



2018 Summer Newsletter

Welcome from the Editors

Hello and welcome to the 2018 Summer edition of the NASPA Parent and Family Relations Knowledge Community Newsletter! Our Knowledge Community strives to make current research and best practices in the functional areas of parent and family relations available to you, our members. This newsletter is meant to be a short source of information for you to learn, grow, and develop! Please send your ideas and articles for future newsletters to us so we can continue to use our Knowledge Community as a way to share resources and connect with others. We hope you enjoy this edition of the NASPA Parent and Family Relations Knowledge Community Newsletter!

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In This Issue

Page 1 - Welcome from the Editors
Page 2-3 - New Leadership Introductions
Page 4 - Contributing Article
Page 5 - Reading Corner
Page 5 - Call for Programs
Page 6 - Program Spotlight
Page 7 - Program Spotlight



PFRKC Leadership Introductions

Kayla Albano, Newsletter Co-Editor



Kayla is a Southern California native, holding a B.A. in Political Science from California State University, Fullerton, and an M.A. in Student Affairs Administration from Michigan State University. She currently serves as the associate director for UCLA's Office of Parent and Family Programs where she oversees the office's digital communications. Before joining the Parent and Family Programs team at UCLA Kayla was a resident director at Loyola Marymount University, where she worked peripherally with the parent and family population.

As a student affairs educator, Kayla strives to empower students with the knowledge and tools necessary to realize their full potential and believes partnerships with students' families are imperative to this growth. As such, Kayla actively pursued opportunities to engage with families directly as a new professional, previously working as a parent program intern at Johnson and Wales University and researching opportunities to develop parent and family programs at Michigan State University.

Ashley Templeton, Newsletter Co-Editor

Hello! My name is Ashley Templeton and I am the Graduate Assistant for New Student & Family Programs at Fort Hays State University where I will be a second-year this coming fall. I am from Wilson, KS, where I have lived my entire life and then moved 45 long minutes to Hays, KS where I have been at FHSU since I was a freshman majoring in Organizational Leadership. I absolutely love working with parents and families and am so happy to be able to serve in this capacity, helping more parents and families across the country through the newsletter! Some of my favorite things include my family, my cat Mae, photography, reading (for fun, of course!), and sleeping... because what grad student doesn't need more sleep? Feel free to reach out to me if you would like to connect, I love meeting new people!



Adrienne Kravitz, Region II Representative



I am a double alumna of Hofstra University, receiving a Bachelor of Arts in Psychology and Early/Childhood Elementary Education and my Master of Science in Special Education. I began my work in higher education through my graduate assistantship in the Office of Off-Campus Living and Commuting Student Services. I now serve as the Assistant Director of Parent and Family Programs at Hofstra University.

As Assistant Director for Parent and Family Programs, I aim to be a resource for all Hofstra parents and families. I engage families through various events and communication throughout the year. I strive to work together with parents and families to best support our students to succeed and to celebrate in their achievements.

I am honored to serve as the new Parent and Family Relations Knowledge Community Region II Representative. I look forward to working with you to enable all of us to become more knowledgeable about best practices in family relations at your institution.

PFRKC Leadership Introductions

**Kimberly Alvarez,
Region VI Representative**



Hello everyone! My name is Kimberly Alvarez, I am honored to have been selected to represent and serve as NASPA's Region VI Representative for the Parent and Family Relations Knowledge Community (PFRKC). As a first generation college student I attribute my resilience to continue my educational trajectory to my parents, family, and extended loved ones. I acknowledge the need for parent and family programming within higher education institutions in order to support the multifaceted needs of our students. As I attended California State Polytechnic University Pomona as an undergraduate, there were many family inclusive events on campus that helped engage my loved one's with my academic community. My Gender, Ethnic, Multicultural Studies (GEMS) major professors, including my mentor Dr. Aguilar-Hernandez, played a major role in expanding my social justice knowledge to include parents and family in my work. Now as a graduate student of Postsecondary Administration and Student Affairs, attending the University of Southern California I have had the privilege to work within multiple departments assisting students, parents, and families acclimate to a large university. Soon after earning my Masters degree from USC, I will pursue my doctoral degree to continue my influence as a student affairs professional.

I am grateful to be a part of such a prestigious association and look forward to continue serving in varied capacities as time progresses. Please feel free to connect with me, I would love to hear about the efforts being made across campuses to support college students, parents, and families.

Karina M. Viaud earned a Psychology degree from Bridgewater State University in Bridgewater, Massachusetts, a master's degree in College Counseling and Student Services from the University of San Diego, and a doctorate in Educational Leadership from the joint program at the University of California San Diego and California State University San Marcos. Her dissertation investigated the educational experience of first-generation doctoral students of color. Because of the narrative approach toward the study, Karina believes in the power of voices and stories to bring deep insight of lived experiences of marginalized and underrepresented persons in dominant cultures and systems. She also believes that educators contribute to the shaping of students' experiences through everyday behaviors.

She's presented her research at national and regional conferences of American Educational Research Association (AERA) and National Association for Student Personnel Administrators (NASPA). She has 15 years of experience working in Student Affairs, Development and Enrollment Management serving culturally different students and parents. Karina continues to investigate education with a social justice lens. Accepted proposals include Ready or Not, They Exist! Same Sex Parents and Their Student; and Emotionally Overloaded! Understanding Undocumented Students, both presented at the 2015 NASPA Western Regional Conference. Additionally, she's presented at the International Congress for School Effectiveness and Improvement (ICSEI) in Ottawa Canada and Singapore focusing on access, inclusion and student success for doctoral students of color. She also recently co-authored Weekend Warriors Unite: Six Women's Personal and Professional Growth in Social Justice Leadership with the NASPA Journal of Women in Higher Education. Currently, she serves as Senior Officer for Parent and Family Programs at UC San Diego and, in various forms, supports parents of undergraduate students.



**Karina M. Viaud,
Awards Chair**

Intentionally Supporting Our Non-Native Speaking Parents | Contributing Article

One of the main reasons that I decided to pursue a career in higher education was because of my experience navigating the world of higher education, not only as a first-generation student, but also as an immigrant. This created a combination of difficulties, not only for myself, but also for my entire family as they were trying to support and guide me. I experienced the challenges that typically come along with being a first-generation college student as well as having to navigate the system alone because family could not understand the process nor could they fully comprehend the language.

Many times during the application process and orientation process I thought about going by myself and not taking my parents with me. This thought came from a variety of reasons - they would be forced to sit through endless presentations and workshops that they would not understand or I would have to spend the entire time translating what is being said to them, meaning that I would not have the opportunity to fully grasp what was being presented. Having been able to successfully work through these obstacles and seeing so many of my fellow Hispanic classmates not make it through to graduation became my driving force and passion.



This is one of the main reasons that drove me to become involved with our Hispanic College Institute. The Institute brings in high school juniors and seniors for a four-day program, providing them with the opportunity to understand the college application process and giving them a brief experience into what the life of a college student is. Throughout the week they are immersed with speakers; student LEADS and panelists that share similar backgrounds with them and provide them with examples of what their lives could be if they pursue a higher education. The most impactful moment of the program came during our closing ceremony brunch where parents and families of the students are invited to come to celebrate their

students. This would have been one of those events where I would have hesitated to bring my parents because I would have assumed it would be yet another terrible experience for them. I had the opportunity to welcome the families as they were arriving and watching their expressions change completely when speaking with them in Spanish made it all worthwhile. They were coming in with the expectation of having language barriers but instead were met by staff that can communicate with them allowing them to become an active participant in the celebration.

Being intentional in the way we balance the needs of our student's parents and families is instrumental when it comes not only to recruiting those students, but also in retaining those students. We must not only embrace the student but we must embrace their families, acknowledge their struggles and obstacles, and do our best to alleviate those obstacles that are within our control. By being intentional in our hiring practices and being proactive in the structure of our programs, we can make the process easier for diverse student populations.



Diego H. Esparza, Graduate Assistant for Enrollment Management | Fort Hays State University

Reading Corner

CampusESP sponsored an analysis of student persistence at Abilene Christian University. The research was summarized by **Kayla Reed-Fitzke**, a PhD in couples and family therapy from the University of Iowa, who has also authored other related studies such as Helicopter Parenting and Emerging Adult Self-Efficacy: Implications for Mental and Physical Health (2016) and Nick Peterson, Director of Analytics at Abilene Christian University. Student Persistence Increases with Parent Engagement features findings based on 993 students enrolled in the study at Abilene Christian University (ACU) in the Fall of 2016.

Results showed that 82.5% of the 396 connected students persisted to the second year of college. In comparison only 72.4% of the 597 students who were not connected to parents persisted.



To read more and for a free download of the study, click [here](#).



Have a great program proposal for the 2019 NASPA Annual Conference? Want to be sponsored by the Parent and Family Relations Knowledge Community?

The 2019 Call for Programs is open! Submit your proposal by September 4 to be considered. Submit your proposals [here](#).

Program Spotlight

Loyola University Maryland

Messina Family Weekend Teach In: An opportunity for families to experience Loyola University Maryland's living-learning program for students

Every year, Loyola University Maryland hosts Family Weekend, an annual event held at the end of September/early October for current students and their families. The weekend is composed of a number of events including a student leadership awards ceremony, student research presentations, athletic events, communal meals, and other opportunities led by faculty and staff to welcome families to campus for the weekend.



Five years ago, Loyola implemented a new living-learning program for first-year students called Messina. As part of Messina, more than 200 faculty members, administrators, and student leaders partner to provide every first-year student an experience participating in two interdisciplinary, linked seminar courses (one in the fall and one in the spring semester) connected to one of four themes: Self and Other, Stories We Tell, The Good Life and The Visionary. Within their two courses, students experience how faculty from diverse disciplines approach similar topics but in the process pose different questions, assert differing viewpoints, and attack problems in a variety of ways.

During its program rollout in 2013, Messina wanted to provide an opportunity for families to experience what it is like for their students participating in a Messina seminar. This idea then became the Messina Family Weekend Teach-In. Families attending this event have the opportunity to participate in two, 45-minute sessions that demonstrate how Loyola connects learning in and out of the classroom led by Messina faculty and administrators. In addition to this content, Messina also sponsors a free ice cream social in between the two sessions featuring products from a local Baltimore ice cream company.

To implement this annual event, Messina reaches out to faculty and mentors in late July/early August with a call for session facilitators. Volunteers are asked to lead 1-2 sessions that do one or more of the following: directly address the content of their Messina seminar course, provide an enrichment activity connected to the Messina theme, demonstrate the ways in which faculty link the two courses in their Messina pairing, or a session that addresses the first year Common Text. This past year, sessions ranged from two professors connecting their Messina theme to their respective academic disciplines, a theology professor covering content from her course about faith traditions and ritual celebrations, and two administrators facilitating a session on Baltimore's diverse neighborhoods and history. In previous years, content has also included topics connected to our Jesuit mission and Loyola's partnership with our surrounding community. These faculty and staff members try to find ways to engage families and students during their presentation.



While marketed to first-year students and their families, this past year attendees also included families who attended this session during a previous year and had an interest in experiencing this event for a second time. Since topics and presenters change each year, this is a program that offers new content in a common format. For more information about Loyola's Family Weekend and the Messina Teach In, please visit [here](#). If you would like to speak more to someone about the Messina Teach In, please email messina@loyola.edu with your questions.

Program Spotlight

The University of Alabama

Added Value Programming

As a result of a reorganization within the Division of Student Life at The University of Alabama, FYE & Parent Programs split into two offices: FYE & Retention Initiatives and Parent & Family Programs. With this split came a division of staff and resources. With a much smaller staff and a new directive to broaden offerings for UA parents and family members, we focused on maintaining the signature offerings already in place (Parent & Family Orientation, Family Weekend, Parent Advisory Council, and monthly newsletter) and expanded “programming” through what we call “Added Value Programming”.

We know that parents & families visit campus every day for a variety of reasons but we do not have the people power or fiscal resources to host a reception every day nor host a Family Weekend every weekend. In order to be more efficient with both human and financial resources, we identified a few reasons/dates when a large number of parents & families may be on campus and then brainstormed ways to “add value” to their visit in a low cost/low labor way. For the 2017-2018 academic year, here are a few examples of our “Added Value Programming”.

- Move In FreezePops: Parent Ambassadors (student staff) passed out freeze pops to UA families as they waited in the package pick up line during Move In.



UA Honors Day 2018

- Family Photo Booth for Honors Day: A longstanding UA tradition is Honors Day, which is the first Friday of April, when classes are cancelled and all honor societies hold their induction and recognition ceremonies. Families come to campus to celebrate their students’ accomplishments. This spring, in partnership with the Office of Student Media, we offered the opportunity for families to get their photo taken when dressed for the occasion.

- Welcome Postcards for Greek Parents Weekends: Parent & Family Orientation hosts Family Weekend in the fall but every Greek chapter then hosts parents/family/moms/dads weekends throughout the spring. Details for these weekends always seem last minute and hard to collect. Instead of hosting separate events each weekend, our office partnered with our campus bookstore and produced a welcome postcard with a bookstore coupon attached and sent 25 to each chapter for distribution to their participants.

- Proud of my Bama Grad buttons: Distributing buttons during the fall, summer, and 4 commencement ceremonies in the spring would be cost prohibitive so we are strategic about when and where families can get these buttons. Every semester we distribute buttons at the Commencement Reception hosted by the President’s Office that is open to all celebrating families. Additionally, for spring commencement, we distribute buttons at our Lavender Commencement, Nyansapo Graduation Celebration – Kente Robing Ceremony, and Veteran & Military Affairs Graduation Celebration.

We look forward to adding value to Homecoming for alumni family members and to end of semester student pick up during the upcoming academic year.