

Senior Administrators
in the Classroom

Campus Protests in
Transition

Creating Environments
Conducive to Change

Student Well-being Can
Be a Factor in Success

Leadership Exchange

SOLUTIONS FOR STUDENT AFFAIRS MANAGEMENT

VOLUME TEN • ISSUE TWO • SUMMER 2012

THE PATH TO SUCCESS

CREATING CAMPUS SUPPORT
SYSTEMS FOR FOSTER AND
HOMELESS STUDENTS



Catalyst for Continuous Improvement



MAP-Works
Making Achievement Possible

Empowering students to:

- Gain insight about themselves through social-norming
- Recognize gaps between their behavior and their desired outcomes
- Understand the elements that impact their social and academic success
- Reach out and capitalize on campus resources that can help them address their problems

Empowering faculty to:

- Quickly identify and reach out to at-risk students early in the term to have the greatest impact on retention and student success
- Coordinate efforts with other faculty/staff who have a Direct-Connect® relationship with their students through alerts and notes
- Prepare for student meetings in advance so time is spent helping students rather than diagnosing problems
- Quantify efforts and outcomes
- Benchmark against other institutions

Student Affairs Assessment Suite

- Support continuous improvement efforts
- Empower your staff with the information they need
- Calibrate your institution's performance



Included Assessments:

Resident Life:

- ACUHO-I/EBI Resident Assessment
- ACUHO-I/EBI Student Staff Assessment
- ACUHO-I/EBI Apartment Assessment

College Union/Student Center:

- ACUI/EBI College Union/Student Center Assessment
- Event Services Assessment

Campus Climate:

- Campus-wide Student Climate/Diversity Assessment
- Faculty/Staff Climate/Diversity Assessment

Student Activities:

- ACUI/EBI Student Activities Assessment
- ACUI/EBI Student Leadership Assessment
- AFA/EBI Fraternity/Sorority Assessment



New things are always developing

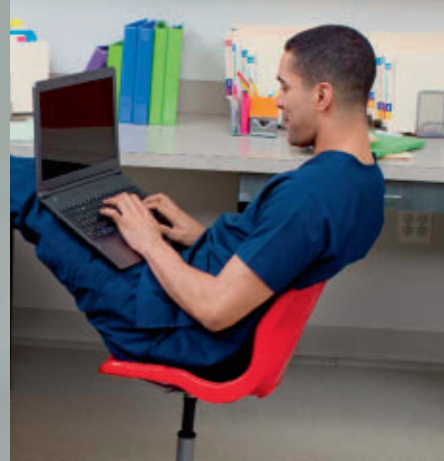


All Adden products are proudly manufactured in Hildebran, North Carolina.

▶ addenfurniture

710 Chelmsford Street, Lowell, MA 01851 | 104 First Street NW, Hildebran, NC 28637 | T: 978.454.7848 | 800.625.3876 | F: 978.453.1449

Some of your students will get sick next year



Smarter is choosing a leader in student health insurance to help protect them

As a leader in student health insurance for the past 30 years, Aetna understands how health care coverage can support the way your students live today.

The most effective student health insurance program is often the one that is tailored for your students. Aetna Student Health will work with you to design the right coverage plan, provide tools and services to help you administer the program, and make it easy and beneficial for students and their parents to participate.

To schedule a meeting, call Aetna Student Health today at 1-877-480-3843 or visit aetnaleadership.com.

Fully insured Aetna Student Health Plans are underwritten by Aetna Life Insurance Company (Aetna) and administered by Chickering Claims Administrators, Inc. Aetna Student HealthSM is the brand name for products and services provided by these companies and their applicable affiliated companies. This material is for information only. Health insurance plans contain exclusions, limitations and benefit maximums. Information is believed to be accurate as of the production date; however, it is subject to change. Policy forms issued in OK include: GR-96134.

Leadership Exchange

Publisher
NASPA-Student Affairs
Administrators in
Higher Education

Executive Editor
Kevin Kruger

Managing Editor
Nancy E. Grund

Contributing Editors
Melissa Dahne
Kaaryn Keller

Designer
Sese-Paul Design

Advertising Manager
Fred Comparato

Editorial Board
James E. Scott Academy
Patrick Day, Chair
Mary-Beth Cooper
Dr. Zav Dadabhoy
Shannon Ellis
Kenneth Elmore
Kris Hansen-Kieffer
E. Royster Harper
Brian Haynes
Robin Helene Holmes-Sullivan
Berenecia Johnson Eanes
Kent Kelso
Celestino Limas
Tim Millerick
Diana Muniz
Kaye Patten Wallace
Diana M. Pino
Daniel Pugh
Kevin Rome
Frank E. Ross, III
John Saddlemire
Wm. Gregory Sawyer
Thomas Shandley
Charlotte Tullos
Melissa Vito
Virginia M. Wagner

Leadership Exchange is published four times a year for senior student affairs officers in higher education. Letters to the editor are welcome. For subscription information and advertising opportunities, please contact the NASPA office.

Leadership Exchange
NASPA
111 K Street, NE
10th Floor
Washington, DC 20002
Tel 202.265.7500
E-mail le@naspa.org

Copyright © 2012 by the National Association of Student Personnel Administrators (NASPA), Inc. Printed and bound in the United States of America. All rights reserved. No part of this publication may be reproduced in any form or by any electronic or mechanical means without written permission from the publisher.

NASPA does not discriminate on the basis of race, color, national origin, religion, sex, age, gender identity, gender expression, affectional or sexual orientation, or disability in any of its policies, programs, and services.

FEATURES

8 | The Path to Success

Creating Campus Support Systems for Foster and Homeless Students

By John Emerson, Barbara Duffield, Amy Salazar, and Yvonne Unrau

14 | Senior Administrators in the Classroom

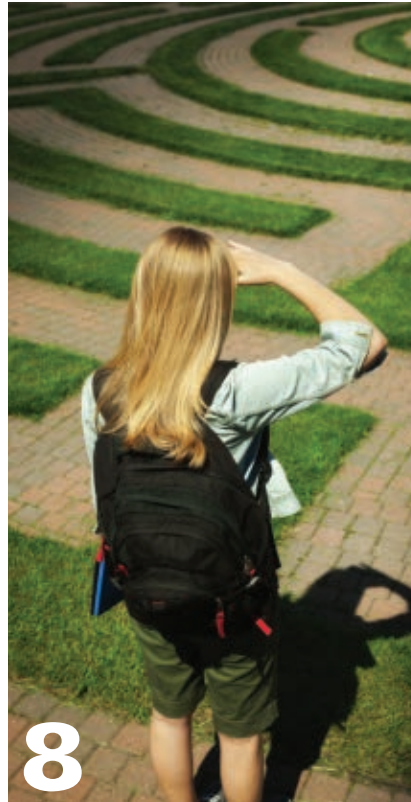
By Susan R. Komives

19 | Campus Protests in Transition

By Harry Le Grande

22 | Creating Environments Conducive to Change

By Jonathan Eldridge, Jerry Price, Debbie Kushibab, Cherry Callahan, and Susan Yowell



COLUMNS

4 | From the President

6 | Smart Thinking

26 | International Eye

To Outsource or Not to Outsource?

28 | Public Policy

Setting NASPA's Public Policy Agenda

30 | Technology Center

Balance is Key in Understanding, Using Social Media and Technology

32 | Tools of the Trade

Student Well-being Can Be a Factor in Success

34 | Who's Reading What

Build Your Management Skills

35 | Websites to Watch

36 | Capstone
Boost Student Engagement through Technology

UPCOMING EVENTS



JAMES E. SCOTT ACADEMY

The James E. Scott Academy is pleased to highlight a sampling of programmatic offerings. Sessions described are only for the most senior student affairs officers on campus.

Institute for New Senior Student Affairs Officers

October 7-10, 2012
Washington, DC

The Institute for New Senior Student Affairs Officers is an intensive three-day academy for senior administrative leaders in the first two years in their positions. Designed by some of the nation's leading SSAOs, the innovative curriculum and format focuses on achieving success through strategic decision making, transformational campus leadership, and highly effective management skills.

NASPA Student Affairs Law & Policy Conference

December 6-8, 2012

SSAO Law and Policy Track

SSAOs are welcome to register for the SSAO Law and Policy Track, which will focus on senior leadership legal concerns and collaboration with legal counsel on federal compliance and student issues. More information will be available on the conference website at www.naspa.org/programs/law



Dear Colleagues:

In a recent Lumina report, “A Stronger Nation Through Education,” Jamie Merisotis, president of Lumina, suggests that higher education may be facing a “Kodak moment”—referencing one of the great American companies that filed for bankruptcy in January 2012 because it did not recognize the digital technology trend, and its products became irrelevant. Merisotis argues that while higher education is not irrelevant, it must be retooled and redesigned to be more responsive to a much wider range of individuals to meet our national goal to graduate more students. Can we not say the same thing about student affairs?

To maintain our critical role in the success of college students, it is increasingly important for student affairs leadership to consider revising and reinventing how student affairs and related services are delivered on campus.



College Completion

In his 2009 State of the Union Address, President Barack Obama staked out his 2020 Goal: that America will once again have the highest proportion of college graduates in the world. Lumina has what they call the “Big Goal” to **increase the number of college graduates to 60 percent by 2025 from the current graduation rate of 38 percent**. The focus on degree completion will put a premium on **evidence-informed efforts** that have a demonstrable effect on increasing retention and graduation. It has been widely recognized that student affairs programs have a direct effect on persistence/retention and graduation. Student affairs leadership must continue to align programs and resources to reflect our contributions in this important area.

Inevitably, we must also address access issues to meet the degree completion goals for higher education. “A Stronger Nation through Education” outlines one of the challenges: **college attainment rates for white adults is almost 43 percent compared to attainment rates for black adults of almost 27 percent and for Hispanic adults of 19 percent**. The access issue becomes even more alarming when gender is added to the equation. It is a national tragedy that 49 percent of young men of color who graduate from high school end up **unemployed, incarcerated, or dead**. Student affairs is uniquely positioned to provide **support for the achievement and persistence** of these young men by both increasing partnerships in the K–12 arena and employing evidence-based programs that result in higher graduation rates.

Financial Pressures

The majority of states are still facing significant budget deficits on the heels of four consecutive years when total state shortfalls exceeded \$100 billion per year. Many higher education institutions have increased tuition to balance the budget. Between 2000–01 and 2009–10, tuition, in inflation-adjusted dollars, has increased **40 percent at public universities and 21 percent at private universities**. The public concern over college costs has reached a crescendo, marked notably by President Obama’s mention of college tuition as a public policy issue in his January 2012 State of the Union Address.

It is clear that the core curriculum, services, and programs offered through student affairs are critical to achieving the nation’s degree completion goals.

It is vitally important for student affairs leadership to develop new organizational strategies to proactively respond to today’s financial realities. Student affairs professionals must accelerate their work **collecting and publicizing evidence** that demonstrates how student affairs contributes to degree completion, student success, and a wide range of qualitative outcomes.

A Changing Student Population

This issue of *Leadership Exchange* provides ample evidence of how the times are changing. Our cover story focuses on a student population—homeless students and those emerging from foster care—that is increasing and requires specific services to persist to graduation. Additional features cover the challenge of student protests, a recap of think tank sessions for senior student affairs officers (SSAOs) from the 2012 NASPA Annual Conference, and a guide for SSAOs considering entry into the teaching arena, where they can make a difference in the lives of students pursuing careers in the academy.

It is clear that the core curriculum, services, and programs offered through student affairs are critical to achieving the nation’s degree completion goals. It is equally clear that student affairs leadership must quickly adapt to the changing environment to emerge from these turbulent times as a stronger and more nimble higher education enterprise.

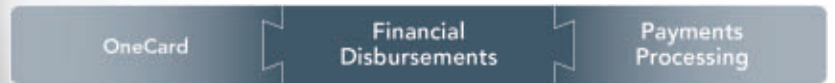
KEVIN KRUGER
NASPA President



Solutions for your campus that are as unique as your students.

Heartland's integrated Campus Solutions — including OneCard™, financial disbursements and payments processing — make it simple for campuses like yours to streamline operations, so you can concentrate on meeting the needs of your students.

Three solutions — one company



And, Heartland delivers the most advanced solutions in payment security, ensuring your transactions stay PCI compliant.

For a configurable solution that fits your campus, get to know the company that stands out from the rest.

Schedule a FREE on-site assessment
by contacting us at:

campussolutions@e-hps.com | 800.486.4462

HeartlandCampusSolutions.com



Heartland[™]
PAYMENT SYSTEMS

Campus Solutions



Five Millennial Myths

Forget what you think you know about your Gen Y staff members. Many organizations seem to subscribe to five key myths when it comes to employees under the age of 30.

MYTH: *Millennials do not want to be told what to do.*

REALITY: Center for Creative Leadership (CCL) research shows that Millennials are more willing to defer to authority than either Baby Boomers or Gen Xers. Specifically, they were more likely to agree with statements such as “Employees should do what their manager tells them, even when they can’t see the reason for it.” This presents a great opportunity to shape Millennial employees’ behavior and improve their career trajectory by ensuring that they understand the organization’s culture and know expectations.

MYTH: *Millennials lack organizational loyalty.*

REALITY: Millennial employees have about the same level of organizational commitment as other age groups. The reality is that people of all age groups change jobs more frequently in today’s workplace. When young people change jobs and look for new opportunities to learn and grow, it does not represent a lack of loyalty, it is simply the time in their lives to seek those experiences.

MYTH: *Millennials are not interested in their work.*

REALITY: It is not that Millennials are not motivated, it is that they are not motivated to do boring work. If you want to motivate them, give them work they will enjoy and find meaningful. Most people understand that work is not all going to be fascinating, but a reasonable portion of it should be.

MYTH: *Millennials are motivated by perks and high pay. They are only interested in material rewards.*

REALITY: In collecting data from more than 5,000 people age 22 to 80, CCL found no relationship between a person’s generation and whether he or she is motivated by perks and high pay. The real difference is in organizational levels: People at lower levels of the organization—those who make less money—are slightly more motivated by extrinsic rewards than people at higher levels in the organization.

MYTH: *Millennials want more work-life balance.*

REALITY: This myth is marginally accurate. Millennials are interested in work-life balance, but not much more than Gen Xers. Both of these groups do not think work-life balance is a perk you earn from long-time employment, but think of it as the way a reasonable workplace is run. Organizations benefit from increased employee goodwill when they have policies such as flexible schedules that are truly ingrained in the culture, so that younger staff can take advantage of them without fear of damaging their careers.

strategy + business, Spring 2012



When Face Time Counts

Face-to-face meetings are crucial to getting business relationships off to a good start.

Although e-mail, phone calls, and teleconferencing dominate most day-to-day business interactions, senior managers say they still prefer meeting in person for initial discussions with partners, colleagues, or clients, according to a new study by the Economist Intelligent Unit.

In the workplace, 7 in 10 executives ranked in-person meetings as most valuable during an initial interaction with a new team member—even more important than brainstorming new ideas, project kickoffs, and crisis management. When working with company outsiders, such as suppliers and clients, executives still cited initial discussions as the top reason to meet the person.

Respondents said that meetings helped prevent misunderstandings and accelerated negotiations, according to the survey, which polled 862 senior executives at midsize to large companies around the world. When meetings are not possible due to location, executives said they resort to e-mail roughly 60 percent of the time, followed by phone, instant messaging, and web conferencing.

Wall Street Journal, April 25, 2012



The New Rules of Mentoring

Relationships are the most valuable resources for career development, and mentors are a key source of stability in helping individuals successfully adapt to career challenges. The concept of mentoring is changing, and aspiring protégés and mentors must initiate and sustain e-mentoring relationships in an increasingly uncertain world. In addition, one mentor is no longer enough; all professionals should create and maintain a developmental network. To use e-mentoring effectively, participants should:

Harness flexibility. E-mentoring expands the opportunities for protégés to develop relationships with mentors who are geographically dispersed and enables both parties to choose when to interact. This flexibility accommodates busy managers who want to develop and foster mentoring relationships, but who need to do so across time zones, travel schedules, and with limited time commitments.

Find other ways to connect (when possible). The addition of talking on the phone or personal meetings was associated

with important outcomes for both mentors and protégés. Blended communication, the combination of e-mail or social networking with phone and face-to-face conversations, might be an ideal and realistic way for individuals to create and sustain their developmental networks in the wired 21st century.

Interact regularly. Communication does not always have to be a long session, just a 15-minute phone call or quick Skype to check in to keep each party engaged in the process.

Find common ground. Protégés/mentors who feel they are similar to one another receive and provide more support and feel more satisfied. Even if you are located in different places, if you connect over the phone, through Skype, or are traveling and can meet in person, an initial session where you get to know each other is helpful to establish rapport.

*www.babson.edu/executive-education/thought-leadership,
May 28, 2012*

Dr. Charles Woodard, Ph.D

Consultant | Educator | Leader | Speaker

Higher Education Training that Makes a Difference



Chick Woodard Enterprises is a consulting training service for higher education. We provide staff education, training and practical strategies for:

- ❖ **Leadership Development** - Developing, refining and deploying qualities for effective leadership styles;
- ❖ **Customer Service Skills** - Making quality customer service happen; and
- ❖ **Multicultural Competence** - Improving multicultural awareness, knowledge and skills in a demographically changing work place in higher education.

Dr. Charles "Chick" Woodard, Ph.D is the Emeritus Vice President for Student Services and Campus Life at Kutztown University. After serving for twenty one years in that role he currently is President of Chick Woodard Enterprises.

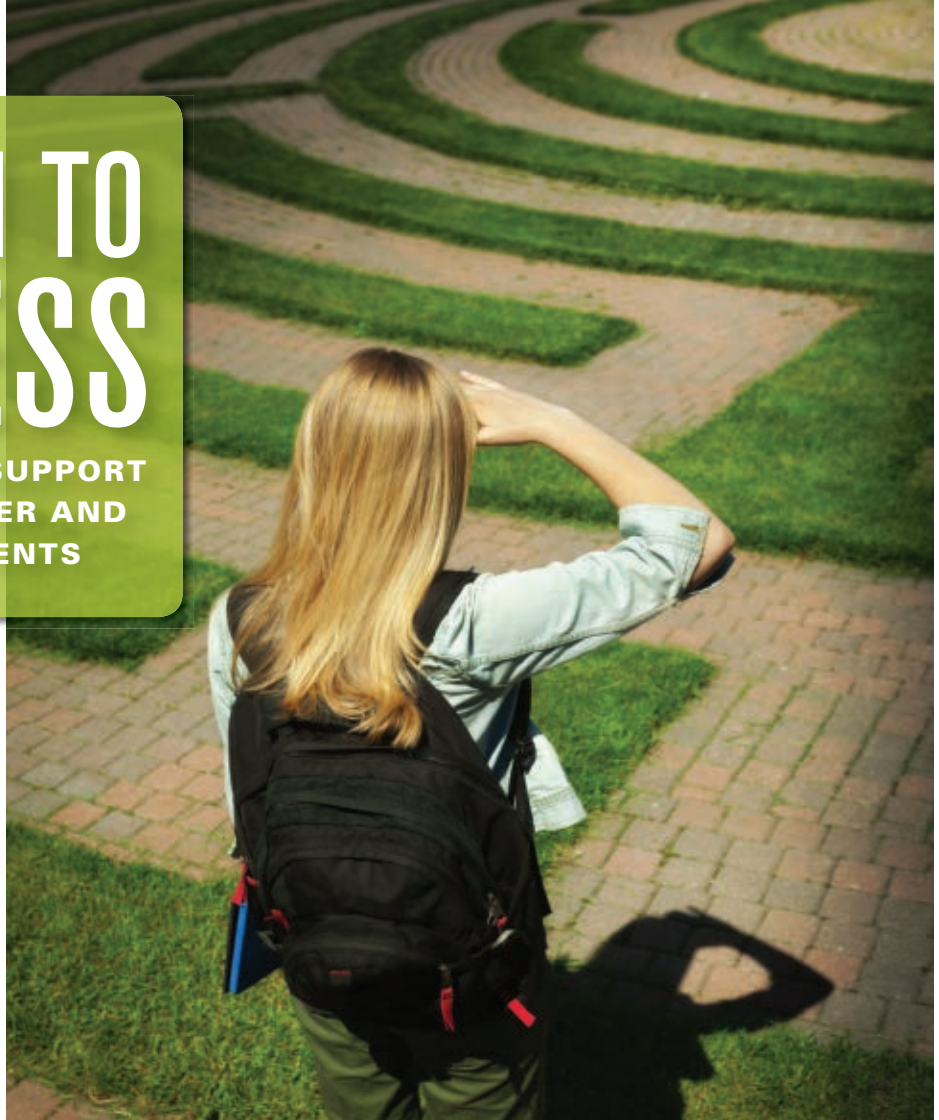
Program Topic Formats Include

Seminars | Workshops | Keynote Addresses | Guest Lectures | Special Events

Contact Us To Book a Speaking Engagement or Free Consultation
610-662-9761 | info@chickwoodard.com | www.chickwoodard.com

THE PATH TO SUCCESS

CREATING CAMPUS SUPPORT SYSTEMS FOR FOSTER AND HOMELESS STUDENTS



BY JOHN EMERSON, BARBARA DUFFIELD, AMY SALAZAR, and YVONNE UNRAU

A college degree often means access to higher-paying and more meaningful jobs, career advancement, economic independence, and the establishment of important social and professional networks, among a variety of other advantages. It is part of a dream to which many youth from disadvantaged backgrounds aspire. Yet certain life experiences, particularly foster care and homelessness, create unique challenges to higher education access, retention, and completion. The senior student affairs officer (SSAO) can play a critical role in helping these vulnerable youth realize their dream of pursuing higher education as a pathway to a better life.

Issues Facing Foster and Homeless Youth

Each year approximately 25,000 youth age 18 and older transition or “age out” of foster care and find themselves on their own. Without adequate support networks, independent living skills, resources, or safety nets, too many of these young people struggle with their early independence. Although national data are not available, estimates suggest that only about 10 to 30 percent of students from foster care ever enroll in higher education. Furthermore, foster care alumni drop out of higher education at a higher rate than other at-risk populations, such as first-generation students. The Northwest Foster Care Alumni Study and National Alumni Study, completed by Casey Family Programs in 2003 and 2005, found that only 2 to 11 percent of foster care alumni had obtained bachelor’s degrees, compared with 30 percent of adults in the general population. Clearly, young adults who age out of foster care are one of the more under-represented groups to access the benefits of higher education.

The majority of youth in foster care are placed there due to maltreatment. Many other youth also experience abuse and neglect, but are not in foster care. According to a 2007 U.S. Department of Housing and Urban Development report, “Toward Understanding Homelessness: The 2007 National Symposium on Homelessness Research,” between 1.6 and 1.7 million youth run away from their homes each year. Generally, youth leave home due to severe dysfunction in their families, including circumstances that put their safety and well-being at risk. The 1998 “National Symposium on Homelessness Research” reports that 20 to 50 percent of unaccompanied youth were sexually abused in their homes, while 40 to 60 percent were physically abused. A survey of unaccompanied youth in California conducted in 2008 for the California Research Bureau found more than half of the youth respondents felt that being homeless was as safe or safer than living at home. Many homeless youth have interacted with the child welfare system, but for a variety of reasons are not formally in the custody of the state.

Several studies have found that the vast majority of foster youth want to go to college. Similarly, many homeless youth wish to pursue a college education, despite the challenges of homelessness. In the words of one homeless student, “I knew I couldn’t help my home life. But when I raised my hand in class, and understood the lessons, it made me feel like there was hope.”

A 2011 study, “Investigating the Predictors of Postsecondary Education Success and Post-College Life Circumstances of Foster Care Alumni,” followed up with Foster Care to Success (formerly the Orphan Foundation of America) and Casey Family National Scholarship Program scholarship recipients to get a closer look at the college experiences of these foster care alumni. The Casey Program has a highly effective support approach for scholarship recipients that has resulted in a retention/graduation rate of 78 percent. Still, one goal of the study was to investigate those factors that differentiate students who continue in higher education from those who disengage. Disengagement was defined as taking time off from college after starting a program or enrolling in a program but not completing it.

The following factors were found to be associated with disengagement from college:

- Poor time-management, study, and problem-solving skills
- Low college satisfaction and connectedness
- Low participation in extracurricular activities and college social events
- Screening positively for post-traumatic stress disorder (PTSD)
- History of severe maltreatment
- History of mental health diagnoses
- Mental health needs were not met while in college
- Increased number of hours worked per week
- No support from a helpful, caring adult
- A financial aid package that did not meet student financial needs
- Insufficient support with academic skill development
- Insufficient support with housing
- Insufficient support with deciding on a college major, career counseling, and transportation

Other sources have cited additional barriers to college access, retention, and success for foster and homeless youth:

- Lack of basic information about college that specifically addresses their life circumstances and unique support needs
- Few people in their lives to help them prepare for and succeed in college
- Lack of coordination between child welfare agencies and public schools
- No system legally responsible for the well-being of homeless youth
- Difficulties completing the Free Application for Federal Student Aid (FAFSA) form
- College application fees, tuition, and housing deposits
- College support staff often lack awareness of the presence and needs of foster and homeless youth, as well as practical strategies for meeting those needs

These findings reinforce the need to provide foster and homeless students with comprehensive wrap-around support services delivered by trusted and caring staff members.

How to Help: Promising Programs, Practices, and Policies

Within the past few years, a growing number of colleges and universities have started working with community partners and local and state child welfare staff members to address the support services required by foster and homeless students. In addition to the programs cited below, many other institutions across the country have developed arrays of student services to assist these vulnerable students and help them connect with the college environment.

Exemplary Programs for Homeless and Foster Youth

To address the challenges faced by homeless students, states such as Colorado and North Carolina have undertaken comprehensive initiatives to build relationships among col-

leges and universities, school districts, and service providers to create on-campus support services. In Colorado, for example, school and community agencies formed a statewide Task Force on Homelessness and Higher Education. The task force's many successes include the designation of a single point of contact (SPOC) at every institution of higher education to guide homeless youth from college access to completion. In North Carolina, a similar statewide initiative is yielding positive results. For example, the University of North Carolina Asheville puts together welcome packages for homeless students that include the basic necessities such as pillows, sheets, toothbrushes, and towels. A SPOC assists unaccompanied homeless youth to locate support services on campus and works to establish "host families" for these youth. Other higher education institutions are creating food pantries and emergency funds for homeless youth. The National Association for the Education of Homeless Children and Youth and the National Center for Homeless Education are using the experiences of Colorado and North Carolina to help foster the development of additional state networks to build support for homeless college students. Both organizations will soon have dedicated staff members to provide technical assistance to higher education professionals on how to meet the needs of homeless youth.

The Seita Scholars Program is Western Michigan University's (WMU) campus-based support program for students from foster care. The Seita Scholars Program helps to fill service gaps and overcome obstacles that may keep these students from fully utilizing available, campus-based support services. Program services include a tuition scholarship and connection with a campus coach to help students navigate the campus bureaucracy. Launched in fall 2008, the Seita Scholars Program has enrolled more than 50 new students each year. In 2007, only 12 WMU students under the age of 23 declared independent status as wards of the court. In fall 2012, the program expects to enroll a total of 160 new and returning independent status students. The success of the Seita Scholars Program at WMU is largely due to many partnerships across the university and throughout the community. The division of student affairs has been a key player in these partnerships. "Given our commitment to fostering involvement, growth, and development in safe, healthy, and inclusive learning environments, the collaboration with the Seita Scholars program is critical," says Diane K. Anderson, WMU vice president for student affairs. "We want to make sure the Seita scholars have the support they need to flourish throughout their undergraduate years and beyond."

In Texas, the Forward Program for foster youth at Sam Houston State University began as a joint student success initiative between academic affairs and enrollment management and quickly expanded into a universitywide committee focusing on the challenges that former foster youth face when entering higher education. Over the course of several years, Forward has developed safety net services for these youth including counseling, mentoring, independent living programs, residence life supports, and community involvement opportunities. The active involvement of members of the student services staff has been vital in addressing the needs of Forward students.

Getting Started: Recommended Practices for Homeless and Foster Youth

The Education Advisory Board's Student Affairs Leadership Council examined how key support services for college and university students from foster care should be structured. This research resulted in six key recommendations for SSAOs and other student services staff members. These recommendations have equal application and relevance for homeless youth.

- **Name a point person to support and advocate for homeless and foster youth within the university community.** To support the unique needs of homeless and foster youth on campus, it is important to name a single point person to whom students can turn for any problem.
- **Create an advisory committee by identifying contacts in key offices across campus.** Through an advisory committee, homeless and foster youth service providers and advocates have the opportunity to educate key constituents across the university about homeless and foster youth. The committee also provides a forum for addressing problems as they arise.
- **Reach out to the community to obtain buy-in and leverage pre-existing resources for homeless and foster youth.** Community participation is a vital component of a successful program. In cases where there is not buy-in from senior administrators, an external community "champion" for the cause of homeless and foster youth can also galvanize the institution's upper echelons into action.
- **Programming should be informed by input from homeless youth and former foster youth currently enrolled at the institution.** While services should be based around the university's or college's pre-existing strengths, current foster students should also have a voice in determining the most vital support services.
- **Determine whether the program will include a competitive scholarship to inform program structure.** The majority of profiled programs for foster youth include a competitive scholarship for students unlikely to graduate without such aid and associated services. Funding a scholarship means recruiting community partners, individual donors, or foundations that serve homeless and foster youth to provide assistance.
- **Identify and recruit students for the program by partnering with existing state and local organizations and public schools.** A strong partnership with homeless service providers, homeless school district liaisons, and the state and local child welfare structure is key in recruiting homeless and foster youth to campus. School district homeless liaisons, for example, can help with developing resources for referrals and building bridges between agencies. Several universities and colleges network with community organizations that are involved with foster care to raise awareness of campus resources and promote their programs directly to case workers and service providers.

Additional practical strategies for supporting foster and homeless youth include:

- ▶ **Adapt or expand existing support initiatives specifically and intentionally to include foster and homeless youth.** The Federal TRIO programs, in particular, offer a wealth of support to low-income, first-generation college students. However, without specific, intentional outreach to homeless and foster youth, these programs may not reach some of the most vulnerable students.
- ▶ **Work with community organizations and current students to create dedicated funds for application fees, housing deposits, and other needs.** Homeless and foster students often need more resources than are typically available from federally funded financial aid sources. For many students, dedicated funds can be the difference between staying in school or dropping out.
- ▶ **Ensure that college financial aid officers are knowledgeable about how to effectively assist students from foster care and homeless youth.** Financial aid staff will benefit from reviewing the technical assistance materials provided in the resource section on page 12.

Federal and State Policies: An Overview

In recent years, federal policymakers have advanced legislation to provide foster and homeless youth with increased opportunities to prepare for and engage successfully in postsecondary education and training. Three key federal policies include:

1 2008 Fostering Connections to Success and Increasing Adoptions Act

The act supports states in extending care to foster youth over the age of 18 who attend school, work, or are involved in a program designed to remove barriers to work or education. According to the Fostering Connections Resource Center, 11 states have approved plans to extend services. Chapin Hall at the University of Chicago reports that extending foster care to age 21 doubles the percentage of foster youth who earn a college degree. The Fostering Connections Act also includes increased eligibility for postsecondary education funding and transition planning requirements.

2 College Cost Reduction and Access Act and the Higher Education Opportunity Act (HEOA)

The act provides amendments to the definition of “independent student” to include unaccompanied homeless youth and any young person who is an “orphan, in foster care, or a ward of the court, or was an orphan, in foster care, or a ward of the court at any time when the individual was 13 years of age or older.” Amendments also clarify and expand the conditions under which financial aid administrators may use discretion in calculating the expected student or family contribution. The reauthorized HEOA also makes foster and homeless students automatically eligible for Federal TRIO programs. In addition, the law clarifies that services and programs such as counseling, mentoring, and tutoring can be “specially designed” for homeless students, those in or aging out of foster care, and disconnected youth. Finally, the law clarifies that student support services funds can be

Federal Policy Updates

Federal Laws that Increase Educational Opportunities for Older Youth in Out-Of-Home Care (2009)

Legal Center for Foster Care and Education

www.abanet.org/child/education

Three significant federal laws were passed in 2008 that impact educational opportunities for older youth in the foster care system and homeless youth. The American Bar Association provides key details from the Fostering Connections Act, the College Cost Reduction Act, and the reauthorized Higher Education Act.

The Higher Education Opportunity Act (HEOA) and Students in or from Foster Care (2010)

Casey Family Programs

www.casey.org

The reauthorized HEOA, enacted in late 2008, for the first time addresses the unique support needs of students from foster care and homeless youth. This quick reference guide provides information on the four HEOA sections that demonstrate how higher education can meet the needs of this population.

used for securing temporary housing during academic-year breaks for these students.

3 The McKinney-Vento Act's Education for Homeless Children and Youth Program

The program requires public school districts to identify students who meet a broad definition of homelessness and to remove barriers to their enrollment, attendance, and success in school. The act requires every school district to designate a homeless liaison, who must ensure that youth are identified and referred to community services. Homeless liaisons are authorized under the Higher Education Act to verify unaccompanied homeless youth for financial aid. The act also requires every state department of education to designate a state coordinator for the education of homeless children and youth.

In addition to federal policies, many state policies are addressing the needs of students who are homeless or coming from foster care. Twenty states now have some form of college tuition waiver legislation for students with foster care experience. These waivers provide eligible students with increased financial aid and access to support services. They also play an important role in motivating youth to plan for and execute postsecondary education or training experience after high school. Unfortunately, this legislation often excludes unaccompanied homeless youth, who have many of the same needs as youth from foster care.

California's AB 194 requires that students from foster care be given priority status when registering for courses at all California state universities and community colleges. Texas

House Bill 452, passed in May 2012, requires all public post-secondary institutions to assist youth formerly in foster care in finding housing between school semesters. Washington's Passport for Foster Youth Promise Program encourages foster youth to prepare for, enroll, and succeed in college by providing scholarships and other forms of financial aid to help pay tuition and living expenses for up to five years of college. Students receive guidance from college academic and financial aid counselors, assistance finding housing during school breaks and over the summer, special consideration for the Washington State Need Grant and Work Study financial aid programs, and help finding student employment. All public colleges in Washington now have foster care liaisons to assist with implementing this program. The liaisons develop a support service delivery system that is fully integrated with community and campus-based resources, such as student support

services, financial aid, counseling, academic advising, housing, mental health services, and career/job placement.

Taking Inventory and Evaluating Progress

Increasingly, colleges and universities recognize that issues related to foster and homeless students connect directly to their mission of effectively serving under-represented students, improving retention rates, and reaching a diverse student population. A variety of innovators in this area of work contributed to the development of the guide *Supporting Success: Improving Higher Education Outcomes for Students from Foster Care (Version 2.0)*. This framework is used by hundreds of colleges and universities and several state higher education/child welfare collaborations for initiating, evaluating, and refining targeted support approaches. The guide provides a framework for fully integrating a model with a college's existing support

Resources for Student Affairs Staff

A growing number of frameworks, guides, and resource materials are available to higher education staff, child welfare workers, and advocates who work to improve higher education outcomes for students from foster care and those who are homeless.

Building a Campus Support Network for Students Emerging from Foster Care (2009)

The National Education Advisory Board

<http://casey.org/Resources/PublicationsBuildingCampusSupport.htm>

Key observations and recommendations to help student affairs administrators and staff provide improved support services to students who are homeless or coming from foster care.

Casey Life Skills (CLS), Assessment Supplements, Education Level IV, Postsecondary (2012)

Casey Family Programs

<http://caseylifeskills.force.com>

A free tool that assesses the knowledge, behaviors, and competencies that students from foster care and homeless youth need to achieve college success. It provides individual student information to enable students, counselors, advisors, and mentors to develop a college success plan that best meets the needs of individual students.

Improving Higher Education Outcomes for Young Adults from Foster Care: Selected Readings and Resources (2012)

Casey Family Programs

www.casey.org

Recommended white papers, research articles, information from popular media, tools, resources, and a listing of selected two- and four-year colleges and universities with support programs for students from foster care. Active URLs are provided.

Increasing Access to Higher Education for Unaccompanied Homeless Youth: Information for Colleges and Universities (2010)

Best Practices in Homeless Education, National Center for Homeless Education

http://center.serve.org/nche/downloads/briefs/higher_ed.pdf

Basic information about challenges facing unaccompanied homeless youth, a summary of federal policy, and recommendations for effective practices.

Supporting Success: Improving Higher Education Outcomes for Students from Foster Care—A Framework for Program Enhancement—Version 2.0 (2010)

Casey Family Programs

www.casey.org

Program development tools for college SSAOs, counselors, administrators, professors, and staff members offering assistance in defining a collaborative plan for improving institutional or higher education system support for students from foster care.

Unaccompanied Homeless Youth Toolkits (2011)

National Association for the Education of Homeless Children and Youth

<http://naehcy.org/tk/tk.html>

Comprehensive information about supporting unaccompanied homeless youth in and out of the school setting. Each toolkit is designed for a special audience: high school counselors and McKinney-Vento liaisons; shelter and service providers; and college and university support staff and financial aid administrators.

network and community resources, and it provides a structure for colleges to answer two basic questions: How are students from foster care and homeless youth doing in our college or higher education system? What supports do we have in place that are contributing to their success?

Experienced student affairs staff, support professionals, and community partners agree on three tenets to viable and sustainable programs: maximize the use of existing college and community resources; employ effective leadership within student affairs and student support services; and gain solid support from senior college and university administrators.

Strong programs follow a formal system to assign responsibility for support services and coordinate the efforts of staff members from various support resources, offices, and departments. Effective programs typically have a designated individual or office to coordinate support services for foster and homeless students. In addition, a designated champion in offices such as housing/residential life, financial aid, and health services often acts as a specialist on the needs of these students and available campus and community resources. Different institutions structure programs in a variety of ways given existing resources.

Building Brighter Futures

Students from foster care and those who experience homelessness often struggle to achieve success in higher education. Every college and university in every state can provide effective support services that address the unique needs of these students. The continued leadership and advocacy of SSAOs is critical for advancing this work. While these students are succeeding in postsecondary education and training programs in greater numbers than ever before, progress must continue. Maria, a college graduate from foster care, captures the meaning of a successful college experience and the promise it can bring affirming, “Graduating from college meant that I won. It meant that my father was wrong when he said I was stupid and lazy and a waste of space. Most of all, it meant that I would gain the knowledge to use my experience to help other people. College meant freedom from my past and the ability to choose my future.” **LE**

John Emerson is the postsecondary education advisor for the Casey Family Program.

Barbara Duffield is the policy director for the National Association for the Education of Homeless Children and Youth.

Amy Salazar is a research scientist at the University of Washington School of Social Work in the Social Development Research Group.

Yvonne Unrau is a professor in the School of Social Work at Western Michigan University.

Accessing Financial Assistance

FAFSA Tips for Unaccompanied Youth Without Stable Housing

National Association for the Education of Homeless Children and Youth

http://naehcy.org/higher_ed.html

Provides a step-by-step guide to unaccompanied youth for completing questions that refer to their status as unaccompanied youth without stable housing. Guidance is given for completing the online or paper version of FAFSA (Free Application for Federal Student Aid). A list of additional resources is also included.

Making Student Status Determinations for Unaccompanied Homeless Youth: Eligibility Tool for Financial Aid Administrators (2012)

National Association for the Education of Homeless Children and Youth

http://center.serve.org/nche/downloads/faa_det_tool.pdf

Developed collaboratively by the National Association for the Education of Homeless Children and Youth and the National Center for Homeless Education, this form must be completed by a college financial aid administrator (FAA) who is evaluating a student's eligibility for independent student status. It assists FAAs in making a determination for a student seeking independent student status as an unaccompanied homeless youth if such assistance by a local liaison or shelter is not available.

Providing Effective Financial Aid Assistance to Students from Foster Care and Unaccompanied Homeless Youth: A Key to Higher Education Access and Success (2009)

Tracy Fried & Associates

www.casey.org

Provides critical information pertaining to the accurate completion by students of FAFSA questions 52–57 to determine student dependency status. The guide was developed for financial aid professionals and child welfare advocates working with youth from foster care and unaccompanied homeless youth who are pursuing postsecondary education or training.

Helping Unaccompanied Homeless Youth Access College Financial Aid (2012)

National Association for the Education of Homeless Children and Youth

www.naehcy.org/higher_ed.html

Provides information for helping unaccompanied youth access financial aid for college, including the provisions of the College Cost Reduction and Access Act of 2007 that make it easier for unaccompanied youth to apply for federal financial aid using the FAFSA.



Senior Administrators in the Classroom

BY SUSAN R. KOMIVES

Are you ready to give back to the field? Do you love the classroom and engaging with bright new professionals? Are there topics you would like to write about or study further? Are you looking for a career change within the field?

From my graduate student days with revered professors Melvine D. Hardee and W. Hugh Stickler at Florida State University, I always wanted to be a graduate faculty member in student affairs. My dream was to work as a student affairs administrator, and when I was old and wise shift gears to become a graduate faculty member.

I love learning and ideas. I love integrating diverse bodies of knowledge to address complex problems and issues, love finding resources to inform student affairs work, love seeing new professionals find their passion, and love mentoring. I wanted to advance knowledge around such topics as how college students develop leadership abilities.

In fall 1977, I had a chance to teach an introductory student affairs course at Ohio State University when long-time professor Phil Tripp was ill. I was hooked. My first interview for a full-time graduate faculty member position quickly followed in 1977 when I was an associate dean of students. At age 31, I

hardly felt as wise as I needed to be, yet I was excited about the prospect of becoming a faculty member.

However, at the research university where I interviewed, there was only one faculty line in student affairs in a department with 15 other faculty members and three specialties. Fully half of the graduate students in the department were enrolled in the student affairs program. It was clear that the needed student support, advising, and mentoring responsibilities, along with my proclivity to assume those roles, would be the death knell for my scholarly productivity. Recognizing I was not likely to earn tenure, I turned down the offer.

Fast forward to 1987. I was in my second vice presidency when, due to budget woes, the interim university president dismantled our newly created division of student affairs. Concurrently, I was nominated for a faculty position at the University of Maryland. I was offered the position and, 25 years later, I am retiring from a wonderful faculty experience in the

Department of Counseling and Personnel Services of the College of Education at the University of Maryland, College Park.

For senior administrators interested in pursuing the faculty life, this article reviews the options for senior student affairs officers (SSAOs), including scholar-practitioner, course instructor, part-time adjunct faculty, or full-time faculty member.

The Scholar-Practitioner

Each professional brings a specific orientation to his or her work. Simplistically, one might imagine a professional orientation to student affairs along the following continuum: the *scholar* (the researcher/teacher/thinker usually in a graduate program not directly involved with practice); the *scholar-practitioner* (a professional oriented to scholarship who enjoys and is engaged in practice and brings research and theory into intentional practice); the *practitioner-scholar* (a professional who thrives in practice and observes themes and behaviors in practice and relates them to scholarship); and the *practitioner* (the professional who enjoys practice but does not know or intentionally inform practice with scholarship). Those who stay current with advances in the field, engage in assessment and research, and apply theory and research to contemporary problems should be thinking of teaching graduate students, becoming graduate faculty members, or aspiring to be the best scholar-practitioners. Developing an identity as and being perceived as a scholar-practitioner can be the ultimate complement for a student affairs professional. Without stepping foot in a formal classroom, those who engage in informed scholarly practice are superb professional role models.

Keys to Success

- Read widely in areas of student development and the student experience as well as other areas of scholarship, such as business literature, with implications for student affairs practice.
- Insist that department heads or assistants share specialty journals and articles on issues of campus concern.
- Understand the top issues advanced to trustees and college presidents by such organizations as the Association of Governing Boards.
- Lead by creating a learning community and appreciate the learning implications of every new task or challenge.
- When charging task forces, always identify key theories and research on the topic to be addressed.
- Value mentoring and both seek mentees and mentoring opportunities, often through peer networks.
- Insist on assessment and research in all units and support cross-functional research teams; serve as a team member for research in your areas of expertise.
- Hold seminars for graduate assistants and new professionals, and support the learning experience for those new to the field.
- Support a multi-level staff professional development program. Attend professional association meetings and present on good practices and campus research.
- Block out office “down-times” and write for publication.

Course Instructor

The decision to teach a formal credit-bearing class in a doctoral or master’s program requires a substantial time commitment. Teaching a course offers the opportunity to stay updated on current literature, co-learn with fascinating students, and apply theory and research to practice. Conversely, it requires substantial time for preparation, feedback on assignments, individual meetings, and for teaching in the classroom. Undertaking the role of course instructor assumes that your institution allows administrators to teach (union contracts), you approve the compensation plans (on-load or over-load, compensated or uncompensated), and your relationship with full-time faculty members is positive.

Keys to Success

- Determine whether you are interested in teaching a required, foundational course that may be your scheduled course on a regular basis, whether you will be able to teach only on occasion when full-time faculty cannot cover a course, or whether you prefer to teach a specialty course in an area of expertise.
- Your social capital is an advantage to you as an instructor. You can bring cutting-edge, insider information, and give students access to relevant guest speakers.
- Know the curriculum, and honor the outcomes expected for this course.
- Design intentional experiences for students to build specific competencies and skills. If students are seeking artifacts of evidence of newly acquired skills or competencies for their portfolios, which of your assignments provide tangible evidence of those skills?
- If there is no graduate program on your campus, build friendships with faculty members in a nearby or an online program.
- Consider hiring graduate assistants from a nearby program and offer them a regular seminar with you.
- Offer internship sites, and organize a seminar for those serving campus internships.

Part-time Adjunct Faculty

There are two basic ways to align formally with a graduate program: as an on-campus adjunct faculty member or off-campus adjunct. Both approaches usually require the sponsorship of the graduate program (typically based on invitation) and approval by the faculty member in the host department. Compensation does not usually accompany this affiliation, and these two roles may be compensated differently for teaching a credit course. SSAOs may have negotiated academic appointments when they were hired, but otherwise likely must go through internal academic processes for this appointment.

Rank is typically assigned based on your scholarship (not hierarchical position in the administration). At some types of institutions, such as major research universities, appointment as an adjunct is a different process than appointment as a member of the graduate faculty. Both appointments require a curriculum vitae (CV), not a résumé, and a judgment will be made by the department and the graduate school on research or scholarly expertise. Policies may govern the nature of adjunct responsi-

Connecting Classroom to Workplace

By Timothy R. Ecklund

These are interesting times for senior student affairs officers (SSAOs) who teach in graduate preparation programs. Often we are asked to teach to bring current perspectives to practical courses like Student Personnel Administration and The Foundations of Student Affairs. As challenging as it is to teach such courses, it is just as difficult to keep pace with the expanding issues SSAOs face. Student demographics are changing at a rapid pace, and the economic pressures facing institutions are unprecedented. Budget constrictions, outcomes assessments, student high-risk behaviors, financial literacy, facility construction and rehabilitation are some of the complicated and thorny issues SSAOs are asked to integrate into the curriculum. Certainly, each professor would like his or her students to learn the time-honored fundamentals of the field through a real-world lens. It is a large body of work to cover in a 15-week semester, but a great opportunity to connect the classroom to the workplace.

The demands of the profession today require us to be much more nimble. I have been struck by the difficulties many current graduate students have in moving beyond their predispositions. I have taught many students who tend to hold fast to their opinions and are reluctant to broaden their perspectives. For some, writing a book review without debating the author's position presents an almost impossible challenge. Many students are unwilling or unable to take intellectual risks. As a teacher, it is important to challenge students to move beyond their comfort zones—a necessity in this new student affairs environment.

We have entered a period in higher education when we all are required to do more with less and then demonstrate that our activities are worth doing. Flexibility and creativity are essential to success. As new professionals, students will be asked to assume responsibilities that are outside their areas of interest and training. Often, when a position becomes vacant, it is likely that the position will be cannibalized and the responsibilities will be distributed to the remaining staff members. We should prepare students to make the underlying connections between what they are learning and the real world so they can apply what they have learned more broadly in the field.

What students seem to be lacking in flexibility, they compensate for in their creativity. Some of my students' class presentations are done so well that I often wonder if my staff members could match the level of work. Students' proficiency with technology is transforming classrooms and the profession. Combining professional literature covered in graduate programs on student learning outcomes with high levels of creativity is a formula for success.

In addition, our new professionals can give us a refresher on student learning outcomes. In a recent NASPA discussion with other faculty from across the country, University of Maryland Professor Emerita Susan Komives reminded us of an important body of work on student learning outcomes, *Learning Reconsidered*. Making that connection between the classroom and the workplace has never been more important.

Timothy R. Ecklund is assistant vice president for student life at Buffalo State College.

bilities, such as teaching one course a year, or they may be at the discretion of the program. Typical responsibilities include teaching, master's academic advising, serving on program committees, and attending faculty meetings. A faculty appointment usually brings a section number that can be used for sponsoring independent studies or experiential learning. Be aware that the academic program uses a collegial governance model so all faculty are "equals," unlike a hierarchical authority model, the program coordinator does not typically make decisions for the program but implements the decisions made by the program faculty and student representatives. Many administrators find adjunct faculty membership to be a true "leveler" whereby all faculty members are colleagues regardless of institutional role.

Keys to Success

- Let full-time faculty members know of your interest in supporting the program and teaching courses as needed.
- Convert your résumé to a CV format. See the faculty policy manual or appointment, promotion, and tenure policy (APT) for a template. Keep it up-to-date with presentations, grants, and publications in academic style.
- Determine which roles you would most enjoy and realistically be able to manage, such as one master's advisee a year or one course every other spring.
- Attend relevant program events so students identify you as a program faculty member and scholar.
- Bring your voice and ideas to faculty meetings to help the program stay on the cutting edge.

Career Shift to Full-time Faculty Member

Are you planning a career shift to become a full-time faculty member? If you can join the faculty on your current campus within your budget line, you may be welcomed by fellow faculty members. However, it will be their decision, so strong healthy relationships between student affairs and faculty members are critical. Two types of full-time positions are available at many institutions: clinical faculty or professors-of-practice and tenured or tenure-track faculty. Clinical faculty members are sought for their years of expertise in practice and are not usually expected to produce research or empirical scholarship. Clinical faculty members often teach and supervise the experiential learning or applied dimensions of a program, such as internships or topical seminars, but the role varies widely. Tenured or tenure-track faculty must meet all conditions of employment specified in the institution's APT policy.

Seasoned administrators often apply for open-rank, tenure-track faculty positions, which is the option I pursued. Think carefully about institutional type—research or teaching; degrees offered—master's, EdD, or PhD; academic focus of the program—higher education, student affairs within higher education, student affairs/student development, student development within a counseling program, or counseling; pedagogical preferences—online, weekend intensive, or cohorts; and the primary orientation of the program—scholar and/or practitioner.

To be successful in a job search, it is critical that credentials are appropriate for the institutional type. A major research university will screen candidates by their record of demonstrated research and scholarship with less attention to their administrative experience. A comprehensive institution will expect evidence of teaching, mentoring, and advising and may expect less scholarship. Know the expectations of the institution to which you are applying. All positions may include specific criteria, such as demonstrated commitment to diversity and national involvement. Still, you must show faculty-related skills and accomplishments to be successful in a job search.

Faculty life encompasses far more than teaching courses. Expectations for course loads, student advising, research and grants, and service differ greatly by institutional type. Be cognizant that a faculty commitment is 24/7 and occurs everywhere.

Following two vice presidencies in student affairs, I had just enough scholarship to be hired as an untenured assistant professor. I quickly experienced the pressures and stresses of producing substantial empirical scholarship while completing five new course preparations, co-administering a busy program, serving the department, college, and profession, and supporting student research. When asked if I missed being a dean of students my answer was "No, I still am to all my master's students." Supporting students in their full, complex lives was wonderful. When asked what I missed most about being an administrator my ready answer was an administrative assistant to keep my calendar and help with paperwork, and team or staff members to delegate to and brainstorm with. While the Internet and e-mail have changed our work world, in 1987 it was hard to shift from being an administrator to working at home grading papers and writing, among other things. Equally difficult was adjusting to the fact that work is always there—grading papers, preparing, writing, and conducting research.



The Importance of Teaching

BY LORI REESOR

Early in my career, I had the privilege of teaching in addition to my full-time responsibilities in student affairs. I taught seminar courses primarily to new first-year undergraduates and sometimes co-taught with an academic dean or another faculty member. After receiving my doctorate, I started teaching graduate students in a higher education program and have tried to find the time to teach one course annually throughout my career.

As an associate vice president for student affairs, I co-taught a capstone course for master's students in educational leadership. This invaluable experience motivated me to stay on top of issues in higher education and in the literature and allowed me to connect with graduate students in different ways. The experience offered a vehicle for learning about student affairs work, the future of our profession, and generational differences in working with students. I have often provided real-world case studies to help students apply theory to practice and understand the complexities and challenges of senior administrative positions. Many former students stay in touch, and as their careers unfold, they may one day hire me for a student affairs position.

While teaching adds to the workload of demanding administrative responsibilities, I gained more from teaching than I gave. Teaching also helped me to connect with faculty members and the academic mission of the institution. It gave me more credibility with faculty colleagues and gave me a purpose and energy separate from my administrative role.

As a fairly new vice president juggling the demands of a new institution, new position, and personal transition, I miss the student-faculty connection and yearn to get back into the classroom. It is important that if you agree to teach, you commit the time and energy students deserve. While I am fortunate to have an adjunct faculty role in our College of Education and serve on a doctoral committee, I look forward to teaching a graduate course and reaping the invaluable rewards.

Lori Reesor is the vice president for students affairs at the University of North Dakota.

Keys to Success

- Find time to teach, do research, and author or co-author articles and book chapters now.
- Affiliate with a graduate program, and keep up-to-date on scholarship in the field. Develop an area of expertise and gain recognition for your contributions to the area.
- Conduct a research study the year or two before you plan to apply for full-time positions so you can talk about your own research and have publications “in press.”
- Be prepared for lower salary offers, but ask about summer teaching stipends. Consider if consultations in your expertise areas can supplement your income.
- Join faculty-related entities in associations (see resources box).
- Be an active citizen in your new program and department; use your networks and expertise to advance your new unit.
- Select one or two focused areas for your scholarly inquiry, and identify and seek external funding to support your work and support a research assistant.
- Identify cutting-edge topics that you can bring to an academic program, such as internationalization, crisis management, or financial management.
- Stay updated on diverse research methodologies: sit on thesis and dissertation committees; take short courses in methods; form a research team; or partner with other faculty on a team.
- Collaborate. Love your new stresses and recognize you have too many wonderful things to do!

Student affairs professionals are fortunate in that we regularly come together in the same associations and can maintain lifelong friendships as we partner to advance the field. Make a commitment to enhance your professional orientation as a scholar-practitioner. If you decide to add more formal faculty roles to your portfolio, prepare now for that transition. Perhaps Yoda would say, “The scholar is in you.” **LE**

Susan R. Komives is a professor emerita in college student personnel in the Department of Counseling and Personnel Services of the University of Maryland, College Park.

Student affairs professionals are fortunate in that we regularly come together in the same associations and can maintain lifelong friendships as we partner to advance the field.

Resources for Easing the Transition

- The Council for the Advancement of Standards (CAS) for student affairs master’s programs identifies critical components for an entire master’s degree program, including identifying content dimensions of a credit-based degree. Review those elements to ensure which learning outcomes your course is expected to fulfill in the student experience.
- Map the ACPA and NASPA Professional Development Competencies onto your course. Which competencies can students expect to develop in your course experience?
- Find faculty colleagues in the NASPA Faculty Fellows (check out the annual president’s breakfast), the ACPA Commission for Professional Preparation, and the Association for the Study of Higher Education.
- Join the CSPTalk listserv, designed for individuals interested in graduate preparation for student affairs. Most student affairs graduate faculty members subscribe.
- Find recent syllabi for courses like those you are teaching on individual university web pages (most are posted), or check the ACPA Commission for Professional Preparation Syllabus Clearinghouse to identify key readings and helpful assignments. Faculty members are generally happy to share information. Communicate with those who teach similar courses for advice on projects and assessments.



Campus Protests in Transition

BY HARRY LE GRANDE

University of California Berkeley students protest tuition fee hikes.

As the home of the free speech movement, the University of California (UC) Berkeley accepts that student activism and protests are part of the campus culture. Following the civil unrest of the 1960s, the next wave of large-scale protests occurred in the early 1980s in an effort to raise the social consciousness of the university by pressuring the institution to divest interest in companies conducting business in South Africa under the apartheid government.

Today, UC Berkeley may see as many as 20 minor protests during a semester. Normally, such protests are planned by an organized student group whose members work with the student life staff to make sure that the campus Time, Place, and Manner (TPM) policy is followed. The TPM asserts that free expression is encouraged but must not interfere with the university operation, teaching, and other's rights to expression and may not damage or impede university property. The policy further states that university facilities must be in compliance with law and university policies, and individuals may not: block entrances or impede foot/vehicle traffic; engage in physical abuse; disrupt teaching or administration; possess firearms, firebombs, or other weapons; engage in theft or vandalism; climb on or rappel from university buildings or trees; or camp or lodge on university property. The policy also states that individuals must comply with the instructions and directions of university officials, including university police and other police agencies.

Contrary to what the media often portray, the numbers of students that participate in the new movements typically are small, ranging from 20 to 100 student activists. Many students are frustrated with the economy and cost of education. They are concerned about the job market and other factors they will face following graduation.

Their protests address complicated issues, ranging from repealing Proposition 209 (also known as the California Civil Rights Initiative) to tuition increases and immigration laws, which often do not have readily apparent and available solutions. They remain idealistic enough to fight for change, and often the campus community at-large agrees with the issue but not the tactics employed to attract local, state, or national media attention.

Recent protest activities on many UC campuses have been game-changing experiences in terms of speed of communication and mobilization of students. The addition of social media and electronic communications has fundamentally changed the planning and coordination of protest activities on the UC Berkeley campus. Distributing fliers and holding small group meetings to communicate protest activities has been replaced with texting, blogs, real-time and edited video, Facebook, YouTube, Twitter, and more. Large crowds receive information, updates, and requests for action instantaneously and mobilize in quick fashion. The use of varied media also breeds a great deal of misinformation and misinterpretation, often misportraying the response by senior administration and manipulating what actually occurs during a large-scale demonstration.

© ANDY SCOTT CHANG / DEMOTIX/DEMOTIX/CORBIS

Student Safety and Security Come First

BY PATRICK K. DAY AND MARK JANNONI

At 9 a.m. on the first day of the spring 2012 semester, student affairs staff members at the University of Massachusetts Boston welcomed students back to campus with free coffee and university paraphernalia. One of our student leaders informed us that a group of students was going to bring the Occupy Movement to the campus. Later that morning, student occupiers set up multiple tents inside the Campus Center in efforts to reclaim terrace space just outside the dining hall from the corporate interests of the university. Student occupiers posted signs about student fee increases, administrative compensation, the cost of student health insurance, and the university's board of trustees.

After consulting with the chancellor, student affairs leaders held an afternoon briefing with senior staff. While opinions differed about appropriate actions, there was clear consensus about protecting the safety and security of all students. Everyone was concerned about managing overnight protests on a commuter campus inside a building that closed at 11 p.m.

Student affairs staff members began a dialogue with the student occupiers. We spoke with individual students, reminded the occupiers of university policies, met with a small group to better understand their goals, and attended their General Assembly meetings as invited guests. While lines of communication were open, clear demands were never delivered. We spent a considerable amount of time providing feedback and advice on how the student movement could be successful, and we continued to work with students listening and asking questions.

Conflict and violence were not a part of our engagement with students. These students were still our students, and they were raising critical issues and highlighting very real challenges for the community. We wanted students to learn from the process of raising awareness, organizing fellow students, and making recommendations for change. We also encouraged learning among student affairs staff members by providing reading materials on the connections between student protests and student learning.

This protest experience was unusual and challenging for the entire campus community. The university needed to balance the diverse and sometimes opposing views of campus constituents concerning the occupation. Events scheduled for the occupation site had to be relocated, and unanticipated costs were incurred to ensure student safety and security. As the weather warmed in March, students moved their location outside and ended their encampment a few weeks later.

Key Lessons

- 1 Keep student safety, security, and learning at the center of all actions. These three fundamentals are the foundation for student affairs work. They become even more essential during challenging moments when heightened emotions can cloud judgment.
- 2 Communication in all directions is absolutely critical. During this kind of campuswide event, few people know exactly what is happening, but everyone has a perspective on how the situation should be handled. Talking with and listening to student demonstrators is critical. Communicating regularly with the entire campus community is essential to a productive outcome.
- 3 Know your students and know your environment. Be aware of the larger sociopolitical context, which in our case included the City of Boston and the Occupy Boston Movement, and its impact on students. Positive and non-judgmental relationships with the students enable the university to engage students in ways that are supportive and largely non-confrontational.
- 4 Do not be distracted by traditional and contemporary social media. Media is a significant part of any protest movement, but it should not impede taking appropriate action. Do not be swayed from doing the right thing because of a hyper-concern over how your actions might be portrayed in the media.

Patrick K. Day is vice chancellor for student affairs at the University of Massachusetts Boston.

Mark Jannoni is associate dean of students at the University of Massachusetts Boston.

In the past, the division of student affairs was the key player in managing organized protests. The role of student affairs staff members included pre-meetings with protest or rally organizers. Staff members would review the TPM rules, approve the use of amplified sound, answer any questions, and serve as a communication vehicle between the student organizers and the university administration. Student affairs professionals would work with the police liaison officer for the event, determine the level of security required, and provide observers to serve as unbiased witnesses at the event. If subsequent arrests or misconduct occurred, observers could be asked to submit a written report on what they witnessed.

Revisiting Best Practices

The General Assembly (GA) or Occupy Movement presented a new mode of protest activity, much of which UC Berkeley had not experienced before. The GA is the primary decision-making body of the global Occupy Movement. Open to all who wish to take part, general assemblies allow for an inclusive form of democracy. Rather than serving as a platform for leaders to talk to participants, the assembly is essentially leaderless and aims to establish a consensus among all participants.

These entities usually have no relationship with the student life staff and in most cases do not want one. Given the nature of these recent protests, the university revisited its best prac-

tices and began developing new approaches and practices to address protest activities. For many years, entry-level professionals had been placed on the front lines to interact with and advise student groups as they prepared for their rallies or demonstrations. While this best practice is still productive for organized student groups that plan events on campus, it has been ineffective in keeping lines of communication open for members of the Occupy Movement and the General Assembly. These groups pride themselves on their leaderless status, and members have no intention of following university rules and registering as a student group. As a result, these groups do not work with campus activities staff for coordination or advice.

Much of the recent protest activity has been led by graduate students, collective bargaining organizations, and some faculty members. There has been little interest in being advised or communicating with student affairs staff members. The university's elected student officers, both undergraduates and graduates, often try to identify possible compromises and serve as brokers when possible. These students are quick to point out that they do not and cannot speak for the Occupy Movement or General Assembly members. Suggestions from student officers have not been met with acceptance any more than those from members of the administration. In addition, undergraduates often do not have the respect of the graduate student activists, requiring the student affairs office to work with the Graduate Assembly and Graduate Division leadership as brokers for information sharing.

New practices and approaches to managing varied events are still evolving, with a focus on thoughtful, safe, and effective responses. Last November, I was asked by student protest leaders to meet during a university incident, which started as a rally and turned into a potential occupation of the university's Sproul Plaza lawn and steps. Student leaders were seeking some compromises to the university's "no encampment" policy. They developed a list of "wants." For instance, they could remain on Sproul steps overnight to organize and use amplified sound beyond the limits prescribed in the TPM policy. The student leaders wanted to see if the administration could support the compromise, and it did. They then asked that I present the compromise to the General Assembly, which was a rather large crowd. Speaking loudly to the crowd, with information moving from the front of the group to the back, I listed the suggestions. No sooner had I finished than the protesters peppered their responses with profanity and rejection.

Members of protest organizations have photographed student life professionals at coffee shops, posted pictures on blogs, and undertaken other physically and emotionally intimidating activity, hoping to characterize student affairs staff members as "snitches" or informants and cautioning individuals not to interact with staff members. These tactics have been extremely hard on entry-level staff members who traditionally are hired for advising positions. Staff members are now advised to report intimidating actions to the campus police. Consequently, senior staff members have assumed more active roles in attempts to communicate with the student groups.

Engaging the Campus Community

The student affairs office enjoys a good relationship with members of UC Berkeley's campus police department, who are sympathetic to its challenging roles and responsibilities. The university's Protest Response Team (PRT) is co-chaired by the provost and the vice chancellor of administration, with student affairs leaders serving in a support capacity. The PRT provides executive oversight and direction during protests or similar events that cause campus disruption; coordinates communications and decisions during such events; stays apprised of emerging issues and monitors campus climate topics that may disrupt regular operations; provides context and specific advice and counsel to key leaders and decision makers across campus; serves as a connection point for issues; conducts regular assessments of campus protest response and planning practices; and keeps the chancellor apprised of key areas of concern. The PRT also includes representative(s) from the police department, administration, student affairs, dean of students office, legal affairs, public affairs, and staff who follow up on assignments. The team convenes whenever there is a demonstration or protest that has the potential for growing beyond the control of organizers, and widespread participation is anticipated.

Following the events of last fall at UC Davis and UC Berkeley and the resulting criticism for using pepper spray and batons to control students, the campus has started to review various protocols for response. The primary goal is to manage protests at the local level with as little disruption to the campus community as possible. A new paradigm has been introduced; instead of only utilizing student affairs staff members or police officers as the first points of contact, various faculty members have attempted to engage in productive dialogue with protestors to hear their concerns or demands and give them factual information to dispel rumors or myths. A group of academic deans arranged a series of forums to discuss issues with the campus community in an attempt to diffuse a perceived lack of information. While the forums were poorly attended, more direct engagement of academic leaders has helped to reduce attention on senior administrators and allowed for a more collective response to a complex situation.

Knowing that media outlets are drawn to these types of events, the university works hard to avoid confrontations between the police and protesters. A senior administrator is now on the ground at the site of any protest with the chief of police or incident commander to determine necessary actions that will be taken and to recommend when to take them.

The protest of today is similar to an earthquake. You do not necessarily know when it is going to occur. It happens, you roll with it, and then you go back and assess the damage. It is a part of UC Berkeley's past, present, and most likely future since so many students are drawn to the social issues that face our country. UC Berkeley provides a platform for these events unlike any other university in the country. **LE**

Harry Le Grande is vice chancellor of student affairs at the University of California Berkeley.

Creating Environments Conducive to Change

BY JONATHAN ELDRIDGE, JERRY PRICE, DEBBIE KUSHIBAB, CHERRY CALLAHAN, and SUSAN YOWELL

The following article reflects the discussion among senior student affairs officers at think tank sessions during the 2012 NASPA Annual Conference.

Change is constant and comes in many forms. Those campuses that cultivate effective communication on a perpetual basis—outside of crises and the issues of the day—typically are more prepared to enact positive processes and ensure positive outcomes when change is warranted. In order for senior student affairs officers (SSAOs) to provide effective leadership and maximize positive change, they must understand and cultivate the campus culture, institutional context, and communication mechanisms within the institution.

Campus Culture

Understanding campus culture is likely the most important place to begin when thinking about and preparing for institutional change, which includes understanding the history and traditions of an institution. While some professionals may include campus climate in this discussion, for the purpose of this article campus culture embodies viewing the organization from a holistic perspective. Campus culture can and will “be in the driver’s seat” as staff members respond to suggested or mandated changes at their respective institutions. If the culture is not considered, proposed changes may be doomed from the beginning.

Culture “encompasses the activities that we are involved in on a daily level, the special language we use to speak with one another, the manner in which decisions are made, who is involved in making those decisions, and a host of other symbolic activities; in this sense, culture is created by, and creates meaning for, the organization’s participants,” according to Robert Schoenberg, writing on “The Three C’s of Campus Leadership,” in a 1992 issue of *Liberal Education*. Within the campus culture are sub-cultures among students, faculty, and staff members. If change violates the cultural norms of any of

these groups, then it will come slowly if at all. Organizations are complex and bureaucratic entities to navigate, which is why an understanding of the campus culture can provide a significant advantage in promoting change.

Adrianna Kezar and Peter D. Eckel writing in the *Journal of Higher Education* in 2000 questioned whether a campus culture can encourage change. If the culture does not support change, then important groundwork needs to be laid and consideration given to whether the culture can be transformed or even tweaked. Writing in 1991 for the *ASHE Reader on Organization and Governance*, William G. Tierney suggests six categories to consider when testing institutional change: environment, mission, socialization, strategy, information, and leadership. Readiness for change can be assessed through an institutional culture audit, which can take the form of talking with long-term employees, discussing with new hires why they joined an institution, comparing perceptions of the new and old guard, studying the history of the institution and how it has adapted to change in the past, identifying the informal leaders of the institution, and learning how information is transmitted formally and informally. Consultants in organizational change and culture could be engaged to assist with such an audit.

Kezar and Eckel considered four cultures as the institutional archetypes:

- 1 **Collegial** “Values scholarship engagement, shared governance and decision making, and rationality”
- 2 **Managerial** “Focuses on the goals and purposes of the institution and values efficiency, effective supervisory skills, and fiscal responsibility.”
- 3 **Developmental** “Based on the personal and professional growth of all members of the collegiate environment.”
- 4 **Negotiating** “Values the establishment of equitable and egalitarian policies and procedures, valuing confrontation, interest groups, mediation, and power.”

Depending on how many of these four cultures are in play at an institution, the approach to change may vary. Is the culture more focused on teaching or research, research or service, or learning or teaching? Is the culture more informal or formal, trusting or distrusting, political or apolitical, resource-rich or poor? A knowledge of the culture is critical, but change can only occur effectively in an environment where context is understood and communication is open.

Institutional Context and the Context of Change

Across the higher education spectrum—at large, public, four-year, land-grant institutions; small, rural community colleges; midsize comprehensive universities; and liberal arts colleges—

SSAOs and the campus community must fully understand the mission, vision, goals, and values of the institution to influence how change occurs. What governance structures exist on campus? What are the financial realities for making change? Are budget and planning processes understood? Is there a need for financial savings or an increase in productivity?

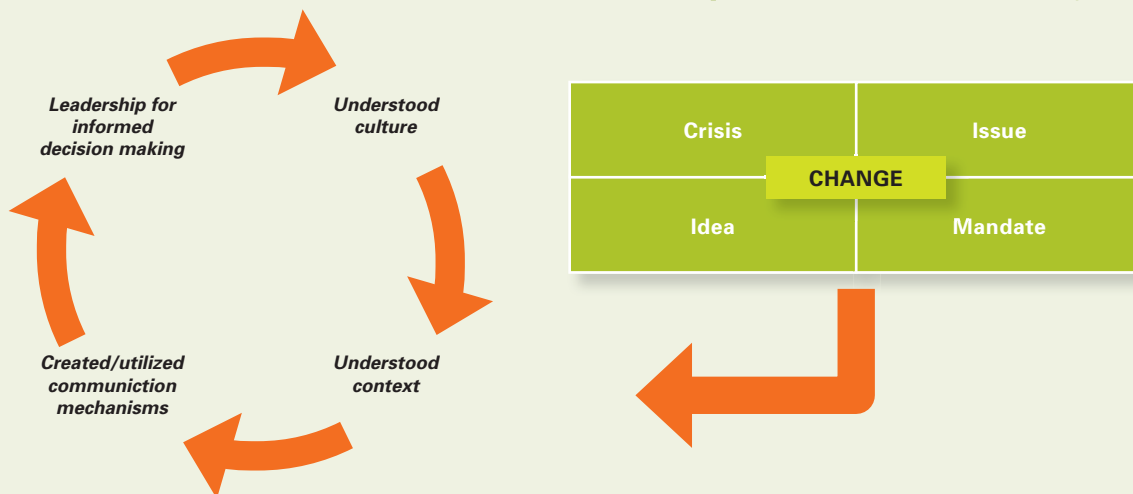
Institutional context requires an understanding of an institution’s identity and the identity of its students. Sufficient and appropriate data are required for effective decision making. Is decision making on your campus data driven or anecdotal? Is data trusted? Is data shared and understood widely across the various constituencies and stakeholders?

Institutional context also includes a knowledge of the history of change at your institution and how change was received through the years. How have students, employees, and the community viewed change? How do stakeholders perceive the actual process of change? It also requires a deep comprehension of the internal and external constraints facing your institution.

Understanding the context of change is just as important as the process to implement the change. Change agents need to recognize how stakeholders perceive the process. The reasons for change should be communicated in a manner that allows the various campus constituents and stakeholders to understand the context, the purpose, and the need. Setting the stage for the context of change requires telling an institution’s story in a manner that creates a framework for change. Will stakeholders buy into your story or will they shrug their shoulders, saying, “here we go again?” What is the organizational context for those affected by change—what other pressing issues do they have on their plates? Do you have the mechanisms in place to build capacity among all members of the campus community? What is the sense of urgency for change? What is the timeframe for change to occur?

Part of your role in creating an environment conducive to change is educating your immediate constituents—cabinet

Culture, Context, Communication, and Leadership in Relation to Change



Source: NASPA Think Thank, 2012

Checklist for Change

The following questions and answers are designed to assist SSAOs in understanding campus culture and context and developing effective communication mechanisms.

CULTURE	Yes	Unsure	No
Is our institutional mission well articulated and understood?			
Is there a vision for our campus that is understood and embraced?			
Is there trust on our campus among senior leadership?			
▶ <i>Between senior leadership and various constituents?</i>			
Do our employees have a strong change tolerance?			
Is change typically perceived positively on our campus?			
Is our campus typically open to suggestions, ideas, and innovations?			
Is our campus positioned to engage in courageous conversations?			
CONTEXT			
Have employees viewed past change on our campus as successful?			
Do we have sufficient and appropriate data for decision making?			
▶ <i>Are our data trusted?</i>			
▶ <i>Are the data widely shared and understood?</i>			
Is there widespread understanding of financial realities and budget/planning processes?			
Are mechanisms in place to build capacity among all members of the campus community?			
COMMUNICATION			
Are decisions and information from leadership meetings disseminated?			
▶ <i>Is this dissemination effective?</i>			
Is communication on our campus inclusive?			
▶ <i>Are there groups that may feel marginalized in decision making?</i>			
Does our campus facilitate open discussions of important issues?			
Are constituent groups brought together regularly?			
Does senior leadership engage effectively with employees?			
▶ <i>With students?</i>			
Are formal communication mechanisms effective?			
▶ <i>Informal mechanisms?</i>			
Are the informal leaders on campus engaged in the communication process?			
Can our mission be used effectively to communicate the rationale for institutional decisions?			

colleagues, direct reports, staff members, student leaders, and faculty colleagues—about the various components of institutional context on your campus.

Effective Communication Mechanisms Promote Change

Communicating change, the need for change, or the rationale for change is made easier when change agents have a firm grasp of the institutional culture (how communication works on campus) and context (how institutional circumstances influence how information is received and perceived). By addressing a number of questions about communication patterns and expectations on your campus, you can better prepare to effectively communicate during major change.

Transparency is critical in creating a campus environment of open communication and trust—two key elements for driving change. In 1997, Terry O’Banion wrote in *A Learning College for the 21st Century*, “Universal agreement is not the goal; universal opportunity is, and some changes may need to be put to a vote.” Are decisions and information from leadership meet-

ings disseminated? Is this dissemination effective? Does senior leadership engage effectively with employees? With students?

Estrella Mountain Community College in Arizona found an effective way to disseminate information broadly. The Leadership Council agenda is shared with the college and the entire community is invited to the council’s meetings. Guests may ask questions or provide feedback during discussions of any agenda item. The minutes are then posted to an internal website that is accessible to all employees. This is one example of how to create a mechanism for engagement around issues of governance—outside of a crisis or particular campus issue—that can facilitate effective communication during times of significant change.

Is communication on your campus inclusive? Do groups feel marginalized in decision making? Additional ways to share decision making and inform the college community of decisions include inviting the faculty senate chair to join the president’s cabinet meetings and conducting regular information-sharing meetings with various employee groups. A well-respected and highly inclusive community college president from the Maricopa Community College District made it a practice to join maintenance and operations staff members at their dinner hour at the beginning and end of each semester because their work schedule did not allow them to attend all-employee meetings each semester that were generally held early in the day.

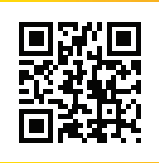
Since the 1990s, change management advocates have called for clear communication with a course of action from the top to help employees understand the need for change and how it will impact them. “Students of major organizational changes typically report that successful leaders understand that change is a political process of developing and nurturing support from major stakeholders and organizational members,” according to an article by Sergio Fernandez and Hal G. Rainey in the March/April 2006 *Public Administration Review*.

Courageous conversations became part of the fabric for colleges participating in Achieving the Dream, a long-term initiative to help more community college students succeed. “These campuses are having courageous conversations in which faculty, staff, presidents, and trustees accept the data, take accountability for the problems in the system, recognize the scale of the challenges they face, and press ahead on solutions,” writes Carol Lincoln in “Achieving the Community-College Dream” in the January-February 2012 issue of *Change*. Do our campuses facilitate open discussions of important issues? Are the ‘informal’ leaders on campus engaged in the communica-

Is your **Alcohol** **Prevention Strategy** having an **IMPACT?**

Core Institute's wide variety of low cost products & services can help you to easily and clearly answer this question, which will allow you to readily diagnose areas that need improvement.

Core Institute
618-453-4420
www.core.siuc.edu
 **@TheCoreInst**



SIU
Southern
Illinois
University
CARBONDALE

tion process? Bringing together stakeholders, presenting and analyzing data, and having difficult conversations together about how to make campus improvements are all ways to move your institution forward, to recognize the need for change, and gain ideas for proceeding with those changes.

Are constituent groups brought together regularly? Constituency groups, such as the faculty senate and the student affairs team, may meet regularly, but how often do senior leaders meet with those groups? Too often, innovation within those groups may go unnoticed and unrewarded. Virtually all higher education institutions involve the campus community in standing and task-force meetings. The top-down meeting structure that moves from leadership to managers and faculty to front-line staff and facilities workers is common in hierarchical organizations. This structure is devised to enable representatives serving on those standing committees to share information with their constituents. Eventually, members of those groups share with others as information trickles down through the organization. Obviously, this is not the optimal way for critical information about change to be communicated.

Are formal communication mechanisms on our campuses effective? Informal mechanisms? Organizational change is still about changing individuals within the organization. Communication about an impending change may be more effective at the informal or personal level since each employee harbors personal feelings of loss as well as a fear of the unknown. Identifying resistant employees and meeting with

them one-on-one to alleviate their concerns may be the best way to win them over and gain acceptance for change.

Even the most unwanted and difficult change can be undertaken successfully if effective communication mechanisms are in place and working properly. For these mechanisms to work to their full potential, they must reflect and embrace the culture of the institution. Of course, the circumstances surrounding change greatly influence an institution's ability to navigate that change. Leaders who understand and appreciate institutional context and culture will be more successful in crafting and honing communication mechanisms that resonate with the campus community. **LE**

Jonathan Eldridge is vice president for student affairs at Southern Oregon University.

Jerry Price is vice chancellor for student affairs at Chapman University.

Debbie Kushibab is vice president for student affairs at Estrella Mountain Community College.

Cherry Callahan is the vice chancellor for student affairs at University of North Carolina at Greensboro.

Susan Yowell is vice president for student services at Western Nebraska Community College.



To Outsource or Not to Outsource? *A Big Question for International Student Recruitment*

BY BRETT PEROZZI

While the debate about using international recruitment agents in higher education is not new, it has recently picked up steam, particularly as branch campuses are created at an astounding rate around the globe. There is no debate concerning the zeal with which all sectors of U.S. higher education are recruiting foreign students, from two-year institutions to research universities. During the 2010–11 academic year, U.S. institutions hosted a record 723,000 international students, according to an Institute of International Education report. The value of international students on campus is appreciated by most and lauded by many. How do student affairs professionals facilitate the process of attracting international students to U.S. campuses? What mechanisms are in place to recruit

international students and how are institutions organized to support these efforts?

International recruitment decisions often come down to whether to use internal resources or contract with outside vendors. Agents frequently serve as independent parties or as part of a small company or agency whose mission is to connect students with higher education institutions abroad. Many factors play into the international recruitment strategy, and each institution and each agent bring a unique set of issues to the table.

In most cases, recruiters can attract significant numbers of international students to a campus. For those students who are accepted or enroll, it is likely some type of fee will be assessed by the recruiter to the institution. Many fiscal models exist, and payment to agencies can take different forms depending on a range of variables such as country/region of specialty, if students pay a fee, and the enrollment targets associated with the institution. The price paid for the successful recruitment of a single student pales in comparison to four or five years of full tuition payments to the institution.

Pros and Cons of Using Agents

Agents are typically familiar with the cultures with which they work. They know the local language and have well-established contacts in the country. In addition to bringing students to an institution, agents can assist with other important aspects of the process such as obtaining visas, assisting with departure and arrival arrangements, and preparing admissions documents. Agents can broker relationships for faculty and staff in the country or region of interest, which can lead to curricular, degree, and research partnerships. Agents are able to leverage their networks to make introductions and facilitate visits that might not otherwise be possible.

On the other hand, skepticism surrounds the motivations of agents and the ethical standards employed in their recruitment strategies. The philosophy of providing a commission for the enrollment of a student in higher education has long been an anathema to admissions professionals.

Still, many higher education administrators are concerned that recruiters charge students, in some cases thousands of dollars, for the opportunity to be connected with U.S. institutions. The bigger questions: Is the agent accurately representing the U.S. institution? Is the recommended school the best fit for the student?

The complexity of the issue is compounded by the fact that students and families in some countries and regions, such as China, *fully expect* to work with agents when seeking to study

SCHOOL VIOLENCE LAW

The *only* national legal team specializing in representing victims in lawsuits involving school death and injury, hazing, college and fraternity rape and sexual assault, and serious personal injury. Recovering millions for our clients *and* creating institutional changes to make students and campuses safer.



DOUG FIERBERG
(877) WASHDC-1
www.schoolviolencelaw.com





abroad. The practice is common and often part of the international college-going experience.

SSAO Involvement

How can senior student affairs officers (SSAOs) engage in this process? First, understand the issues surrounding international recruitment. Second, recognize the unique character, culture, and mission of your institution. Third, foster broad-based discussion on campus about recruitment strategy. No matter how well-developed your institutional internationalization process, there is a high likelihood that indepen-

dent international endeavors are taking place, formally and informally, with individual faculty members and departments across the institution.

Many professional organizations embrace these concepts and provide resources and professional development opportunities, including the National Association for College Admission Counseling, NAFSA: Association of International Educators, and the American International Recruitment Council, which provides certification for agents who demonstrate high ethical standards and recruitment processes. NASPA also offers a broad range of international opportunities and forums for members interested in international education.

The influx of international students to U.S. campuses will only continue in the years to come, making international recruitment a hot topic for higher education for the foreseeable future. In addition to building awareness of the process on their campuses, SSAOs will need to consider the long-term implications this global trend will have for a variety of student services. **LE**

Brett Perozzi is associate vice president for student affairs at Weber State University. He also is chair of NASPA's International Advisory Board.

© ISTOCKPHOTO

"My career is flourishing because at Sodexo I am engaged, challenged, and fulfilled."
- Sharmeen, Atlanta, GA

Making every day a better day

A better day is being empowered to determine my professional destiny.

Sodexo is proud to partner with NASPA to provide the Sodexo NUPF Scholarships.

DiversityInc sodexo **#2**
2011 **TOP 50** Sodexo Named #2 Among Top 50 Companies for Diversity and Inclusion by DiversityInc
COMPANIES FOR DIVERSITY

www.sodexoUSA.com  **sodexo**
Making every day a better day



Setting NASPA's Public Policy Agenda

BY REBECCA MILLS, KANDY MINK SALAS, LISA ERWIN, and ERIK KNEUBUEHL

NASPA's Public Policy Division spearheaded a number of initiatives at the 2012 NASPA Annual Conference to support NASPA's goal to "lead advocacy efforts that shape the changing landscape of higher education." In addition to leading or sponsoring a significant number of conference sessions, the division hosted a town hall meeting to help set NASPA's public policy agenda. Division members worked closely with members of NASPA's board of directors to solidify the organization's public policy efforts.

This well-attended meeting was structured to elicit individual and group responses to the question: "What 3 to 5 issues do you believe NASPA should address in 2012-13?" Following a brief introduction, town hall participants worked in small groups to identify the key policy issues they want included on NASPA's public policy agenda for the upcoming academic year. Small-group responses yielded some two dozen ideas including: support for the DREAM (Development,

Relief, and Education for Alien Minors) Act; implications of the Affordable Care Act; issues facing undocumented students; college readiness; impact on ethnic studies; student indebtedness; services for veterans; and sources of student aid. Additional topics raised included: Title IV; remedial skill building; FERPA (Family Educational Rights and Privacy Act); guns on campus; identity-based resource centers; lesbian, gay, bisexual, and transgender issues; the Dear Colleague Letter, K-12 concerns; accountability; Title IX; and need-based aid. Town hall participants voted to determine the top issues they felt most strongly should be included in NASPA's upcoming public policy agenda.

NASPA can play an important role in clarifying issues, anticipating their impact on higher education institutions, and influencing legislative decisions.

All of the issues that were raised during the town hall meeting were shared via e-mail in May with NASPA members-at-large, who were asked to select those topics they felt merited inclusion in NASPA's upcoming public policy agenda. Public Policy Division members used member feedback, conference discussions, and policy research to draft a public policy agenda that will be considered at the July 2012 meeting of the NASPA Board of Directors to help the division prioritize its efforts to "build capacity among the membership." Division members hope to create webinars, share web-based resources, and sponsor regional and national conference sessions that provide analysis of and information about issues of greatest interest to NASPA members.



When life's challenges begin to detract from your student's quality of life, or they begin to impact their academic performance, it is time for them to talk with someone.

Student Support Services



Offering:

- * 24/7/365 Support
- * Counseling Services
- * Budget & Debt Counseling
- * Legal Consultations
- * School/Work/Life Resources



1.800.361.5527
wellnesscorp.com



To further clarify perspectives on public policy and the newly developed public policy agenda, Rebecca Mills, chair of the Public Policy Division, led board members in an extended discussion about public policy at the March board meeting. Levester Johnson, at the time board chair-elect, included a session on the Public Policy Division in the orientation for new NASPA board members. In both sessions, board members expressed their continuing commitment to NASPA's bold strategic plan and to providing guidance for the division in shaping NASPA's leadership role in critical issues. Board members expressed their desire to make NASPA the "place to go" when individuals want to learn more about and/or engage in discussions of public policy issues related to student affairs. As a result, the Public Policy Division will develop a set of guiding principles for selecting the most significant issues on which NASPA should focus its advocacy efforts.

During formal and informal discussions at the 2012 NASPA Annual Conference, it became clear that to meet NASPA's strategic goal about advocacy and to influence legislation and policies, NASPA must recognize trends early and stay informed as they develop. Discussion participants also agreed that NASPA must identify those issues that provide opportunities for NASPA to create and communicate a public stance. For members and decision makers alike, NASPA can

play an important role in clarifying issues, anticipating their impact on higher education institutions, and influencing legislative decisions.

As you prepare to work with student affairs staff and/or teach courses in preparation programs for administrators in the upcoming academic year, public policy issues and related decisions increasingly will affect the lives of students and student affairs professionals. If we encourage our colleagues to embrace responsibility for NASPA's public policy agenda, together we can reach NASPA's goal to "shape the changing landscape of higher education." **LE**

Rebecca Mills is dean of students at Touro University—Nevada.

Kandy Mink Salas is associate vice president for student affairs at California State University—Fullerton.

Lisa Erwin is vice chancellor for student life at the University of Minnesota—Duluth.

Erik Kneubuehl is dean for student development at the Florida Institute of Technology.



Focus Healthcare of California

A Comprehensive Addiction Treatment Center

FocusHealthcareCalifornia.com

Focus Healthcare of California is opening a multi-addiction treatment center providing progressive assessment, diagnosis and treatment for chemical and process addictions for adults. Our whole person care approach supports a memorable healing experience for patients and families. Scheduled to open in the fall of 2012. Inquiries go to BeckyJ@Focusn.com or AliciaT@Focushcca.com.

By treating the whole addiction;
we are healing the whole person.





Balance is Key in Understanding, Using Social Media and Technology

BY SARA KATHLEEN HENRY

Technology and social media have emerged as powerful forces in almost every facet of our lives. We seem to be wired constantly to a network of contacts, seeking to connect by tweet, text, instant message, or Facebook post or poke. All of these tools and applications foster social connection and promote networking, and at least temporarily enhance a sense of belonging and affiliation. But upon closer inspection, do we really feel a profound sense of connectedness to others through our use of technology and social media?

It is easy to be wooed by the benefits of technology and social media. We can send and receive messages quickly to a large number of contacts; we can get back in touch and stay in touch; and we can market ourselves or our products to people all over the world, even to those we have never met in person. In the college environment, social media and technology support engagement by providing an avenue to connect early and often to student life—prior to students' first year on campus, during their college years, and as alumni. Theories related to social media and mediated communication also reference other benefits, including strengthened social resources for those who lack confidence in face-to-face interactions and enlarged social networks and networking opportunities.

At the same time, the nature of our social relationships has shifted. We spend less time in face-to-face conversations and more time interacting through mediated communication, often attending to the person in front of us and to our hand-held device(s) or screens at the same time. Technology and social media have also placed greater emphasis on the volume of contacts and the speed with which we socialize rather than the quality and depth of interactions, which are often fast-paced and far from personal. Why engage face-to-face when you can simply send a text?

Our understanding of friendship has shifted as well. Today we often distinguish between our Facebook friends and our real friends; there are now ways to keep in touch with those on our "A List" versus everyone we have ever met. Providing social support takes no more effort than "liking" or commenting on a post. Further, social media and other mediated communication technologies contribute to a greater sense of anonymity and an increased desire to promote and share a fabricated and edited self.

Technology and Student Identity

Clearly, we must find a balance in our use of social media and technology and our understanding of its influence on social relationships, psychological and social well-being, and sense of community and connectedness. All of these influ-

ences have profound implications for college students' identity development. Student affairs officers know that the quality of students' social relationships contributes in significant ways to a host of outcomes associated with the college experience, from successfully integrating into campus life to persisting academically to graduation. The quality of students' social relationships has also been tied to students' psychosocial well-being and sense of community throughout their college years. Many, if not all, foundational student and adult development theories reference the critical role of social relationships to identity formation. What does the changing nature of social relationships say about how students experience all of the many smaller interactions that add up to the whole of university or college life?

Many student development theories that inform research and professional practice tend to assume that students' social experiences occur predominantly in face-to-face contexts and on campus. This is no longer true; social life occurs constantly across time and space without distinct boundaries. Models and theories must adapt to this shift by considering the influence of technology and social media on how students form and maintain social relationships and communities.

As student affairs professionals, we must incorporate technology and social media in ways that promote academic success, campus life, and student engagement, including early alert systems that help identify at-risk students; web-based solutions to enhance campus portals; and online communities to support alumni affinity groups. At the same time, we need to better understand students' use of technology and social media and related implications for higher education. For one, the changing nature of how students interact has implications for building and maintaining authentic interpersonal relationships that offer a sense that they matter to others, belong to a community of peers, and "fit" within an institutional climate or culture. Second, increased use of technology and social media has been associated with decreased time spent engaging in face-to-face social interactions. Through in-person exchanges, students learn that they matter to others; feel a profound sense of social connectedness; and gain support from others. Students who do not feel that they matter or who do not feel connected to the campus community are far more likely to experience psychological or social stressors that may impede progress to graduation. Maintaining a balance in the use of technology and social media and in understanding their impact on student development allows student affairs officers to benefit from new media while addressing implications for student success. ■

Sara Kathleen Henry is director of special projects in the Office of the Vice President for Student Affairs at Humboldt State University.



I wish my roommate
would pick up
her mess...

If I don't get that
grant next semester
I'll have to
leave school...

I shouldn't have waited
until last night to study
for this test...

CU THRIVE
NASPA's Higher Education Health & Wellness Program



NASPA



CU Thrive Higher Education Partners

CU Thrive is a web-based, social-media-inclusive prevention program that focuses on building resilience and everyday coping. The program recognizes the difficult challenges college students face and targets issues that impact the whole student in every aspect of college life, both in and out of the classroom.

To learn more about CU Thrive's programs and services, email us at CUthrive@naspa.org or visit us on the web at <http://cuthrive-naspa.personaladvantage.com>



Student Well-being Can Be a Factor in Success

BY TIM HODGES

When educators attempt to measure their positive impact on students, it can be easy to fixate on just one area of success, such as academic achievement, community leadership, or earnings potential. But these metrics fall short at helping us understand the full impact of student development efforts.

Recent Gallup research shows that many factors contribute to individual well-being. The research demonstrates that well-being is about more than independent attributes, such as happiness, wealth, career success, or physical wellness. In fact, the Gallup analysis identified five universal, interconnected elements of well-being: career, social, financial, physical, and community well-being. When these five elements work in concert, they serve as the currency for a life that matters.

To produce holistic and long-term outcomes for students, interventions are needed within each core domain.

Career well-being is related to how individuals occupy their time or simply like what they do every day. An important component of career well-being is the opportunity to use individual strengths. Those who have the opportunity to use their strengths are six times more likely to be engaged in their work and more than three times as likely to report having an excellent quality of life. Identifying and developing strengths has become widespread in higher education in recent years. More than one million students on hundreds of college and university campuses have discovered, developed, and applied their strengths through Gallup's StrengthsQuest program.

Social well-being is linked to strong relationships and love in individual lives. A wide circle of friends and colleagues is important as well as having one or more close friends. Previous Gallup research shows that people who have at least three or four very close friendships are healthier, report higher levels of well-being, and are more engaged in their jobs. These findings have important implications for developing a healthy social culture on college and university campuses.

Financial well-being involves effectively managing personal finances to reduce stress and increase security, including both short-term money management and long-term savings and investments. Education policy leaders have recently intensified their focus on student debt load and expected return on investment. From credit cards to student loans to paychecks, college and university campuses provide the context for a wide variety of experiences with financial well-being.

Physical well-being encompasses good health and the energy to accomplish things on a daily basis. Healthy lifestyle habits include getting enough sleep (generally seven to eight hours each night) to feel well rested, participating in at least 20 minutes of physical activity each day (ideally in the morning to improve mood throughout the day), and making healthy food choices. People with thriving physical well-being often look better, feel better, and are more productive than other individuals their age. Many students form habits during their college years that shape the way they approach physical well-being throughout their lives.

Community well-being is determined, in part, by the level of engagement with the community in which an individual lives. This involves both meeting basic needs, such as clean water, clean air, and safe neighborhoods, and being involved in and enthusiastic about the community. Individuals that possess a thriving sense of community well-being make contributions to their community based on personal mission and encourage others to do the same. Campuses focused on developing strong community well-being may improve recruitment and retention rates among students, faculty, and staff members.

Life Evaluation Around the World



As part of its research into well-being, Gallup asked people in more than 150 countries around the world to evaluate their lives, then sorted them into three categories based on their responses: thriving (strong, consistent, and progressing), struggling (moderate or inconsistent), or suffering (at high risk). Overall, 24 percent worldwide are thriving, while 13 percent are suffering. Among countries polled, life evaluation is highest in Denmark and lowest in Cambodia.

Source: Gallup World Poll 2011; weighted by population size.

Well-being is about more than independent attributes, such as happiness, wealth, career success, or physical wellness.

Strategies to Boost Student Well-Being on Campus

- Assess student strengths and look for daily opportunities to put them into action.
- Identify a mentor or someone with a shared mission who encourages student growth, and ensure students spend more time with the mentor.
- Spend social time with individuals and teams that promote enjoyment and fun activities.
- Dare to measure well-being. How would students, faculty, and staff members rate your campus as a contributor to their overall well-being? **LE**

Tim Hodges is research director for Gallup's Education Practice.

NEW BOOK RELEASE!

LEARNING IS NOT A SPRINT
Assessing and Documenting Student Leader Learning in Cocurricular Involvement

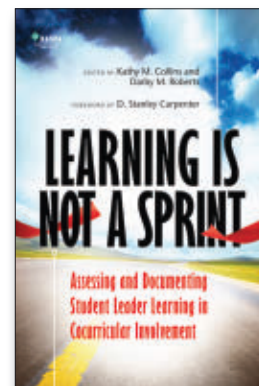
Kathy M. Collins and Darby M. Roberts, Editors
 Foreword by D. Stanley Carpenter

Hardcover 216 pages ISBN 978-0-931654-99-2
 List Price: \$34.95 NASPA Member Price: \$29.95

Learning is Not a Sprint offers multiple perspectives and a framework to establish and document student learning in the cocurricular environment, with a specific focus on student leaders and student employees. It provides student affairs professionals with a theory base on student learning and student leadership, but also addresses the realities of the current state of higher education.

Written primarily for student affairs administrators with responsibility for advising and supervising undergraduate student leaders and student employees, this book provides readers with:

- an understanding of the importance of student learning in the cocurricular environment;
- models of student leadership, learning, and development;
- tools to assess and document student learning;
- advising theories and strategies;
- implementation and training strategies;
- methods for assessing programs and individuals;
- potential challenges to address for program success; and
- opportunities to think about the future of cocurricular student leader learning.



"This book takes a new approach to articulating the substantive contributions of student affairs to the university learning environment."

—*Erin Bentrim-Tapio, director of student affairs assessment, The University of North Carolina at Greensboro*

"A must-read for practitioners working with student leaders in any setting."

—*Carrie L. Zelna, director of student affairs planning, assessment, research, and retention, North Carolina State University*

To order, visit <http://bookstore.naspa.org> or call 301-638-1749.

NASPA Undergraduate Fellows Program (NUFP)

The NASPA Undergraduate Fellows Program (NUFP) is a semi-structured mentoring program for undergraduate students designed to increase the number of historically disenfranchised and underrepresented professionals in student affairs and/or higher education, including but not limited to those of racial and ethnic-minority background; those having a disability; and those identifying as LGBTQ.



- /nufpFB
- /NUFPtweets
- /NASPAstaff

www.naspa.org/nufp

NEED MORE INFO BEFORE APPLYING?

➤ Scan the QR code to the right or check out the various websites (to the left) to get a sense of what it's like in our NASPA community.



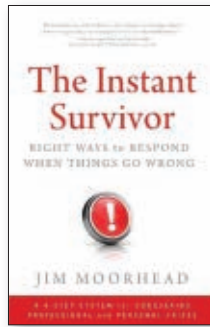
SCAN ME!



Build Your Management Skills

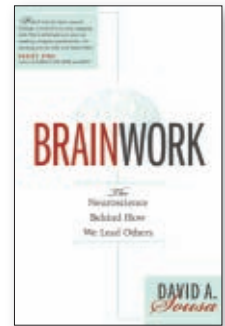
1 *The Instant Survivor*

By Jim Moorhead
(Greenleaf Book Group Press, 2012)
When a crisis strikes, will you be prepared? Author Jim Moorhead would probably say no, and in this book he offers a process to equip you to manage personal or professional crises in your life. The keys to crisis management: Stay frosty, and calmly move forward while freezing out negative emotions of fear, anger, and bitterness. Secure support, tapping into your network of personal and professional contacts. Stand tall, and take full charge of how you respond to the crisis. Save your future, and look ahead to greater success in the future. Moorhead claims these steps can help anyone become an "instant survivor."



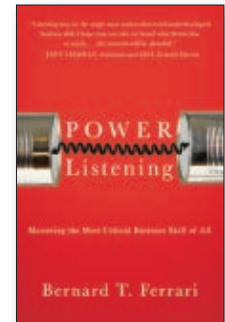
2 *Brainwork: The Neuroscience Behind How We Lead Others*

By David A. Sousa (Triple Nickel Press, 2012)
Every day the success of your organization depends on your ability to prioritize, focus, and act. But what if you could become a better leader simply by thinking about thinking in a different way. This book compiles the latest brain research to help you build a better brain for business. The book examines the myth of multitasking, ways to improve thinking, leading by dissent, and taking care of your brain. David Sousa draws on research findings to offer strategies to expand your existing cognitive networks, build new ones, and become smarter and more creative in the process.



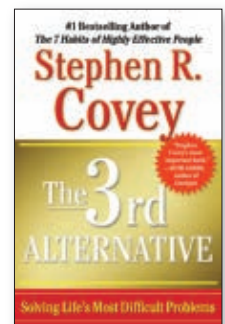
3 *Power Listening: Mastering the Most Critical Business Skill of All*

By Bernard T. Ferrari (Penguin Group, 2012)
Listening is not a natural gift like an athletic ability or an ear for music, but is a skill that demands conscious attention and practice. Author Bernard Ferrari offers steps that can help you shape and focus a conversation, make others feel important, and uncover hidden pieces of information that can change everything. Among the practical tactics he suggests: Follow the 80/20 rule, and try to devote 80 percent of each conversation to listening and only 20 percent to speaking. Be purposeful in seeking what you need from a conversation. Put down the Blackberry, focus entirely on the speaker, and ask relevant questions.



4 *The 3rd Alternative*

By Stephen R. Covey (Free Press, 2011)
From the bestselling author of *The 7 Habits of Highly Effective People* comes *The 3rd Alternative*, which offers more options for resolving professional and personal difficulties and creating solutions to organizational and societal challenges. Covey asserts that the 3rd alternative in any conflict is more than a compromise between the 1st alternative of "my way" and the 2nd alternative of "your way." *The 3rd Alternative* provides a plan for both parties to emerge from debate or even heated conflict in a far better place than either had envisioned. 3rd Alternative thinkers, who offer creative solutions, are profiled and provide examples of how to achieve better results without escalating conflicts.



Foliot
furniture

BUILT ON RESULTS

300,000 ROOMS displaying Foliot Furniture in colleges and universities across North America

350 HIGHLY SKILLED EXPERTS including master furniture craftsmen and production personnel

3 PRODUCTION FACILITIES are located in St. Jerome (QC), Greenville (TN) and Las Vegas (NV)

ECO-RESPONSIBLE

1.800.545.5575 | foliot.com



Anecdoteage

www.anecdoteage.com

Need to lighten up your latest speech or PowerPoint presentation? This site bills itself as “home to several thousand humorous and/or inspirational items covering everything from acrobats and acronyms to zippers and zoos.” Whether you are looking for a joke, a quote, or related trivia, this site may offer the solution.

12 Manage

www.12manage.com

Join this free management network and gain access to summaries of management methods and models, discuss issues with management consultants and other academics, and take advantage of management tools. Topics include change and organizations, communication and skills, marketing, strategy, and leadership.

The Management Help Library

www.managementhelp.org

The library provides free, easy-to-access, online articles to develop yourself, other individuals, groups, and organizations. The library offers a well-organized collection of management-related materials, covering 650 topics and providing 10,000 links. With nearly 1.5 million visitors monthly, the library is a handy resource for managers at all levels.

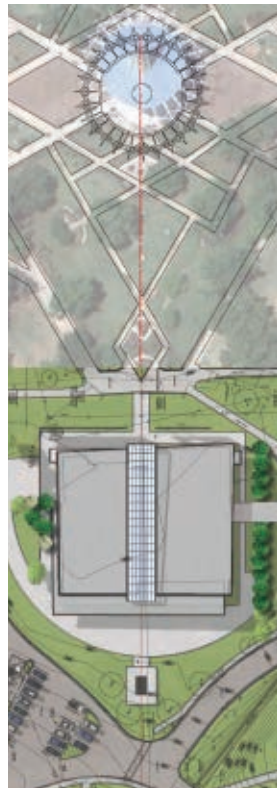
Effective Listening
When asked what they consider the single most important factor for business success, many business leaders come up with listening. You cannot establish trust and build relationships if you cannot listen.

—www.1000advices.com

1,000 Advices

www.1000advices.com

Need to get motivated? Looking for a creativity boost? Searching for options for a staffing problem? This website offers “free, smart, and fast advice and inspirational tips” from achievers in life and business. Find personal and professional guidance for yourself or to share with staff members.



KSQARCHITECTS.COM

STUDENT LIFE SPECIALISTS



Boost Student Engagement Through Technology

BY LEVESTER JOHNSON

In the spring 2011 issue of this magazine, Eric Stoller described how social media can be used by senior student affairs officers (SSAOs) to engage campus communities in a variety of ways. Stoller identified a number of student affairs social media “pioneers,” from Ken Elmore and his “Engager” approach to Luoluo Hong’s “Broadcaster” sharing to my description as a “Connector.” One year later, many of us continue to use social media as a value-added tool in our work as deans and vice presidents for student affairs.

At Butler, we have used social media to expand student engagement beyond the typical top 10 to 20 percent of students we connect with on an annual basis. From time to time, a student may approach me on campus, strike up an engaging conversation, and leave me wondering, “Where or in what context do I know this student?” Then the student mentions my tweet and posting of pictures from a Student Government Association event. This conversation occurs more often now that the doors are open to connect with students through the traditional “dean’s model” put into practice with the help of technology.

Many of us continue to use social media as a value-added tool in our work as deans and vice presidents for student affairs.

In the last year, other student affairs professionals have come on board in significant numbers, leveraging the knowledge of tech-savvy students, student affairs staff members, information technology personnel, or the occasional organic “SSAO 101” sessions that spring up during professional conferences or organizational meetings. More and more student affairs practitioners are answering “the call” as described in Sara Kathleen Henry’s article in this issue. As she states, “...we must explore and understand the tools or applications students are using and incorporate technology and social media in ways that promote academic success, campus life, and student engagement.”


We must go further and fully embrace this opportunity for connecting and understanding our students in a number of areas:

► **Professional competencies:** As NASPA President Kevin Kruger has suggested on several occasions, when consid-

ering professional technical competencies we must go beyond word processing or Excel. Moving forward, we must possess knowledge and skills at data collection and assessment and the use of technology for student engagement. Higher education administration graduate preparation programs must add elements to the curriculum that fill the technology skills void and complement graduate students’ existing skills. Within our student affairs divisions, professional development opportunities must include the latest technologies.

► **Staffing updates:** The changing ways through which students engage and receive information dictate the development of new positions within student affairs divisions, such as engagement/communication officers, who oversee the use of social media and its application to communications and marketing. Within Butler University’s student affairs division, the staff member who advises on and coordinates the use of social media and technology holds a new multimedia specialist position. These types of positions expand our reach across campus and into subpopulations, creating new opportunities for building community.

► **Budget implications:** Where are all the dollars coming from to pay for these new activities and positions? We all face limited resources and must rethink the services that student affairs divisions provide on our campuses. We are usually great about adding new services and activities, but we struggle to let things go. Let’s continue to make tough decisions to review and eliminate programming and services with minimum return or those that overextend human capital. With redistributed resources, we can embrace technology by equipping staff members with tools that maximize creativity and productivity and allow us to better utilize flex-time and shared positions to fit new and emerging workplace demands.

I call on my colleagues to continue this movement to embrace technology within our practice. One concrete step forward: Consider attending or sending a team from your campus to the #NASPAtech 2012 Conference in Indianapolis, October 25–27. Five Butler student affairs staff members attended last year and gained an incredible wealth of information and best practices that have helped our division enhance engagement with students. I look forward to welcoming you to Indy in just a few short months! 

Levester Johnson is vice president for student affairs at Butler University.



echeckup TO GO

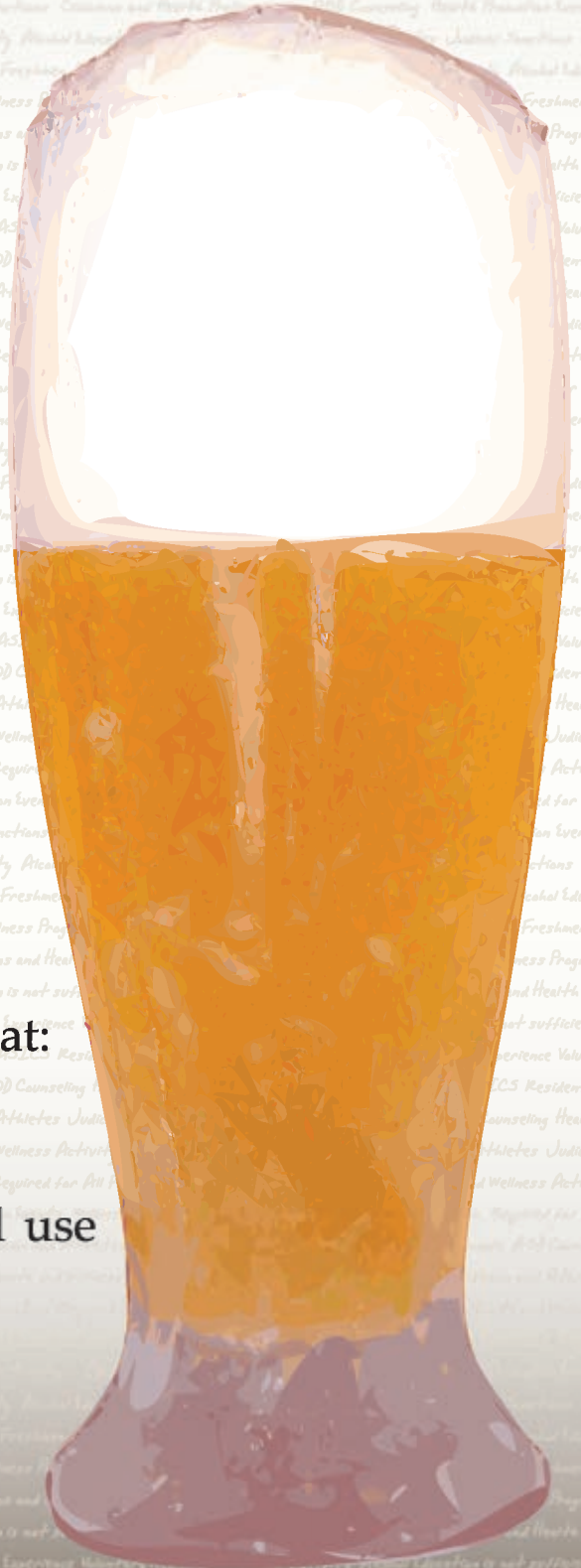
Online, evidence-based Alcohol & Marijuana intervention programs for all students.

Published studies demonstrated:

- ✓ **30% reduction in negative consequences of drinking**
- ✓ **66% reduction in weekly alcohol use**
- ✓ **BAC levels reduced from .18% to .05%**

**Research and information available at:
www.echeckuptogo.com**

Annual subscriptions for unlimited use are \$975.



NASPA—Student Affairs Administrators in Higher Education

111 K Street, NE • 10th Floor
Washington, DC 20002
www.naspa.org



Non Profit Org.
US Postage
PAID
Hanover, PA 17331
Permit No. 4

Institute for New Senior Student Affairs Officers

Oct. 7-10, 2012

Hilton Garden Inn, Washington, DC

The Institute for New Senior Student Affairs Officers is an intensive three-day academy for student affairs administrative leaders in the first two years of an SSAO position. Designed by some of the nation's leading SSAOs, the innovative curriculum will focus on achieving success through strategic decision-making, transformational campus leadership, and highly effective management capabilities.

www.naspa.org/programs/ssao



NASPA

JAMES E. SCOTT ACADEMY