Using Co-Curricular Mapping to Promote Student Learning Outside of the Classroom – MSC 2400 Gates Ballroom
- Presenter:
  - Dr. Adam Peck
- Abstract:
  - A student majoring in communication doesn't take public speaking every year. They likely take this class once at the beginning of their program and then takes progressively complex courses that help them reach a deeper understanding of communication across their time at the institution. This may lead some to ask, can student affairs practitioners truly claim to offer a "co-curriculum" if we don't ensure that students will gain different and more complex skills from their experiences outside of the classroom during their entire time at the institution?

    In Learning Reconsidered, Keeling (2004) and his contributors were among the first to see a need to holistically map the learning environment both inside and outside of the classroom, writing, "It is quite realistic to consider the entire campus as a learning community. Mapping the learning environment for sites in which learning can occur provides one approach to supporting transformative learning that identifies strength in collaboration - linking the best efforts of educators across the institution to support student learning" (p 14). While the practice of mapping the co-curriculum appears to be gaining some traction (as evidenced by webpages of a variety of student affairs programs around the country), we lack a systematized approach to conduct these mapping exercises and few if any programs reflect an integration of classroom learning with learning outside of the classroom.

    When many in our field still labeled what we do "extra-curricular," there was little need to map learning. For many, learning wasn't the objective of these experiences. They were intended to provide students with productive ways to use their time outside of the classroom, to make friends and perhaps learn something that might be useful to them throughout their life. But in this context, evidence of learning that was little more than anecdotes more than sufficed to tell our story. But if we wish to play a larger role in student learning at our respective institutions, we must find the ways that learning inside the classroom intersects with learning beyond the classroom.

    This session will provide step-by-step instructions for conducting co-curricular mapping. This process can help clarify how students experience our educational offerings and ensure more deep and robust learning over time.

Reflection of Students on Their Employment: Doing Them and What To Do With Them – MSC 2500
- Presenters:
  - Kelly Cox, Paul Harwell & Sharon Mena
- Abstract:
  - This presentation will explore how to best use reflective questions with student employees.   A potential question bank will be presented. In addition, we will show

examples of how reflection can be integrated into your departmental assessment plan. Finally, we will facilitate an open discussion on aggregating reflective data across departments and the division.

Bridging Gap Between Student Affairs and Academic Affairs – MSC 2501
- Presenter:
    - Dustin Grabsch
- Abstract:
    - We all have a role to play to bridge the gap between academic affairs and student affairs. Arguably this gap is one of the biggest inhibitors in developing campus environments that promote student success. Many faculty have limited interactions with student affairs and are unfamiliar with the variety of services and programs offered; not surprisingly, student affairs professionals often feel misunderstood and unappreciated by faculty or administration. The relationship between academic affairs and student affairs may not receive as much attention as retention or graduation rates, but its impact can be just as great for students. Many professionals observe and feel the real "division" between the Division of Student Affairs and Academic Affairs.

        A poll conducted by Magna Publications (2009) asked respondents if they would like to see student affairs to work more closely with academic affairs on campus. The replies from the academic affairs and student affairs respondents might be summarized with one big "Yes, but …". But what? While some campuses are apparently making progress in building bridges between these two organizational units, the impediments cited fall into three main categories:
        1. lack of communication, willful or not,
        2. local politics, with a power imbalance that favors academic affairs, and
        3. faculty indifference to student development because of lack of incentives.

        Barriers exist on both sides of the university. Barriers specific to faculty include lack of recognition and rewards for participation, significant turnover in student affairs, and lack of orientation and training on student affairs. Barriers specific to student affairs staff include, restricted freedom within the university due to classification (lack of tenure status), lack of understanding of tenure process that drives academic affairs, and perceptions that student affairs play a subordinate role in the university. Regardless of these barriers, the opportunities for collaboration are endless. Partnerships can range from formal strategic decisions to informal alliances. Some of these ideas can be implemented overnight, and others will require long-term planning.

        Join in this break out session which begins with reviewing our shared histories in higher education, brainstorming barriers unique to Texas A&M University, and an opportunity to develop strategies to bridge the gap in your current work.

What Do Our Students Want In a Mentor – MSC 2502
- Presenter:
    - Dr. Gennie Lynn

- <u>Abstract</u>:
    - As a supervisor or an advisor, you often serve as a mentor to our students. During this session, you will be able to see which caring behaviors our student leaders find the most beneficial to their development and the mentoring relationship. Based on research done at TAMU, you will have the chance to see specific examples of what works and what doesn't and find out areas you might need to improve in as well as areas you already excel in!