

Academic Initiatives Annotated Bibliography

Residential Colleges & Residential Commons

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The author discusses the history of residential colleges in the U.S. and how that history influences higher education practices of the future. He further explores the historical significance of the resurrection of the educational value system of the Residential College model within the height of the establishment of the American University system. Ryan seeks to explore the

dichotomy of these two educational systems and how they have come to compliment one another.

Ryan, M. B. (1993). Residential colleges: A historical context. *Gateways: Residential colleges and the freshman year experience*, 14, 11-18.

Student Affairs-Academic Affairs Collaboration

American Association for Higher Education (AAHE), American College Personnel Association (ACPA), & National Association of Student Personnel Administrators (NASPA). (1998). *Powerful partnerships: A shared responsibility for learning*. Washington, D.C.: American College Personnel Association.

Arcelus, V. J. (2011). If student affairs-academic affairs collaboration is such a good idea, why are there so few examples of these partnerships in American higher education?: Transforming our approach to education – cultivating partnerships and dialogue. In P.M. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue*, (pp. 61-74). Sterling, VA: Stylus

Benjamin, M. & Hamrick, F.A. (2011). How does the perception that learning takes place exclusively in the classrooms persist?: Expanding the learning environment. In P.M. Magolda & M.B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue*, (pp. 23-34). Sterling, VA: Stylus

Bourassa, D.M. & Kruger, K. (2001). The national dialogue on academic and student affairs collaboration. In A. Kezar, D.J. Hirsch, & C. Burack (Eds.), *Understanding the role of academic and student affairs collaboration in creating a successful learning environment* (New Directions for Higher Education No. 116, pp.9-38). San Francisco, CA: Jossey-Bass.

Consolvo, C. & Dannells, M. (2009). Collaboration with academic affairs and faculty. In M.J. Amey & L.M. Reesor (Eds.), *Beginning your journey: A guide for new professionals in student affairs*, (89-108). National Association of Student Personnel Administrators.

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Elkins Nesheim, et al present research gathered in the Boyer Partnership Assessment Project that supports the theoretical claim that student affairs-academic affairs collaborations provide positive outcomes for participating students. Data collected from eighteen different institutions established four categories of student outcomes resulting from participation in a collaborative program between student affairs and academic affairs. Student outcome categories included: institutional acclimation, student engagement and learning, and educational and career decision-making. The authors also present areas for future research on the topic and implications for current practice.

Fang, H. M., & Wu, W. X. (2006). The Professional and Academic Trend of Student Affairs in American Universities——in the Perspective of Evolution of Relationship between Student Affairs and Academic Affairs [J]. *Comparative Education Review*, 6, 011.

Fried, J. (n/d). *Steps to creative campus collaboration*. National Association of Student Personnel Administrators.

Frost, R. A., Strom, S. L., Downey, J., Schultz, D. D., & Holland, T. A. (2010). Enhancing student learning with academic and student affairs collaboration. *The Community College Enterprise*, 16(1), 37-51.

Koester, J., Hellenbrand, H., & Piper, T. D. (2008). The challenge of collaboration: Organizational structure and professional identity. *About Campus*, 13(5), 12-19.

Kuh, G.D. & Banta, T.W. (2000). Faculty-student affairs collaboration on assessment. *About Campus*, 4(6), 4-11.

Magolda, P.M. (2005). Proceed with caution: Uncommon wisdom about academic and student affairs partnerships. *About Campus*, 10(1), 16-21.

Streit, M. R., Dalton, J. C., & Crosby, P. C. (2009). A campus audit of student affairs-faculty collaborations: From contracts to compacts. *Journal of College & Character*, 5, 1-15.

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Faculty in Residence & Faculty Involvement

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- Browne, M.N., Headworth, S., & Saum, K. (2009). The rare, but promising, involvement of faculty in residence hall programming. *College Student Journal*, 43(1), 22-30. Retrieved from <http://web.ebscohost.com/ehost/detail?vid=3&hid=119&sid=aecff6be-c372-44df-9c24-eef6362ff0a0%40sessionmgr104&bdata=JnNpdGU9ZWWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=a9h&AN=36792309> .
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Golde & Pribbenow conducted a study with fifteen faculty members involved in the residential learning communities at the University of Wisconsin-Madison. All of the faculty members participating in the study had been involved with the residential communities for at least one year, with many from the sample who chose to continue their involvement beyond one year. None of the faculty members involved in the program receive monetary compensation or any form of course release, so participation in the program is completed in conjunction with normal research and teaching tasks. Using data collected from interviews with the fifteen faculty members, the authors explore the role of academic affairs culture within faculty involvement activities with students outside the classroom.
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