SAPAA Knowledge Community Webinar Activities

Pre-webinar Activities

1. Imagine that your vice president or dean/provost tells you that they expect you to increase the number and breadth of academic/student affairs partnerships in which you and your peers are engaged. What are your first thoughts?

2. What are your immediate thoughts about your expected partners? Jot down your thoughts. We will get to all of the above later.

**Activity 1: List projects in which you are currently (if applicable) or would like to be partnering:**

1. _____

2. _____

3. _____

4. _____

Activity 2: Identify partnerships and motivators (See Examples Handout)

Possible Partners and collaboration	WIIF "Me"	WIIF "Them"	The Big Idea - WIIFU

Activity 3: Taking your institutional temperature

Activity 3: Where on this continuum does your campus philosophy associated with student affairs partnering with academic affairs fall?

Good Fences
Make Good
Neighbors

Contiguous
with Some Intersection

Very
Fluid
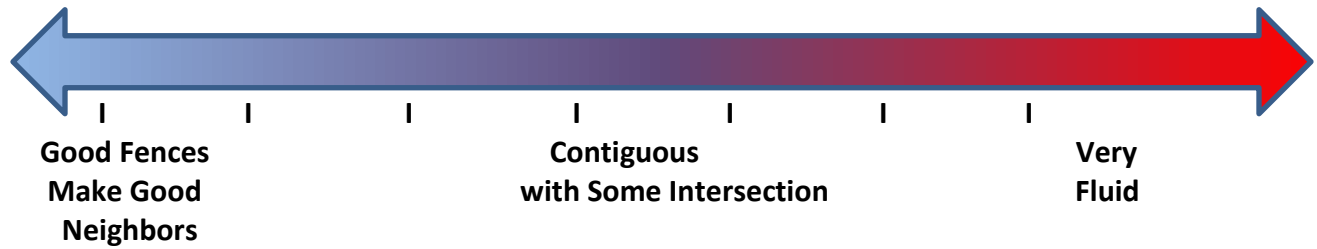
Activity 4: Whose goals do you share (i.e., where is your table already is set)?:
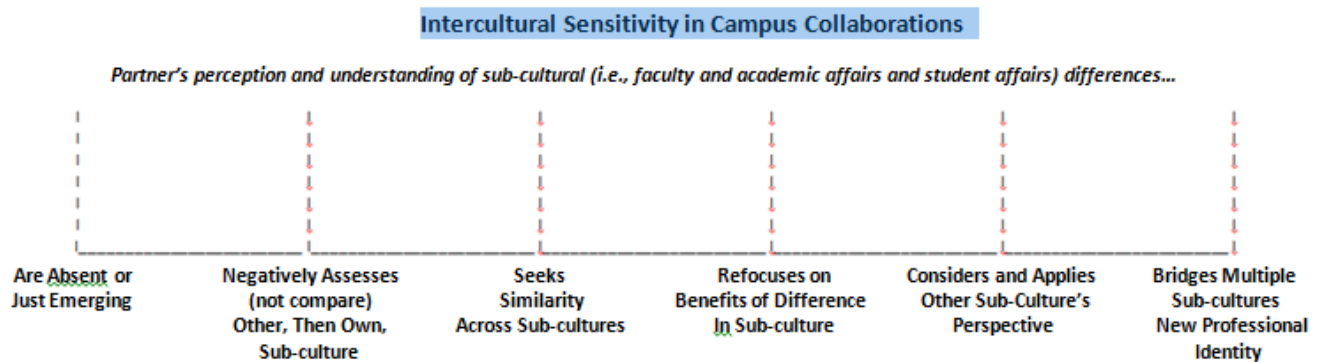
1. _____

2. _____

3. _____

Activity 5: Underline the all the characteristics under each level that describes your perception of your campus's organizational context.

- o   Which Level best describes your campus?
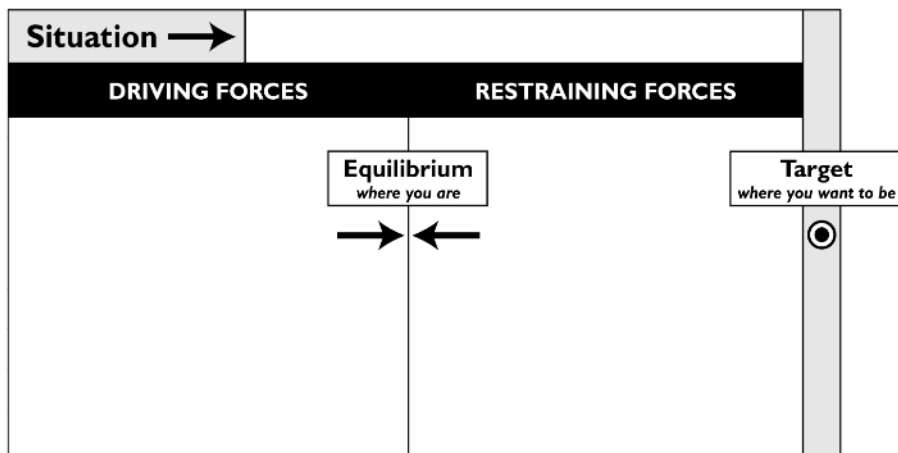- o   Are there opportunities to move the campus to the next level?
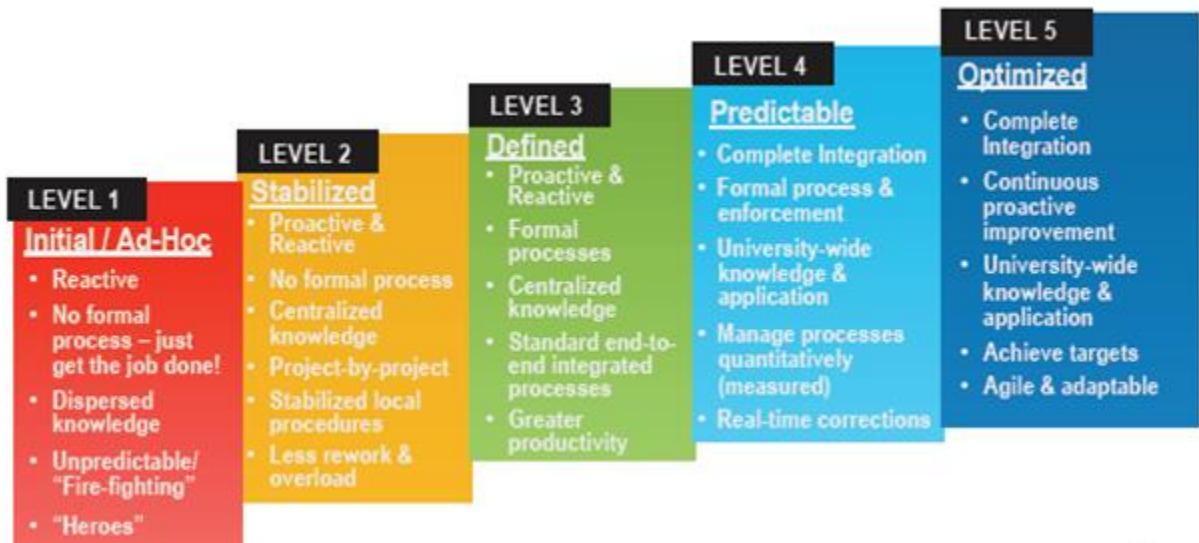
Activity 6: On the image below, use your pre-webinar question responses to identify the stage that best describes your thoughts about the intercultural dimensions of Campus partnerships across Higher Education Subcultures (See the Intercultural Sensitivity in Campus Collaborations Handout for more details.):

- Which stage best describes your ability to understand and engage with another campus sub-culture?
- How might these perceptions contribute to or resolve the challenges facing the project?
- Where do you think your partners are positioned?
- How should you re-shape your communication with and thoughts about potential partners to be most effective?

Intercultural Sensitivity in Campus Collaborations

Partner's perception and understanding of sub-cultural (i.e., faculty and academic affairs and student affairs) differences...

| Are Absent or Just Emerging | Negatively Assesses (not compare) Other, Then Own, Sub-culture | Seeks Similarity Across Sub-cultures | Refocuses on Benefits of Difference In Sub-culture | Considers and Applies Other Sub-Culture's Perspective | Bridges Multiple Sub-cultures New Professional Identity |

Boyd and Robinson (2013) based on Bennett, M. J. (2004). Becoming interculturally competent. In Wurzel, J. (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62-77). Newton, MA: Intercultural Resource Corporation.

Force Field

Situation →	
DRIVING FORCES	**RESTRAINING FORCES**

Equilibrium
where you are

→ ←

Target
where you want to be

◉

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SAPAA Knowledge Community Post-Webinar Offline Activities

Work in dyads or a larger work team to choose and tentatively examine through this lens one project you are hoping to launch or improve. Complete the following worksheet to lay a foundation for effective partnerships.

1. **Project identification: Identify shared values, priorities, learning outcomes, and goals across faculty, student affairs, and academic administrators at your institution and/or your departments.**

2. **Pick a project based on advancing sharing goals or learning outcomes identified above. Discuss the First two stages of partnership for this project:**
   o **Project: _____**
      ▪ **Explore potential partners**
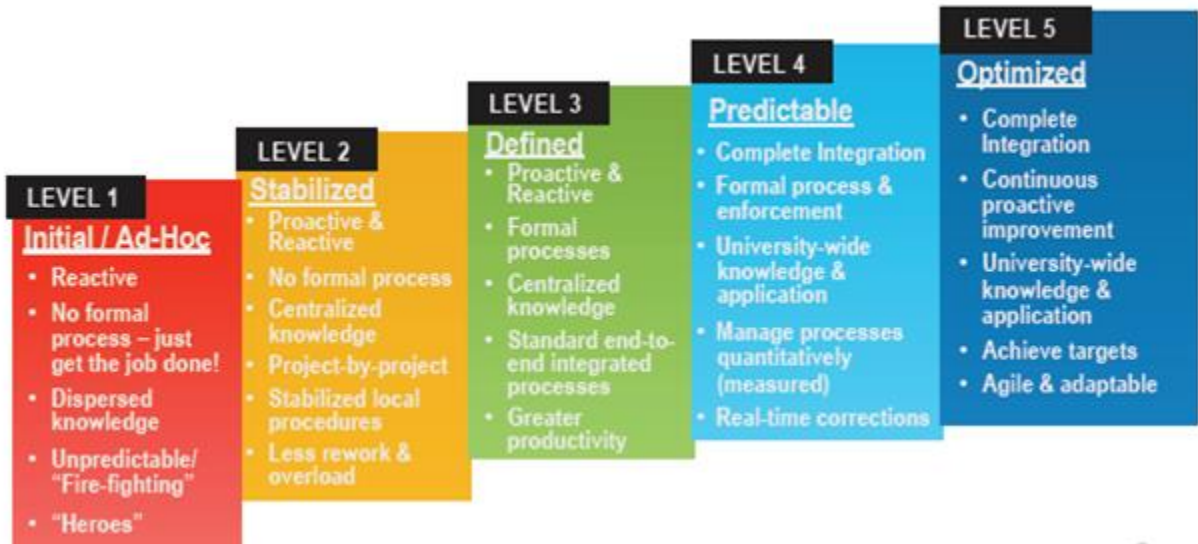   • **Current alliances**

         • **Unforged relationships that address your needs – WIIFM**

      ▪ **Mutual needs – WIIFU**

   o **Form and Operate**
      ▪ **What work would be best accomplished jointly?**

      ▪ **How do each independently contribute (i.e., separating Identities)?**

3. Come to a group consensus about your campus' level of maturity for this project.
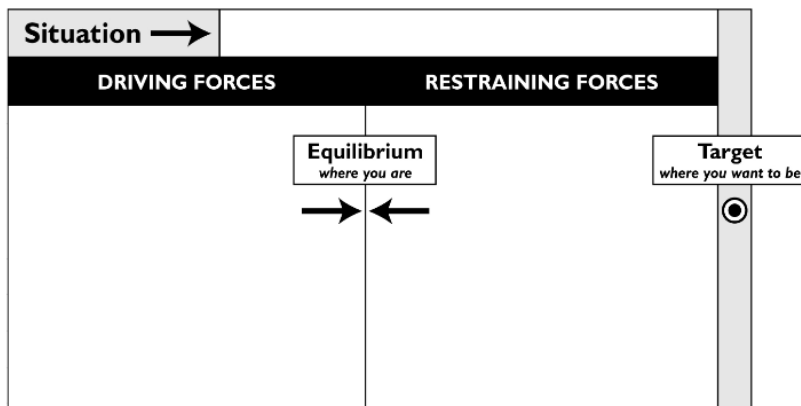

LEVEL 1
Initial / Ad-Hoc
- Reactive
- No formal process – just get the job done!
- Dispersed knowledge
- Unpredictable/ "Fire-fighting"
- "Heroes"

LEVEL 2
Stabilized
- Proactive & Reactive
- No formal process
- Centralized knowledge
- Project-by-project
- Stabilized local procedures
- Less rework & overload

LEVEL 3
Defined
- Proactive & Reactive
- Formal processes
- Centralized knowledge
- Standard end-to-end integrated processes
- Greater productivity

LEVEL 4
Predictable
- Complete Integration
- Formal process & enforcement
- University-wide knowledge & application
- Manage processes quantitatively (measured)
- Real-time corrections

LEVEL 5
Optimized
- Complete Integration
- Continuous proactive improvement
- University-wide knowledge & application
- Achieve targets
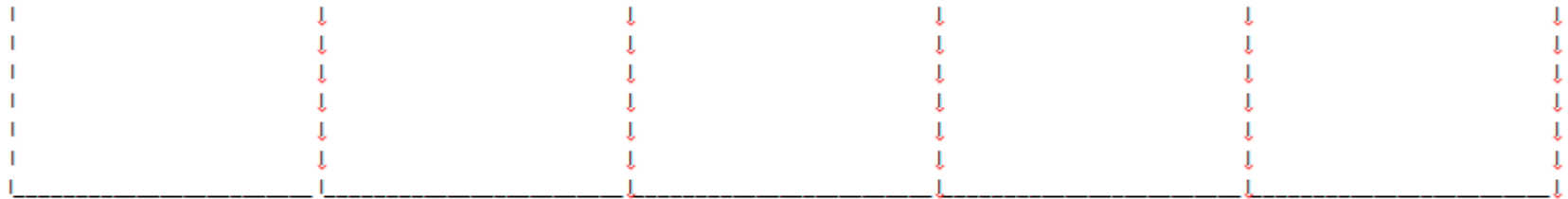- Agile & adaptable

<u>Discussion Prompts:</u>

o **Which Level best describes the project?**

o **What is your goal level on how can this project help all partners move to that level?**

FORCE FIELD:

Together- complete a force field to identify and assign owners for action items:

Situation →

| DRIVING FORCES | RESTRAINING FORCES |

Equilibrium
where you are

Target
where you want to be

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Intercultural Sensitivity in Campus Collaborations

Denial of Difference	Defense Against Difference	Minimization of Difference	Acceptance of Difference	Adaptation to Difference	Integration of Difference
Partners perception and understanding of sub-cultural (i.e., faculty and academic affairs and student affairs) differences…					
….are absent or just emerging.	…negatively assess, not compare.	...seek and reaffirm the similarity.	… acknowledge benefits of difference without judgment.	… consider and apply "others'" perspective.	… diminish original sub-culture and adopt a new professional identity that bridges perspectives.
Example Statements or Thoughts					
- What difference? - What is to be gained from partnership? There is nothing unique about the other. - My main concern is knowing what kinds of collaborations I should pursue. - I don't know anyone/who to ask to partner. - I don't want to include "XXX". I can't understand why they insist on that process. It is so offensive or such a waste of time.	- What is to be gained from partnership? - They don't belong at the table, there is nothing they bring. - We are the most valuable contributors to this partnership - We are fortunate to be at the table because they are the primary contributors. - There are too many differences to overcome to make this collaboration successful.	- The patterns, activities, and reward systems are different, but when you really get to know them, they're pretty much like us. - The student learning focus is bridging campus sub-cultures - If we are really honest, we'll recognize that some values are universal.	- The differences between us are the secret to our success—no other system of higher education has this diverse structure. - To partner effectively, I look to learn more about "XXXXX's" culture before approaching a collaboration. - The more "XXXX" I know, the better I understand "XXXX" in general.	- I need to think like a(n) "XXXX" to get this project moving again. - I act differently when I am working with "XXXX" than with partners from my department. - There are times that I feel like a(n) XXXX".	- I am a boundary-crosser, most comfortable when bringing together the "XXXX" and my sub-culture. - Understanding and translating the many frames of thought across the university makes me a valuable teammate. - I enjoy working in either student or academic affairs, so it is even better working with both. - Working with "XXXXX" just comes natural now.
Developmental Tasks					
Recognize the existence of cultural differences from ones' own	Emphasize fundamental commonalities, reduce polarization	Pursue cultural self-awareness	Refine cultural distinctions	Develop perspective-taking skills	Integrate and accept a multicultural campus identity

Boyd and Robinson (2013) based on Bennett, M. J. (2004). Becoming interculturally competent. In Wurzel, J. (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62-77). Newton, MA: Intercultural Resource Corporation.

See also: http://www.library.wisc.edu/EDVRC/docs/public/pdfs/SEEDReadings/intCulSens.pdf

Additional Theory References :

Bennett, M. J. (2004). Becoming interculturally competent. In Wurzel, J. (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62-77). Newton, MA: Intercultural Resource Corporation.

Jackson, B. W. (2005) The theory and practice of multicultural organization development in education. In Ouellett, M. L. (Ed.), *Teaching inclusively: Resources for course, department & institutional change in higher education* (pp. 2-20). Oklahoma: New Forums Press.

King, P. M., & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of college student development*, *46*(6), 571-592.

Pope, R. L. & Reynolds, A. L. (2004). *Multicultural Competence in Student Affairs*. San Francisco: Jossey-Bass, Inc.