

**THE VICE PRESIDENT OF STUDENT AFFAIRS AND LEADERSHIP
EFFECTIVENESS:
SIX AREAS FOR THOUGHT**

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Abstract

This paper was based on today's Vice President of Student Affairs' role which continues to expand, yet many question the value and purpose of Student Affairs. Because of the expanded role and responsibility associated with this position, it is more challenging and stressful requiring innovative holistic leadership skills. This paper summarizes six areas the writer believes as Vice President of Student Affairs should possess to be a successful visionary leader which are: common perception of student affairs, effective leadership style, communicating the mission of student affairs, institutional planning, decision making skills, human relation skills, and usage of knowledge. The mastery of these areas, which are broad and inclusive, can help to increase not only the credibility of the Vice President of Student Affairs, but also the significance of the services provided by student affairs. Mastering these areas with creativity and vision can enhance the leadership role of the Vice President of Student Affairs creating an effective partnership on the president and decision-making council. The influence of student affairs divisions on higher education continues to expand and become more vital to the successful matriculation of students and the academic mission of students.

Introduction

Today's Vice President of Student Affairs' role continues to expand yet many question the value and purpose of student affairs. Because of the expanded role and responsibility associated with this position, it is more challenging and stressful requiring innovative holistic leadership skills. This paper summarizes six areas in which a Vice President of Student Affairs should possess to be a successful visionary leader. The mastery of these areas, which are broad and inclusive, can help to increase not only the credibility of the Vice President of Student Affairs, but also the significance of the services provided by student affairs. Mastering these six areas with creativity and vision can enhance the leadership role of the Vice President of Student

Affairs creating an effective partnership on the President and decision-making cabinet (Brown, 2000)

The influence of Vice President of Student Affairs divisions on higher education continues to expand and become more vital to the successful matriculation of students and the academic mission of students. This growth of the role and scope of student affairs has occurred for numerous reasons, including a changing and diverse student population (Brown, 2000). The influx of handicapped, learning disabled, ethnic minority, female, older, part-time, online, and international students have changed American higher education from the domain of middle and upper class citizens to a heterogeneous community demanding exemplary teaching, advising, interpersonal, and leadership skills from not only teaching faculty members but also student affairs professionals (Bolce, 1992).

The continuing moral and social evolution of society has brought about drastic changes in attitudes among today's college students. With these changes, Vice Presidents of Student Affairs and other college officials are witnessing an increase in alcohol and substance abuse, hazing incidents, date rape, mental health problems, and sexual promiscuity. In addition, higher education is experiencing a resurgence of racial and cultural conflicts that evolved in response to society's efforts to remedy past discriminatory practices (Alfred, Peterson, & White, 1992). Vice Presidents of Student Affairs and other senior university officials depend on student affairs professionals to address these and related campus issues. To achieve this while respecting the needs and concerns of today's college students requires the Vice President of Student Affairs leadership characterized by vision, flexibility, and innovation (Duderstadt & Womack, 2003).

Common Perception of Student Affairs

Although student affairs play an important role in student adjustment and development in higher education, it has something of a “Spiderman and Peter Parker” image. At times, professionals in the field are very proactive, resolving difficult issues thoroughly and swiftly. On other occasions, professionals are guilty of hedging, failing to demonstrate the courage to make tough decisions, especially those that might be viewed as controversial. Duderstadt and Womack (2003), makes this point when they stated that student affairs professionals seem to have a Rodney Dangerfield complex. Unlike staff in academic areas, they are constantly looking for “respect” and opportunities for leadership. In addition, many faculty members and academic administrators tend to believe that student affairs activities and programs duplicate and compete with faculty-developed services and programs of instruction (Clark, 1984). From this point of view, the services provided by student affairs are not essential for students or the university (Dressel, 1981; Elsner & Ames, 1983; Manning, 1996). The intense constant and critical scrutiny of student affairs by the academic community occurs precisely because of a perception that strong leadership is lacking in student affairs. If there ever is to be strong leadership in student affairs, the Vice President of Student Affairs need to be aggressively committed to student development, and they should have the ability to communicate their goals and objectives to the university community (Welch, 1986).

Arthur Sandeen (1991), author of many books concerning the Vice President of Student Affairs stresses that the Vice President should be a strong effective leader with the ability to communicate his areas of different interest. Sandeen’s (1991) position on this issue is reflected in the following statement: Student Affairs has often been viewed by others within the college and university as a peripheral or adjunct service, but in the past twenty-five years, many Chief

Student Affairs Officers have helped to move student affairs into the main educational arena of the campus. The position is now part of the central management team of the institution and has assumed responsibilities it did not include years ago, and this “news” should be made known to others involved in higher education. Faculty, academic deans, business officers, governing boards, and state higher education officials and legislators need to be made aware of the changes (Sandeem, 1991). The men/women holding these positions may hold stereotypical notions of what a Vice President of Student Affairs role is, and a current discussion of actual responsibilities may serve to correct some old perceptions.

Vice President of Student Affairs should be able to set proactive goals and provide the leadership to attain these goals (Black & Gregersen, 2002). McDade (1989), states that student affairs professionals often have been cast in the reactive role, responding to student crises and requests for service. There is now a unique opportunity to take a proactive leadership role, to offer innovative programming that will improve not only campus life but also the total educational process. The Vice President of Student Affairs can provide proactive leadership by viewing their positions as visionary, persuasive, and invaluable (Cohen & Brawer, 2008). The following are examples of critical interrelated areas where strong leadership from the chief student affairs officer will not only enhance the position of the Vice President of Student Affairs in the administrative hierarchy, but also make more credible our insistence on the necessity of student affairs.

Effective Leadership Style

According to Brint (2002), leaders have to look beyond the groups they are leading and grasp their relationship to the larger realities. The Vice President of Student Affairs should assume such a leadership style in order to effectively interact with students, faculty members,

administrators, board members, and the community. Directed by a leader who is knowledgeable in all segments of higher education, a division of student affairs will not fall into a parlous state, engendering cynicism about its values (Brown, 2000). The leadership skills of the Vice President of Student Affairs should be the key for diffusing cynicism directed at the student affairs mission. An able leader fosters support for that mission by explaining how student affairs complement and enhances the academic mission of colleges and universities (Shay, 1984).

Although the role of student affairs is questioned by many in higher education, most university presidents value and welcome leadership, assistance, and guidance from Vice President of Student Affairs (Shay, 1984). To fulfill this trust, it is imperative that Vice Presidents of Student Affairs provide these things, and further that they provide them in the broader context, beyond the daily campus-based responsibilities of the division. Good administrators cope sufficiently with daily problems and keep departments functioning (Reif, 2001), but that alone is not enough. Self-analysis and the development of long range plans are critical requirements, and they are not the focal points of day-to-day operation. For example, handling roommate problems or changing the decor in residence halls does not require vision or comprehensive analytical skills. However, absorbing the impact of an enrollment decrease, as it affects housing, food service, tuition and fees, counseling activities, and other student-oriented services, requires careful analysis, collaboration with deans, directors, and members of the president's senior staff, and effective planning. Decisions on larger issues affect the total environment of institutions and their future directions in key areas such as budget and personnel, office space, classroom space, and funding. Management and conciliation skills are important, but much more goes into total leadership.

The Visionary Leader

The most effective leadership style for the Vice President of Student Affairs is visionary leadership and sometimes situational leadership. Visionary leaders are the builders of a new dawn, working with imagination, insight, and boldness (McLaughlin, 2009). These leaders present a challenge that calls forth the best in people and brings them together around a shared sense of purpose. They work with the power of intentionality and alignment with a higher purpose. Their eyes are on the horizon, not just on the near at hand. They are social innovators and change agents, seeing the big picture and thinking strategically. There is a profound interconnectedness between the leader and the whole, and true visionary leaders serve the good of the whole. They recognize that there is some truth on both sides of most polarized issues in our society today. They search for solutions that transcend the usual adversarial approaches and address the causal level of problems. They find a higher synthesis of the best of both sides of an issue and address the systemic root causes of problems to create real breakthroughs (McLaughlin, 2009).

A commitment to core spiritual values. A commitment to values is an outstanding characteristic of all visionary leaders. These leaders embody a sense of personal integrity, and radiate a sense of energy, vitality and will. Will becomes a standing in a spiritual state of being, it is a spiritual attribute, which allows a leader to stand for something (Nanus, 1992). More self-aware and reflective than others, visionary leaders follow an inner sense of direction, and lead from the inside out, as exemplified by Mahatma Gandhi. He said, “I must first be the change I want to see in my world.” He was a prime example of a commitment to values, as he freed India by appealing to the moral conscience of Britain and using “satyagraha” or non-violent action to reveal the immorality of the British Empire (McLaughlin, 2009). Rather than being corrupted by

power, visionary leaders are elevated by power and exercise moral leadership. Mary Robinson, former President of Ireland and U.N. High Commissioner for Human Rights, embodies this type of moral leadership, as does Marion Wright Edelman, founder of the Children's Defense Fund, who has a deep commitment to children's welfare. Many successful leaders in business, such as Jeffrey Swartz of Timberland Shoes, have demonstrated the power of living their values. Swartz pays employees to volunteer in the community and honors the "double bottom line"--profit and values." Tom Chappell, CEO of Tom's of Maine, found that he could "do well by doing good." Doing good—embodying his values—has made his company very profitable. Tom's of Maine uses all natural ingredients in their products to protect consumers and the environment.

A clear, inspirational vision. Visionaries who are successful at manifesting their visions base their leadership on an inspirational, positive picture of the future, as well as a clear sense of direction as to how to get there. Vision is a field that brings energy into form. Effective leaders broadcast a coherent message by themselves embodying their vision, as author Margaret Wheatley notes. They keep communicating the vision to create a strong field which then brings their vision into physical reality. Nelson Mandela clearly held a positive vision of a racially harmonious South Africa during his twenty-eight years in jail and helped bring it into reality peacefully--to the amazement of the world. The best visionary leaders move energy to a higher level by offering a clear vision of what is possible (McLaughlin, 2009). They inspire people to be better than they already are and help them identify with what Lincoln called "the angels of their better nature." This was the power of Martin Luther King's "I Have a Dream" speech. The creative power of lighted, inspired words can sound a certain inner note that people recognize and respond to. This creates dramatic social change. Like King, visionary leaders have the ability

to sense the deeper spiritual needs of followers and link their current demands to deeper purpose and meaning (Nanus, 1992).

Visionary leaders often have the ability to see higher spiritual forces at work behind the scenes of events, and they align with the vision of these redemptive forces. Both George Washington and Winston Churchill spoke about the help they received from a “guiding hand.” Churchill said, “...we have a guardian because we serve a great cause, and we shall have that guardian as long as we serve that cause faithfully” (Fullan, 2001). Sojourner Truth, a former slave, was guided by an inner spiritual experience to preach the emancipation of slaves and women’s rights all over the country during the Civil War. President Anwar Sadat of Egypt had a vision of Mohammed who told him to create peace in the Middle East. This vision is the hidden story behind the Camp David Peace Treaty between Arabs and Israelis.

Visionary leaders transmit energy to people, giving them a new sense of hope and confidence in achieving the vision. Television host Oprah Winfrey helps her guests believe in themselves and work to create a better world. Visionary leaders often enunciate a vision based on principles that become guideposts for humanity. They intuitively draw on the ageless wisdom and present it in a new synthesis to meet the particular need of the times. In the Brundtland Report, Gro Brundtland, former Prime Minister of Norway, helped synthesize the principles of sustainable development that are needed to protect our environment for future generations.

Respectful, empowering relationships. Good relationships are the heart of effective visionary leaders. They embody a deeply caring approach to people, seeing them as their greatest asset. Aaron Feuerstein, CEO of Malden Mills, kept all his employees on the payroll when a fire destroyed 75% of his factories. His employees were so grateful they helped him rebuild and within a year the company was more profitable than ever. In contrast to the old style of

leadership which tells people what to do, and pushes or dominates them, visionary leaders embody a receptive, as well as a dynamic energy. They know how to listen and learn from other points of view and have fine-tuned their communications skills. Rita Bailey, Director of Southwest Airline's University for People, says the secret of the airline's amazing financial success is living by the golden rule--treating employees as family, with warmth and respect. Employees then treat customers the same way. Visionary leaders promote a partnership approach and create a shared sense of vision and meaning with others. They exhibit a greater respect for others and carefully develop team spirit and team learning, Building this sense of shared vision and partnership has also been key to the effectiveness of feminist Gloria Steinem.

The most effective visionary leaders are responsive to the real needs of people and they develop participative strategies to include people in designing their own futures. This approach has been very successful for Robert Haas, the CEO of Levi Strauss. Rather than confront or avoid conflict, the new leaders have learned how to transform conflict into usable energy. They work to unite, rather than divide people. Most of all Visionary leaders have a feeling of wanting to make people see through their eyes as one views the world.

Innovative, courageous action. Visionary leaders are especially noted for transforming old mental maps or paradigms, and creating strategies that are "outside the box" of conventional thought (McLaughlin, 2009). They embody a balance of right brain (rational) and left brain (intuitive) functions. Their thinking is broad and systemic, seeing the big picture, the whole system, and "the pattern that connects." They then create innovative strategies for actualizing their vision (Altbach, Berdahl, Gumpert, 2005). CNN founder Ted Turner transformed television news by boldly creating an around the clock international news network for all people to view. CEO Ray Anderson took courageous action in transforming his world-wide company, Interface

Carpets, into the most environmentally sustainable corporation (McLaughlin, 2009). Interface launched a massive effort to cut its use of energy, replace petroleum-based supplies with vegetable-based substitutes, and when it wears out, all its component parts are recycled, and the customer receives a new one (Dolence & Norris, 1995).

Visionary leaders anticipate change and are proactive, rather than reactive to events. Their focus is on opportunities, not on problems. They emphasize win/win--rather than adversarial win/lose--approaches (Nanus, 1992). This is the strategy of environmental economist Hazel Henderson, author of "Building a Win/Win World," who created The Calvert/Henderson Sustainable Indicators with the Calvert Social Investment Funds. Body Shop founder Anita Roddick addressed health and environmental problems, as well as poverty in the Third World through the innovative strategies she designed for her hugely successful products and stores (Senge, et al., 1999). Products are made of non-polluting ingredients and stores are opened in poor neighborhoods to provide employment and return profit to the community. When we see a truly visionary leader accomplishing great things, the leader is drawing on the resources of their soul and its remarkable capabilities (Rowley & Sherman, 2001). Any one of us can access our inner resources to become a more effective leader in our own field. First we must be willing to take initiative and stand for something we believe in passionately. We must be ready to take the heat. Many of us avoid the responsibility of leadership primarily because we are too sensitive to criticism. But when we know who we truly are and we live from an inner core of values, criticism can be filtered to take in only what is true and helpful to our growth (Nanus, 1992)

Today, as we enter the Third Millennium, thousands of new visionary leaders are emerging in all fields of human endeavor around the world, leading a quiet revolution energized

by power of the soul. By appreciating and supporting those who lead from their core spiritual values, we strengthen those leadership qualities in ourselves (McLaughlin, 2009).

Communicating the Mission of Student Affairs

The Vice President of Student Affairs should clearly state the roles and goals of their divisions to academic deans, administrators, faculty members, alumni, community groups, and students, since the function of student affairs remains nebulous to many of these groups in higher education (Koltai and Wolf, 1984). Many faculty members believe that the major role of student affairs is to attain and maintain reasonable control of student behavior or to “keep students busy,” so they will not be a concern to the faculty and administration (Dressel, 1981). The Vice President of Student Affairs cannot accept this myopic view of their purpose. They must emphasize the need to establish collaborative partnerships with academic departments. Developing effective partnerships between faculty and student affairs professionals is critical maximizing the educational potential of colleges and universities (Streit, 1993). They should communicate how their programs, activities, and facilities create a wholesome community environment that enhances the personal, social, and psychological development of students, in turn positively influencing the institution’s retention of students and graduation rate. Welch (1986) states that Vice Presidents of Student Affairs should emphasize and foster awareness of the cumulative impact that their work has on students’ educational goals. Vice President of Student Affairs must take every opportunity to educate faculty members about the impact that programs and services have on the retention of students (Fullan & Scott, 2009), and get all faculty involved in the objectives and goals of student affairs.

Institutional Planning

The Vice President of Student Affairs should play a vital role in institutional planning and in formulating objectives, even though the Vice President of Academic Affairs largely determines the mission and goals of institutions. The Vice President of Student Affairs should be an active member of the institution's academic management team and join with the Vice President of Academic Affairs in monitoring and safeguarding the educational experience for student (Streit, 1993). In this role, presidents and institutions financial administrators expect the Vice President of Student Affairs to be knowledgeable about money, computers, and fundraising (Sandeem, 1991).

Approximately 50% to 75% of students' time outside the instructional classroom is spent with a student affairs professional (counselor, advisor, tutor) in a program or activity sponsored by student affairs (SGS, sorority/fraternity, concert, play) or in a student affairs operated facility (residence hall, student center, counseling center). Because of the close contact student affairs has with students, the Vice President of Student Affairs can and should provide accurate information and data to support not only the co-curricular needs of students but their academic support needs as well. The presence of student affairs leadership is essential, because institutional planning usually involves increasing funds for selected programs that are more in line with institutional goals. Programs and services that are not compatible with long-range goals are drastically reduced or eliminated. Student affairs programs and activities are usually the first to receive cuts in funding, and at some institutions their funds are diverted to instructional and research programs. When such cuts are being considered, it is essential that chief student affairs officers show effective leadership by demonstrating how student affairs program enhance the academic mission of the institution. This task requires a Vice President of Student Affairs who

has the skills and expertise to form positive partnerships and collaborative relationships throughout the academic community (Johnson, 1989).

Decision-Making Skills

The Vice President of Student Affairs should view their position on the university decision-making team as one which enhances the overall effectiveness of the decision making process. Johnson (1989) states that many Vice Presidents of Student Affairs seem reluctant to provide leadership beyond their areas, because they perceive their role as one of support to the president, the Academic Vice President, and the Deans rather than as one of equal membership in the decision-making process. Such an operational philosophy is not one of visionary leadership; it is rather more reflective of a manager or administrator. As members of decision-making teams, Vice President of Student Affairs should be as knowledgeable of their entire institutions as they are about their own divisions. Explaining clearly how quality student affairs programming contribute to the academic success of students, as well as to the academic mission of the institution is imperative. The Vice President of Student Affairs political savvy knowing when to bargain, negotiate, compromise, build alliances, or use persuasion in seeking resources that contribute to the institution's academic stability often times separates a strong, vibrant student affairs operation from one which is poorly funded and weakly organized.

Human Relations Skills

With large numbers of professional, support, and student staff in the student affairs division, the Vice President of Student Affairs must establish personnel practices that enable them to perform their duties, participate in the decision-making process, and have opportunities for professional advancement and growth (Sandeen, 1991). Changing demographics of staff and students make it necessary for Vice President of Student Affairs to possess exceptional

leadership skills in the human relations area. To be effective in the human relations area means possessing not only drive and determination, but also human qualities such as trust, modesty, politeness, patience, and sensitivity (Ninomeya, 1988). Front-line staff members should be made to feel appreciated and to believe that their Vice President of Student Affairs values their contribution to the division's work. Effective human relations leadership also requires respecting individual differences, getting to know staff members as individuals, and when possible learning their needs, understanding what motivates them, and structuring relationships with them to maximize their unique strengths (Borelli, 1984). These tasks are important if student affairs expect to maintain high staff morale and resulting high-quality programs and activities. Placing value on human relations skills makes it easier for the Vice President of Student Affairs to motivate staff members so that they, too, view their role and work from an institutional perspective.

Equity and diversity among professional staff should be priorities for Vice President of Student Affairs. Because college and university populations are becoming more diverse, with more ethnic minority, handicapped, and adult students, student affairs should be willing to take the lead in making the academic environment a place where diversity exists among staff as well as students. Eventually, two-thirds of college age students will come from ethnic minority groups (American Council on Education, 1988). Most of the problems and issues institutions face in meeting these students needs will be both student affair and academic affairs related. Therefore, the hiring of ethnic minorities, of women, and of handicapped staff members should be a priority. The presence of members of these groups on college campuses provides cultural and social awareness for all faculty, students, and administrators (Massey, 1987; Sagarina & Johnsrud, 1992). Vice President of Student Affairs should emphasize equity and possess human

relations skills that embrace diversity have a true commitment to creating a campus ambiance that is warm and receptive to the different ethnic, religious, social, and cultural groups attending the college or universities.

Usage of Knowledge

Strategies for Building a Distinctive Student Affairs Division

Strategies for building a distinctive student affairs division is to educate and enlighten our citizenry at a distinctive institution, a community of learners dedicated to improving our world. We face complex challenges in every aspect of life economic, global, cross-cultural, and environmental. A nation is going to college but many are at risk of being left out. Gaps in educational attainment are widening. In addition, technology is changing how we communicate, how we learn and where we learn, what we know and how we interact with each other. The following strategies will enhance building distinction in the student affairs division:

1. Develop clear expectations for the college or university graduates at both undergraduate and graduate level by employing a powerful and coherent educational philosophy. Also, use this philosophy to guide institutional investments in learning.
2. Use a strategic planning and budget model by freeing up funds for innovation and redesign of essential programs and support structures. Also, invest in programs that make us distinctive.
3. Introduce a culture of evidence by fostering a habit of continuous learning and improvement, and by utilizing an experimental approach to change. Also, guide change with evidence of impact.
4. Expect high and rigorous standards for students by building support for scholarship and expand institutional research and assessment. In addition, define clear academic and administrative priorities and introduce rigorous performance expectations.
5. Promote productive collaborations and partnerships both internal and external by focusing on strategic societal issues (e.g. diversification of the economy, arts/cultural programs, renewable energy, health care, community development, and quality of pre K-12), and to create learning opportunities for students.
6. Foster interdisciplinary work within the administration as well as across academic programs through academic and student affairs, and across fields and disciplines.

7. Partner with other colleges and universities through centers of excellence, educational partnerships, long-term collaborations with regional business and non-profit organizations.
8. Seek additional sources of external support through portfolios of grant support, fundraising, expanding graduate programming, and new educational packages, summer sessions, and workshops.
9. Expand international programming to promote global competence and support development of regional enterprise.
10. Emphasize communication through continuing to lead the nation in effective use of educational technology, and developing more approaches to facilitating internal communication and conversation.
11. Practice the Three R's such as: (a) revenue enhancement; (b) restructuring to focus resources and create more manageable administrative portfolios; and, (c) cost reduction

The Vice President of Student Affairs for Safety and Security

The Office of Campus Safety and Security is to ensure students of the college or university can pursue higher education and enjoy special events in the safest possible environment (Jones, 2003). Each department such as: (a) the office of emergency preparedness will implement programs and projects in emergency and disaster planning, training, mitigation, response, and recovery; (b) office of environmental health and safety will make the university safer by providing health and safety oversight, and eliminating environmental, chemical, biological, and radiological hazards on campus; (c) office of fire prevention services will be set up to protect lives and property on the university campus by working in conjunction with state and municipal fire protection agencies, and to collaborate with these agencies in the prevention of fire and the advancement of fire safety education programs (Jones, 2003); (d) office of the university police department will create a safe and secured environment on campus by enforcing laws and actively preventing crime (Grensing-Pophal, 1999); (e) office of parking and transportation services will supervise traffic, transportation and parking on the university

campus; and, (f) office of the university police department will create a safe and secured environment on campus by enforcing laws and actively preventing crime (Kollie, 2003).

The emergency communication tools will be utilized for purposes of emergencies and rapid communication. These communication tools include: siren systems, emergency web-sites, local media, pager systems, fire panel systems, mobile campus, university email, voicemail to office telephones of administrators, students, faculty, staff, others concerned, telephone tree, flat screen monitors, public safety patrol car announcements, and the university emergency information line as designated (Jones, 2003).

Safety and security is very vital for the success of organizations and institutions such as colleges and universities. The Vice President of Student Affairs must have safety and security prioritized on every employee list associated with student affairs. Also, we as a people should take it very seriously as a priority (Gibson, 2006). It brings to mind the quote by philosopher and poet, George Santayana, “Those who cannot remember the past are condemned to repeat it.” Before Columbine, the thought of a tragedy of this magnitude seemed to be impossible. We collectively forgot about the horrific act in Michigan, and so here we are 90 years later, with 32 lives cut short (Bollinger, Nicoletti, & Thomas, 2007). Similarly, the Virginia Tech shooting which lead to 33 deaths brought immediate attention to safety and security on the campus of colleges and universities. We all remember September 11, 2001 in reference to the world. Once again the immediate move to safety and security for all became a huge factor to Homeland Security. It is very essential and must be mandated to have a development plan for safety and security in all organizations in the best interest of the inner community of education and business, and the outer community as well (Dubrin, 2001). In addition, at a time when headlines and political rhetoric abound, reasonable approaches to the safety and security needs of the

organizations, based on risk and data analyses with common sense are definitely needed (Greer, 2001). The Vice President of Student Affairs office must communicate the plan of action among students and employees associated with students.

Conclusion

The Vice President of Student Affairs should be assertive and visible on their campuses. To ensure this, they should communicate their division's goals and objectives as they relate to the academic mission of the institution, and they should demonstrate the skills and abilities necessary to create partnerships with academic departments. The Vice President of Student Affairs demonstration of effective leadership in institutional planning; ability to communicate the mission of student affairs; and skills in human relations and decision-making will motivate student affairs staff members to view their roles as vital, from an institutional perspective. Effective and innovative leadership in these areas will go a long way in resolving the identity and credibility issues that many Vice Presidents of Student Affairs encounter today. Lastly, the Vice President of Student Affairs should be the most vocal campus advocates of quality education. Their effectiveness as integral members of the administrative hierarchy depends on their ability to understand and gain the support and confidence of the campus community.

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Appendix A

Educational Intervention Meeting for Administration, Faculty, and Staff



EDUCATIONAL INTERVENTION

Meeting of

Educational Intervention to

Bridge the Gap Between
Administration, Faculty, and Staff

for

Building Motivation and Morale
To Assist Students

Richard Morrison Theatre Building
First Floor School of Music
Huntsville, Alabama

January 4, 2011

8:30 a.m. – 11:00 a.m.

AGENDA
Building Motivation and Morale
To Assist Students

(Provost, Vice Presidents, Deans,
Chairpersons, Co-Chairpersons)

(Educational Intervention)

To Prepare the Participants for Students
Student Interaction and Behavior

- 8:30 a.m. Registration and Breakfast
- 9:00 a.m. Welcome and Introduction of Dr. Joyce Thompson
What is Motivation?
What is Morale?
How Motivation and Morale can Enhance the Student
- 9:30 a.m. **Motivation**
Problem (Building Motivation and Morale among faculty and staff)
Why Motivate? The Productivity Challenge in the educational setting
Communication and Commitment
- Morale*
- 10:00 a.m. Building a High Moral Workplace for Students to Thrive
- 10:30 a.m. Discussions
Questions and Answers
Feedback
- 10:45 a.m. Adjourned

Appendix B

Team Building Meeting for Administration, Faculty, and Staff To Enhance Student Success

AGENDA

Team Building Meeting

To Prepare The Administration
Faculty and Staff
For Student Success

Multipurpose Room
School of Business
Huntsville, Alabama

January 14, 2011

8:30 a.m. – 11:15 a.m.

Agenda

Team Building Meeting

8:30 a.m.	Registration and Continental Breakfast
9:00 a.m.	Welcome and Introduction of Doris S. Hall Director What is a Team? What is Team Building? Types of Teams
9:30 a.m.	Problem (Student Success) The Leader (Team Building) Core Values and Morals Integrity Trustworthiness Honesty Loyalty Pride Good Leadership Ethics Determining the Mission of the Team Selecting Team Members Assigning Task Create a Work Culture that Facilitates Teamwork and Team Spirit Working As a Team
10:00 a.m.	Break
10:30 a.m.	Attributes of Team Building Be Opportunistic Build on Your Strength See the Big Picture Develop Exceptional Relationship Act with Confidence Ask for What You Want and Need Embrace Success Act Decisively Live Purposeful Keep Abreast of Technology Accept Challenges
11:00 a.m.	Questions and Answers Feedback
11:15 a.m.	Adjourned

Appendix C

PowerPoint Presentation of Team Building To Administrators, Faculty, and Staff of the
University

Team Building Meeting



Presented by
Doris S. Hall
October 4, 2003
Alabama A&M University
Multi-Purpose Room
School of Business
Huntsville, Alabama

1

Outline

- **Introduction and Background**
 - What is a Team?
 - What is Team Building?
 - Types of Teams
- **Problem Statement**
- **The Leader**
 - Core Values and Morals
 - Determining the Mission of the Team
 - Selecting Team Members
 - Assigning Tasks
 - Creating Work Cultures that Facilitates Teamwork and Team Spirit
 - Working as a Team

2

Outline (cont.)

- Characteristics of Building a Successful Team
- Skills of Team Leadership (B. E. S. T.)
- Attributes of Team Building
- Qualities within the Personality that Leaders & Team Members Should Posses
- Qualities that Individual Team Members Should Possess Toward Building a Successful Team

3

What is a Team?

A team refers to a small task group in which the members have a common purpose, interdependent roles, and complementary skills. Everyone is part of a team. If you are married you and your spouse are a team. If you are employed, your and your colleagues are a team. If you give your time to a church or other organization, you give your time to a church or other organization, you are part of a team.

(Maxwell, 2001)



4

What is Team Building?

Team building offers an organization the opportunity to achieve results in a more efficient manner. Team Building also offers more flexibility leverage resources more effectively, and respond more rapidly to constantly changing market circumstances.



5

Types of Teams

- Functional Operating Teams
- Self-Managed Teams
- Self-Defining Teams
- Executive Teams

6

Problem Statement

The problem at Alabama A&M University is the lack of morale and motivation among faculty and staff to strategically plan and implement the accreditation process. A team building workshop is needed to establish and improve the process to provide guidance and resolve the problem.

7

The Leader

- Coordinate the efforts of all the team members
- Focus toward a single goal
- Get the job done

8

Core Values and Morals of a Leader

- Integrity
- Trustworthiness
- Honesty
- Loyalty
- Pride
- Good Leadership Ethics

9

Determining the Mission of the Team

A leader should define the team's mission and develop the systematic plan for achieving that mission. The team leader also set the agenda for the team in a step-by-step process by which work should flow through the team.

The leader determines the basic focus of the group:

- Where resources should be allocated
- What opportunities exist
- What opportunities should receive attention.

10

Selecting Team Members

“You are only as good as the people you hire.” Ray Kroc, founder of McDonald's

As a rule, it is usually the leader who selects the members of a team. This is an important responsibility that should be performed carefully, thoughtfully, and systematically. In this regard, the leader must be able to match the skills of potential team members with the jobs to which the team is assigned.

11

Assigning Tasks

The selection and assignment of team members is a concurrent process where a particular person is selected to fulfill a specific job. Individuals are chosen for the team because of their inclusive range of skills or their perceived ability to function as a productive member of a given team.

12

Creating a Work Culture that Facilitates Teamwork and Team Spirit

13

Working as a Team

- Building consensus around shared objectives
- Identifying effective performance strategies
- Organizing team activities
- Enhancing member skills and role clarity
- Building mutual trust and cooperation
- Procuring needed resources
- Facilitating external coordination

14

Characteristics of Building a Successful Team

- Clear Goals and Objectives
- Planning and Organizing
- Relevant Skills
- Mutual Trust
- Unified Commitment
- Good Communication
- Negotiating Skills
- Appropriate Leadership
- Internal and External Support

15

Skills of Team Leadership (B. E. S. T.)

B – Balance The Team

E – Exploit Diversity

S – Share the Goal

T – Trust the Team



Attributes of Team Building

- Be opportunistic
- Build on your strength
- See the big picture
- Develop exceptional relationship
- Act with confidence
- Ask for what you want and need
- Embrace success
- Act decisively
- Live purposefully
- Keep abreast of technology
- Accept challenges

17

Qualities within the Personality that Leaders and Team members Should Possess

- Be self-assured
- Pursue a can-do, rather than a make do approach
- See the glass as half full
- Be courageous
- Make difficult decisions
- Take risks
- Confront change
- Accept responsibility
- Be self reliant

18

Qualities that Individual Team Members Should Possess Toward Building a Successful Team

- Adaptable
- Collaborative
- Committed
- Communicative
- Competent
- Dependable
- Disciplined
- Enthusiastic
- Enlarging
- Intentional
- Mission Conscious
- Prepared
- Relational
- Self-Improving
- Selfless
- Solution-Oriented
- Tenacious

19

Using Questions

- Encourage Involvement
- Clarify Ideas
- Probe for Specifics
- Keep the Team Moving Ahead
- Show Interest



20

Teamwork Pays

- Build strong relationships with your teammates
- Deliver high quality work
- Anticipate their needs
- Develop the reputation for responsiveness
- Add so much value that...

Coming together is a beginning

*

Keeping together progress

*

Working together is success

21

Appendix D

Participants Effectiveness as Team Members

Are You a Good Team Member?

Rate yourself on a scale from 1 to 5, with 5 being the highest, on your effectiveness as a team member. Use the results to strengthen your participation as a member of the group in support of the team.

1. ____ Do I actively share responsibility for the group's effectiveness?
2. ____ Do I help the leader to succeed?
3. ____ Do I help to ensure that all viewpoints are explored?
4. ____ Do I provide open, honest and accurate information?
5. ____ Do I support, protect and defend both the group and the group leader?
6. ____ Do I act in a positive and constructive manner?
7. ____ Do I provide appropriate feedback?
8. ____ Do I understand my role on the team?
9. ____ Do I accept ownership for team decisions?
10. ____ Do I participate and take on roles voluntarily?
11. ____ Do I maintain confidentiality?
12. ____ When stating a problem, do I provide alternative solutions/options?
13. ____ Do I give praise and recognition generously?
14. ____ Do I operate within the organization's rules?
15. ____ Do I diplomatically point out to others when their behavior is not helping the team?
16. ____ Do I share ideas and opinions freely and enthusiastically?
17. ____ Do I encourage others to express their ideas fully and do I listen to them?
18. ____ Do I criticize ideas, not people?
19. ____ Do I avoid disruptive behavior during meetings, such as side conversations and jokes?
20. ____ Do I attend meetings regularly and promptly?
21. ____ Do I budget my time in order to stay for the entire meeting?
22. ____ Do I avoid defensiveness when fellow team members disagree with my ideas?
23. ____ Do I prepare myself for meetings – review the agenda, complete my assignments?
24. ____ Do I practice active listening – acknowledging and building on others' comments?
25. ____ Do I carry out responsibilities assigned?
26. ____ Do I leave my personal agenda outside the group?

Appendix E

Leadership: Lessons from Geese

Leadership: Lessons from Geese
By Donald Clark ©1998
Teamwork and Geese

Objective: to show how relying on others promotes the goals of the team

“Lessons from Geese” was transcribed from a speech given by Angeles Arrien at the 1991 Outward Bond Organizational Development Network Conference, and was based on the work of Milton Olson.

FACT 1 – As each goose flaps its wings, it creates an “uplift” for the birds that follow. By flying in a “V” formation, the whole flock adds 71% greater flying range than if each bird flew alone.

LESSON – People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of each other.

FACT 2 – When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

LESSON – If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

FACT 3 – When the lead bird tires, it rotates back into the formation to take advantage of the lifting power of the bird immediately in front of it.

LESSON – It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other’s skills, capabilities, and unique arrangements of gifts, talents, or resources.

FACT 4 – The geese flying in formation honk to encourage those up front to keep up their speed.

LESSON – We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one’s heart or core values and to encourage the heart and core values of others) is the quality of honking we should seek.

FACT 5 – When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

LESSON – If we have as much sense as geese, we will stand by each other in difficult times as well as when we’re strong.