



Defining Academic and Student Affairs Collaboration in Residential Learning Communities

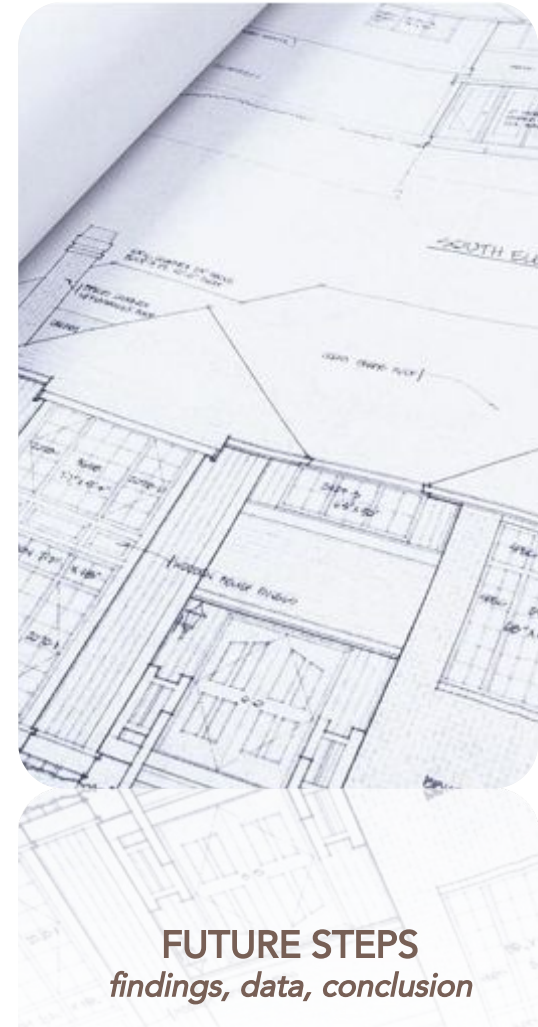
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**Year One STORY
COLLABORATION**
*introduction
purpose of the study
research question(s)*



PATH TO COLLABORATION
*and tie to Integrated Learning,
overall study*



FUTURE STEPS
findings, data, conclusion

ELON • Multi-Institutional Research Study



Residential Learning Communities as a High-Impact Practice:

- Three-summer research seminar
- Facilitates multi-institutional research on types of Residential Learning Communities (RLCs)
- Projects use mixed-methods approach to conduct qualitative and quantitative research

Our Research Study:

- Established collaboration and integrative learning themes at all 6 participating universities
- Using AAC&U Integrative Learning rubric
- Focuses on developing a better understanding of how to successfully assess SA/AA collaboration within RLCs on individual campuses

Center for Engaged Learning



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PURPOSE • Goals

- Learn about the research question, Delphi study process and how we used it to create a definition of collaboration in RLCs.
- Identify the importance of collaboration and assessing the levels of collaboration in RLCs to increase effectiveness and student success.
- Develop strategies for key collaboration elements to utilize on their campuses.



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INTRO • Research Questions

What is the relationship between academic and student affairs collaboration and the practice of integrative learning in residential learning communities (RLCs)?

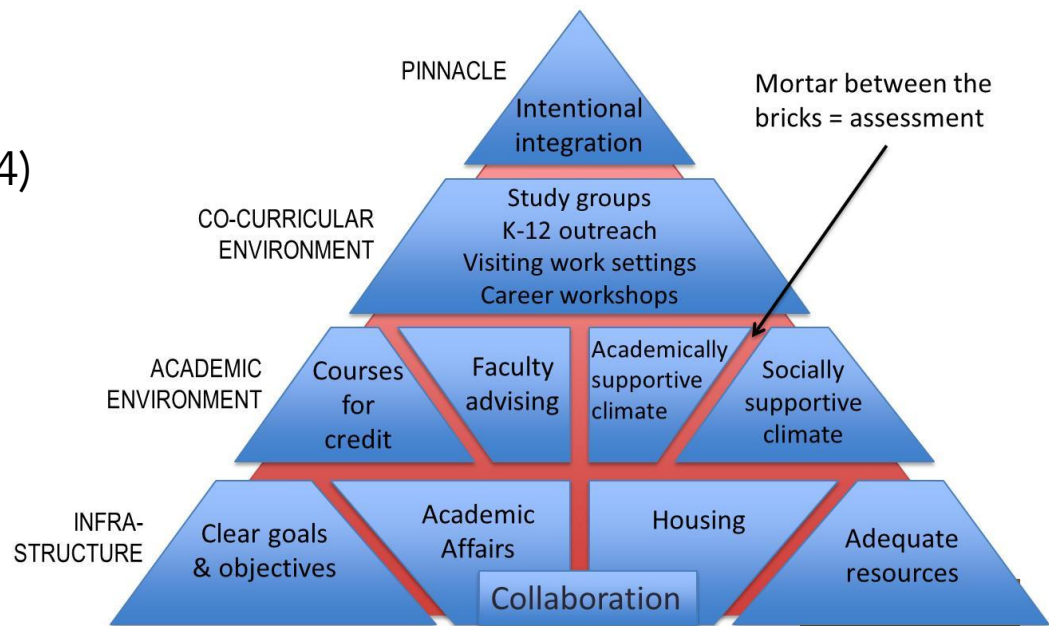
Specifically...

How is collaboration in RLCs between academic and student affairs defined?

Which elements of collaboration between academic and student affairs foster the practice of integrative learning?

LITERATURE • Influences

- LLP Best Practices Model (Inkelas et al., 2018)
- *One Size Does Not Fit All* (Manning et al., 2014)
- RLC Literature



The BPM for LLCs. Reprinted from *Living-Learning Communities That Work: A Research-Based Model for Design, Delivery, and Assessment* (p. 18), by K. K. Inkelas, J. E. Jessup-Anger, M. Benjamin, & M. R. Wawrzynski, 2018, Sterling, VA: Stylus. Copyright 2018 by Stylus Publishing, LLC.

LITERATURE ● Benefits of Collaboration

- Learning from multiple perspectives (Frost et al., 2010; Kezar, 2001)
- Re-center focus on student learning (Kezar, 2001; Kuh, 1996; Love & Love, 1995; Nesheim et al., 2007)
- Improves retention, academic performance, overall institutional environment (Arcelus, 2011; Ellett & Schmidt, 2011; Magolda, 2005)

LITERATURE ● Barriers to Collaboration

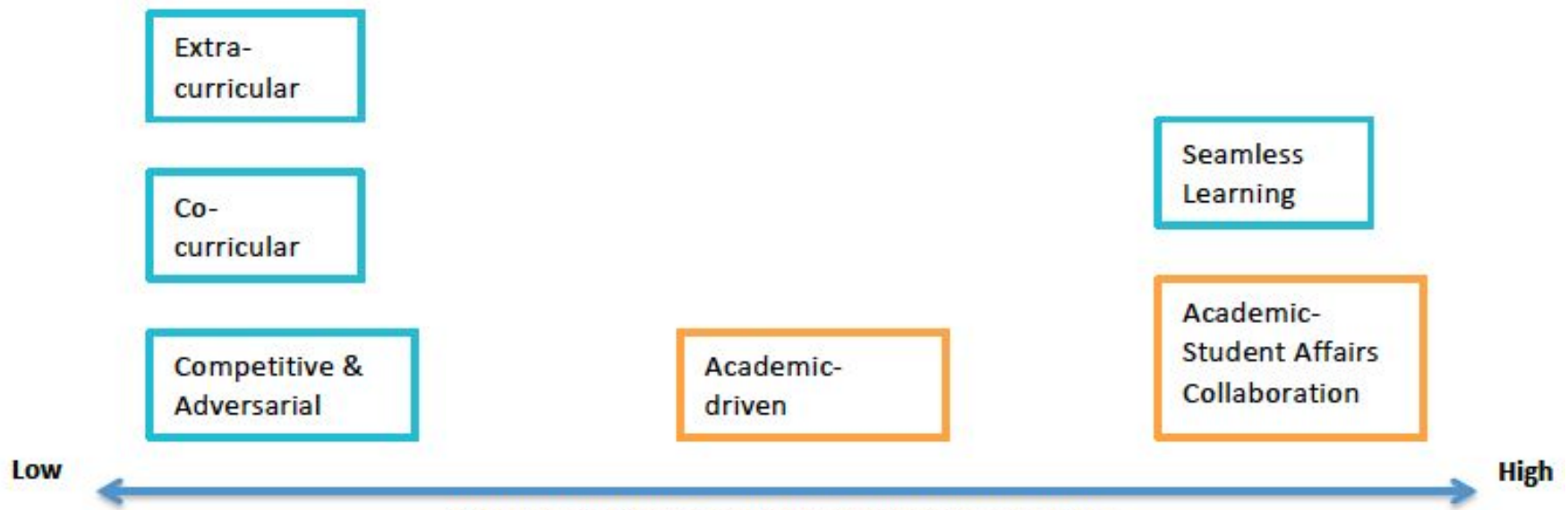
- Complexity of campus climates and cultures (Brown et al., 2009; Schroeder, 1999)
- Misunderstanding of roles (Golde & Pribbenow, 2000; Peltier, 2014; Philpott & Strange, 2003)
- Value of research and student engagement (Pearson & Bowman, 2000)
- Clear definition of *collaboration* (Golde & Pribbenow, 2000)

LITERATURE • One Size Does Not Fit All

Out of Classroom Centered	<ul style="list-style-type: none">● Extracurricular● Co-curricular
Administrative Centered	<ul style="list-style-type: none">● Functional Silos● Student Services
Learning Centered	<ul style="list-style-type: none">● Competitive and Adversarial● Seamless Learning
Student Centered	<ul style="list-style-type: none">● Ethic of Care● Student Driven● Student Agency
Academic Centered	<ul style="list-style-type: none">● Academic--Student Affairs Collaboration● Academic Driven

Manning, K., Kinzie, J., & Schuh, J. (2013). *One size does not fit all: traditional and innovative models of student affairs practice*. New York: Routledge.

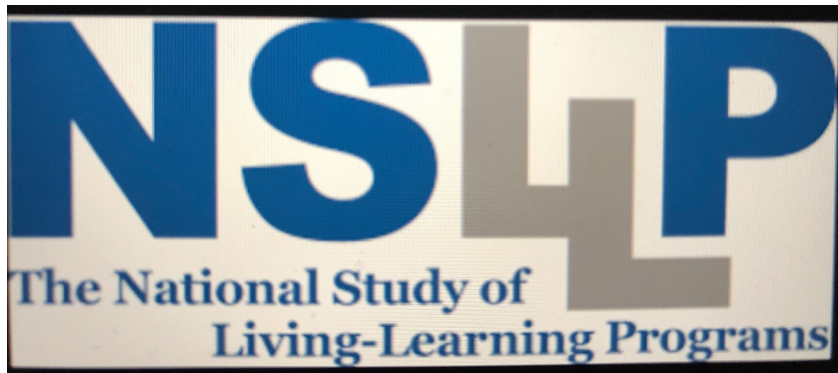
LITERATURE • Collaboration Continuum



Level of Collaboration Between AA and SA

Manning, K., Kinzie, J., & Schuh, J. (2013). *One size does not fit all: Traditional and innovative models of student affairs practice*. New York: Routledge.

PATH • NSLLP Adapted Survey



- With the permission of Karen Inkelas, this was administered to LLP/RLC Directors on our 6 campuses to provide us with descriptive information surrounding the organizational/ leadership structure of individual LLPs/RLCs.
- Reviewed data at Elon

METHODOLOGY • Collaboration

How is
collaboration in
RLCs between
academic and
student affairs
defined?



Lit Review
+
One Size Does
Not Fit All
+
NSLLP survey



Delphi Study
- Defining
collaboration
in RLCs



METHODOLOGY • Delphi Study

- Collect input from experts via a structured process - feedback and synthesis (Ziglio, 1996)
- Appropriate when expert judgement = evidence for answering a question (Linstone and Turoff, 1975)
- Appropriate when limited knowledge exists or consensus is lacking (Kezar and Maxey, 2016)

METHODOLOGY • Delphi Study

Round 1	Open Ended Questions <ul style="list-style-type: none">• role with RLCs• essential elements to be included in a common definition of collaboration between SA and AA in RLCs
Round 2	Likert-Scale Questions: <ul style="list-style-type: none">• level of agreement with elements derived from Round 1
Round 3	Draft Definition <ul style="list-style-type: none">• feedback on the draft, open response• broad definition, four elements, overall feedback
Round 4	Draft Definition <ul style="list-style-type: none">• repeated Round 3 with colleagues at Elon

FINDINGS • Collaboration Defined

The following definition emerged from the study:

*Collaboration between academic and student affairs is the **continuous process** of cultivating an **interdependent relationship** where each stakeholder is mutually committed to working toward the **shared purpose** of holistic student learning.*

More importantly, the researchers defined **continuous process, interdependent relationship, and commitment to a shared purpose**, which emerged as the key elements of collaboration within the context of RLCs.



Implementation ● Collaboration Instrument

Translated key elements - a) Continuous Process; b) Interdependent Relationship; c) Commitment to Shared Purpose; d) Campus Culture - from definition into a tool that faculty, staff, and student leaders can utilize to identify and evaluate collaborations within their institutional context.

- This instrument first provided participants with the definition. It then asked participants a series of questions that were organized into 4 sets, with each set correlating to a specific area of the definition listed above.
- 34 multiple choice questions and 4 open-ended questions
 - Continuous Process (6 questions)
 - Interdependent Relationship (15 questions)
 - Commitment to Shared Purpose (8 questions)
 - Campus Culture (5 questions)
- 67 Respondents from six campuses across the country
 - Academic Affairs (42 participants) and Student Affairs (25 participants)

CONCLUSION • Next Steps

- Preliminary analysis of the data
 - By Institutions
 - Across Institutions
- Can we assign a collaborative typology to each institution? Can this typology map onto those revealed through the NSLLP?
- Develop a methodology to determine if there is a correlation between AA/SA Collaboration and Integrative Learning

Preliminary Analysis of Data

Exploration of Typologies

Establish a Methodology to Investigate the Relationship Between Integrative Learning and Collaboration



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THANK YOU - Questions