed Commitment to Student Success a Third Space Collaborative and Student Informed Support The implications of this study may offer recommendations for senior level administrators when leading institutional change towards collaboration Additionally the study provides considerations for government officials when drafting legislation regarding student success in higher education *Collaborations for Student Success* Dallas

Long,2019-08-14 Libraries are exploring new roles and new partnerships on college campuses in order to improve students experiences and enable learning outside the classroom But other than faculty members who are librarians potential partners The student affairs professionals are responsible for everything from residence halls to service learning to career exploration and make up one of the fastest growing groups in higher education they are the experts in student development and the student experience However librarians and student affairs professionals are largely unfamiliar with each other s roles in student learning By using multiple focus groups Long describes the experiences and perceptions of librarians and student affairs professionals at several four year residential colleges and universities He identifies ways librarians and student affairs professionals share common values and can approach partnerships successfully but also the barriers that result when these two groups don t fully understand each other s roles in student learning This book is the perfect road map for librarians and student affairs professionals alike who are seeking partners for campus collaborations Phenomenological Study of

Student Affairs and Academic Affairs Partnerships Laura Anne Ryblewski,2022 Based on research from ACPA and NASPA many student affairs professionals believe that such partnerships bring multiple perspectives to solving problems fostering inclusiveness and affirming shared values in pursuing educational goals ACPA and NASPA 1997 This study explored academic and student affairs faculty and staff s perceptions of their current collaborative efforts in a context where they are expected to expand programs and services without increasing staff The researcher s objective was to investigate individual life experiences and ideas to identify factors supporting or hindering student affairs and academic affairs professionals from building partnerships and fostering student success The study included pre focus group questionnaires virtual focus group meetings of nine student affairs professionals and a separate meeting of 11 academic affairs professionals By examining their lived experiences the goal was to determine faculty and staff perceptions regarding their partnerships which would in turn identify areas where there may be room for improvement This research examined the perceptions of collaboration between faculty and staff within a four year comprehensive public university and in addition how the collaboration success or failure may affect student success and completion rates Furthermore it attempted to investigate potential courses of action that academic and student affairs professionals could take to further integrate student development efforts **Building**

Partnerships for Service-Learning Barbara Jacoby and Associates,2003-06-17 It is clear that service learning has the potential to yield tremendous benefits to students communities and institutions of higher education Increased student learning has been well documented As communities gain new energy to meet their needs and greater capacity to capitalize on their

assets service learning enables higher education to fulfill its civic responsibility When service learning lives up to its potential to lead colleges and universities to transform themselves into fully engaged citizens of their communities and the world its ability to bring about positive social change is limitless To be successful service learning must be grounded in a wide range of solid reciprocal democratic partnerships Building Partnerships for Service Learning assembles leading voices in the field to bring their expertise to bear on this crucial topic Faculty administrators student leaders and community and corporate leaders will find this volume filled with vital information exemplary models and practical tools needed to make service learning succeed Comprehensive in scope Building Partnerships for Service Learning includes Fundamentals and frameworks for developing sustainable partnerships Assessment as a partnership building process The complex dynamics of collaboration between academic affairs and student affairs Partnering with students to enhance service learning How to create campuswide infrastructure for service learning Profiles and case studies of outstanding partnerships with neighborhoods community agencies and K 12 schools Partnerships for collaborative action research Exploring the challenges and benefits of corporate and international partnerships The dynamic relationship of service learning and the civic renewal of higher education Building Partnerships for Service Learning is the essential guide to taking service learning and partnerships to the next level

The Handbook of Student Affairs Administration Margaret J. Barr, Mary K. Desler, 2000-03-17 Sponsored by the National Association of Student Personnel Administrators What issues and trends affect higher education and student affairs today What skills and competencies will student affairs administrators need to confront change and future challenges What opportunities and choices will they discover as they strive to develop professionally In this fully updated handbook thirty nine experts discuss the answers to these and other essential questions Together they provide a definitive reference for student affairs professionals at all levels of administration and management Organized into five distinct sections and over thirty insightful chapters The Handbook of Student Affairs Administration offers specific practical advice as well as broad approaches to planning and problem solving Readers will find modernized discussions on such critical topics as institutional mission strategic planning change management finance and budgeting staff selection training and evaluation conflict resolution fundraising legal and ethical behavior service development technological innovation diversity leadership and more In addition there are new chapters that explore The history and philosophy of student affairs How to plan and finance campus facilities The role and value of assessment in student affairs How to translate theory and assessment results into practice How to create successful partnerships with academic affairs The impact of fundraising and development The standards and principles of good professional practice Filled with thoughtful advice from the field's foremost authorities this comprehensive handbook reflects the most current and effective practices in college student affairs Praise for the Classic First Edition Each chapter is designed to stand alone as a source of information for new chief student affairs officers individuals new to the student affairs field doctoral students chief student affairs officers seeking professional renewal

college presidents and other administrative officers who want to know more about student affairs work. Many of the chapters in this handbook are filled with ah ha's, quiet smiles, and those private revelations that people have when reading an insightful statement they wish they themselves had made. As is true for most of the Jossey-Bass professional handbooks, each chapter stands alone and offers varying degrees of information and usefulness. *Journal of Higher Education*. The authors address the critical issues and skills necessary for higher education administration. The book covers a wide range of topics that would be appropriate for the beginning administrator as well as the seasoned veteran. The essays provide information on the practical day-to-day activities of higher education administration as well as the more abstract concepts of strategic decision making and the political realities that surround university life. The book is recommended; it has such a broad brush approach that it is practical for an introductory course in higher education as well as a solid reference for the practicing administrator.

Choice

Student Success in a Learning Paradigm Environment: Monique R. Drucker, 2015. Colleges and universities across the country continuously pursue ways to improve student success. Kuh (1996) cited Terenzini and Pascarella's (2005) argument for the creation of seamless learning environments where in-class and out-of-class experiences are supported and institutional resources are delegated to achieve complementary learning outcomes. Barr and Tagg (1995) asserted a college is an institution that exists to produce learning. p. 13. Academic and student affairs are identified as the principal functional areas equipped to create and sustain this kind of educational setting. Schroeder (1999) Schuh (1999) identifies student learning as the primary purpose of academic and student affairs partnerships. Research has focused on how partnerships are formed; however, minimal research exists which addresses specifically how partnerships are related to student success. Kezar (2003), Kinzie, Magdola (2005), Schroeder (1999), Schuh (1999). This sequential explanatory embedded mixed methods study examined data at a private mid-sized university in New England. Quantitative and qualitative research questions were utilized to support the embedded research design. Phase I data collection analyzed ex post facto data provided from a Datatel file of students who participated in orientation in 2011 (N=1348) and those who participated in a revised orientation in 2013 (N=1579). Data analysis included descriptive statistics and t-tests to describe and measure student success, i.e., GPA and retention comparison between cohorts. Elite interviews (N=2) were conducted in Phase II to qualitatively explore the perceptions of administrators in a learning paradigm environment regarding revisions made to the orientation program. The analysis revealed that no statistically significant relationship was found between those who participated in the 2011 orientation compared to those who participated in a revised 2013 orientation with regards to GPA or persistence after controlling for incoming SAT scores. Supplemental results from interviews with elite informants suggested that a strong partnership was created between academic and student affairs to evaluate the orientation program and implement changes that were consistent with the institution's learning paradigm environment. The results may benefit institutions of higher education interested in engaging in optimal partnerships with academic and student affairs to increase student

success **Changing General Education Curriculum** James L. Ratcliff, D. Kent Johnson, Jerry G. Gaff, 2004-04-07 This issue is about changing the general education curriculum in big ways through significant reforms and more frequently incremental ways to accomplish purposes better connect with students better and provide a more engaging and intellectually and emotionally compelling common collegiate experience The chapter authors present the results of a recent national survey on changes in general education four case studies of institutions that have undertaken change how they did it what the constraints were and most important what the results were and discussions on achieving curricular coherence and the nature of change and how to bring it about This is the 125th issue of the quarterly journal *New Directions for Higher Education*

Achieving and Sustaining Institutional Excellence for the First Year of College Betsy O. Barefoot, 2005-03-11 It has been documented that a student who makes a successful transition in the first year of college is more likely to persist and graduate In recent years efforts to improve the experience of first year college students have greatly improved In 2002 the Policy Center on the First Year of College supported by The Pew Charitable Trusts The Atlantic Philanthropies and Lumina Foundation for Education sponsored a project to recognize colleges and universities as Institutions of Excellence in their design and execution of the first year Thirteen colleges and universities representing a broad spectrum of campus types were selected as exceptional institutions that place a high priority on the first year experience *Achieving and Sustaining Excellence in the First Year of College* includes case studies of each of the thirteen exemplary institutions These studies illustrate and analyze the colleges best practices in teaching assessing and retaining first year college students The individual case studies offer lessons learned and have broad potential application beyond the particular type of institution represented *Inquiry*, 2003

Student Affairs for Academic Administrators T. Lynn Hogan, 2023-07-03 Co published with In these days when every college or university needs to make the best use of resources *Student Affairs for Academic Administrators* is intended to help academic administrators make the best use of one vital campus resource student affairs By providing this concise introduction to student affairs as a discipline and a profession the authors of this volume provide a foundation for working together to improve the student experience and enhance learning Since academic administrators typically come up through the faculty ranks they are unlikely to have a good grasp of what their student affairs colleagues bring to the common work of education To provide a better understanding the chapters in this volume cover topics such as The history of student affairs and functions typically associated with student affairs divisions Current thinking and research in student development theory Theoretical constructs underlying contemporary student affairs practice and ways to employ these theories in academic administration Diversity issues and their impact on student outcomes in the collegiate environment After a chapter on how to build successful collaborations between academic affairs and student affairs two final chapters explore specific examples of how such collaborations work in practice Academic honor codes and undergraduate research While written for academic administrators the book also provides valuable insights for those in student affairs

seeking to improve understanding and facilitate collaboration with colleagues in academic affairs *Developing and Sustaining Successful First-Year Programs* Gerald M. Greenfield, Jennifer R. Keup, John N. Gardner, 2013-07-29 Developing and Sustaining Successful First Year Programs First year programs and interventions have become critical launching pads for student success and retention in higher education However these programs often flounder not because of what they are trying to do but because of the ways in which they are implemented Developing and Sustaining Successful First Year Programs offers faculty academic administrators and student affairs professionals a comprehensive and practical resource that includes step by step guidance for developing new first year programs and enhancing existing programs The book explores the key elements that contribute to sustained student success and the programs that have the capacity to continue to meet student needs while making the most of scarce resources The authors show how to create and sustain critical partnerships put in place the needed organizational structures and include strategies for developing effective assessments and evaluations Developing and Sustaining Successful First Year Programs is filled with illustrative examples and profiles of successful programs from a range of institutions that vary in size type selectivity and culture Examples of common programs and interventions include summer bridge programs student orientation first year seminars learning communities residential programs developmental education and many more Based in scholarly literature theory and practice the book highlights the initiatives that facilitate the transition learning development and success of new college students **Organizing for college student success: Collaboration among student and academic affairs** Sara L. Zelewske, 2014 What are the factors determining student success Why do college students drop out of school What can institutions do to make them want to stay What can be done to ensure students are engaged experience the necessary degree of personal development and have a quality college experience How does the interaction between Academic Affairs and Student Affairs create a partnership to deal with these issues and increase student success

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