

*Integrating Curricular and
Co-Curricular Endeavors to*

ENHANCE STUDENT OUTCOMES

EDITED BY *Laura A. Wankel and Charles Wankel*



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Emerald Group Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2016

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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78635-064-0 (Print)

ISBN: 978-1-78635-063-3 (Online)



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Management System,
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Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



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About the Authors

Anne Bradley is a Senior Academic Staff Member at Bay of Plenty Polytechnic in the School of Business delivering first and second year papers on the New Zealand Diploma in Business, with a research interest in collaborative and flexible work and learning environments. Anne's career began in the tourism industry which led to her first teaching role 18 years ago and has since been involved in curriculum development, teacher education, and business studies both in New Zealand and the United Kingdom.

Michael Cohen is a Senior Lecturer in Finance at Deakin University where he teaches insurance, risk management, and leadership. He has previously occupied positions at Victoria University and in South Africa and the United Kingdom. His current research interests are in management education, implicit theories of leadership, investment assets of retirees, and risk reduction.

Stephanie L. Colbry is an Assistant Professor of Business Administration and Coordinator of the Master of Science in Leadership program at Cabrini College in Radnor, PA. Her experience spans across several change-based organizations. She has been recognized for working with organizations to help restructure their business processes. She has worked as an implementation consultant and trainer, assisting NGOs and nonprofit organizations. Stephanie's work includes a variety of consulting services such as organization structuring, strategic planning, change management, business process improvement, facilitation, financial management, and coaching. Her focus is on developing collaborative processes which foster transformation. Stephanie's current research emphasis is concerned with collaborative leadership and followership practices within change-based organizations, and also, sustainable leadership transformation in global conflict regions. She has presented at the International Leadership Association (ILA) conferences in Prague, Los Angeles, and Montreal. She has been a co-facilitator for the "Rising Leaders" program for the Greater Philadelphia Chamber of Commerce and has supported other leadership development projects in the Greater Philadelphia and Washington DC areas. Stephanie earned her Ph.D. in Organizational Leadership with a concentration in Nonprofit Management at Eastern University. She received her M.B.A. in Business Administration from Rider University, and B.S.B.A. in Marketing with a minor in Marine Science from Rider University.

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William F. Heinrich, Ph.D., is the Director of Assessment at the Michigan State University Hub for Innovation in Learning and Technology. He earned his doctorate in Higher, Adult, and Lifelong Education from MSU and works to enhance the value of

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Wesley S. Huey, CAPT, served for 20 years as a naval aviator, completing his operational career as commanding officer of an FA-18 squadron. He then earned his Ph.D. in Sociology, specializing in Social Psychology, from the University of Maryland College Park. His dissertation was titled *Innovation as Group Process: Hierarchy, Status, and the Dilemma of Participative Leadership*. Soon after reporting to the faculty at the U.S. Naval Academy, CAPT Huey established and became the first Chair of the Department of Leader Development and Research to integrate and expand curricular, cocurricular, and extracurricular leader development efforts for students, faculty, and staff. He was then selected to become Director of the Division of Leadership Education and Development, comprised of 43 military and civilian faculty teaching core and elective courses in military leadership and ethics, military law, sociology, psychology, and philosophy to 4500 Midshipmen.

Selena Kohel received her B.A. in Psychology and Piano Performance from the University of Wisconsin-Madison, her M.A. in Student Personnel Administration in Higher Education from New York University, and her Ph.D. in Interdisciplinary Studies, with concentrations in Counseling Psychology and Social Psychology, from the University of Wisconsin-Madison. She has worked in a variety of roles with an array of students at various institutions. Before falling in love with teaching, Dr. Kohel was employed as a student personnel administrator advising individual students on academic, career, and personal concerns; overseeing the development of student organizations, student leaders, and student staff; and facilitating diversity programming. During and since falling in love with teaching, Dr. Kohel has taught a variety of college-level courses at different institutions. Relevant courses taught at her current institution include: Personality Psychology; Social Psychology; Cross-Cultural Psychology; Race, Class, and Gender; and Counseling Psychology. Dr. Kohel is a strong believer in helping students develop their life skills, especially in regard to communicating, perspective-taking, critical-thinking, and acting in a responsible manner. Dr. Kohel's research interests include: teaching for cultural competence, teaching for participatory democracy, and exploring the role of social categorization in social inequality.

Janet L. Kottke, Ph.D., earned her M.S. and Ph.D. degrees in Industrial-Organizational Psychology from Iowa State University in Ames, Iowa. She is currently Professor of Psychology at California State University, San Bernardino, where she founded the Master's program in Industrial and Organizational Psychology. At various times during the program's evolution, she has served as director, recruitment coordinator, internship director, and outcome assessment coordinator. Dr. Kottke was honored with CSUSB's prestigious Outstanding Professor award in 2009, which recognized her achievements in teaching, scholarship, and service. Her primary scholarly works are in diversity, measurement, and

pedagogy. She frequently presents at national conferences on pedagogical issues particularly relevant to practitioner-oriented curricula. She has published more than 45 referred journal articles and book chapters and has made nearly 200 presentations at local, regional, and national conferences. Currently, she is investigating the underlying constructs that define and predict employability. She has consulted with and for public and private organizations on organizational structure, human resource practices, and program evaluation.

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Philippe Mairesse is an artist, a consultant and a researcher who works at the intersection between art and organizations. He earned a Ph.D. from the University for Humanistics in Utrecht (Netherlands) jointly with La Sorbonne University in Paris (France). His double thesis in humanization of organizations and in arts investigates the role of art for introducing more democracy into corporate meetings. Convinced that change towards a fairer world needs to make room for creation in everyday activity and work, he develops experimentations and theories on art-based methods for training and teaching managers and students. He is currently serving La Sorbonne University and co-chairs the National Research Project (ANR) 'Abrir: the arts to understand critical mutations in organizations'. He also leads an experimental and innovative art-based teaching project for the accounting Master in University Paris-Dauphine. He is a trainer for managers in the public sector and a consultant for creativity within work. His publications explore how and why art and aesthetics foster deeper reflexivity and sense-making within management practices and learning.

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Richard L. Miller received his Ph.D. in Social Psychology from Northwestern University in 1975. He has taught at Georgetown University, the University of Cologne, the University of Nebraska at Kearney, and is currently Chair of the Department of Psychology and Sociology at Texas A&M University – Kingsville. He worked for many years as the Director of applied behavioral science research projects for the Human Resources Research Organization (HumRRO) in Heidelberg, Germany, after which he set up a community college program for English speaking residents of Mallorca, Spain. Under his leadership, the UNK Department of Psychology was recognized as the 1999 Outstanding Teaching Department in the University of Nebraska system. At UNK, he served three terms as President of the UNK Chapter of Sigma Xi: The Scientific Research Society, three terms as President of the UNK Faculty Senate, and 15 years as Director of the Institutional Review Board. Rick is a past-President of the Rocky Mountain Psychological Association and serves as the Director of Departmental Consulting Services and e-book editor for the Society for the Teaching of Psychology. He is a Fellow of the American Psychological Association and the Association for Psychological Science. Rick has received several national teaching awards including the Robert Daniel Teaching Excellence Award from Division 2 of the American Psychological Association, and the US Professor of the Year award by CASE and the Carnegie Foundation for the Advancement of Teaching. In 2012, he received the Charles L. Brewer Distinguished Teaching of Psychology Award from the American Psychological Association.

Kevin Moore, Ed.D., is a nationally recognized entrepreneur and performance improvement/instructional design consultant. As an entrepreneur, Kevin has been a founder, owner, and/or executive of nine organizations and has over 30 years of experience designing and modifying instruction for learners. Kevin's experience includes needs assessments that address business needs and training requirements, physical and mental workload assessments, technology analysis, performance management systems design, technical and "soft" skills training design, and summative and formative evaluations of performance improvement programs. In addition, he has experience with the selection of appropriate training strategies and materials to address learner characteristics, course objectives, and sequencing of courses to fit curriculum needs and competency structures. Kevin's specialty is focusing on learner requirements for performance returns in any job-based situation. Recently, Kevin was given an opportunity to join the University of Tampa as the Director of Operations for the Innovation and Entrepreneurship Center. In this role, Kevin will bring his experience, technology, and educational background

to help this outstanding team develop the most advanced empirical curriculum in entrepreneurship education.

Kevin M. Mullaney, CDR, served 15 years as a submarine officer before completing his doctorate in Industrial/Organizational Psychology at the University of Illinois Urbana-Champaign. He served for one year leading efforts to integrate and expand curricular, cocurricular, and extracurricular leader development opportunities as the head of the Leader Development and Research Department at the Naval Academy and is currently serving as the Director of Leadership Research, focused on consolidating assessment and research data collected as part of the curriculum and in conjunction with experiential leader development events to support an integrated, individualized leader development continuum for each student.

Andrea North-Samardzic is Lecturer in Organisational Behaviour at Deakin University where she teaches organizational behavior and leadership in postgraduate programs. She has previously occupied academic roles at Monash University, LUISS Guido Carli in Rome, and the University of New South Wales. Her research interests are in implicit theories of leadership, innovative teaching techniques in management and leadership, especially involving digital media, and equality and diversity within organizations.

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Gemma Smyth is Associate Dean and Associate Professor at the University of Windsor Faculty of Law. She teaches Clinic Seminar, Dispute Resolution, and Access to Justice, and manages the academic components of the Clinic Law Program. Professor Smyth researches and writes in the areas of clinic law, dispute resolution and legal education. Most recently, she coauthored a book with Professors Sarah Buhler and Sarah Marsden on clinical legal education in Canada. Professor Smyth won teaching awards in 2005, 2009, and 2015. She is also active in the Windsor-Essex community, working with groups fighting for the elimination of poverty and for increased rights for older adults and women experiencing family violence. She is also active with the Association for Canadian Clinical Legal Education, and is Vice-President of the Canadian Association of Law Teachers. Prior to joining the Faculty of Law as a professor, Professor Smyth was Executive Director of University of Windsor Mediation Services and a mediator with an Ontario government ministry.

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Charles Wankel, Professor of Management at St. John's University, New York, holds a doctorate from New York University. He has authored scores of books including best-selling textbooks, scholarly treatises, and edited volumes on sustainability, cutting-edge technologies and their use and implications for education and managing, poverty alleviation, and social entrepreneurship. His *Encyclopedia of Business in Today's World* received the American Library Association's Outstanding Business Reference Source Award. He has been a visiting professor in Lithuania at the Kaunas University of Technology (Fulbright Fellowship) and the University of Vilnius, (United Nations Development Program and Soros Open Society Foundation funding).

Laura A. Wankel, Ed.D., is the Senior Advisor for Strategic Initiatives at Northeastern University, a unique role designed to focus on student learning in an integrated way, not constrained by the traditional and artificial boundaries between the curriculum and co-curriculum. Previously, she served as the Vice President for Student Affairs at Northeastern University and Seton Hall University. Dr. Wankel has been actively involved in NASPA: Student Affairs Administrators in Higher Education, the premier professional association for the student affairs discipline, serving in numerous regional and national leadership roles including Chair of the Board of Directors. She holds an Ed.D. in higher education administration from Teachers College, Columbia University and has published several books on new technologies of higher education teaching and administration and has served on the editorial boards of the *NASPA Journal* and the *Journal of Student Affairs Research and Practice (JSARP)*. She has also served on the Board of Directors of the Association of Student Affairs at Catholic Colleges and Universities (ASACCU) and has presented on issues in higher education nationally as well as in Lithuania and Japan.

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Chapter 1

An Overview of Integrating Curricular and Co-Curricular Endeavors to Enhance Student Outcomes

Laura A. Wankel and Charles Wankel

All genuine learning comes through experience
John Dewey

Many of the skills sought by contemporary employers are ones that can be enhanced in students through their involvement in a diversity of activities and experiences. Through meaningful, active cognitive and emotional engagement, the application of knowledge and reflection, these skills can be developed and enriched. This can be a tonic ameliorating the problems emerging from the current situation. As the 21st century unfolds, the landscape of higher education is evolving rapidly and in significant ways. Forces for change are enveloping the postsecondary educational enterprise in unprecedented respects. Increasingly, those critical of the academy have become louder and more impatient, pressing for substantial changes to occur. Issues surrounding affordability, completion, flexibility, globalization, forecasts of a shortage of qualified individuals to meet employment needs, and a perceived skills gap of graduates continue to stimulate calls and responses for change. Additionally, technology and learning science research are creating new means and understanding of the process of learning itself.

The ways in which postsecondary education is delivered and consumed are increasingly more diverse. Some predict the unraveling, unbundling, or even demise of higher education as we know it. They cite the advent of MOOC's, various entrepreneurial initiatives departing from traditional structures and methods (some funded by leading foundations), and the movement to create more competency-based options for students (designed to reduce the amount of time it takes to earn a degree) as evidence of a major shift. Legislators too have been searching for ways to respond to the affordability issues and are seeking ways to develop educational

options that will ensure that there are ample numbers of individuals who possess the skills necessary for the jobs of the future. Accrediting bodies and associations have been focusing more on outputs rather than inputs or credit hours and seat time to demonstrate learning (Craig, 2015; Selingo, 2013). Higher education is unquestionably an ecosystem under stress.

Employers in large numbers also are reporting that there is a skills gap between their needs and the competencies that college graduates possess (Manpower Group, 2013). In fact, many of the gaps identified focus on skills and attributes such as critical thinking, communication, problem solving, emotional intelligence, collaboration, creativity, intercultural competence, ethical decision-making and initiative (Hart Research Associates, 2015; Maguire Associates, 2012; Morrison, 2015; National Association of College and Employers, 2015; Savitz-Romer, Rowan-Kenyon, Zhang, & Fancsali, 2014).

As a side product of involvement in any of the wide diversity of activities, concomitant knowledge, and useful experiences, students often obtain the sorts of skills and know-how that contemporary employers are seeking. Such activities can actively engage learners cognitively and emotionally and, coupled with meaningful reflection, these skills can be further bolstered. In this context, it is more and more important for educators to identify approaches that can create and demonstrate meaningful student learning outcomes and to differentiate the value of their offerings in crowded, complex, and competitive environments.

Full consideration for creating deep and rich learning environments has long been a focal point for educators. Philosophers, psychologists, and educators alike have often addressed the need to integrate experience and “doing” into educational environments to increase relevance and produce more meaningful learning. One might argue that failing to do so could potentially lead to what Alfred North Whitehead referred to as “inert knowledge” in his 1929 essay “The Aims of Education.” Indeed, experiential education and related active learning approaches have been used for decades with numerous findings of their benefit and impact on learning (Burch et al., 2014). Without doubt, the traditional notion that learning is confined to formal didactic instruction and solely to the acquisition of knowledge is inadequate to meet the needs of the contemporary environment.

New pedagogical paradigms emphasizing learner-centered approaches, along with technological advances enabling enhanced delivery and student engagement options, further catalyze the development of meaningful, active, and experiential learning (C. Wankel & P. Blessinger, 2012a, 2012b, 2012c, 2013; L. Wankel & P. Blessinger, 2012a, 2012b, 2012c). Additionally, we have long recognized that student learning, growth, and development are impacted by factors beyond formal instructional offerings (Astin, 1985, 1993; Kuh, Schuh, Whitt, and Associates, 1991; Pascarella & Terenzini, 1991; Tinto, 1987, 1993). In the current dynamic context, barriers that have typically separated the formal classroom environment from the co-curriculum have become blurred, enabling a focus on relevant learning outcomes designed to help students develop the requisite skills, competencies, attributes, and characteristics necessary to have a smooth transition from college to work and advanced study.

The term “co-curriculum,” as we see it, is inclusive of learning that is directly related to a formal course of study or that might exist separate and apart from a formal course of study, as in cooperative education, internships, athletics, clubs, organizations, student employment and service, etc. While some may refer to these activities as extra-curricular, we see them all as part of the co-curriculum. All of these experiences hold the potential to contribute in meaningful and powerful ways to student learning. That is to say that learning happens everywhere and needs to be adequately identified, leveraged, and documented.

Documentation of learning that happens outside of formal instructional offerings is also a domain that is gaining traction. In the United Kingdom, the Higher Education Achievement Report (HEAR) is one such effort intended to capture the full array of students’ achievements and learning (Higher Education Academy, 2015) and another initiative recently funded by the Lumina Foundation is focused on developing models of a comprehensive student record (Fain, 2015). These initiatives are all indicators of a rethink regarding the value and importance of co-curricular learning.

Efforts designed to increase the opportunities for students to apply knowledge into real-world settings and practice and navigate actual situations will facilitate integrative learning in powerful ways. Additionally, enabling students to develop proficiencies through experience and providing them with meaningful opportunities for reflection will enrich their learning and contribute significantly to developing their ability to articulate that learning. In this way, the value of the learning and related skills and competencies can be more clearly conveyed to others, whether that be potential or current employers, or in future educational settings. Consequently, this book will include examples of courses leveraging co-curricular opportunities as part of the program of study as well as co-curricular activities that exist as separate endeavors.

After this introductory chapter, Part II of this book, *Approaches to Integrating the Curricular, Co-Curricular, and Extra Curricular*, begins with Chapter 2, “Use of Practicum Classes to Solidify the Scientist-Practitioner Model in Master’s Level Training,” by Janet L. Kottke, Deborah A. Olson, and Kenneth S. Shultz. The authors of this chapter offer tangible examples of how to apply classroom concepts to organizational settings via a practicum course. Kottke, Olson, and Shultz take care to differentiate master’s from doctoral program work and subsequently describe the curriculum of both an applied Master’s in Industrial-Organizational Psychology and a Master’s in Business Administration program. These practicum courses, the authors assert, serve as an exemplar of how to apply theory and research to organizational difficulties, providing students with needed experience gained through engagement in applied projects to positively impact both individual and organizational outcomes. The chapter authors moreover conclude that these approaches to designing and implementing practicum courses are applicable to a wide range of disciplines such as counseling psychology, education, and political science. Students representing varying levels of organizational experience, the authors conclude, can all benefit from these course-integrated projects.

In Chapter 3, “Integrating Curricular and Extracurricular programs to Enhance Leader Development at the U.S. Naval Academy,” Wesley S. Huey,