



SYNERGY

Newsletter for NASPA SAPAA Knowledge Community



Dear SAPAA Colleagues,

There's something invigorating about the cycle of the academic year! We hope that the start of a new calendar year and academic term -has brought you professional energy and inspiration.

Preparations for the NASPA 2016 Annual Convention in Indianapolis, IN are underway. We are always encouraged by this opportunity to gather with committed colleagues in the pursuit of improving our practice in the support of students. The convention theme, *Common Purpose: Shaping a Vision for Higher Education*, speaks to this coalescing of time, treasure and talents to improve our practice and impact the future of higher education. If you have the privilege of attending the Convention, we implore you to join the SAPAA Knowledge Community for our Open Business Meeting, Open Committee or Working Group meetings, the NASPA Communities Fair, or our sponsored programs, as an opportunity to engage in the important work of sustaining collaborative partnerships between Student Affairs and Academic Affairs colleagues. You will not be disappointed by the gathering of invested leaders and volunteers within SAPAA. If you are unable to attend the Convention, we pledge to continue to communicate virtually to share knowledge, best practices and opportunities for involvement in support of SAPAA's work.

This issue of Synergy with a dual-themed focus on Career Services and Living Learning

Communities highlights two clear opportunities and formats to forge Student Affairs and Academic Affairs partnerships. We hope you'll find relevance in the insights shared, and welcome you to engage with us, the authors, or other leadership team members to continue the conversation. Additionally, this issue highlights recipients of the annual SAPAA Promising Practices Award. It is our honor to recognize among a number of quality submissions of outstanding partnership practices, those who have had demonstrated success that can serve as models for ongoing practice.

SAPAA promotes the perspective of scholarship to practice. We therefore appreciate your engagement to intentionally consider how literature guides our work, and the related challenges and successes we encounter, to ultimately improve our ability to deliver effective learning opportunities. Thank you for thoughtful work not only on your own campus, but for engaging with SAPAA on these important issues as well.

Best to you,



Leanna Fenneberg & Marguerite Bonous-Hammarth
SAPAA Co-Chairs

SAPAA KC GUIDE FOR THE 2016 NASPA ANNUAL CONFERENCE



Pre-Conference		Room/Venue
Sunday, March 13		
<i>9:00 AM - 4:00 PM</i>		
Constructing Effective Academic and Student Affairs Partnerships to Support Student Learning, Development and Success Goals <i>SPONSORED PROGRAM</i>	Convention Center Room 208	
Promising Partnerships: Implementing Student Leadership Competencies for Intentional Student Development	Convention Center Room 205	
Educational Sessions		
Monday, March 14		Room/Venue
<i>8:30 AM - 9:20 AM</i>		
Breaking Bad, Building Good: Leading Positive Change Within a Struggling Department	Convention Center Room 131	
<i>10:00 AM - 10:50 AM</i>		
Strategic Planning in Student Affairs: Collaborating to Create a Vision for Student Success	Convention Center Room 236	
<i>1:15 PM - 2:05 PM</i>		
Pathways for Effective Partnerships Between Academic Affairs and Student Affairs <i>SPONSORED PROGRAM</i>	Convention Center Room 133	
<i>3:40 PM - 4:30 PM</i>		
Millennial Leadership: A New Framework for a New Leader	Convention Center Room 105/106	
Tuesday, March 15		Room/Venue
<i>8:30 AM - 9:20 AM</i>		
Integrating Theory, Strategy, and Planning to Promote Social Justice and Achievement in Higher Education <i>SPONSORED PROGRAM</i>	Convention Center Room 133	
<i>10:00 AM - 10:50 AM</i>		
Straight Outta Lunch: A Charged Conversation Sparks Campus-Wide Dialogue Series	Convention Center Room 137	
<i>11:05 AM - 11:55 AM</i>		

African American Student Mentor Programs: Increasing Retention While Supporting Success	Convention Center Room 128
<i>1:15 PM - 2:05 PM</i>	
Social Justice in Action: Saint Louis University's Response to Ferguson	Convention Center Room 133
<i>2:30 PM - 3:20 PM</i>	
Establishing and Learning from the Seminal Scholarly Works of Student Affairs Partnering with Academic Affairs (SAPAA)	Convention Center Room 238
<i>3:30 PM - 4:20 PM</i>	
Assessing Students, Measures, and Actions for Integrated Learning	Convention Center Room 133

HIGHLIGHTED EVENTS

SAPAA KC Business Meeting and Recognition of Promising Practices Awardees – open to all

Monday, March 14, 4:00 – 5:00 p.m.
Indianapolis Room 314 - JW Marriott Indianapolis

SAPAA KC Committees & Working Group Meetings – open to all

Monday, March 14, 5:00 – 5:30 p.m.
Indianapolis Room 314 - JW Marriott Indianapolis,

Student Leadership Programs and Student Affairs Partnering with Academic Affairs Knowledge Community Think Tank recognizing the 20th Anniversary of the *Social Change Model of Leadership Development*

Tuesday, March 15, 8:00-9:45 a.m.
Marriott 7/8 -Indianapolis Marriott Downtown



SAPAA Living-Learning Working Group

Creating Connections between Common Reading Programs and Living-Learning Communities

By Michael Puma

Common reading programs have been a mainstay on college campuses across the country for many years. Faculty and administrators often partner to select a book that intentionally weaves together curricular and co-curricular components of a student's experience so that "the gap between students' in-and out-of-classroom learning is narrowed and learning is deepened" (Laufgraben, 2006, p. 73). Similarly, Living Learning programs aim to achieve similar goals by encouraging integrative learning and challenging students to grapple with "big questions" that influence their lives beyond the classroom (Kuh, 2008). Common reading programs and living learning communities coordinated to work in tandem offer a great potential for student learning and sustained conversations. However, only 40% of campuses use common readings during orientation and first-year experience programs (Keup & Young, 2015). What barriers exist to integrating these important high impact practices?

For many years, Loyola University Maryland made attempts to integrate first-year experience programs and the common texts. However, committees often did not overlap members, and ongoing programming to sustain conversations throughout the semester never materialized. Students received the book over the summer, read it, and discussed the text once during their fall orientation advisor meeting. Very few faculty or students would discuss the book again during the semester. The implementation



Michael Puma, Student Development Co-Director of the Messina Program
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Michael Puma currently serves as the Co-Director of Messina at Loyola University Maryland. Prior to Messina, Puma worked in the Office of Student Life and took part in numerous student retreats and immersion trips. He has also served as president of Loyola's Phi Beta Kappa chapter and currently co-chairs OUT Loyola - Loyola's LGBTQ group for faculty, staff and administrators. He is pursuing a doctoral degree in Higher Education Administration at the University of Maryland, College Park.

of Messina, our new, universal living-learning program for first-year students, offered campus stakeholders an opportunity to reimagine the purposes and goals for the Common Text program. Without intentionality and integrated planning, the common text program would continue to be little more than an expensive orientation activity. Over the last two years, Loyola has made significant strides in selecting a book that helps

advance the mission of the University while addressing the learning outcomes of our living - learning program. We did this by considering the following:

1) **Make the selection process more transparent.**

Over ten years ago, the responsibility of selecting the common text rotated among faculty departments. Often, books that focused on a specific academic discipline were selected. In some cases, these texts engaged neither students nor, in some cases, other faculty members. The committee was reconfigured a few years ago to include faculty and administrators involved in coordinating orientation. While the book choices became more accessible, mystery (and critique) remained about the selection of the book. Most recently, we have put an open call for members of the community to join the committee. The committee now includes 15-25 people who commit to reading 1-2 books during an initial review process and 3-4 books that advance to a final consideration round. Any community member can also nominate a book for consideration. The open invite has created enthusiasm around the selection process. Instead of keeping books under consideration a secret, we encourage committee members to ask for feedback. The changes have resulted in a stronger list



Common Text Finalists "Gifts" for Student Readers

of books to consider and greater diversity of feedback.

2) **Create agreed-upon criteria for book selection.**

Two years ago, the committee began its work by agreeing on criteria that would guide the selection process. This activity helped better understand what we value as an institution in the selection process. The following criteria were adopted:

- The books should be high quality – the book must be an example of good writing.
- The topics addressed can apply to a variety of themes (Messina Living Learning themes) and can be welcoming to various disciplines.
- Students should be able to read the book independently over the summer (without guidance and instruction).
- The book should have a hook to engage a high school graduate and at the same time, should avoid a redundant experience from high school.
- While no book is off limits, we should be aware of the "agenda" perception/argument: as a committee, we should be ready to defend the selection to a wide audience that includes colleagues, parents, and students.

In addition to the above criteria, we provide committee members with basic information about each book including the number of pages, publication year,

and a price estimate for how much a bulk order would be if we selected the book. We also ask committee members to brainstorm programmatic ideas (beyond bringing the author to campus as a speaker) that we could tie into the living learning program.

3) Incentivize Students to Read Along and Join the Selection Process

In past years, students did not play a role in the book selection process. Currently, we have opened all facets of the selection process to our students. We actively solicit book suggestions and committee members from our student leader groups and members of the first-year class. In particular, we maintain communication with first-year students who entered a common text essay contest during the summer months. These students are often some of the most enthusiastic readers and are most willing to engage in the selection process. During the last two years, students have provided feedback on the 4-5 book finalists. Once the finalists are chosen, we invite students to come to our office to select a “gift” from under our office Christmas tree. The books are wrapped and students blindly select one to read over the winter break. They provide written feedback with an honest appraisal of the book, which includes first impressions and feedback based on the selection criteria. The student perspective was one of the most important factors in the selection of our 2015 common text, *Clybourne Park*.

4) After the book is selected, reorganize your committee in an intentional manner so that you have the right program planners in the room.

After our book is selected in early February, committee members are given the option of continuing on the committee or bowing out. We reorganize the committee to focus more on programmatic connections and the people who will help us find synergies with other campus initiatives. In 2015, we selected *Clybourne Park*, the 2009 Pulitzer-prize winning play by Bruce Norris. We immediately contacted our Fine Arts department to discuss the possibility of performing the play on campus during the fall semester. This connection was a boon to the Fine Arts department (increased ticket sales and attendance) and helped us to bring the play to life. We also sought out partnerships from the History and Political Science Departments and a local public library branch who received extra copies of our text for their own book club. The opportunities are endless and connecting with people who are passionate about the book and topic makes for better and more sustained programming.



Student Cast of *Clybourne Park* with Playwright Bruce Norris

5) Prepare your Faculty, Administrators and Students to Read Your Book

Every year students receive a study guide for the common text that helps to guide their reading. However, faculty, administrators, and student leaders

received very little direction about how to best facilitate conversation about the text with students in and out of the classroom. Once the text is selected, we now ask one to two content experts on campus to create a facilitation guide that we share with all faculty, administrators, and student leaders involved in the learning community. The facilitation guides offers additional resources (including short videos and readings), sample activities to engage students in conversation, and prompts for ongoing reflection. We also schedule 1-2 opportunities for faculty, administrator, and student leader

7) from assessment data of past common text programs. Our fall Messina Living Learning program fall survey now includes several questions pertaining to the common text. Questions are basic (“Did you read the common context?”) and others are more qualitative in nature (“What connections did the common text help you to make with your Messina seminar and theme?”). Asking these questions can help you assess both the common reading program and overall learning outcomes of your living learning programs.

Our last two selection processes have resulted in very different book choices— one a classic and one a more recent play. However, the chosen texts--Toni Morrison’s *The Bluest Eye* and *Clybourne Park*--both address issues of race, justice, and family.

participants to discuss the book over the summer and during pre-fall workshops. This additional preparation is essential to the process, especially when texts cover sensitive topics that campus leaders have little experience discussing with students. In 2015, the book was also used as professional development for the Student Development Division.

6) **Assess your Common Text program along with other Living-Learning Initiatives**

The work of future committees will greatly benefit

The Bluest Eye was selected in advance of the Ferguson unrest and the book offered insight into personal and institutionalized racism. The connections that the community made between current events and *The Bluest Eye* compelled the committee to focus again on the topic of racial justice (in past years, we would have



Common Text Essay Contest Winners

selected a different topic) during the 2015 selection process. As it turns out, *Clybourne Park* was selected two months in advance of unrest in our own city of Baltimore. The play helped us introduce students to redlining and other discriminatory housing policies that have plagued Baltimore and other American cities for decades and very much set the stage for the protests in many of our impoverished and disenfranchised neighborhoods. *Clybourne Park* helped us to sustain dialogue, integrate learning, and connect our students to the gritty realities of the world they live in.

A few minor changes – a more inclusive process, creating a guiding philosophy and seeking our synergistic partnerships – has made our Common Text an invaluable part of our Living-Learning program and an important contributor to our campus culture of learning.

For additional information about the Loyola University Maryland’s Messina and Common Text Programs, visit www.loyola.edu/messina.

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Submission Guidelines

Article proposals may be submitted to Communications Committee Chair MT Teloki at mt.teloki@limcollege.edu. Please submit concept proposals at least two (2) months in advance of the below text deadlines.

Once your proposal has received initial acceptance, documents should be submitted *electronically only* by the due dates below to Synergy Editor (2015-16), Elizabeth Bracey at elizabeth.bracey@limcollege.edu.

October Issue on Academic Advising: Text **due by Monday, September 14, 2015**

December Issue on Career Services: Text **due by Monday, January 11, 2016**

February Issue on Living & Learning Communities: Text **due by Monday, January 11, 2016**

April Issue on Civic Engagement & Service Learning: Text **due by Monday, March 7, 2016**

Format Guidelines

Manuscripts must be clear and concise, with a well-organized presentation of ideas. The *Publication Manual of the American Psychological Association, Sixth Edition* (2009) should be followed for general style guidelines and reference formatting.

- 12 point font, 1 inch margins
- Single space with double space between paragraphs
- No more than 3-4 pages with references (not including images)

Please include the following:

Author Information: Name, Title, Institution, Email address, Phone and additional Author Information (optional, strongly suggested): Head shots of the author(s) with a brief 2-3 sentence personal/professional bio and other campus views/images

Please send photos and/or accompanying imagery for articles as high resolution .jpg files with suggested captions identifying relevant individuals, institutions and/or programs in attached WORD documents (.jpg files, within the text itself is acceptable)

Please note: Authors are responsible for the accuracy of all references, quotations, tables, and figures. Please make every effort to ensure that such items are complete and correct.

Notable Reads

Undocumented Students: How Can Student Services Adapt to Meet Their Needs?

By Heidi Whitford, PhD and Carmen L. McCrink, PhD

Higher education remains an important pathway to growth and development for young adults and is essential to economic success and civic engagement; thus, many scholars have argued that undocumented immigrants should have greater access to higher education opportunity so that they too may receive the benefits of higher education (Teranishi, Suárez-Orozco, & Suárez-Orozco, 2011; Suárez-Orozco, Katsiaficas, Birchall, et al. 2015). The laws and policies pertaining to the higher education opportunities available to undocumented students remain a moving target in many states, however. This leads to a challenging scenario for student services providers who find it difficult to pinpoint the needs of the growing demographic of undocumented students in higher education. This essay will discuss some of those challenges previously explored in the research literature and point toward the need for additional research and professional development.

The children of undocumented immigrants, although born in the U.S., are now have uncertain futures due to the contentious and uneven development of laws and policies affecting undocumented immigrants. Similarly, children who were brought to the U.S. by their parents at young ages are also affected by the laws and policies that relate to access to higher education and financial aid (Flores, 2010a & 2010b). This paper explores the perceptions of higher education student support services administrators as they relate to the undocumented students' experiences.

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Particular attention is paid to administrators' perceptions of how the laws, legislative bills, and policies have affected the higher education pathways of the students with whom they work on a daily basis at their respective institutions. Other emergent questions include: How do student affairs administrators perceive the influence of various laws and policies on the access to higher education opportunity for undocumented students? Second, how do student affairs administrators describe the experience of working with undocumented students as these students navigate pathways to higher education?

Experiences of Undocumented Students

A number of researchers have delved into the personal histories and lives of undocumented students relating to their educational experiences. Such research is important to discuss because understanding students' experiences is an essential component of constructing an overall framework for learning about key aspects of the undocumented student experience. For instance, Enriquez (2011) discussed the personal histories of undocumented students and described the ways they used social capital to achieve their higher education goals. Other research by Gonzalez (2011) explored how being undocumented affects the political and social capital of youth as they transition into adulthood.

Research has also touched upon the particular difficulties of navigating the higher education landscape, such as the work of Hernandez, Hernandez, Gadson, Huftalin, Ortize, White, et al. (2010), which investigated the source of undocumented students' motivation to survive in the face of fear and marginalization. By exploring academic identities, Pérez, Cortés, Ramos, and Coronado (2010) studied the academic

experiences of Latina and Latina undocumented students. Researchers also explored the resiliency of undocumented students as they persisted through higher education pathways despite the many challenges they encountered (Pérez, Espinoza, Ramos, Coronado & Cortes, 2009; Muñoz & Maldonado, 2012). Much can be learned from reflecting on the poignant stories found in this research.

Legal and Financial Implications

Most students must consider the financial implications of their college choice, as it pertains to their eligibility to receive in-state tuition rates and state and federal financial aid. For undocumented students, their unauthorized status often leads to additional barriers to higher education opportunity because, in most cases, students are legally ineligible for such higher education benefits. The DREAM Act, a bill first introduced by the U.S. Senate in 2001, stands for The Development, Relief, and Education for Alien Minors Act and is one of several such bills that have been introduced at the state level (State Impact, n.d.). If passed, this bill would provide a pathway to citizenship for minors who immigrated to the U.S. at young ages and who meet specific eligibility requirements. By being granted citizenship, these residents would be able to receive federal and state financial aid in addition to other higher education benefits.

However, this bill, and others like it at the state and federal level, has had a tumultuous history and its passage into law is far from clear in Florida. Thus, the legal conditions faced by both the children of undocumented immigrants as well as children who immigrated to the U.S. at a young age remains unclear as it relates to their higher education prospects. Seo (2010) addressed the still unresolved issue

of the citizenship status of U.S. born children of undocumented immigrants, who are also excluded from the financial benefits of higher education opportunity that they would be eligible for if they had legal citizenship status. Some states, such as Texas, have already passed versions of the DREAM Act (Flores, 2010a). Additional research has explored the topic of undocumented students in higher education from the perspective of their eligibility for in-state tuition (Flores, 2010b; McClendon, Mokerh, & Flores, 2011; Olivas, 2009; Reich & Barth, 2010). Given the current financial conditions of higher education, being ineligible to receive in-state tuition rates or state and federal financial aid could impose a significant barrier for undocumented students' access to higher education. Fortunately, more states, such as Florida, are moving in the direction of allowing undocumented students to receive in-state tuition rates.

Student Services for Undocumented Students

Much research has pointed to the need for organizational learning and adaptation in order to serve the needs of undocumented students. Kim and Chambers (2015) examined admissions policies for undocumented students, while Gildersleeve and Ranero (2010) discussed how student affairs professionals should adapt to the needs of precollege undocumented students. Furthermore, the legal and policy implications for student affairs professionals were explored in research by Gildersleeve, Rumann, and Mondragón (2010). As Ortiz and Hinojosa (2010) wrote, undocumented students also face unique challenges when they cross paths with student services professionals, specifically career development. Due to their unresolved legal status, undocumented students often have difficulties finding

employment in their chosen field and need additional guidance in order to navigate their future professional pathways (Ortiz & Hinojosa, 2010). Student services and student affairs comprise a subfield of educational research that combines both practice and theory and is linked with professional organizations such as NASPA Student Affairs Administrators in Higher Education, which supports principles of professional standards and ethics (NASPA, 2013).

The literature pertaining to student services practices contributes further guidance for the research study by providing information about professional standards, ethical practices, and stances toward diversity and inclusion. While many higher education institutions as well as student affairs professional organizations adhere to principles of ethics, equality, diversity, and social justice in their mission statements, it is still unclear how the undocumented student fits within these principles. Future research should seek to shed light on the congruence of professional practice, theory, and organizational mission in relation to undocumented students.

What is the Way Forward for Student Affairs Practitioners?

As discussed in recent research by Muñoz (2015), Gonzalez (2015), and Garcia and Tierney (2011), undocumented students comprise a segment of the overall undocumented population that is in great need of additional research. These students are in a particularly vulnerable position due to the many obstacles they face as they navigate the higher education process. As Suárez-Orozco, Yoshikawa, Teranishi, and Suárez-Orozco (2011) found, undocumented students navigate through many challenges as they go through the development process as young adults and

college students. They described this through an ecological framework in which the higher education environment plays a role. Within the higher education milieu, student affairs professionals are in a position to positively influence the development process of young adults by following principles of social justice, equality of opportunity, and advocacy for marginalized and underserved students. Thus, future research should contribute further understanding to student affairs practitioners as they adapt to serve the needs of undocumented students. Building on the research of Gildersleeve and Ranero (2010), it is clear that student affairs professionals must be able to discern practitioner awareness through their perceptions of how their practice incorporates working with undocumented students. As practitioners and student affairs professionals, we must be open and adaptable in order to discover how student services can incorporate not only individual learning but also organizational learning so that the impact is seen at the level of the institution, thus allowing for adaptation to serve the evolving needs of undocumented students, and by extension, assist their respective institutions in applying organizational learning for diversity and inclusion.

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SAPAA Career Services Working Group

It's Never Too Early: Engaging First-Year Students in Career Development

The opportunity to engage with first-year students as soon as they arrive on campus is something that most career centers across the nation are aiming to achieve. However, according to the National Association of Colleges and Employers (NACE), connecting with these students comes with a variety of barriers. These hurdles often include the lack of programming targeted towards first-year students, the limited exposure they have to career services offices, and their misconception that career services are just for upper level students (NACE, 2014). This article will provide examples of how career services professionals can overcome barriers to engagement through purposeful partnerships and a career development course targeting first-year students.

One best practice for engaging first-year students in career development is incorporating career exploration into first-year seminars (NACE, 2013). At the University of Florida, the Warrington College of Business enrolls 85% of its first-year students in Warrington Welcome, a one-credit course that facilitates self-exploration, introduces resources/opportunities, and culminates in a four-year plan. Each section of the course is capped at 25 students and is co-taught by a seasoned staff member and a highly trained peer leader to allow students to develop mentoring relationships that last beyond the course. At the beginning of the course, students discover their greatest talents by completing Gallup's StrengthsQuest assessment. The course takes a Chaos Theory of Careers approach

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Julia Fleming is the Assistant Director for Professional Development and Experience at the University of Florida in Gainesville, FL. In addition to advising students on a variety of career development topics, she also oversees the center's Career Readiness initiatives. Before working in higher education she worked a variety of roles within the Walt Disney Company. She holds a M.Ed in Curriculum and Instruction and a BA degree in Business Management from the University of South Florida.

and recently adopted Katharine Brooks's (2009) *You Majored in What?: Mapping*

Your Path from Chaos to Career as its required text. The book helps debunk myths associated with linear thinking about majors and careers, encouraging students to think more broadly about career options.

Warrington students also complete a Wandering Map to reflect on their past experiences and identify hidden themes that can provide insight into their talents, interests, and future visions. Towards the middle of the course, students complete a community service project that can help clarify values and interests, while developing a variety of soft and hard skills that all contribute to the career development process. Throughout the course, students are prompted to reflect on their experiences and consider implications for their academic, leadership, and career goals. The seminar also provides personal and professional development in the areas of communication, teamwork, ethical decision-making, critical thinking, and diversity. At the end of each semester, approximately 95% of Warrington first-year students say they would recommend the course to a friend. Upon course completion, 92% of students report they are more knowledgeable about and more likely to use the services and opportunities available to them. Furthermore, 90% of students say they are more likely to get involved on campus, and 88% say they know more about their personal strengths and how to communicate those to others.

Meanwhile, the University of Florida's Career Resource Center (CRC) is able to engage first-year students within their career development process through the best practice of purposeful academic partnerships (NACE, 2014). One of the most fruitful partnerships is with the New Student and Family Programs Office housed under the Dean of Students Office. This

office oversees the university-wide first-year seminar course, First Year Florida and new student orientation. The CRC has been able to partner with this office in four different ways to connect with first-year students. First is through two different sessions during the two-day orientation for new students. One session is presented to students to help them understand the services offered by the CRC and to stress the idea that major does not equal career. The other session is presented to family members, helping them understand how they can help their students become active participants in their individual career development processes.

The CRC also partners with this office through a required assignment that all First Year Florida (FYF) classes must include. This assignment requires students to activate their Gator CareerLink account and utilize a CRC provided service that is available in the system. Gator CareerLink is the center's portal for all things career and allows students to explore career paths, find ways to engage with the center, and search for internships/full time job postings targeting UF students. Third, the center engages with first-year students through the New Student and Family Programs Office via customized workshops delivered during the assigned class period. These presentations provide an overview of the CRC and information on why it is important for students to connect to the CRC both early and often. Instructors can schedule a trip for their class to visit the CRC, or a staff member can bring the presentation to their classroom. Finally, the CRC to engage with this office is through a series of workshops classified as Workshop Success Series Workshops. All FYF classes must attend a Workshop Success Series event either individually or as a group. The purpose of attending a workshop is to supplement information discussed in class. The CRC is

able to offer select pre-scheduled workshops delivered in the center as part of this series. This encourages first-year students to attend because the topics are relevant to their FYF class, and pertain to where the students currently reside within their career development process.

A second way the CRC is able to engage with first-year students using purposeful academic partnerships is through the “What is the Good Life?” course. This course is a required humanities course for all first-year students that focuses on the multidisciplinary connection between art, literature, history, religion, and philosophy. With over 3,000 students registered per semester, the course has students reflect on the human condition and the decisions that will shape their futures and the futures of others. The CRC provides an interactive extra credit workshop for this course that is focused on understanding career values. This approach supports the best practice of having students apply what they learn in the classroom to out-of-the-classroom learning (NACE 2014). In order to effectively impact students in this workshop, an interactive experiential learning activity is used to promote awareness of values and demonstrate thoughtful career decision-making via the incorporation of career values. In total, this workshop reached 613 first-year students in four 50-minute presentations over two days. Future goals for this partnership are to increase the number of outreach opportunities associated with this course and to broaden the topics to incorporate social responsibility, a key component of the CRC’s definition of career readiness.

As this article demonstrates, there are a variety of ways career services offices and professionals can overcome the barriers to engagement of first year students (NACE 2014). The authors hope that through the examples presented here, career development professionals can gain insight into the benefits of creating purposeful partnerships and dedicated first-year seminar classes focused on career development, to help engage students early. Early engagement can be the key to establishing a strong foundation within the career development process, which leads to rewarding and fulfilling careers for college students.

References

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National Association of Colleges and Employers (NACE). (2014). Tips for engaging freshmen and sophomores in career services. Retrieved from <http://www.naceweb.org/s05282014/engaging-freshmen-sophomore-career-services.aspx>



2016 Promising Practices Award Recipients

Jemilia S. Davis, University of North Carolina Wilmington

The Promising Practices Award Committee would like to thank the following 12 institutions for submitting 13 impressive nominations for the 2016 Promising Practices Award:

Atlantic Cape Community College (Career Development Project)
Boston College (Cross Current Seminar)
Central College (Integrated Learning Model)
Fort Hays State University (ACCESS to Success)
Gonzaga University (New Student Orientation IGNITE Series)
Loyola Marymount University (Ethnic and Intercultural Identification Project & Guardian Scholars)
North Central College (Teach First)
Rollins College (Rollins Center for Lifelong Learning STARS)
St. John's University (ESCAPE: Mock Crisis)
Syracuse University (Engineering and Computer Science Living-Learning Community)
Texas A&M University (Public Policy Internship Program)
University of Connecticut (Learning Community Program)

Each submission represented diverse programs and services that contribute to collaboration and integration of student and academic affairs in a college or university setting. This year, the committee selected the Career Development Project at Atlantic Cape Community College as the 2016 Promising Practices Award recipient and recognizes the ESCAPE: Mock Crisis program at St. John's University as an honorable mention. Please join us as we recognize these institutions and their administrators at our NASPA 2016 SAPAA business meeting scheduled for Monday, March 14 at 4:00pm in the JW Marriott Indianapolis Room 314.

The annual Promising Practices Award Committee, co-chaired by Jemilia Davis and Leah Howell (University of Cincinnati), included six members for the 2015-2016 award season: Jemilia Davis, Leah Howell, Ebonish Lamar (Syracuse University), Bernard Polnariiev (LaGuardia Community College), Mike Puma (Loyola College in Maryland), and Arnel Bulaoro (University of Notre Dame). If you are interested in serving on this committee for the 2016-2017 award season, please contact incoming co-chairs Leah Howell and Christina Wright-Fields at naspapromisingpractices@gmail.com.



Student Affairs Partnering with Academic Affairs

How can YOU get involved? Here are some ways...

Social & Networking Committee

- Develop a program to recruit new members through the year
- Plan ways to stay in touch with the membership as new members sign up on the listserv
- Maintain KC social networking sites (Facebook, twitter, LinkedIn)
- Support Regional chairs in sharing ideas to recruit new members and keep them informed as new members sign up for the listserv
- At the annual NASPA conference:
 - Plan informal networking events
 - Coordinate Volunteer Schedule for KC fair
 - Work with communications to develop slide presentation and handout for the KC fair
- Post similar academic conferences on our website
- Recognize SAPAA members receiving awards or honors on the website, social media and the listserv
- For more information, contact: Ebonish Lamar (eklamar@syr.edu)

Research & Scholarship Committee

- Identify compelling and relevant topics in the SAPAA community that should be shared with the NASPA membership
- Designate a project coordinator for the Promising Practices Awards
- Develop a committee to select the Promising Practice Awards
- Promote scholarly research about SAPAA topics and about scholarship and evidence-based programs developed by SAPAA members at the annual NASPA conference, and foster ongoing dialogues about member scholarship through NASPA communication opportunities
- Develop and implement processes to solicit and review proposal submissions for research grants and/or other research funding offered by the KC
- Build relationships within and across NASPA Faculty and Practitioner resources to promote partnership scholarship and to support the KC in its mission
- Create and update on-line resources including a SAPAA bibliography
- For more information, contact: Heidi Whitford (hwhitford@barr.edu), John Gipson (gipsonj@purdue.edu)

Technology Committee

- Designate a Website Coordinator
- Coordinate the information and pictures for the SAPAA website
- Communicate with the national office for getting SAPAA info on the home site
- Designate a Listserv Manager to manage the listserv for SAPAA by promoting the listserv to new SAPAA members
- Assisting regional coordinators with Listserv information for the regions
- For more information, contact: Kaleb Briscoe (briscoek@uhv.edu)

Working Group

SAPAA Working Groups exist to provide opportunities to engage in conversations and gather resources that focus on the partnerships between student affairs and academic affairs in niche areas.

- Academic Advising
For more information, contact: Gayla Adams-Wright (gayla@k-state.edu)
- Career Services
For more information, contact: Julia Fleming (juliaf@crc.ufl.edu) or Lisa D' Souza (lisa.dsouza@warrington.ufl.edu)
- Living/Learning Communities
For more information, contact: Michael Puma (mpuma@loyola.edu) or Christina Ujj (cujj@kennesaw.edu)
- Service Learning/Civic Engagement
For more information, contact: Andrew Wiemer (andrewww@miami.edu)

Communication Committee

- Coordinate quarterly newsletter, SYNERGY
- Stay in touch with Regional and Working Group Chairs to gather contact information for potential authors of SYNERGY articles
- At the annual NASPA conference:
 - Develop promotional material for distribution and display at conference
- For more information about Communications, contact: Mohanlall T. Teloki (mteloki@limcollege.edu)



No matter how you desire to become involved or what your interests are, SAPAA has something for you!

Connect with us on Social Media:

Facebook: SAPAA.KC

Twitter: SAPAAKC1

LinkedIn: Student Affairs Partnering with Academic Affairs (SAPAA)

SAPAA Co-Chairs

SAPAA Co-Chairs Leanna Fenneberg fennebel@slu.edu and Marguerite Bonous-Hammarth mbonoush@uci.edu



WHAT IS SAPAA

The Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community provides a forum for interaction among student affairs professionals serving in an academic unit within their institutions and/or those who are interested in the collaboration between student and academic affairs and how this collaboration can continue and thrive in the future. It also promotes the presentation of programs and workshops at regional and national conferences on issues related to the connection between student affairs and academic affairs. In doing so the SAPAA Knowledge Community serves to enhance the professional development of the person working in this area as well as to provide an opportunity for others to become aware of, and more familiar with, these issues. Finally, the SAPAA Knowledge Community encourages research and scholarly publication in the area of collaboration between academic and student affairs as well as promising practices at institutions.

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