

## ACPA Commission for Administrative Leadership

CAL Conversations –  
June 2013

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CAL at ACPA @CALacpa



13 May

“Feeling gratitude and not expressing it is like wrapping a present and not giving it.”

-- William Arthur Ward

Welcome back to the ACPA CAL Conversation! As we continue to provide these newsletters, please join in on the conversation. You can email Donald Walker at [wdwalker@towson.edu](mailto:wdwalker@towson.edu) or follow us on twitter @CALacpa today! Who knows, something you say could be featured in our next issue! Get involved with the conversation.

This summer, CAL Directorate Body Member, Franci Magee, will begin a review of CAL's Guiding Principles in light of recent updates to the Mission Statement. The Guiding Principles, in conjunction with the Mission Statement, help CAL determine its focus on projects and initiatives. The Guiding Principles were last updated in 2003. If you would like to be part of this process, please email Franci Magee at [fmagee@nyit.edu](mailto:fmagee@nyit.edu) to join us!

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## A NOTE FROM THE ACPA CAL CHAIR

Greetings!!!

How time has flown since Convention 2013 in Vegas. I hope you all had a successful end of year and are enjoying some downtime this summer. So hard to believe it is July already. I had the privilege in June of attending the ACPA June Leadership Meeting and came away inspired not only by the spectacular venue we have in Indianapolis, but by the energy and creativity that has gone into reinventing the conference experience – we are truly in a great place to REINVENT!!! Us. You. Indy.

The overall theme for our June Leadership Meeting was equity and inclusion/cultural competence. We had many hours of discussion on these topics, what they mean to ACPA as we move forward, and what progress we have made. The conversations were stimulating and enlightening.

If you haven't done so, visit the 2014 convention website, and be prepared to be blown away not only by the look of the site but also by all the changes happening in 2014. Innovations for this convention include;

- **CelebrACPA** - a true celebration that combines our 90<sup>th</sup> celebration, Culture Fest, Showcase, entity socials, and other amazing programs all in one venue one opening night. Some of the entities have exciting plans for this space and there will be an opportunity to join your colleagues in watching Elite 8 basketball.
- **HED Talks** – three opening speakers, three 20 min head talk versions.
- **Tech ready rooms** for twitter feeds and other social media initiatives throughout convention
- **Genius Labs** – real practical skill building opportunities – 15 min each – before opening session. IE: headshot, you tube, short snippets of how -tos that don't need a full length program.
- **PechaKucha** - will replace Tuesday night keynote, this is a unique presentation style – 6 min 40 sec for 20 slide.
- **#ACPA Trending Now** – will replace roundtables and topics will be solicited two weeks prior to convention.
- **Career Central** – will be moving away from C3 to emphasize as year around experience and not just convention experience. Goal is to integrate Career Central into convention and convention into Career Central.

In addition to the innovations for 2014, we spent a lot of time discussing the strategic plan and I will be having a follow up conversation with the Directorate on how CAL will be playing a strategic role in implementing the strategic plan for Leadership in Higher Education. I had a wonderful meeting with Greg Roberts on my role on this implementation team and how CAL will integrate into the process.

I would be remiss if I did not mention the Innovation Grants that are available to entities and institutions who are focusing on cutting edge delivery methods, partnerships with academic affairs and student affairs, and other innovative ways to provide students with an exceptional experience. These grants are up to \$1000 in value and are available by application. To find out more about these grants or obtain an application, go to [www.myacpa.org](http://www.myacpa.org).

If you have thoughts or questions on any of these items, please feel free to email me at [mfarmer@americancampus.com](mailto:mfarmer@americancampus.com) or [msfarmer45@yahoo.com](mailto:msfarmer45@yahoo.com) . I am looking forward to working with each of you this year.

Melinda Farmer  
Chair, CAL

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## ACPA CAL CONVERSATION FEATURED ARTICLE

### Using Transformational Change to Improve Student Success

Submitted by Stephen C. Sutton, Ed.D.

*This article was adapted from a 2013 ACPA Convention program sponsored by the Commission for Administrative Leadership*

At my university, UC Berkeley, we talk a great deal these days about how being in a state of change is really the “new normal.” This state of change comes largely as a result of a major campus initiative that officially launched in 2009. This initiative, known as Operational Excellence, or “OE” for short, was a major change initiative, the likes of which has never been seen on campus. Due largely to a budget crisis prompted by the decreasing investment in public education and the poor economy, UC Berkeley engaged in this transformational change effort to dramatically improve efficiency in campus administrative operations, with a stated goal of finding \$75 million in annual savings. A silver lining in this process – and there is always a silver lining if you look closely enough! – was an opportunity for re-conceptualizing how we serve our students.

The university embraced eight guiding principles to focus the OE work, ranging from effective communications to a requirement for flexible thinking to a commitment to equity and inclusion. After the Diagnostic Phase, which happened in the fall of 2009, seven teams of university faculty, staff and students populated the Design Teams, which was the second phase of the project. The Student Services Initiative team was charged with looking at ways to improve the student experience even as cost-cutting and efficiency measures were being implemented. This team’s work was obviously very different than others, as it allowed for an opportunity to “dream big” about change that allowed for improved student life.

This change process for improving the student experience required many and diverse conversations with key student leaders and their organizations, as well as staff that directly interface with students (e.g., academic advisors, career counselors, etc.). Consistent with our campus culture, it was critical that broad avenues for input be made available. As a result of this process, several key initiatives are now being implemented in the final phase of the OE process. Some examples include:

- Cal Student Central: Constructing and staffing a "one-stop shop" for the most common student business transactions.
- Advising Council: The Advising Council is an unprecedented effort to coordinate and align UC Berkeley's student advising at the undergraduate and graduate levels, and across both curricular and co-curricular departments. The Advising Council is developing shared policies, procedures and practices to achieve advising excellence on campus.
- Re-imagining the Financial Statement: This project will draw upon extensive student input to develop a preliminary systems analysis as a first step in developing a project plan for providing students with an online financial statement that contains a consolidated view of fees, financial aid, and payments.

A full description of these various projects can be found at: [oe.berkeley.edu/projects/index.shtml](http://oe.berkeley.edu/projects/index.shtml)

A key campus leader is fond of saying that “the only person that likes change is a wet baby.” While this may be true, as campus leaders we can be thoughtful and strategic about improving upon our primary objective – improving the student experience.

Questions about OE, the change process, or life in California can be directed to Steve Sutton, [ssutton@berkeley.edu](mailto:ssutton@berkeley.edu)

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saGROW: Connections, Career Development, and Support in Our Field

The saGROW program may have begun as a Twitter phenomenon, but is so much more!

saGROW is ACPA's career development and mentoring program. Professionals of all years of experience and place in career can apply to serve as a mentor, a protégé, or both. ACPA saGROW matches individuals to connect three times a year, and helps facilitate a 12 week dialogue between pairs that discusses professional goals, maneuvering political climates, ethical decision making at work, supervision experiences, and next steps in the profession. It is a program created to help us have that additional brain to pick, ear to listen, or good place to ask questions and engaged in dialogue.

The concept of saGROW originally began on Twitter (@ACPAsaGROW), but the program exists in a variety of forums and has developed to a new place. Assessment of our first two cohorts have shown that growing relationships can take place in a variety of settings and discussing issues going on in your professional world with someone off campus can be a great time to think, reflect, and get a new perspective. People are matched based on interests and years of experience, but honestly, saGROW and the mentoring relationship is what YOU make of it. Participants have found that even new connections with colleagues at similar parts of their career have been helpful for new perspectives, reflection, and opportunities for future collaboration!

If you are looking for an opportunity to connect with someone new, share your past experiences, or think about your next steps, saGROW is a program that can help you and your career. It is a free service that ACPA offers. Applications are currently being collected for the next Cohort, which will begin in September.

#### **How to Apply:**

Both mentors and protégés can apply for the program by completing the ACPA saGROW Interest Form found at [www.myacpa.org/career-development/mentoring](http://www.myacpa.org/career-development/mentoring)

#### **Who Should Apply?**

Anyone! ACPA saGROW loosely matches mentors and protégés based on experiences and interests to help ease the conversation, and provides conversation starters to spark dialogue. Protégés currently include grad students, new professionals and mid-level professionals. Mentors currently include new professionals, mid-level professionals and senior-level professionals.

#### **Benefits of Participating**

ACPA saGROW is designed to uniquely fit the needs of each mentoring pair within the cohort period; the opportunity exists to continue mentoring relationships beyond the cohort, as each pair believes best. Mentors appreciate being able to give back to the profession, help young professionals, and share insight as being key reasons for joining and participating in the program. Protégés cite looking for advice, wondering about the job search or job transition, struggling with balance or next steps, or wanting to have someone to process or learn from at a different campus as key reasons for participating.

#### **Why the Cohort Model?**

The cohort model sets clear deadlines throughout the year, enabling mutually beneficial mentor/protégé partnerships. This model also allows ACPA saGROW to provide conversation topics, an overall timeline, and the opportunity for program evaluation. Pairs are not time limited to their Cohort – mentoring relationships can continue to develop organically, and participants can always reapply to be placed with someone new for a different experience as well!

If you have any questions about saGROW we encourage you to email [sagrow@acpa.nche.edu](mailto:sagrow@acpa.nche.edu), and look forward to seeing your application to participate in the future!

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## **S.T.R.I.P.E.S. Training**

Submitted by Missy Korduner, Ph.D.

### **Training Student Staff**

S.T.R.I.P.E.S. is a four day, three night program designed to assist students in their transition to LSU. Key components of the program include: academic resources, leadership development, LSU history & traditions, service, involvement, and relationship building. For the last 14 years, S.T.R.I.P.E.S. (Student Tigers Rallying, Interacting, and Promoting Education and Service) has not only assisted with the transition to college for thousands of incoming first year students, but it has also provided leadership opportunities for the student staff involved with the program. In 2012, the S.T.R.I.P.E.S. student staff training was revamped to include two distinct training pieces. One piece is through Moodle, an online platform while the second piece is a three day, hands on training where student staff can practice the skills they'll need to facilitate the actual S.T.R.I.P.E.S. program.

### **PART 1: Online Training**

The online training is designed to provide basic information to set the foundation for the student staff's knowledge of the S.T.R.I.P.E.S. program. The Moodle training is launched at the start of the summer and includes 8 different modules. Module topics include: general information, being a S.T.R.I.P.E.S. staff member, program assistants, small group leaders, communication, emergency procedures, S.T.R.I.P.E.S. events, life after S.T.R.I.P.E.S., and executive staff information. Within these modules, students review various documents, watch videos, complete assignments, and participate in quizzes. The online training allows students to work at their own pace, review material as many times as needed, and complete the training on their own time.

### **PART 2: In Person Training**

Because the basic knowledge needed to serve on S.T.R.I.P.E.S. staff is provided through the online Moodle training, the in person training is more hands on. Some topics included with the in person training are: skit practice, small group meeting facilitation, addressing emergency situations, getting to know your small group leader partner/program assistant team, practicing presentations, and addressing difficult participant situations. Small group leaders actually have the opportunity to facilitate small group meetings as they would during the actual program, providing them a safe learning environment to build their confidence and gain experience working with their partner prior to their actual first small group meeting. In addition, the training provides the opportunity for the program assistants to really get to know each other, understand the strengths of their team, and begin to connect with the executive staff members they assist throughout the program. The student staff is able to walk through each situation, learn by doing, and ask questions in a learner focused environment.

Overall, the two part online and in person training has been extremely successful with our student staff. Feedback has been positive from both the new and returning staff members in regards to developing their skills, feeling confident in their staff responsibilities, and understanding the inner workings of the S.T.R.I.P.E.S. program. If you would like additional information regarding any aspect of our training, please feel free to contact me at Missy Korduner via [korduner@lsu.edu](mailto:korduner@lsu.edu) or 225-578-4987.

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Call all CAL Members –

CAL made a commitment several years ago to sponsor a Diamond Honoree each year. The call for nominees has gone out from the ACPA foundation. If you know someone deserving of this award, please let Melinda Farmer (CAL Chair) know by July 10 if you have someone you would like to nominate for CAL to sponsor. You can email Melinda at [mfarmer@americancampus.com](mailto:mfarmer@americancampus.com) or [msfarmer45@yahoo.com](mailto:msfarmer45@yahoo.com) .

*“The ACPA Foundation is pleased to announce it is now accepting nominations for the 2014 Class of Diamond Honorees. The Foundation invites you to consider nominating someone you believe is deserving of this honor. Those selected since the program's inception in 1999 have distinguished themselves as teachers, administrators, researchers, writers, and association leaders.*

*Nominees are expected to have demonstrated sustained contributions to ACPA, higher education, and the Student Affairs profession at the local, state, regional, national, or international levels. Following review of the nominations received by the ACPA Foundation Board of Trustees, the Diamond Honoree Class for 2014 will be selected.*

*To learn more about the Diamond Honoree program and view a list of those already recognized visit the ACPA Foundation web site at <http://www.acpafoundation.org/content/diamond-honoree-program>. Nominations are due by August 1, 2013 and should be submitted electronically to Dr. Jamie Washington [dr.jamiewashington@comcast.net](mailto:dr.jamiewashington@comcast.net) . Nomination packets should include a letter of nomination and a current resume/vita of the nominee. Additional letters of support are welcome.*

*Questions regarding the nomination process should be directed to Myra Morgan [myram@ufl.edu](mailto:myram@ufl.edu)”*



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