Best Practices for the Integration of Student Life and the College Curriculum

In this report, we first discuss best practices for systematizing collaboration between academic and student affairs, touching on ways in which integration can be fostered both by the administration and student affairs professionals. Next, we offer examples of mechanisms and programs that have enabled community colleges and universities to systematize collaboration. Finally, we identify themes around which such collaboration can be built.
Introduction

Students’ out-of-class activities are an integral part of college life, and should be designed to further institutions’ educational missions.1 As a Carnegie Foundation report based on surveys and on-site visits of college campuses across the country concluded:

The undergraduate college should be held together by something more than plumbing, a common grievance over parking, or football rallies in the fall. What student do in dining halls, on the playing fields, and in the rathskeller late at night all combine to influence the outcome of higher education, and the challenge, in the building of community, is to extend the resources for learning on the campus and to see academic and nonacademic life as interlocked.2

Even in the best of cases, students spend only approximately 20 percent of their time each week on curriculum-related activities, and college programs that place importance on co-curricular activities show that they care about how students spend the final 80 percent of their time.3

Community colleges, in particular, stand to face significant extra benefits from the integration of student life and the curriculum. Community college students often lack a sense of connection with one another, as family and work responsibilities limit the time they can spend forging bonds with other students. Integrating student life into aspects of the curriculum provides students with shared experiences around which relationships and a sense of community will develop.

In this report, we discuss the symbiotic relationship that should develop between academic and student affairs. First, we outline best practices for systematizing collaboration between academic and student affairs. Our findings indicate that the college administration and student affairs professionals are primarily responsible for taking the lead in systematizing collaboration, although certainly such collaboration cannot proceed without faculty support. The integration of student life and the curriculum requires that student affairs professionals understand themselves as furthering the educational mission of the college, and that faculty members perceive and accept student affairs professionals as educators. The following were identified as best practices in systematizing collaboration between academic and student affairs:

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Administrative and Organizational Approaches
- Capitalize on points where academic and student affairs overlap
- Initiate task forces, ad hoc committees, or joint research projects
- Enable temporary exchanges of academic/student affairs professionals
- Create positions that bridge academic and student affairs
- Incentivize collaboration

Forging Intentional Connections Between Curricular and Co-Curricular Experiences
- Student affairs professionals should identify courses or assignments that may connect with existing or to-be-planned co-curricular events
- Student affairs professionals can offer faculty sample assignments
- Student affairs professionals might teach for-credit courses
- In-class announcements/encouragement as well as extra-credit and required course assignments can promote co-curricular participation
- Faculty can require student development programs as part of a course

Materials Designed to Foster Integration of Student Life and the Curriculum
- Student development curriculum.
- Co-curricular schedule of events
- Co-curricular event syllabus
- Co-curricular transcript
- Faculty resource guide
- Co-curricular assessment

In the second section of this report, we discuss programs and mechanisms that have been used in order to facilitate the integration of student life and the curriculum. Some of the mechanisms for systematizing collaboration include:

- The “all-campus” read
- Developing on-campus centers
- Service-learning courses

Programs that have facilitated collaboration include:

- Core Commitments: Educating for Personal and Social Responsibility
- MAC³
- The Global Initiative

Throughout the report, we provide examples of themes around which collaboration can be built. However, in the last section, we focus on themes that have been previously implemented at higher education institutions for the purpose of curricular and co-curricular integration.
Best Practice Recommendations for Systematizing Collaboration

In the following section, we outline best practices in systematizing connections between “student life” events and the college curriculum. We identify ways in which the administration, student affairs professionals, and faculty might promote such connections. Most of the reviewed sources suggest that encouraging faculty to understand student affairs professionals as engaged in furthering the academic mission of the institution is integral to encouraging connections between the curriculum and co-curricular student life opportunities. Hence, we identify ways to raise faculty consciousness of the important role that student affairs professionals play in the academic mission of an institution. We also identify materials that can be developed to promote the desired collaboration.

Administrative and Organizational Approaches

- **Capitalize on points where academic and student affairs already overlap** (for instance, new student orientation, new student seminars, academic advising, service-learning, and student leadership development) to initiate dialogue and stimulate partnerships.

- **Create opportunities for cooperative interaction between academic and student affairs professionals** by initiating task forces, ad hoc committees, or joint research projects to address topics of interest and concern to both parties (for instance, student retention). As one example, at Southeast Missouri State University, a task force was created “to develop comprehensive co-curricular program initiatives that were linked to curricular programs. The ultimate objective was to create a “community of learning” on campus in which life outside the classroom would complement what was happening in the classroom.”

- **Arrange for temporary exchanges of academic and student affairs professionals** (for example, via release time, load reduction, temporary leaves, or “internal sabbaticals”) who are willing and able to “cross over.”

- **Strive to connect academic and student affairs, either through positions that bridge responsibilities from both offices or shared workspaces** that will unite faculty and staff from both areas.

- **Incentivize collaboration** between faculty and student affairs professionals (for example, mini-grants, travel funds, campus space).

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Forging Intentional Connections Between Curricular and Co-Curricular Experiences

- Student affairs professionals should learn as much as possible about the academic curriculum. They should identify courses or assignments that may connect with existing or to-be-planned co-curricular events. To increase the efficiency of this process, individual student development professionals could be assigned to specific academic departments.

- Student affairs professionals can offer faculty sample assignments that they might use in conjunction with co-curricular events, or produce a faculty resource guide designed to equip faculty to make connections between the curriculum and co-curriculum.

- Student affairs professionals might teach for-credit courses (for example, new student seminars, senior seminars, or interdisciplinary courses such as leadership development) that relate to student development issues.

- Student involvement in co-curricular programs can be increased with the participation of faculty through in-class announcements and encouragement, as well as extra-credit and required course assignments.

- Faculty can require student development programs as components of courses. Such means encourage students to reflect on situation-specific personal learning experiences and connect them with cross-situational concepts and principles learned in the classroom. Instructors who add service learning components to their courses enable students to use academic skills and knowledge to meet community needs, cultivate an ethic of caring for others, and develop a value for diversity.

Materials Designed to Foster Integration of Student Life and the Curriculum

- Construct a student development curriculum—that is, a co-curriculum with procedures, structures, and written products. Offer a co-curricular catalogue (paralleling the traditional course catalogue), which might contain: (a) a mission statement for the student development program, (b) educational goals and objectives, (c) programs and activities, and (d) the names and educational backgrounds of student development professionals.

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7 Whilhite and Banset, op. cit.
8 Ibid.
9 Cuseo, op. cit., p. 12.
Create a co-curricular schedule of events which would contain the titles, dates, times, and brief descriptions of co-curricular events to be offered during the semester. This co-curricular events schedule might be attached to, or included as a separate section within the traditional schedule of classes.

Create a co-curricular event syllabus, which provides information on the event’s objectives, content, and process of instructional delivery.

Use a co-curricular transcript that formally lists and documents a student’s co-curricular achievements—both for personal recognition and for future student use when applying to graduate schools and career positions.

Compile a faculty resource guide designed to equip faculty to make connections between the curriculum and co-curriculum, including sample assignments.

Incorporate co-curricular assessment—for example, ask students after they have experienced a particular co-curricular program or event if that experience contributed to their learning or development, particularly with respect to the intended educational objective(s) for the event.

Raise Faculty Awareness that Student Affairs Professionals Are Educators

Invite faculty to make presentations to student affairs professionals.

Have student affairs professionals make presentations to faculty to introduce them to the goals/objectives of the student development program and to draw out compatibilities or congruencies between these goals and goals of the academic program and the college mission.

Offer workshops for faculty on the social and emotional development of college students, or on the attitudes, values, and interests of today’s first-year students that reinforce the importance of collaboration between student affairs professionals and faculty.

Write articles for faculty newsletters, or publish a student development newsletter containing information on student affairs’ work intentionally designed to educate or interest the faculty.

When describing co-curricular events, articulate the educational purpose, objective, or outcome of each event.

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10 Cuseo, op. cit., pp. 11-12.
Specific Action Strategies that Student Affairs Professionals Can Employ to Foster Alliances with Faculty

- **Build good will and future alliances** by doing small favors for faculty (for example, collecting and sharing first-year student survey data).

- **Invite a faculty member, or a small group of faculty, to lunch.** If this could be done on a regular basis throughout the academic year, it may be possible to arrange for every faculty member to receive a personal invitation before the year is over.

- Invite a faculty member to join you at a conference on student development or the first-year experience.

- If possible, **attend faculty-sponsored events** for the purpose of learning more about academic issues and to show support for the academic program.

- **Become familiar with the professional and scholarly interests of individual faculty members** so that they may be selectively asked to contribute their expertise to collaborative projects (for example, research studies or grant proposals).

- **Recognize or reward faculty for their contributions to student life** (for example, by personal thank-you notes or a “student service award”).

- **Enlist the support of influential members of the academic community** to promote alliances between faculty and student affairs.

- Extend a **personal welcome** and arrange for a personal visit with new faculty.

Student affairs professionals should recognize that their primary obligation is to support the institution’s academic mission and, accordingly, view themselves as full “partners in learning.” Such an orientation enables parties in student and academic affairs to work collaboratively toward goals. As one student affairs professional at Alverno College noted, “We see ourselves as an extension of the classroom,” helping students translate their learning into different settings and reflect on their experiences outside the classroom.\(^1\) However, developing tighter connections between the curriculum and co-curricular student life events and activities requires not only that student affairs professionals’ self-conception changes, but also that faculty’s perception of the role of student affairs professionals changes. These changes can be facilitated by the administration and by student affairs professionals themselves.

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\(^1\) Ibid., pp. 10-11.

\(^2\) Kezar, *op. cit.*, 3.
Mechanisms and Programs that Facilitate the Integration of Student Life into the Curriculum

In this section, we first discuss mechanisms that can be put into place to facilitate the integration of student life into the curriculum. Then, we discuss programs used by colleges and universities to systematize collaboration between academic professionals and student affairs professionals.

Integrating Mechanisms

Common Reading

Reading the same book brings people closer together by creating common ground for discussion. The English Department of Guilford Technical Community College (GTCC) decided that the students enrolled in its first freshman writing course would each read the same book, with the purpose of 1) engaging students in conversations about important issues beyond their English classes, 2) encouraging students to recognize themselves as participants in a larger learning community than their individual classrooms, and 3) requiring students to experience a contemporary author. The English Department encouraged other faculty members to reference the novel in their courses. Meanwhile, at LaGuardia Community College, first year students explored the theme “Rescue and Recovery.” As part of this theme, first year students read Art Spiegelman’s Maus—a graphic novel that deals with the Holocaust and memory. Selected courses incorporated the text, as well as co-curricular events that examined topics such as genocide and human rights.

Cultural events are a feature of many “all-campus read” programs: films, performances, panel discussions, or exhibits related to the book may be part of orientation or part of first-year co-curricular programming. Author visits are particularly popular as the “culminating event” of such programming, and some schools make a point of selecting a book written by a living author who is willing to deliver a talk, reading, or lecture series on campus. At Gilford Technical Community College, the author’s on-campus visit was opened to the larger community. With the aid of local media and advertising, GTCC hosted 500 people who came to see the author of the first all-campus read speak on campus. Since that time, the all-campus read has turned into an “all-city read,” improving town-college relations.

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Service Learning Courses

Service Learning courses are an ideal vehicle for the convergence of the curriculum and co-curricular activities. Such courses integrate academic instruction with community service and can be utilized in support of any number of social justice-related themes. The American Association of Community Colleges (AACC) identified the following best practices for sustaining service learning programs.¹⁵ Best practices are described by constituency.

- Students: hold an orientation, hold reflection sessions, track outcomes, celebrate success, note service learning on student transcripts
- Faculty: start with “believers,” offer mini-grants, hold an orientation, write service learning into course competencies, celebrate success
- Institution: connect to existing initiatives, start small, describe service learning on college catalogue, ensure academic rigor of service learning courses, celebrate success, make periodic presentations to the board of trustees
- Community: create an advisory board, hold an orientation, celebrate success

Centers of Study

At Bergen Community College, the Center for the Study of Intercultural Understanding (CSIU) advances BCC’s diversity efforts. CSIU’s work is guided by three committees – curriculum and teaching, co-curricular programming, and community engagement.¹⁶ The main goal of the curriculum and teaching committee is to expand the use of diversity as an educational resource in the classroom. Bergen hopes to establish a year-long semester in diversity studies. To enhance faculty support, CSIU offered mini-grants to faculty interested in designing and developing course materials and course content concerning intercultural understanding. Faculty members were also offered stipends to create co-curricular programs in collaboration with a project coordinator in the Office of Student Life. “Visiting guest artists and scholars presented lecture/demonstrations and workshops for classes in a variety of disciplines focused on the theme of diversity.”¹⁷ In addition, through partnerships and sponsorships, CSIU has organized workshops for community members in human services, education, and law enforcement.

In 2007, Central Piedmont Community College created a Center for Sustainability to increase community awareness of the importance of sustainability, to offer continuing education training and seminars for the general public and to

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¹⁷ Ibid.
conduct training sessions for professionals in engineering and construction. In addition to “greening” its operations, CPCC has made sustainability a theme that weaves through both the curriculum and the co-curriculum. CPCC has proposed an Environmental Science Engineering Degree program, and currently offers the following classes:

- ENV 7001 What’s your Carbon Footprint
- ENV 7135 Environmental BioDiesel
- ELC 233 Energy Management
- GDN 8032 How to Grow, Harvest and Store Culinary Herbs
- GDN 8050 Organic Gardening for the Fall & Winter
- GDN 7050 Planning your own Home Landscape Design
- GDN 8051 Organic Gardening for the Spring Season
- GDN 8052 Organic Gardening for the Summer Season
- GDN 7052 Utilizing Native Plants in Your Home Landscape
- GDN 7060 Common Pests in the Charlotte Landscape
- GDN 7250 Designing a Backyard Pond
- GDN 8000 Multiply your Favorite Plants through Plant Propagation
- WWT 7001 Wastewater Treatment Certification Level 1
- WWT 7003 Wastewater Treatment Certification Level 2
- GIS 8902 GIS/GPS Primer for Environmental Use
- GIS 8112 Creating and Integrating Data for Natural Resource Applications

To supplement the formal curriculum, CPCC has hosted the following speakers and community events:

- “Kilowatt Ours” (Documentary Film Director, Jeff Barrie)
- “Conservation Geography: GIS, Computer Mapping, and Activis” (Dale Loberger, ESRI)
- “Sustainability Driving Technology” (Dr. John Wear, Jr.)
- “Environmental Engineering Speaker Series” (Dr. Helene Hilger)
- “Energy Consumption and Emerging Trends” (Dr. Brian Raichl)

**Programs**

*Core Commitments: Educating for Social and Personal Responsibility*

Middlesex Community College and Oakland Community College, among a number of other four-year institutions, are pioneering the Association of American Colleges and Universities Core Commitments program. This program “aims to reclaim and

\[18\] “Central Piedmont Community College 2008 Campus Sustainability Leadership Award Application,” Association for the Advancement of Sustainability in Higher Education. Available online at <http://www.aashe.org/resources/profiles/cat1_82.php>
revitalize the academy’s role in fostering students’ development of personal and social responsibility. The initiative focuses national attention on the importance of students exploring their ethical responsibilities to self and others.”

The guiding philosophy of this program is that “student learning is the collective responsibility of all individuals and units responsible for the curriculum and co-curriculum” and that “the ethical, civic, and moral development should be closely tied to a substantive vision for student learning in the college years that is shared across constituent groups.”

In addition to reviewing the general education criteria and gathering perceptions from the Middlesex community, MCC’s plan includes a variety of curricular and co-curricular activities including the college-wide Day of Service, and programming for events such as Visions of Service, Critical Conversations, Community Dialogues, and One World Series programs.

Mathematics Across the Community College Curriculum: MAC³

As mathematical and quantitative arguments have become prominent in the media as well as in politics, business, and science conversations, the need for mathematics to be more accessible and meaningful to a wider range of the population grows. To meet this need, the MAC³ program “supports faculty of all disciplines in creating curriculum that enhances the mathematical or quantitative literacy dimensions of their course. Students will be offered opportunities to deepen and reinforce the mathematics they have learned in their math classes, apply it in context, and understand its greater importance and application to their lives.”

MAC³ can involve projects within a course, linked assignments, new courses, service learning projects, department wide projects and institution-wide projects.

Global Initiative

SUNY Orange’s Global Initiative is a college-wide interdisciplinary focus on a topic of global importance. The Global Initiative fosters collaboration between academic departments and offers co-curricular events with the intention of imbuing students with a global perspective. Rooted in the SUNY Orange’s international studies program, the Global Initiative involves all parts of the college community, but is intended to appeal to local businesses, civic leaders and community members as well. Its first project (2007-2008) focused on Latin American culture, heritage, geography, art, music, and language. Paul Basinski, chair of the Global Initiative team, indicated

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that this particular Global Initiative project was intended to fulfill two goals: to provide meaningful (collaborative, inspirational) educational experiences and to reach out to the Latino community – a very large and growing segment of the potential college population. “This Global Initiative will recognize the contributions Hispanics have made to areas such as American art, culture and economics. It will also bring Hispanic Americans to the College, thus expanding the community base of the College.” Latin American-based courses were incorporated into a number of different departments. Additionally, international trips to Peru and Mexico were planned; Latino lecturers spoke on the campus; immigration and migrant work symposiums were held; and concerts, art exhibits and plays by Latino artists will be performed by the College’s Arts and Communication Department.

Since the 2007-2008 school year, SUNY Orange has pursued Sustaining the Earth and Asia as themes for the Global Initiative. Figure 1 presents the events offered as part of the Sustaining the Earth Global Initiative.

Figure 1: Events for Sustaining the Earth Global Initiative

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3/09</td>
<td>11 AM - 12:30</td>
<td>Gilman Center</td>
<td>Global Initiative Kickoff - Town Hall Meeting: Sustaining the Earth. Panelists include Dr. Joe Zurovchak, AVP Mindy Ross, and Professor Paul Basinski.</td>
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<tr>
<td>2/5/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Archeological Lessons in Sustainability&quot; - SUNY Orange Professor Cory Harris</td>
</tr>
<tr>
<td>2/10/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Consumerism - Making Choices that are Green&quot; - SUNY Orange Biology Professor Joe Zurovchak</td>
</tr>
<tr>
<td>2/17/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;The Impact of Warfare on Sustainability&quot; - SUNY Orange Global Studies Professor Heidi Weber</td>
</tr>
<tr>
<td>2/19/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Sustainable Uses of Coastal Forests in Africa&quot; - SUNY Orange Professor Dr. Anouk Verheyden-Gilikan</td>
</tr>
<tr>
<td>2/24/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Environmental Ethics&quot; - SUNY Orange AVP Mindy Ross</td>
</tr>
<tr>
<td>2/26/09</td>
<td>11 AM - Noon</td>
<td>Newburgh Campus Room 221</td>
<td>&quot;Environmental Ethics&quot; - SUNY Orange AVP Mindy Ross</td>
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<th>Day</th>
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<tr>
<td>3/3/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>&quot;Saving Simus: How Habitat Disturbance and Global Warming Threaten the Greater Bamboo Lemur's Survival&quot; - Eileen Larney, Interdepartmental Doctoral Program in Anthropological Sciences, Stony Brook University</td>
</tr>
<tr>
<td>3/4/09</td>
<td>7 PM</td>
<td>Lyceum</td>
<td>&quot;Cooling Mother Earth&quot; - Dr. Robert Spiegelman</td>
</tr>
<tr>
<td>3/9/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>&quot;Marcal Paper - Saving Trees Since 1950&quot; - Tim Spring, CEO of Marcal Paper will discuss the history of Marcal Paper, their current business model, and how they are positioning Marcal for the future. Marcal has been making paper products from recycled paper for 59 years.</td>
</tr>
<tr>
<td>3/10/09</td>
<td>11 AM</td>
<td>Library Room 103</td>
<td>Movie - &quot;Birds of Orange County&quot; - SUNY Orange Biology Professor Dr. Walter Jahn</td>
</tr>
<tr>
<td>3/11/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>&quot;Rising Waters: Taking Climate Change Adaptation from Talk to Action&quot; - David Van Luven of the Nature Conservancy*</td>
</tr>
<tr>
<td>3/16/09</td>
<td>9 AM</td>
<td>Liberty Loop Trail-Unionville</td>
<td>Nature Walk with SUNY Orange Biology Professor, Dr. Walter Jahn to observe migrating waterfowl.</td>
</tr>
<tr>
<td>3/24/09</td>
<td>11 AM</td>
<td>Library Room 103</td>
<td>Movie - &quot;Mammals, Reptiles and Amphibians&quot; - SUNY Orange Biology Professor Dr. Walter Jahn</td>
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<tr>
<td>3/25/09</td>
<td>4 PM</td>
<td>Gilman Center</td>
<td>&quot;Growing Up Green&quot; (Teaching Children to Care for the Earth with Everyday Practices) - SUNY Orange Professor Elizabeth Tarvin, Education Department</td>
</tr>
<tr>
<td>3/31/09</td>
<td>7 PM</td>
<td>Lyceum</td>
<td>&quot;Geoheating and Cooling&quot; - Warren Allmon - Director, Museum of the Earth*</td>
</tr>
<tr>
<td>4/14/09</td>
<td>11 AM, 7 PM</td>
<td>Gilman Center</td>
<td>&quot;Greening Community Colleges&quot;, Pryluck Lecture - Dr. Diana Van Der Ploeg, President, Butte College, CA*</td>
</tr>
<tr>
<td>4/15/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>&quot;Sustainable Economic Investment&quot; - Frank Morris, Sierra Club</td>
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<tr>
<td>4/25/09</td>
<td>10 AM</td>
<td>Sam's Point</td>
<td>Nature Walk with SUNY Orange Professor Paul Basinski</td>
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<tr>
<td>4/30/09</td>
<td>11 AM, 7 PM</td>
<td></td>
<td>Joe Bertolozzi*, Composer. Master Class and Performance</td>
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<tr>
<td>5/2/09</td>
<td>7:30 PM</td>
<td>Paramount Theatre</td>
<td>SUNY Orange Symphonic Band -- Nature Music inspired by the American Outdoors</td>
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<tr>
<td>9/8/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;State of the World: An Environmental Overview&quot; - SUNY Orange Professor Dr. Walter Jahn</td>
</tr>
<tr>
<td>9/15/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Population Growth: Problems and Solutions&quot; - SUNY Orange Professor Dr. Walter Jahn</td>
</tr>
<tr>
<td>9/22/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>&quot;The Poetry of Nature and the Environment&quot; - SUNY Orange Professors Jim Givant, Jean Cowan and Others</td>
</tr>
<tr>
<td>9/24/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Politics and the Environment&quot; - SUNY Orange Professor Paul Basinski</td>
</tr>
<tr>
<td>9/29/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;An Update on Greenhouse Gas Emissions at SUNY Orange: How Are We Doing; What Can We Do Better?&quot; - SUNY Orange Professor Dr. Joseph Zurovchak (POSTPONED)</td>
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<tr>
<td>10/1/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Atlantic Rainforests of South America&quot; - SUNY Orange Professor Heidi Weber</td>
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<tr>
<td>10/1/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>&quot;How to Stop Global Warming: Environmental Justice and the Role of the Citizen&quot; - Dr. Irwin Sperber, Professor of Sociology at SUNY New Paltz</td>
</tr>
<tr>
<td>10/6/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Birds&quot; - Hi Def movie by SUNY Orange Professor Dr. Walter Jahn.</td>
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<tr>
<td>10/7/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>&quot;Our Woodland-Themed Garden: Combining Educational Impact with Sustainable Gardening Strategies&quot; - SUNY Orange Professors Michele Paradies and Kirsten Gabrielsen</td>
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<tr>
<td>10/8/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Birds II &quot; - Hi Def movie by SUNY Orange Professor Dr. Walter Jahn.</td>
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<tr>
<td>10/19/09</td>
<td>WEEK</td>
<td></td>
<td>International Week of Climate Action - Culminating in a global event - stay tuned for more info!</td>
</tr>
<tr>
<td>10/22/09</td>
<td>TBD</td>
<td>TBD</td>
<td>&quot;Green Tips&quot; Contest Winner Announced. [More information]</td>
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<tr>
<td>10/23/09</td>
<td>8 PM</td>
<td>Paramount Theatre</td>
<td>&quot;Waters Ho!&quot; - A concert on the theme of water as a precious resource. SUNY Orange Symphonic Band.</td>
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<td>10/27/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Revisiting Frank Lloyd Wright's Usonian Homes as a Model for 21st Century Sustainability&quot; - SUNY Orange AAVP Stacey Moegenberg</td>
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<tr>
<td>10/28/09</td>
<td>6 PM</td>
<td>Gilman Center</td>
<td>“Green” Careers Start at Orange: Come learn about the many “green” career opportunities (i.e. solar energy, photovoltaics, environmental biology) that you can begin with a SUNY Orange education.</td>
</tr>
<tr>
<td>11/3/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;The World According to Monsanto&quot; Part 1, by Marie-Monique Robin - Presented by SUNY Orange Professor Dr. Anouk Verheyden-Gilikan</td>
</tr>
<tr>
<td>11/4/09</td>
<td>7 PM</td>
<td>Bio Tech Bldg Room 207</td>
<td>&quot;Using Water Wisely: Orange County Water Resources and Climate Change&quot; - Ed Helbig, Orange County Water Conservation Education Coordinator and Dave Church, Director of OC Water Authority.</td>
</tr>
<tr>
<td>11/5/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>&quot;Creating Sustainable Buildings at SUNY Orange: An Architect's Perspective&quot; by Tenee Rehm Casaccio, AIA, Managing Principal, JMZ Architects and Planners</td>
</tr>
<tr>
<td>11/10/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;The World According to Monsanto&quot; Part 2, by Marie-Monique Robin - Presented by SUNY Orange Professor Dr. Anouk Verheyden-Gilikan</td>
</tr>
<tr>
<td>11/11/09</td>
<td>7 PM</td>
<td>Bio Tech Bldg Room 207</td>
<td>CANCELED - NO RESCHEDULE DATE AT THIS TIME - &quot;Reduce Your Environmental Footprint by Conserving Energy and Using Renewable Energy!&quot; - Dr. Fred Loxsom, Endowed Chair, Professor of Sustainable Energy Studies, Eastern Connecticut State University</td>
</tr>
<tr>
<td>11/16/09</td>
<td>7 PM</td>
<td>Gilman Center</td>
<td>Simon Gruber - More to follow!</td>
</tr>
<tr>
<td>11/17/09</td>
<td>11 AM</td>
<td>Gilman Center</td>
<td>&quot;Your Milk - On Drugs. Just Say No!&quot; - Documentary film by Jeffrey Smith - Presented by SUNY Orange Professor Dr. Anouk Verheyden-Gilikan</td>
</tr>
</tbody>
</table>

Source: SUNY Orange
Sample Topics for Academic and Student Affairs Collaboration

In the previous section, several topics emerged as potential themes to tie together student life activities and the academic curriculum, including Latin America, Asia, Sustainability, Rescue and Recovery, Social and Personal Responsibility, Intercultural Understanding, and Quantitative Literacy. In this section, we present a larger sample of themes that XYZ Community College may consider in its initiatives. The themes presented here have previously been implemented as campus-wide themes at U.S. higher education institutions for the purpose of uniting curricular and co-curricular opportunities.

- **A Sustainable Future**

  **Susquehanna University:** A year-long theme with curricular and co-curricular applications, designed to foster a unique experience among all students on-campus. Related events included a common reading lecture, film series, speaker series, and visiting fellow lecture.

  Previous themes at Susquehanna University have included:

  - What Does It Mean to be Educated?
  - Memory
  - Water
  - Theories, Beliefs and Practices “On the Fringes”
  - Latin American Mosaic: Nations and Cultures

- **Hunger and Poverty**

  **Florida Southern College:** A theme used for the 2008-2010 period under the Student Awareness Generates Action (SAGA) agenda, which proposes campus-wide, biennial themes to tie curricular and co-curricular experiences together. The theme was integrated into four to six courses in each academic division, the common reading selection, campus-wide convocation, film presentations, a volunteer fair, residence life activities, and service opportunities.

  Future themes proposed for Florida Southern College include:

  - Health Issues
  - Civilization and Environment

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Energy Consumption

Hartwick College: A campus-wide theme implemented for the 2010-2011 academic year. The theme will be showcased across campus in events, roundtables, and lectures. Since 2006, Hartwick College has focused on environment-related themes, including: Climate Change, Balance, Water Works, Food in our Lives, and Sustainable Living.

Prior to 2006, Hartwick College used themes such as:

- The Necessity of Choice: Values in the Western Tradition
- Ethnicity in a Changing America

1914 to 2014: Waging War, Staging Peace

Lafayette College: A campus-wide theme used for curricular and co-curricular activities in 2010. The theme was used in the August Orientation program for incoming students and dictated the summer reading assignment – Regeneration by Pat Barker.

Critical Thinking for Critical Times

Meredith College: A campus-wide theme implemented for the 2010-2011 academic year. The theme will be integrated into course offerings, campus activities, and service learning opportunities, as well as the summer reading assignment and presidential lecture series.

The Silk Road

University of Nebraska-Lincoln: A campus-wide Colloquium theme adopted for the 2009-2010 academic year. The theme was pursued in a lecture series, honors forum, and other unit activities and events.

Legacies

Santa Clara University: A diversity-related, campus-wide theme implemented by the Council on Inclusive Excellence for the period 2010-2012. The theme focuses on past oppression, struggle, and successes and the legacies passed on for future generations. A list of courses is pending. Events include art exhibits, lectures, live performances, documentary screenings, and an immersion trip.

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- **Technology and Community**
  *Denison University:* A year-long, campus-wide theme implemented in 2010 that will guide events, speakers, and studies at the University. The annual Spectrum Series began with speaker Steven Berlin Johnson delivering the Opening Convocation speech in September.33

- **The Role of China in the 21st Century**
  *Moravian College:* Chosen as a common theme for academic and co-curricular programming for the 2010-2011 academic year. The theme will dictate the summer reading requirement for incoming first-year students, as well as the Fall Convocation theme. It will also be reflected in classes, lectures, and other events on campus, such as exhibits and performances.34

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34 “China In Focus.” Moravian College. http://home.moravian.edu/public/infocus/
Conclusion

In this report, we have demonstrated how student and academic affairs can work together to reinforce the educational goals of the community college. Faculty can benefit from systematized collaboration with student affairs professionals. When such collaboration occurs, in-class learning is enriched with experiential learning, faculty members are better able to relate to the learner of today, faculty members develop greater awareness of student development theory and practice, and the curriculum becomes more responsive to contemporary issues and emerging student needs.\textsuperscript{35} Student affairs professionals benefit from greater faculty collaboration, as well. Such involvement increases the breadth and frequency of student involvement in co-curricular programs, ensures deep student involvement in student life programs, and integrates co-curricular programs into a stable structure.\textsuperscript{36} Higher education institutions have used various themes to integrate curricular and co-curricular opportunities, many of which have revolved around the environment and sustainability, social justice, diversity, and specific historical periods or events.

\textsuperscript{35} Cuseo, op. cit., p. 9
\textsuperscript{36} Ibid.
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