



Linking Faculty with Student Development

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Introduction

One of the most critical relationships existing in higher education is between the faculty and the student development team.

- Why is the relationship between faculty and student development so important?
- What are some effective ways to build a strong academic-student development link?
- How can faculty work with the student development team to build a cohesive student experience model?

Introduction

My professional path

- Resident Director, Covenant College
- Director of Residence Life, International Teachers College
- Director of Student Retention, Simpson University
- Dean of Students, Cairn University
- Professor, Cairn University
- Provost, Cairn University



Introduction

“Hello Nemesis”

The Role of the Professor

The traditional role of the professor (particularly a doctor):

- To protect a field of study from outsider influences and from practitioners who might not have the same level of rigorous training and expertise.



Loyalty to the field
vs
Loyalty to the student

The Common Disconnect Between Faculty and Student Life Professionals

Different perspectives and goals: College faculty often prioritize academic goals and rigor, while student development professionals focus on the overall well-being and success of students.



The Common Disconnect Between Faculty and Student Life Professionals

Limited opportunities for collaboration: Due to different schedules and workloads, there may be limited opportunities for college faculty and student development professionals to collaborate and work together.

Different professional cultures: College faculty and student development professionals may come from different professional backgrounds and have different expectations for work processes and communication styles, leading to a disconnect.

The Common Disconnect Between Faculty and Student Life Professionals

Resistance to change: There may be resistance from either group to change established practices and procedures.



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YOU THREW A FIT THIS MORNING BECAUSE YOUR MOM PUT LESS JELLY ON YOUR TOAST THAN YESTERDAY!



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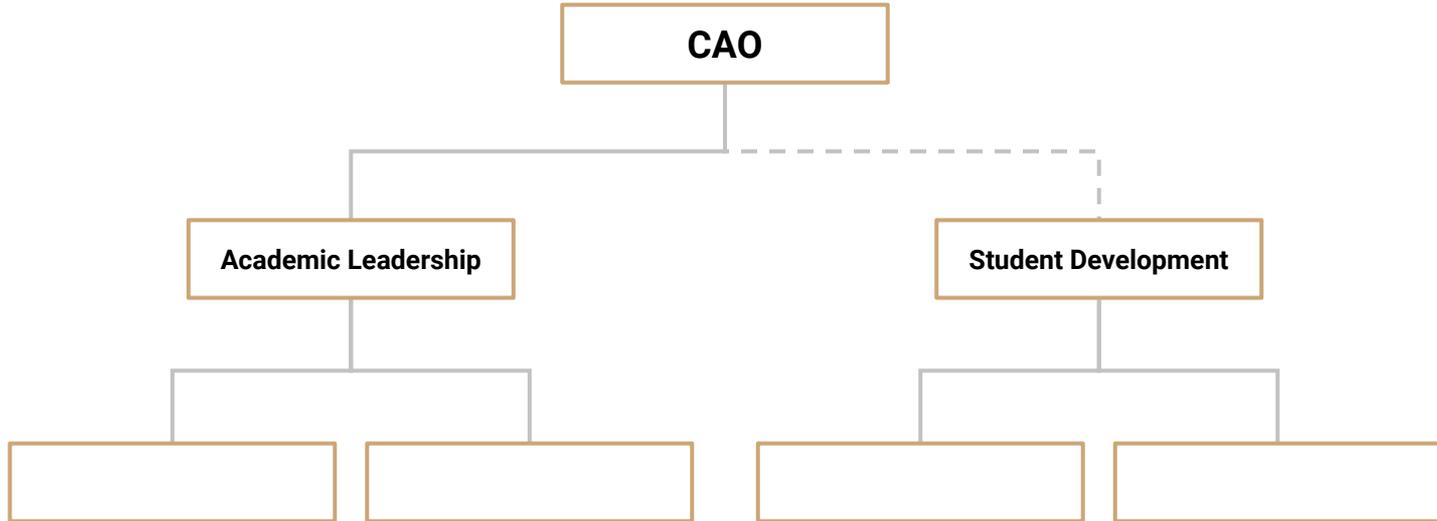
The Common Disconnect Between Faculty and Student Life Professionals

Lack of understanding of each other's roles: College faculty may not understand the role of student development professionals, and vice versa, leading to misunderstandings and miscommunication.

Different organizational structures: College faculty are typically part of academic departments, while student development professionals are part of a separate division within the university.

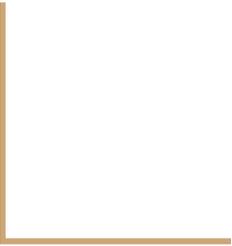


Organizational Structures





Opportunities for Collaboration



Opportunities for Collaboration

Collaborating on student mentorship programs: Faculty and student development staff can work together to design and implement student mentorship programs that connect students with both academic and personal support.

Jointly developing campus-wide outreach campaigns: Both groups can develop outreach campaigns aimed at promoting student success and connecting students with the support they need.

Opportunities for Collaboration

Collaborating on research projects: Faculty and student development staff can collaborate on research projects aimed at understanding and improving student success and well-being.

Developing a referral system: Faculty and student development staff can work together to create a referral system for students in need of support services such as academic advising, counseling, and tutoring.

Opportunities for Collaboration

Joint workshops and training sessions: Faculty and student development staff can lead workshops and training sessions together to provide a comprehensive approach to student support.

Collaborating on student success initiatives: Faculty and student development staff can work together to create and implement programs and initiatives aimed at improving student success and retention.

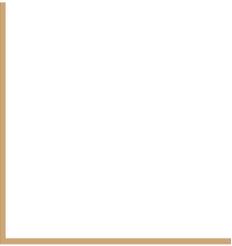
Opportunities for Collaboration

Sharing resources: Student development staff can share resources with faculty to help them better understand and support students, while faculty can provide insight and expertise on academic topics to student development staff.

Collaborating on learning outcomes: University faculty and student development staff can work together to develop and promote student learning outcomes.



Learning Outcomes in Student Development



Learning Outcomes in Student Development

- In recent years, the role of learning outcomes in the student development profession has become increasingly important.
- This is because of the growing recognition of the important role that student development professionals play in supporting students in achieving their academic and personal goals.



Learning Outcomes in Student Development

- Many institutions are now focusing on measuring and demonstrating the impact of student development programs and services on students' learning and development.
- This shift has led to a greater emphasis on the development of specific, measurable, and relevant learning outcomes for student development programs and initiatives, and a focus on using data and assessment to continuously improve and enhance these programs and services.

Learning Outcomes in Student Development

Examples of Student Development Learning Outcomes:

1. **Personal Identity Development:** The ability to explore and understand one's personal values, beliefs, and experiences, and to integrate these into a coherent sense of self (self-actualization).
2. **Career Development:** The ability to make informed and intentional decisions about education and career paths, and to take steps towards realizing these goals.
3. **Civic Engagement:** The ability to engage in meaningful and purposeful activities that contribute to the betterment of communities and society.

Learning Outcomes in Student Development

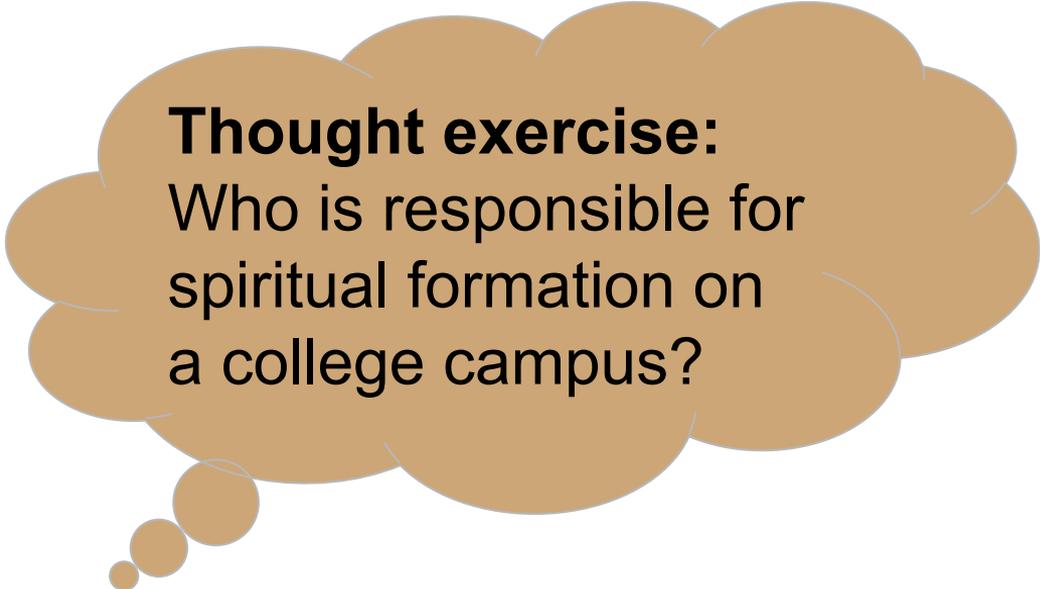
Examples of Student Development Learning Outcomes (cont.):

4. **Interpersonal Skills Development:** The ability to effectively communicate and build positive relationships with others, as well as to understand and manage conflicts.
5. **Psychological and Emotional Well-Being:** The ability to regulate emotions, manage stress, and maintain positive mental health, as well as to develop resilience and a growth mindset.



Learning Outcomes in Student Development

How can student development professionals and faculty align objectives and learning outcomes?



Thought exercise:

Who is responsible for spiritual formation on a college campus?

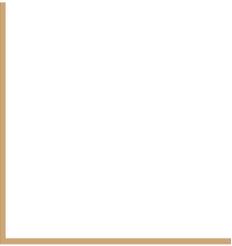
Learning Outcomes in Student Development

Steps to insure learning outcome alignment:

1. Establish clear communication channels between faculty and student development staff.
2. Integrate academic and co-curricular activities.
3. Collaborate to assess and evaluate the impact of programs and activities on student learning outcomes.
4. Provide opportunities for cross-division professional development.
5. Collaborate on vision casting and strategic planning.



High Impact Programs and Initiatives



Living-Learning Programs

- “Undergraduate students live together in a discrete portion of a residence hall (or the entire hall) and participate in academic and/or extra-curricular programming designed especially for them.”
 - National Study of Living Learning Programs (NSLLP)
- “What distinguishes group living in campus residence from most other forms of housing is the involvement of both professional and paraprofessional staff members in providing intentional, as opposed to random, educational experiences for students.”
 - Council for the Advancement of Standards in Higher Education

First-Year Experience Seminars

- A first-year seminar is a course intended to enhance the academic and/or social integration of first-year students by introducing them:
 - (A) to a variety of specific topics, which vary by seminar type
 - (B) to essential skills for college success, and
 - (C) to selected processes, the most common of which is the creation of a peer support group (Barefoot, 1992, p. 49).
- Approximately 85 to 95 percent of institutions report offering a first-year seminar to at least some of their entering first-year students.

BIT Teams

- A university Behavioral Intervention Team (BIT) serves as a proactive, multi-disciplinary team of professionals who work together to address and support students who may pose a risk to themselves or others.
- The main purpose of a BIT is to promote a safe and supportive campus environment by providing a timely and coordinated response to concerning behavior and mitigating potential harm.



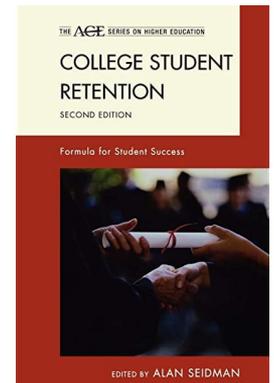
BIT Teams

- BITs typically include representatives from various departments, such as Student Development, Counseling Services, Campus Safety, and Academic Affairs, and they work closely with students, faculty, and staff to address incidents of concerning or disruptive behavior.
- The team's focus is not on punishment but on providing support and assistance to students in need. They use a collaborative and individualized approach to assess the situation, develop a plan of action, and provide referrals to appropriate resources.

Early Alert Warning Systems

$$\mathbf{RET = E_{ID} + (E + IN + C)_{IV}}$$

Retention = Early Identification + (Early + Intensive + Continuous) Intervention



Conduct Hearing Panels

- A university conduct hearing panel is a group of individuals appointed by a university to hear cases involving allegations of violations of the university's code of student conduct.



Conduct Hearing Panels

- The panel is responsible for determining whether the accused student has violated the university code of conduct, and if so, what disciplinary action should be taken.
- The panel typically consists of a combination of student development professionals, faculty members, and students, and operates in accordance with the university's policies and procedures.
- The purpose of the panel is to ensure that student conduct proceedings are fair, impartial, and consistent with the university's values and mission.

Supporting First Generation Students

The challenges of a first-generation college student:

- Parents often lack understanding of college benefits, or the ability to help navigate the financial aid process, and may not be supportive of a student's decision to go in the first place.
- First generation college students often feel unmoored from traditional support systems, as their parents are often unable to help them navigate college, or normalize the college experience.



Supporting First Generation Students

Faculty and student development staff can work together to help first-generation students feel a sense of belonging on campus by:

1. Normalizing the experiences of a college student (res. halls, academic expectations, etc.).
2. Identifying and correcting for the curse of knowledge (a cognitive bias that occurs when an individual, who is communicating with other individuals, assumes that the other individuals have the background knowledge to understand).

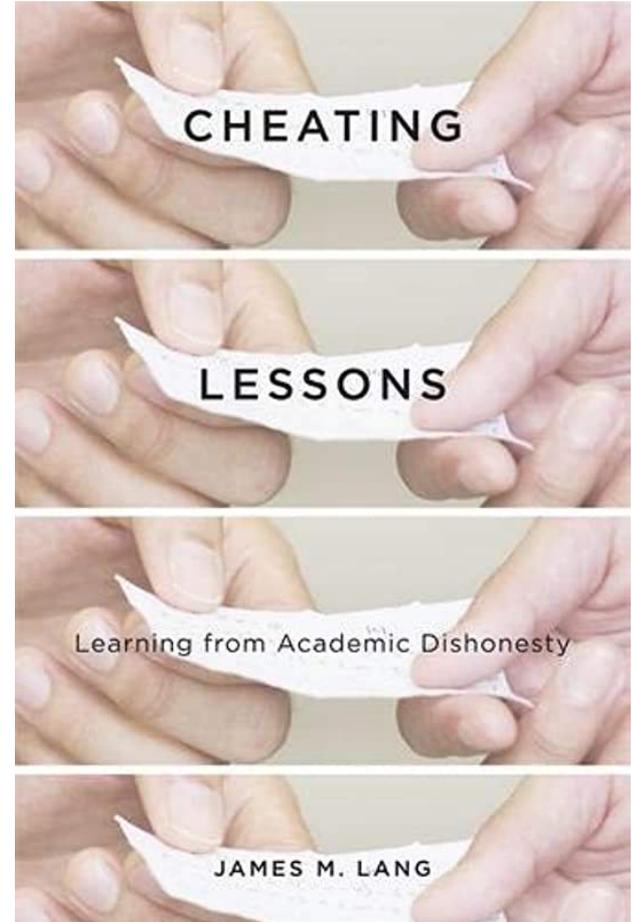


Navigating Academic Integrity

- Faculty and Student Life staff need to work together on creating a culture of integrity on campus.
- Student Life professionals can recognize and address patterns of academic dishonesty, but faculty are best positioned to address it in the classroom.

“If students are cheating in our classes, we should take primary responsibility for discovering that and responding to it.”

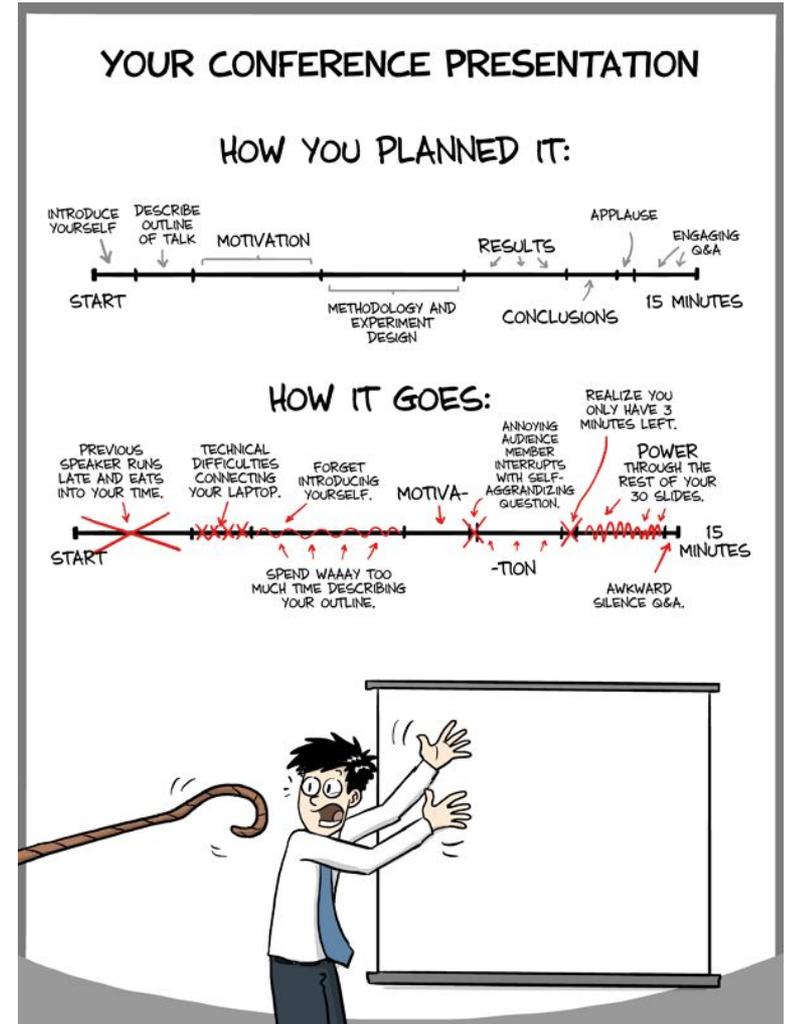
- James M. Lang



Partnering Towards Formational Education

- Students need help with discernment and decision-making. Students often make impulsive choices when the stakes are high. Too many complex choices lead to student indecision, procrastination, self-doubt, and paralysis.
- Formational education focuses on the development of the whole person, including the spiritual and moral aspects of an individual. It aims to shape students into responsible, mature, and well-rounded individuals who can contribute positively to society.
- The more committed institutions are to formational education, the blurrier the lines will be between academics and student development.

Questions?



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