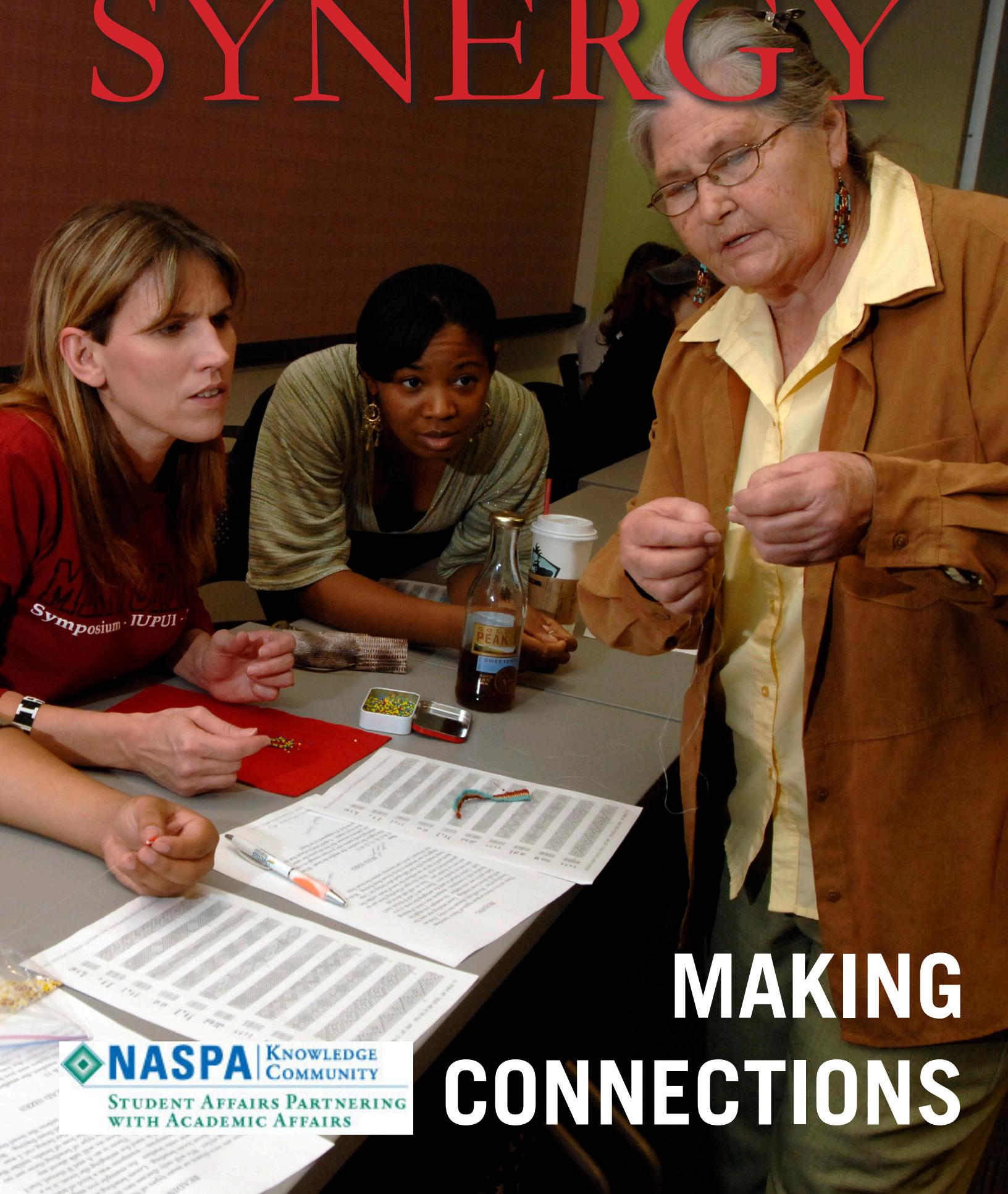


Newsletter of the NASPA SAPAA Knowledge Community

SYNERGY



MAKING
CONNECTIONS

Updates from the Chair

Christopher

Lewis



It has been very busy since our last newsletter. As many of you have heard, our Knowledge Community (KC) has been given approval by the NASPA Board of Directors to change our name to: Student Affairs Partnering with Academic Affairs. While our acronym (SAPAA) will not change, this name change will provide us with some great opportunities for moving forward to explore new areas and open up the KC to even more potential members.

Our KC had some great program proposal submissions for the 2010 NASPA Conference. We put forth four great programs and should know very soon whether we will be seeing them as part of the National conference.

Also, as you all think about the National Conference, we are planning to have our annual business/planning meeting at the NASPA Conference on Tuesday, March 9, 2010 at 6:00 p.m. From 7-8:30 pm we will be having a joint reception with the Administrators of Graduate and Professional Student Services (AGAPSS) and Sustainability KC's. I will share more details regarding this at a later point, but put it on your calendar now to reserve the date.

A few other pieces of information that I wanted to share:

- SAPAA has been asked to be a sponsor of the Assessment and Retention conference next July and we have accepted the challenge!
- We are updating and consolidating a few of our committees to assist with the overall flow and involvement of SAPAA membership. I hope that the final organizational structure will emerge quite soon.
- Our research and scholarship committee has been actively pursuing hot topics and promising practices to share with the membership. We also have revamped the rubric that we are using to select the promising practices award winners which will make the program even stronger and more meaningful.

Thank you as always for your continued interest and involvement in SAPAA. Please let me know if you would like to get further involved in the exciting things that are happening within our KC!



The Graduate Teaching Intern Experience

Sherry Early, Assistant Director – Office of Civic Engagement & Diversity, University of Nevada Las Vegas
Jacob Murdock, Program Coordinator – Office of Civic Engagement & Diversity, University of Nevada Las Vegas
Kim Nehls, Executive Director – Association for the Study of Higher Education

The Leadership & Civic Engagement minor at the University of Nevada, Las Vegas was created in 2007 out of a need to provide more intentional leadership, civic engagement and diversity education to the students of UNLV. Originally fashioned as a “leadership experience” class, what now exists is the Leadership & Civic Engagement (LCE) minor that provides undergraduate students and community members with courses geared towards such topics as conflict resolution, global leadership, social justice advocacy, and facilitation skill development. The minor was created through a partnership between the Division of Student Affairs and the College of Education.

“Being able to teach in the LCE minor has solidified my desire to teach students. There is no greater feeling than hearing a student say, ‘Wow, I didn’t get that when I read it, but you made it make sense to me. I totally get it now’. Each class is full of rewarding moments like that one.”
– Racquel Smith, Graduate Teaching Intern 2009-2010

While the minor is housed in the College of Education, the instruction of all of the courses up to this point has been provided by Student Affairs Staff and Graduate Interns for the Higher Education Leadership Master's program. The LCE minor contributes to UNLV's mission and maintains a positive impact on student learning, transition and retention in through its research-supported curriculum design. Its educational collaboration and partnerships reach far and wide between academic departments, colleges and student affairs offices. UNLV is the sole institution in the state of Nevada providing leadership courses, let alone a minor.

While the Leadership & Civic Engagement Minor provides great learning opportunities for undergraduate students, opportunities for graduate students to teach in the classroom are also abundant. The graduate teaching internship within the Leadership & Civic Engagement minor is an example of another partnership between the Office of Civic Engagement and Diversity and the College of Education. This competitive internship is an 8-10 hour per week unpaid position which affords interns instructional experience from preparation to assessment. At present, this is the sole internship on campus providing graduate students entrance to a holistic curricular aspect of academic affairs.

The student affairs and academic affairs collaboration is mutually beneficial, as interns embody a seamless approach to institutions of higher education. The position is very flexible and allows the interns the opportunity to exercise creativity with respect to the position. Responsibilities often change and transform with a number of recurring projects. Interns participate in a variety of detailed projects pertaining to undergraduate curriculum design for courses being offered during the semester. Recurring intern responsibilities include attending and engaging in weekly

LCE faculty meetings, working directly with their internship supervisor/co-instructor on syllabi updates, creating experiential activities, and all classroom-related activities including, but not limited to curriculum design, WebCT upkeep, grading of assignments, and classroom instruction.

Additionally, by integrating Graduate Interns into the Leadership & Civic Engagement Minor, the College of Education is able to offer additional courses without having to worry about paying instructors, all the while further developing their graduate students. Colleges and universities are under extreme pressure today to do more with less. Budgets are shrinking, while enrollments and tuitions are on the rise. According to a recent article in Inside Higher Ed, "The largest percentage increases are coming at public institutions that face significant cuts in state appropriations" (<http://www.insidehighered.com/news/2009/10/21/tuition>). UNLV's budget shrank 15 percent in 2008-2010 due to these state appropriations cuts.

Despite extreme budget cuts, the Leadership and Civic Engagement Minor at UNLV has prospered during the past two years. The intern program is one of the main reasons for its success. All interns are students in the Department of Educational Leadership at UNLV, a department that requires an on-campus internship at the masters and doctoral levels. Students apply to intern as an instructor for the LCE classes, and if selected, they earn internship credit as part of their graduation requirements. The interns are unpaid – saving a significant number of funds that would be used for part-time instructor for the minor – and they are earning class credits and teaching experience at the same time. Everyone benefits from this arrangement.

Student Affairs has a solid intern recruitment program in place: Interns are solicited

through the College of Education Llistserve for master's and doctoral students, notices and applications are available on the minor website, they have been e-mailed to the entire Student Affairs division, and they appear in the Student Affairs quarterly electronic newsletter. An e-mail is distributed in the fall semester for the following year's cohort. The duration of the internship is a yearlong commitment, and the student is eligible for up to six credits. If an intern is seeking three credits, it is still an expectation to participate in the entire year's faculty cohort. The actual teaching commitment is for one full semester.

All interns are required to keep a log of lesson plans for each class and create a weekly reflective journal about the internship experience. In addition, interns are required to complete a six-page paper and have a comprehensive one-on-one meeting with the internship coordinator in the Higher Education Leadership department. Internship supervisors are also required to complete an evaluation outlining the interns' performance. Lastly, interns must present the content of their reflective paper to the faculty teaching the leadership and civic engagement minor. One intern noted in her reflection paper that this internship helped her further develop her self-confidence:

In addition to gaining useful teaching experience through this internship – I also gained self-confidence. This growth in self-confidence was

experienced through my increased comfort with presenting in front of the class, and at core faculty meetings, along with confidences in my ability to think-in-the-spot to answer questions that were

DO YOU WANT TO STAND OUT WHEN YOU GRADUATE?
YES

DOES YOUR PROFESSION NEED STRONG LEADERS?
YES

IS UNLV INTRODUCING A NEW MINOR THAT CAN HELP?
YES

INTRODUCING...

THE LEADERSHIP AND CIVIC ENGAGEMENT MINOR

FALL CLASSES:

INTRODUCTION TO LEADERSHIP SECTION 1, MON/WED SECTION 2, TUES/THURS	5:30-6:45 PM 1-2:15 PM	(EDU 230) CALL NUMBER 42132 CALL NUMBER 42133
---	---------------------------	---

GLOBAL LEADERSHIP EDUC 381 THURSDAYS	5:30-8:20 PM	(EDUC 381) CALL NUMBER 46996
---	--------------	---------------------------------

INTERNSHIP/INDEPENDENT STUDY EDUC 388 ONLINE COURSE	N/A	(EDUC 388) CALL NUMBER 4230
--	-----	--------------------------------

OVERVIEW OF THE MINOR:
- HOUSED IN THE COLLEGE OF EDUCATION
- ALL COURSES ARE 3 CREDITS
- 24 CREDITS NEEDED FOR THE MINOR OPTIONS FOR ELECTIVES

THE MINOR IN LEADERSHIP AND CIVIC ENGAGEMENT IS AVAILABLE TO ANY UNDERGRADUATE STUDENT AT THE UNIVERSITY WHO IS INTERESTED IN DEVELOPING THEIR SKILLS AS A LEADER IN THEIR FIELD OR AS A STUDENT LEADER WITHIN THE UNIVERSITY COMMUNITY. THESE COURSES PROVIDE ADDITIONAL EDUCATIONAL OPPORTUNITIES WHICH SUPPLEMENT DEGREE PROGRAMS TO SUPPORT THE GROWTH OF CIVICALLY ENGAGED LEADERS NEEDED IN THE GLOBAL COMMUNITY.

IF YOU HAVE ANY QUESTIONS ABOUT THE COURSE OR EXPERIENCE DIFFICULTIES WHEN REGISTERING FOR THE CLASS PLEASE CONTACT SHERRY EARLY, ASSISTANT DIRECTOR FOR LEADERSHIP & SERVICE AT 702-895-4994 OR VIA EMAIL AT SHERRY.EARLY@UNLV.EDU.

Add a MINOR with MAJOR impact!

posed by the class. While I have had numerous public speaking experiences, the classroom feel is somehow different and much scarier. Through the course of the

semester I slowly began to feel more comfortable and confident well teaching the material to the class. I usually like to make sure I have all the questions prepared ahead of time and make the audience follow the path of my questions. Thanks to this internship experience I am now more willing to let the conversation flow and I am able to find questions or areas to dig deeper from the responses and comments that the students make to my original questions or a response to another student's comment. This confidence and ability to think on the spot has been extremely helpful to me on the days that some of the more talkative students are absent or when the students are just quiet. I am able to think of more areas to take the day's topic that might get them to start discussion more. (Ali Albrecht, Graduate Teaching Intern 2008-2009)

Graduate interns have been a valuable asset and a big part of the success of the minor. There is no other venue in the Higher Education Leadership Master's Program which affords students the opportunity to gain teaching experience. Additionally, the option to gain credit through a non-paid internship is in perfect fiscal alignment with our office and budget line item for the minor. The internship experience includes collaborating with a full time staff member

while developing lesson plans, creating and grading assignments/quizzes, intentionally incorporating a variety of teaching methods, reading reflective journal entries, soliciting guest lecturers, and the maintenance of the blackboard system, WebCampus. One intern describes his experience working with his co-instructor this way:

Being able to teach in the minor has definitely been a re-affirming experience for me. I thoroughly enjoy being able to engage with students on a regular, in-depth, and intentional manner. Particularly because the course that I instruct is so closely related to issues of cross-cultural experiences and sociology, I often find teaching to be the most invigorating part of my week. I am not sure if it is because of the course content, or if it is because of teaching in general, but teaching in the minor has definitely reinforced my view that teaching/learning are inextricably intertwined, and it is incredibly difficult to do the one without necessarily taking part in the other. Additionally, on a day-to-day basis I have limited interactions with [my co-instructor] Kevin, so I really appreciate the opportunity to get to know him better through teaching with him. (Alfonso Ayala, Graduate Teaching Intern 2009-2010)

At the mid-semester point all instructors,

including interns will receive feedback from the students enrolled in their course. This provides a wonderful opportunity for everyone to learn and grow for the remainder of the semester and provides a venue for improvement and to celebrate successes and aides interns as they write their comprehensive internship paper.

Graduate students who have successfully completed the teaching internship have a broader knowledge base of the possibilities to collaborate across academic and student affairs.

"Interning in the minor has helped me develop a passion for impacting the holistic student. I was able to help the students I advise apply what they are learning in class to their involvement at UNLV."

(Danielle Howard, Graduate Teaching Intern 2009-2010)

In essence, the rationale behind seeking this collaborative partnership is to provide aspiring student affairs professionals' opportunities to develop a well-rounded perspective on multiple avenues within higher education.

The experience of teaching in the classroom is one that many Master's level students are never afforded. This experience can be a great aid in developing our graduate students, exposing them to different areas of higher education, and giving them hands on experience where they can put theory to practice. A classroom internship, or a similar internship made possible by collaboration and connection between Student Affairs and Academic Affairs can make a significant difference in the development of Graduate Students and provide a much needed service to our universities and for our students.

Mark Your Calendar: SAPAA Announces a Change to the Promising Practices Award Submission Deadline

Each year the SAPAA KC honors one or more academic institutions with its prestigious Promising Practices Award. This award recognizes excellent programs and services that contribute to student success through the collaboration or integration of student and academic affairs in a college or university setting. We are pleased to announce that beginning with the current school year, we are able to move the nomination and award period earlier, so that recipient programs can be highlighted in the Awards booklet at the NASPA Annual Conference in March. The new nomination period is set for November 15-December 15, 2009. Detailed information will be sent to KC members shortly. Please consider nominating a program from your school! Further information is on our website at <http://www.naspa.org/kc/sapaa/promisingpractices.cfm>.

NEWSLETTER THEMES

- FEBRUARY: Global / Sustainable Connections and NASPA conference issue
- APRIL: Crisis Intervention Teams
- JUNE: Freshman/First Year Student Advising

SUBMISSION DUE DATES

February: January 22nd

April: March 26th

June: May 21st

A DAY IN THE LIFE:

How students benefit from faculty-staff connections in living-learning programs



Baylor University Hall Staff including: the faculty-in-residence family, the graduate resident chaplain, the residence hall director, and all of the student leaders who work in the building.

By Karen Hill

It is 8:39am and the alarm clock in room 319 is buzzing loudly, waking Carson from his sixth hour of sleep. After a quick shower, he throws on a pair of jeans and a wrinkled t-shirt and heads out the door.

At 9:15, Carson meets up with two hallmates and his RA to eat breakfast in the dining hall. The discussion centers on the “seven mountains of influence” (www.reclaim7mountains.com), a concept that was introduced in Carson’s Entrepreneurship and Creative Leadership (ECL) class, the course that is connected to his

living-learning program in the residence hall. Carson reflects on the Arts & Entertainment “mountain of influence” and all of the ideas he has to impact the world through the media.

9:45 comes quickly and Carson hops on his bike to ride across campus for a day of classes. He attends Advanced Calculus, Intro to Sociology, Beginning Tennis, and World Religions, breaking briefly to eat lunch with his resident chaplain, a graduate student who lives in-residence to promote spiritual development among the students.

When he returns to his residence hall, Carson naps for 45 minutes before meeting with his group to put the finishing touches on their “seven mountains of influence” presentation for his late afternoon meeting with his ECL class. The presentation goes off without a hitch, and Carson and the rest of his classmates head out to dinner with the group of professors who team-teach this living-learning class. This type of out-of-classroom interaction with faculty members is typical for Carson and the rest of the students who live in this community. At the impromptu dinner, the discussion vacillates between the recent economic crisis and the probability of a victory at this Saturday’s football game.

After dinner, Carson meets up with some hallmates to play guitar hero in the hall basement before heading upstairs to the faculty-in-residence apartment for “Faculty-in-Residence Cafe” for a time of conversation and caffeination with living-learning program faculty members, residence hall staff, and fellow students. His stomach full of caffeine and cookies, he settles in the 2nd floor conference room to work on his Spanish homework with his roommate.

Pascarella and Terenzini (2005) document the importance of faculty-student interaction in the undergraduate experience. Positive outcomes linked to faculty-student interaction include learning and cognitive growth, academic and social self-concepts, and intellectual orientation. According to Whitt and Nuss (1994), “systematic connections between residence halls and the curriculum require faculty who are willing to spend time with students in living-learning programs” (pp. 151). Faculty members who want to connect with students are an essential element of successful living-learning programs. In addition to faculty members who desire to engage with students outside of the classroom environment, student affairs professionals

must make an effort to develop partnerships with these faculty members. The type of seamless learning environment described in the preceding paragraphs didn’t happen by accident. It is the result of intentional connections between faculty and staff members.

For more information about this program, go to: <http://www.baylor.edu/elg/>

References

Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third decade of research. San Francisco: Jossey-Bass Publishers.

Whitt, E., & Nuss, E. (1994). Connecting residence halls to the curriculum. In Schroeder, Mable, and Associates (Ed.), Realizing the educational potential of residence halls. (pp. 133-164). San Francisco: Jossey-Bass Publishers.

About the author: Karen Hall is currently serving as the Coordinator for New Student Programs at Baylor University, where she works specifically with summer matriculation programs and transfer student initiatives. Prior to her role in New Student Programs, Karen served as the Residence Hall Director for Baylor's Kokernot Learning Community, an interdisciplinary living-learning program designed for first year students. Karen holds a Bachelor's Degree in Health Education from Baylor University and a Master's Degree in College Student Affairs from Azusa Pacific University.



Q&A

with Dean Beatrice Zamora-Aguilar

on Preparing Student Affairs Professionals for Community College Student Counseling and Advising

by Marguerite Bonous-Hammarth, Ph.D., University of California, Irvine, and member of the NASPA Knowledge Community in Student Affairs Professionals Working with and in Academic Affairs (SAPAA).

This issue's focus on graduate and professional training presented the perfect opportunity to connect with Beatrice Zamora-Aguilar, Dean of the School of Counseling and Personal Development at Southwestern College in Chula Vista, California, for advice on the expertise demanded of Student Affairs professionals entering our nation's community colleges.

In her current role, Dean Zamora-Aguilar oversees professionals and faculty for Regional Occupational Programs and services that include General Counseling, Career Center, Disabled Student Services, Matriculation, Advisement Assessment, Student Employment Services, the Transfer Center and the Women's Resource Center for Southwestern's undergraduate population.

There are approximately 190,000 counselors in US educational institutions, according to current Bureau of Labor Statistics, with a 10 percent growth in jobs in the field expected by

2016.

M.B-H: What are the requisite and desired skills for Student Affairs professionals in the community colleges and what are skills most often demonstrated by candidates in your recruitment pools?

Dean Zamora-Aguilar: I think the field has become highly specialized because it's very competitive to obtain a full-time, permanent position – whether it is a classified, permanent contract position or a full-time, tenure-track position in the California community colleges. We have here a whole team of certificated counselors and they are primarily tenure-track faculty. That's a little different than in the University system, where counselors are generally considered staff and not faculty.

When we do recruit, we see candidates with lots of educational preparation. The minimum requirement for a faculty position is a master's

degree in specific disciplines and Title V of the state education code sets the standards for each discipline in the types of Master's degrees accepted. We're finding for any counseling position that candidates present master's degrees along with some licensures (Marriage Family Therapy, etc.,) even though the licensures are not required, some terminal degrees, as well as years of adjunct experience.

We've hired individuals who have completed six to nine years of adjunct employment before landing full-time, permanent positions here. And of course, many candidates are coming with bilingual skills, which are very useful on the job. We have the fortunate experience when we hire to have a strong pool of applicants.

M. B-H: How large is your staff?

Dean Zamora-Aguilar: The statewide academic senate sets recommendations for counseling services, and the ideal would be 350 students to one counselor. We don't have that. We have approximately 24 full-time counselors, but they assume many different roles. Some of the counselors work with specific student populations like students receiving Extended Opportunity Programs and Services, or Disabled Student Services.

In the general area we have 15 full-time counselors, and even there we have some specialties because counselors may be assigned to the Transfer Center or to provide career follow-up for students or to teach personal development courses. There are a lot of different strands running through counselor roles. We have a population in any given semester of 21,000 or more students and we have about 15 full-time counselors to serve these students. Unfortunately, we do not have the workforce to reach everyone.

M. B-H: I know that you and the faculty

providing student services juggle demanding roles. What are the trends and student issues that you've observed, and what do you believe a new professional in the field needs to understand in order to provide effective student services?

Dear Zamora-Aguilar: Well, if you're going to develop your career in the California community colleges, or I guess in any community college in any state, **one of the beautiful things about community colleges that professionals must understand is that these institutions serve all student populations.** This is why I chose to work in the community college system.

However, with this realization comes a challenge. We serve students who may not have completed formal education, who are 18 years of age and older, and who are able to take our abilities tests. These individuals study alongside students who completed advanced placement in their high schools, or had every intention to transition directly from high school to universities, but found the doors to many public universities closed because of the economic crisis.

Right now we have a huge veteran population coming to us through a "Troops to College" initiative, and we are focused on creating a trauma-free environment for them. I think that new Student Affairs professionals coming into community colleges have to be open to lifelong learning and trying new things, because there are always new segments of the population to learn about and who will need to be included in the system, and counselors will need to identify how best to serve these students.

Student Service professionals also have to be flexible in dealing with challenges on a daily basis. For example, a few years ago, we saw more and more students coming to us with mental health needs, ultimately

leading our college president and the board to hire a school psychologist. I think because Southwestern is such an open environment that when community resources started to shrink, students turned to us.

Counselors also see students who have physical and learning disabilities and are challenged to function in the college environment. We always want to support students and their desires to accomplish great things, so there is a delicate balance to maintain in helping students to redirect their desires to accomplish attainable goals as well.

M. B-H: What can graduate training programs do to assist new Student Affairs professionals in their preparation for the diverse roles they will encounter in the workplace?

Dean Zamora-Aguilar: I know that the training programs in this region have good internships - in particular the San Diego-Imperial Valley internship programs and others where students are under individual mentorship for one full year, participating in job shadowing,

counseling and teaching. When students apply for jobs, they have experience as well as familiarity with the environment.

M. B-H: You mentioned earlier about some immediate impacts of our current economy on services and school options for students. Are there other ways in which the current economic crisis has impacted student service professionals in the community colleges?

Last night there was an impassioned board meeting because we had to cut our instruction for spring semester by 25 percent. With that reality, I believe that our counselors will need to help students develop some patience, perseverance and options because students will not be able to receive services at the same levels that they received previously. As it is, there aren't sufficient personnel resources to meet student demands, and now we have more students who want services, leaving more students to wait in limbo. We are all taking on more to try to serve the students as best we can.



M. B-H.: How can novice as well as veteran student affairs professionals best familiarize themselves with the resources and tools of the trade to improve their service to students and to make themselves more marketable?

I think it is probably a good idea for counselors to visit some of the community colleges and to look at the tools used on various campuses. For example, at Southwestern, it would be easy for someone to come in and ask if they could use the resources of the career or transfer center, using some of the tools such as ASSIST.org to understand what courses articulate or using website tools such as CSU Mentor and UC Pathways to become familiar with admissions and other information.

I would recommend completing some job sharing to understand the job scope and how technology is used in the role. When I first counseled, I didn't have a computer in my office and the connections were person-to-person, but our counselors probably spend most of their days with technology for their work with students – accessing information through Degree Audit software, developing electronic Student Education Plans, or using Blackboard communications, particularly when counselors teach courses. We have a web program called Web Advisor that students use to register for classes, and students also view college catalogues and class schedules online. Of course in career assessment, we use various inventories: Eureka, Choices and MBTI. If counselors can complete job shadowing, they will have better ideas about what tools are necessary and used at different colleges and this will certainly make them more marketable.

I think the professionals who take initiative, and who look for new opportunities to develop skills that are contemporary will enhance their organizations. **In light of the current economy, we are all being asked to examine what we do**

and why we do it, and this is something that counselors do all the time. It may be a struggle to continually justify the need for counseling services because to many, these are "soft" skills.

We do have a great impact because without this work students wouldn't come here, they wouldn't stay here or be able to deal with their challenges as well. There needs to be a constant dialogue to bring student services and instruction together and to collaborate to provide opportunities that develop the whole student. Even in challenging budget times, I think that if I remain student-focused that I can never go wrong.

Southwestern College was a recipient of the 2008 NASPA Promising Practices award for Student Affairs and Academic Affairs collaboration. The award is sponsored by the SAPAA Knowledge and the call for nominations is November 15 through December 15. NASPA members who are interested in submitting nominations for Promising Practices should contact Laurie Hulcher (lhulcher@umuc.edu) or see the webpage for submission information (<http://www.naspa.org/kc/sapaa/promisingpractices.cfm>).



For more information about this newsletter contact:

Lorrie Brown - Communications Chair Person
for NASPA SAPAA Knowledge Community
(lorrbrow@iupui.edu)

Design by:
Nathan Mugg - Multimedia Production
Specialist at IUPUI (jmugg@iupui.edu)