ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: College of Education
Name of department/program: Student Development Administration
Date: May 9, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response:

As a program with a national emphasis who draws the majority of their students from outside of the Seattle area, the SDA program engages in a number of endeavors as part of the larger student affairs graduate preparation community. We abide by the Council for the Advancement of Standards in Higher Education (CAS Standards: http://www.cas.edu/); In addition, we heavily draw upon the NASPA/ACPA competencies (http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf), which are the two main professional organizations for our field. For example, our SDA learning outcomes are largely based on these professional outcomes.

Parts of our workload that are currently not captured by course load credit and credit generation measures include the following:

I. DIVISIONAL COLLABORATION

a) **Collaboration and Partnership with the Division of Student Development:** Our program works closely with the Division of student develop who runs our graduate assistantship program, approx. 35-45 students are employed for 20 hours a week in particular office as part of their professional development. They are an integral partner and we are fortunate to collaborate on the following areas; also have one faculty member serve on the divisional advisory board (20+ hours a year)

b) **Preview Days:** This is an event all student affairs master's programs have, and is an expectation of a national program. After students are admitted to the program, we work closely with the Divisional Liaison to coordinate students, employers, and the program to have 1.5 days of events to introduce them to the program, graduate assistantships, and student experience. Since we typically admit 70 students and draw from a national pool, we have 2 separate sessions (2 sessions x 2 days = 4 days) and faculty are on-call, complete presentations, recruit speakers, coordinate outreach/social media, and work with students to handle any issues that arise. (15-30 hours a year)

c) **Faculty Coordination of GA Placement (post Preview Days Process):** GA's can come up anytime in the year, and there is on-going communication about who is eligible, references and recommendations with the GA coordinator and hiring supervisors (10+ hours a year)

II. ADMISSIONS/YIELD

a) Student Visits: starting from April of each year, students request to visit our program. These visit days are coordinated by faculty and typically involve meeting with a faculty member, visiting a course, students, and offices that they are interested in learning more about/working in. These requests are year-round and being able to provide quick attention to requests is an important part of being a national program—this is standard in any national student affairs program and is a critical part of having a robust pool of national applicants. (10-20 hours per faculty member)

b) **Presence and Participation at National Association Meetings (and Placement Processes):** Students who do a national job search in our field participate in interviews at our national conference meetings—this is a once a year event and having a strong program presence is required. We support students throughout this process via making recommendations, tapping into our national network of alumni and program partners (internship supervisors, etc.) to provide strong recommendations. We also have a reception where we meet with alumni,

admitted students, and program partners to update them on program happenings (and connections to the national conference). (3 days of conference travel)

c) **Post Preview Day Yield Activities:** Since students typically will not accept our admissions offer until GA offers are made, we engage in very intrusive advising to help them understand the strengths of our program and in relation to the GAship. (10-20 hours per year per faculty member)

d) **External Communications:** Due to the new liaison structure, students, alumni, and program partners do not know who to contact for what—this has created an issue where all faculty members (and sometimes the administrative coordinator) are emailed and have to figure out a response and/or duplicate efforts; having stronger internal structures instead of liaison roles would be helpful (40+ hours for most faculty members this year)

e) **Scholarship Application and Information:** The SDA faculty has collaborated with graduate admission (and subsequently due to incomplete information) with student financial services to understand student need in order to have full information for context to make a decision; in addition, consultation with the graduate assistantship process, so that we can provide funding for those most in need with few resources. (5 hours this year)

III. CAREER SERVICES (Also see I(c))

a) **Post Yield Job Placement:** In addition, once GA offers are made, we work with students who did not receive a GAship or still in process to find employment for them in the region—this is also an intensive advising process with anywhere from 10-12 students each year. We also engage and conduct outreach with our regional colleagues to generate ideas for employment in mutually beneficial ways. (20-30 hours per year)

b) **Placement at National Association Meetings (and Placement Processes):** Students who do a national job search in our field participate in interviews at our national conference meetings—this is a once a year event and having a strong program presence is required. We support students throughout this process via making recommendations, tapping into our national network of alumni and program partners (internship supervisors, etc.) to provide strong recommendations. We also have a reception where we meet with alumni, admitted students, and program partners to update them on program happenings (and connections to the national conference). (3 days of conference travel and 40+ hours per faculty member of follow ups during Winter-Spring)

c) **Placement of Graduates:** We support students throughout this process via making recommendations, tapping into our national network of alumni and program partners (internship supervisors, etc.) to provide strong recommendations. Providing introduction emails and calls to our colleagues is a major component of this work. Typically, each faculty member

completes anywhere from 10-40 reference checks each year (5-30+ hours per year per faculty member).

IV. **ALUMNI and COMMUNITY PARTNER ENGAGEMENT:** We use an inter-generational model of advising and support for our students which is especially important with 2 ladder faculty and one .50 internship coordinator (15+ hours per year per faculty member)

a) **Internship:** Securing internships, establishing presence (especially with our new faculty member) and engagement on regional campuses is important to our success with student placement. This requires continuous outreach work, including on-campus visits, doing presentations and/or doing projects with alumni and campus partners. This is especially important for students who anticipate on securing a local full time job—an internship is a direct pathway in our competitive job market. (5-15+ hours per year per faculty member)

b) **Graduate Assistantships:** Having faculty stay abreast of part time employment opportunities and/or engaging with select alumni and campus partners to create opportunities has been critical to maintaining our enrollment when GA's at Seattle U have decreased. (5-15+ hours per year per faculty member)

c) **Admissions:** We rely heavily on community partner and alumni referrals and do continuous outreach to remind them of our program and fit; in turn, we provide updates to alumni and community partners as they solicit updates about their students, how they might support them while they are grad school, and/or challenges they are overcoming. (5-15+ hours per year per faculty member)

d) **Portfolio Process:** Nationally, most SDA programs have a portfolio process as a culminating exercise. Our portfolio process currently requires the program to appoint a seasoned professional (typically from our advisory board, but with increased # of students, we have had to reach out to alumni and community partners every year for the past 4 years), including on-boarding, and providing training for facilitating a process; SDA faculty also provide an additional round of review that is labor intensive (we are working on this part); (5-15+ hours per year per faculty member)

f) **External Communications:** Due to the new liaison structure, students, alumni, and program partners do not know who to contact for what—this has created an issue where all faculty members (and sometimes the administrative coordinator) are emailed and have to figure out a response and/or duplicate efforts; having stronger internal structures instead of liaison roles would be helpful (40+ hours for most faculty members this year)

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:

Yes, our portfolio process and working with the EDLR program:

a) **Portfolio Process:** Currently some in embedded into SDAD 5900, but the review and operations (that cannot be completed by our admin) support for this process is heavy:
-Identify 30+ professionals willing to review a portfolio, participate in a 1.5 hour presentation process, and provide feedback orally (at the presentation) and a written assessment of their performance.

b) **EDLR Higher Education Concentration**: currently, one faculty member sits on the governance committee and due to the shifts in program leadership and program, it has been very difficult to provide support here. In addition to our current advising load, one faculty member has advised all EDLR students on their concentration coursework and many students just want to come and talk about professional development; The SDA program has moved to more online communication here due to staffing changes in EDLR, lack of structure with advising, and disagreements with expectations of the SDA program. In addition, one faculty member has active dissertation students. (50+ hours a year)

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:
Undergraduate course opportunities as a pathway into the SDA program. We are currently actively exploring this area. In addition, Dr. Jake Diaz completed a proposal for a professional development center a few years ago, that if resourced, would be a great opportunity to explore.

What particular constraints or challenges does the department/program face?

Response:
At present, we have a 24+:1 student to faculty ratio (based on 2 full time and one .5 faculty member) and our current liaison system is inadequate in accounting for all the additional service we provide to maintain a national program while adhering to our increasing research load.

Is there anything else you would like to put on the record?

Response:

Most national programs have a student affairs administrator who coordinates many of the processes current faculty members coordinate in excess of our service responsibilities to maintain a national, competitive program. Our key suggestion would be to add a new tenure-line faculty member (and perhaps with establishing more undergraduate opportunities, this will be feasible) or a full-time student affairs administrator (not administrative assistant)—someone who has been trained to understand the nuances of the field and processes and could manage much of this service load for the faculty in the program.

In addition, almost all national programs have a program director to engage in a wider network. While there are political reasons for not doing this any longer (which the program understands), there is a void here that makes our program look disorganized and/or has created an additional burden on faculty where we are all emailed or cc:ed on issues that a coordinator/director could directly address. Since these structures are not clearly communicated to external parties in a way that is easy to access and understandable, we will continue to have this issue.