AGENDA

• Welcome & Introductions
• Historical Background
• Barriers to Bridging
  • National Literature
  • Brainstorm TAMU-specifics
• Desire to Build/Repair the Bridge
• Benefits of Bridging
• Currency of our Work
• Discussion & Work Time
HISTORICAL BACKGROUND

Prior to the 1960’s, faculty was responsible for intellectual and social development of students.

1970’s, enrollment increases created a higher demand for student affairs professionals to address needs for co-curricular programs and services.

1980’s, higher education researchers began focusing on the need for collaboration between the growing student affairs divisions and academic affairs.

1990’s, national student affairs organizations like ACPA and NASPA released Best Practices.

Presently, High Impact Practices have gained the spotlight - fall within student affairs as being critical to academic success.
Magna Publications (2009) poll cited primary barriers for collaborations between Student Affairs and Academic Affairs:

- lack of communication, willful or not,
- local politics, with a power imbalance that favors academic affairs, and
- faculty indifference to student development because of lack of incentives.

Where does it exist:

- Organization structure/management
- Colleges & Universities
- Between faculty & staff
- With students
- With divisions & departments
- In research & publications
- In graduate programs
- Where else?
BARRIERS IN YOUR WORK

• IDENTIFY 2 – 3 BARRIERS FOR PARTNERSHIP IN YOUR WORK.
• WHAT IS/ARE THE SOURCES OF THE BARRIERS?
• WHOSE SPHERE OF CONTROL ARE THEY IN?
DESIRE TO BRIDGE THE GAP

To produce synergistic & efficacious relationship between academic affairs & student affairs.

Because collaborations are seen as desirous.

Often there are obstacles to creating a seamlessly interconnected campus.

For student success initiatives to prosper, research shows partnerships across campus must be developed.
BENEFITS OF BRIDGING

Speaking to universal outcomes and benefits that appeal to both parities may strengthen buy in.

1. Seamless connection between in- and out-side of classroom experiences.
2. Co-curricular experiences that enhance and compliment the curriculum.
3. Holistic support and development of the whole student.
4. Increased resources and support for students resulting in academic and personal success.
5. Increased satisfaction with the overall university experience.

(Pederson, 2015)
UNDERSTANDING CURRENCY

Organizational Currency is the key to understanding what is valued and by whom within an organizational structure.

Primary three currencies are time, money, and reputation.

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<tr>
<th>Student Affairs</th>
<th>Academic Affairs</th>
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<tr>
<td>Assessment</td>
<td>Research</td>
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<td>Quantity (# of students)</td>
<td>Quality/Rigor</td>
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<td>Student Service Fee/Rent Money</td>
<td>Tuition</td>
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<tr>
<td>Advising/Supervising Load</td>
<td>Course Load (HIP Attributes)</td>
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<td>Committees</td>
<td>Service to University</td>
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<td>Co-Curricular</td>
<td>Curricular</td>
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<td>Resume</td>
<td>Curriculum Vitae (CV)</td>
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<td>University Staff Council</td>
<td>Faculty Senate</td>
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<td>A/Vice Present</td>
<td>Associate Dean</td>
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<td>Vice President</td>
<td>Dean</td>
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Tenure depends the principle of academic freedom. Reputation indicator in Academic Affairs.

Assistant Professor (tenure track)
Associate, Professor, Emeritus (tenured)
CONSIDERING COLLABORATIONS

DSA Types of Collaborations:

- Support
- Exchange
- Cooperation
- Collaboration

Opportunities for Collaboration:

- Classroom announcements and in-class trainings provided by student affairs
- Faculty office hours in Living Learning Communities/Housing
- Service learning courses
- Campuswide Task Forces
- First-year experience courses
- Academic-Student Affairs Partnership Meetings
- Campus-based Leadership Institute
- Conferences and Presentations
- Collaborative Grants and Research
- Institutes and Centers
- Advisory Boards
- Internships in Student Affairs
- Recruitment & Outreach
- Search Committees

Learn more at reslife.tamu.edu/collaborators
LESSONS LEARNED

Developing an Infrastructure:
- Memorandums of Understanding
- Campus Collaborator Meetings
- Co-Develop the Collaboration
- Awards & Recognition

Cornerstone
Honors students attending one of Dr. Sumpter’s honors courses

Keep it Simple; Make it Rewarding:
- Organic Collaborations
- Don’t Overcomplicate
- University Learning Outcomes

Undergraduate and Graduate Catalogue
CONNECT WITH US

Academic Support Initiatives, Residence Life

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