

No Cookie Cutter Approach: Supervision in Community College Student Affairs

Presented by Tres Loch, Allison Forrest & Dr. Cliff Haynes

April 4, 2018



Authors

- Lead Author
 - Rachael Elrod
 - Head, Education Library, University of Florida
- Co-Authors
 - Dr. Cliff Haynes
 - Clinical Assistant Professor, University of Florida College of Education
 - Shane Cade
 - Director of Compliance & Title IX Coordinator, Full Sail University
 - Allison Forrest
 - Coordinator II, Career Development, University of Florida
 - Tres Loch
 - Associate Director of Admissions, Rollins Crummer Graduate School of Business
 - Greg Schuckman
 - Assistant Vice President, University Relations & Director, Federal Relations, University of Central Florida

Publication



No Cookie Cutter Approach:
Supervision in Community College
Student Affairs

Published online January 16, 2018

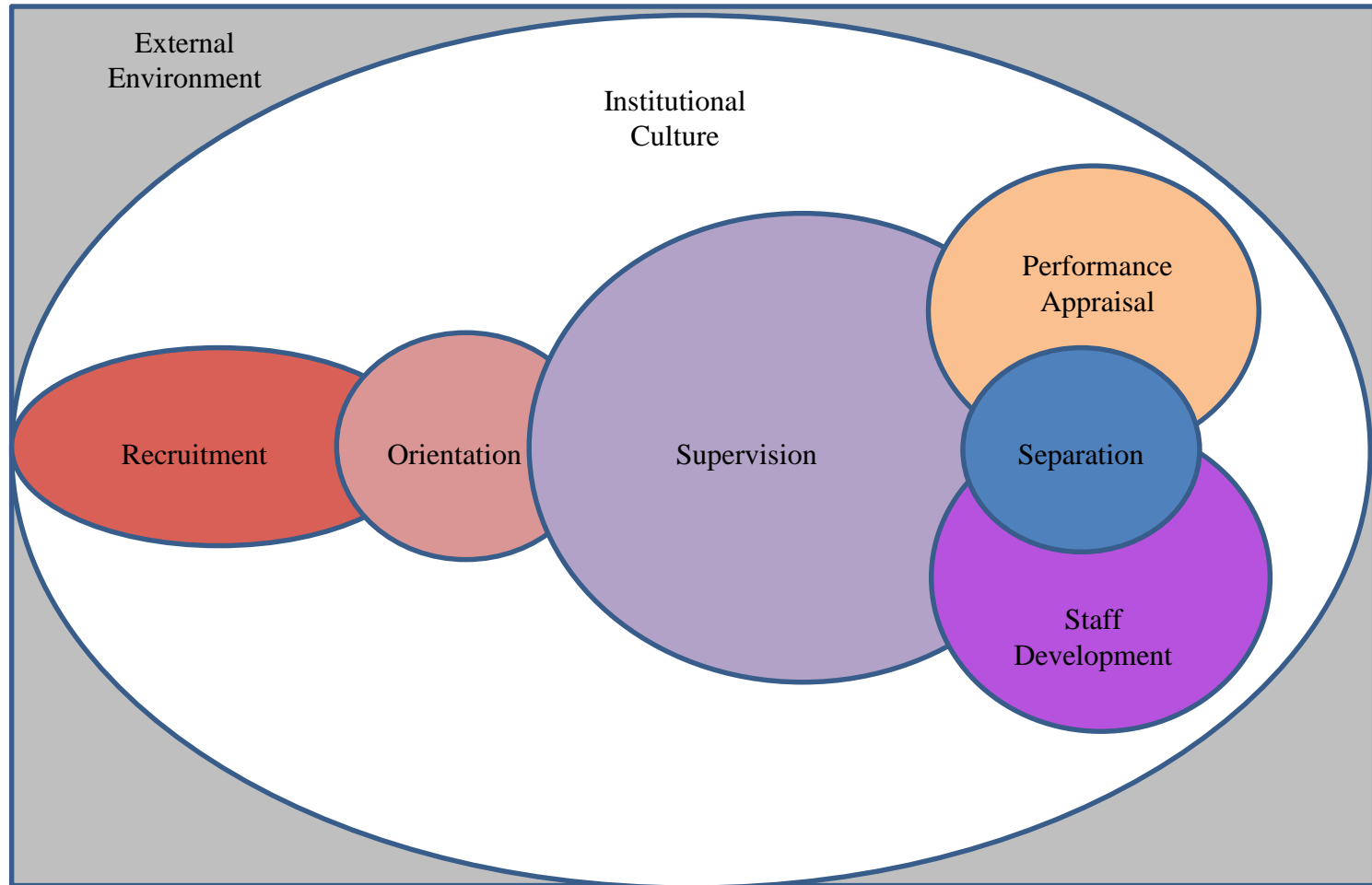
Purpose of the Study

- Supervision considered integral function
- Dearth of literature on the subject
- Goal: Describe how community college student affairs staff describe their supervision style

Prior Research

- Synergistic supervision- Winston and Creamer (1997)
- Correlation between perceived synergistic supervision and job satisfaction- Tull (2006)
- Synergistic Supervision Scale- Saunders, Cooper, Winston, and Chernow (2000)
- Quality supervision- Arminio and Creamer (2001)
- Communication- Kortegast and Hamrick (2009)

Integrated Model for Staffing Practices (IMSP)



Methodology

- Qualitative data collected through semistructured interviews
- Participant selection
 - At least 3 years of supervisory experience
 - Supervise at least one full-time professional staff member
 - Work at a community college
- 19 participants; pseudonyms used
- Thematic analysis- Merriam (2009)

Findings

- Supervisory experience varied
- Supervisory styles noted
 - Situational
 - Authoritative
 - Democratic
 - Laissez faire
 - Participative
 - Transformational
 - Servant leadership
 - Synergistic

Findings

- Supervisory methods noted
 - 1:1 meetings
 - Team meetings
 - Avoid micromanaging
 - Regular emails and phone calls
 - Open-door policy
 - Annual retreat
- Lack of formal training

Implications: Significance for Practice

- Variety of supervision styles
- Should consider including in graduate program curriculum
- Should consider providing training programs at institutions

Implications: Significance for Policy

- Awareness of state and federal regulations
 - Annual or semi-annual required training
- Training/certifications through professional associations
 - NASPA

Implications: Significance for Research

- Contribution to community college student affairs supervisory styles
- Highlights lack of research in this area
- Future research can focus on effectiveness of styles
- Improved supervisory skills → more effective decision-making in student affairs and better communication → more efficient and effective services to students

Thank You

Questions and Sharing

No Cookie Cutter Approach: Supervision in Community College Student Affairs

Presented by Tres Loch, Allison Forrest & Dr. Cliff Haynes

April 4, 2018



References

- Arminio, J., & Creamer, D. G. (2001). What supervisors say about quality supervision. *College Student Affairs Journal*, 21(1), 35–44.
- Kortegast, C. A., & Hamrick, F. A. (2009). Moving on: Voluntary staff departures at small colleges and universities. *NASPA Journal*, 46(2), 183–207.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Saunders, S. A., Cooper, D. L., Winston, R. B., Jr., & Chernow, E. (2000). Supervising staff in student affairs: Exploration of the synergistic approach. *Journal of College Student Development*, 42(2), 181–192.
- Shupp, M. R., & Arminio, J. L. (2012). Synergistic supervision: A confirmed key to retaining entry-level student affairs professionals. *Journal of Student Affairs Research & Practice*, 49(2), 157–174. doi:10.1515/jsarp-2012-6295
- Tull, A. (2006). Synergistic supervision, job satisfaction, and intention to turnover of new professionals in student affairs. *Journal of College Student Development*, 47(4), 465–480. doi:10.1353/csd.2006.0053
- Winston, R. B., & Creamer, D. G. (1997). *Improving staffing practices in student affairs*. San Francisco, CA: Jossey-Bass.