Recognizing and Rejecting the Gendered Discourse of Partnerships between Student Affairs and Academic Affairs

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History

• Teaching only
• Teachers do all
• Staff introduced
• Deans of men
• Deans of women – birth of Student Affairs
• Consolidation of deans
• Mind vs. Whole Student
Prompt

“If student affairs-academic affairs collaboration is such a good idea, why are there so few examples of these partnerships in American higher education?”

Contested Issues in Student Affairs

(Arcelus & Lester, 2011)
“Regime of truth, its 'general politics' of truth: that is, the types of discourse which it accepts and makes function as true; the mechanisms and instances which enable one to distinguish true and false statements, the means by which each is sanctioned; the techniques and procedures accorded value in the acquisition of truth; the status of those who are charged with saying what counts as true” (p. 131).
Gendered Discourse?

- Make partnerships “attractive” to faculty (e.g. Rodems, Ahlum, & Stack, 2006).
- Glass-Starek’s (2013) exhortation of “With a little effort on your part, partnering with faculty can be as easy as A-B-C!” (p. 2013)
- Rodems, Ahlum, and Stack (2006) “We in student affairs, specifically in housing and residence life, always want to get faculty involved, but I think it’s really important for us to consider how we can best do that without being an additional draw on time and effort” (p. 5)
<table>
<thead>
<tr>
<th><strong>&quot;Top Ten List&quot; for optimizing faculty involvement</strong> (McCluskey-Titus, 2005)</th>
<th><strong>How to get your mate to help on the home front</strong> (O’Connor, 2017)</th>
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<tbody>
<tr>
<td>Understand the faculty culture and workload.</td>
<td>Consider that his standards may never meet yours.</td>
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<td>Start small.</td>
<td>Start by creating a short to-do list.</td>
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<td>Have someone with more knowledge, confidence, information, and experience make the ask.</td>
<td>Before your mate takes on a chore, demonstrate it for him, talking him through it as you go.</td>
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<td>Give a sense of the &quot;big picture&quot; to provide a context.</td>
<td>A little restraint and a heaping of praise can go a long way in their wanting to be involved.</td>
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<td>Involve those with more flexible schedules.</td>
<td>Don't be a control freak!</td>
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<td>Provide incentives.</td>
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<td>Allow interaction in familiar settings to them.</td>
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<td>Use interest convergence.</td>
<td>Appeal to his charitable side.</td>
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<td>Involve those already interested.</td>
<td>Choose chores he'll want to do.</td>
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<td>Propose a structured, specific, and time-definite method of involvement.</td>
<td>Do a little at a time . . . keep weekends from turning into nonstop drudgery.</td>
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Gendered Discourse

How can wives challenge husbands to improve the home?

Too much challenge, and we continue to deepen the divide. Not enough of that challenge will result in the status quo and a lack of immediacy. The crux of the dilemma lies in the support. It is about strengthening relationships and fostering communication between Mars and Venus.
“How can student services challenge faculty colleagues to improve delivery methods? Too much challenge, and we continue to deepen the divide. Not enough of that challenge will result in the status quo and a lack of immediacy. The crux of the dilemma lies in the support. It is about strengthening relationships and fostering communication between Mars and Venus.”

(Whitney, 2010, p. 72)
“‘Truth’ is linked in a circular relation with systems of power which produce and sustain it, and to effects of power which it induces and which extend it” (Foucault, 1930, p. 133).
Problems (Foucault)

• “But in thinking of the mechanisms of power, I am thinking rather of its capillary form of existence, the point where power reaches into the very grain of individuals, touches their bodies and inserts itself into their actions and attitudes, their discourses, learning processes and everyday lives” (p. 39).

• “Buried knowledges of erudition and those disqualified from the hierarchy of knowledges and sciences” (p. 82).
Recommendations

Student Affairs
• Attend to discursive practices
• Focus on and expect partnership

Academic Affairs
• Establish liaison
• Incentivize partnerships
Selected References


