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CASHE CORNER

ACPA

Commission for
Academic Support
in Higher Education

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Each issue of our newsletter is intended to inform, educate, and hopefully inspire you in your daily tasks, whether you work in academic support services or in collaboration with these individuals. This month, we turn our attention to that ever-present buzz phrase, ‘professional development.’ What opportunities have you taken to grow professionally? Does your institution offer any innovative or creative programs for staff? These topics and more will be highlighted in the following pages. Our themes will change with each edition, so look for upcoming themes and if you have an idea for an article, op-ed piece, or something in between, feel free to contact Lauren Sanchez, Member Relations, at lsanchez5@luc.edu.
Happy reading!

Letter from the Chair

Dear CASHE membership,

For many of us, we’ve just crossed the mid-term hurdle; our students are looking forward to a short break in the semester, and as professionals, we’re coming to terms with the reality that the end of the semester will be upon us before we know it! Many of us are helping our students with holistic advising – helping them decide what they want to do with their lives AND what they want to do next semester. Our units are leading workshops on stress and time management – and many of us are helping our students be successful college members. I extend a warm applause to all of my colleagues around the world who are working in academic support – you truly make the difference for students.

Registration for the 2012 Convention is open now! The Convention will focus on three critical issues (<http://convention.myacpa.org/program>) and I encourage you to consider attending this year’s event and being a part of the dialogue on academic support. The Commission is also implementing a Common Read program outside Convention this year; contact Renee Nilsen (rnilsen@wisc.edu) for more information.

As always, I encourage you to join us on Facebook and LinkedIn:

- Facebook: Search “ACPA Academic Support” to find us
- LinkedIn: Search groups for “ACPA Commission for Academic Support in Higher Education”



We’ve been actively posting jobs and discussion topics and we need YOUR thoughts and ideas!

Finally, please consider how you might extend the membership of ACPA and the Commission to your colleagues on campus; many of us know folks who are not a member of ANY professional organization, and ACPA can be a great place for these individuals to start getting networked with others in higher education.

Sincerely,
Adrianna Guram
Chair, Commission for Academic Support in Higher Education



Two new ways to connect with CASHE. Join us on Facebook and LinkedIn.

CASHE Facebook Group: If you are a Facebook user, please join the ACPA Commission for Academic Support in Higher Education group. This is an easy, quick way to stay up to date with CASHE happenings and in touch with other academic support professionals. You simply search 'ACPA Commission for Academic Support in Higher Education' from the Facebook search bar. You will see an option to join our group. Just click on it, and you should be all set!

CASHE LinkedIn Group: ACPA's Commission for Academic Support in Higher Education has a group on LinkedIn. Please join our group, as we continue to find ways for academic support professionals in higher education to connect with one another. Search "ACPA Commission for Academic Support in Higher Education" to find us.

Words to Work By:

He who can take advice
is sometimes superior to
him who can give it.

~Karl von Knebel,
German poet

Get Professionally Involved

CASHE Committees:

Convention Programs

Member Relations

Partnerships and Liaisons

Awards

Communications

The Commission for Academic Support in Higher Education (CASHE) has recently expanded its Directorate. If you are interested in learning more about these committees, please visit <http://www.myacpa.org/comm/academic/> or contact a Directorate member at <http://www.myacpa.org/comm/academic/directorate.cfm>.

We want to hear from you!

Professional Scholarship and Development

CASHE is being charged to think about how we may participate in publications and professional development this coming year. Here are some ways that you may think about contributing to this effort:

- **Writing an article for *Developments*** (the ACPA online newsletter) about the role of Academic Support in the success of today's college student
- **Creating an Institute on Academic Support** (see other ACPA Institutes here: <http://www2.myacpa.org/pd/>).

Interested? Contact Adrianna Guram, Commission Chair (aguram@odos.wisc.edu) for more information!

Acquiring Knowledge vs. Task Completion: Professional Development or Training?

Trent Ball, Associate Dean of Students

Valdis Zalite, Director of TRIO/Student Support Services

Southeast Missouri State University

Conferences, seminars, workshops, webinars, professional associations, professional affiliations required, suggested, encouraged, supported – as professionals we are usually provided training (often on the job) to successfully complete the positions we are hired to perform, yet are we often provided and do we take advantage of the opportunity for professional development?

Professional development expands our skills and knowledge base in practical ways that are applicable to the true role of a professional, in any position and throughout our careers. Both training and professional development have valuable roles in our field. We believe that in many circles, there may be confusion regarding training and professional development that they are the same and provide the similar benefits to the work that we do.

Taking the approach that both are necessary, we acknowledge that understanding the two areas and why they are required for success in your career is important. Training and professional development serve different purposes; they can improve position required skill sets and may broaden your understanding of your strengths and challenges as well as provide learning opportunities to enhance your performance, yet their long term impact on your career can be vastly different. There is a clear difference in how we utilize what we learn in each venue, one is a day to day approach and is task oriented; the other improves your approach to your work and how we perform as professionals regardless of the activity. Below, both are operationally defined for this article.

- **Training:** defined activities geared toward learning the specifics of your position, the “*what to do when*” that leads to task completion. Training is often provided within your institution or by other professionals well

versed in the target area or information being taught. Training can be the pragmatic approach being applied to the particular situation.

- **Professional Development:** the acquisition and integration of knowledge that underscores your approach to any position or situation and provides the “*why and how to do it*” that is the foundation of professionalism in everything that you do. Professional development can occur at conferences, within professional associations or from colleagues and mentors that share their experience and approach, it can be the theoretical applied to the practical.

Review the following differences in the examples provided below:

- **Training** will help you in composing or preparing an important e-mail or other communication.
- **Professional Development** provides the content for how to structure and what to address in the email or communication.
- **Training** increases your ability to understand and perform the task at hand.
- **Professional Development** increases your ability to utilize the proper approach and make the best use of your time and resources, it increases your efficiency.
- **Training** provides the rationale to ask the question, “what do I do now?”
- **Professional Development** provides the process to “why I am doing it and how do I do it”.
- **Training** helps to improve the ability to recognize a challenge.
- **Professional Development** helps to identify the approach to overcoming the challenge.

Professional Development means investment in and assessment of your role as a professional

As individuals seeking to learn and educate ourselves in order to perform at our peak in our positions, we have to be accountable to the profession and our peers by remaining open to and investing in our professional development. The best approach to address and improve your performance is to be proactive!

Professional development provides the foundation to increase in our work the level of competency, the noted efficiency and professional approach necessary to continue to move forward in your career versus “keeping your job”. The key benefits of being active and involved in your professional associations and organizations will assist you beyond the normal “networking realm” and create skills and abilities that are transferrable and critical to both personal and professional life.

Consider the following professional development opportunities:

Joining and Utilizing Membership within a

Professional Association: membership is one thing, active membership is another. After paying your dues and “getting on the roster” become invested in the organization – read the constitution and by-laws, join a committee, become a Board member or officer – lead the charge – you have a responsibility as a professional to make sure that your membership is more than a few dollars and an occasional vote – it is a voice and example of the professional commitment to the work you do.

Active Participation in Workshops/Seminars:

when attending a workshop or seminar, review the information, ask questions, plan to engage and be “present” during the session. In the current economic climate, attending professional conferences and seminars is becoming rare; when the opportunity presents itself to attend make the most of it! As a professional, share ideas and challenges as well as solutions, and never leave a workshop or seminar without at least three business cards – build that supportive network every chance you get.

Networking with Other Professionals: create a network of colleagues, within and external to your institution that you can have honest and direct dialogue with regularly. Often our “academic islands” lead to stagnation and a sense of “being in this alone”. Change that situation by discussing best and promising practices, challenges in day to day duties and responsibilities and expand your understanding of professionalism. This cadre of peers and other professionals can become the “think tank” where new approaches and ideas are formulated and everyone involved is energized and contributing to the growth of the profession.

Providing or Receiving Mentoring: successful mentoring relationships are reciprocal and help both mentors and mentees assess and understand the professional world from different perspectives and vantage points. Seeking appropriate and developmental mentor/mentee relationships will set the stage for growth and provide the opportunity to ask questions, collaborate, brainstorm ideas and share in challenges and successes.

Set Goals: on a personal note, when establishing your goals for your professional development they must be realistic at the starting point, attainable within your abilities, achievable in your level of dedication, but most importantly, challenging. In order to gain the level of professionalism you are striving for, you must go beyond your comfort zone and be stretched; the resulting growth is yours and a testament to the field.

As professionals we often understand the need for training yet underestimate the importance of professional development. The goal of this article is to highlight that training and professional development in concert create the well rounded person who is competent in addressing the tasks and duties of his or her title and possesses the judgment and understanding necessary to do so with diligence and professionalism.

The authors currently work in and with the TRIO programs serving in leadership roles at the chapter and regional level. The TRIO community recognizes the relevance of training and the necessity of professional development. There are federal grant programs designed specifically for training TRIO staff to properly manage and execute the programs and there are

chapter, regional and national level conferences and activities that promote and support the professional development required to conduct the programs in a manner that honors their mission and respects the work we all do collectively.

The American College Personnel Association (ACPA) and the Council for Academic Support in Higher Education (CASHE) work closely with the membership to provide opportunities and activities that support and promote professional development, trainings and networking and engagement.

Joining the mission of ACPA, CASHE and TRIO in our work has allowed us to develop personally as well as exhibit the benefits of training and professional development on our campus, with our peers and across the region.

In the spirit of professional development we conclude this article with recommended readings and information from a variety of sources to support the position that all professionals must be actively engaged across fields and disciplines to continue to shape their development and future.

Recommended Readings:

Blanchard, K., Burrows, H. & Oncken Jr., W. (1989) *The One Minute Manager Meets the Monkey*. New York, NY: William Morrow and Company.

Collins, J. (2001). *Good to Great*. New York, NY: HarperCollins.

Johnson, S. (2009). *Peaks and Valleys: Making Good And Bad Times Work For You--At Work And In Life*. New York, NY: Atria Books.

Krames, J. (2009). *The Unforced Error: Why Some Managers Get Promoted While Others Get Eliminated*. New York, NY: Penguin Group.

Maxwell, J. (2011). *The Five Levels of Leadership: Proven Steps to Maximize Your Potential*. New York, NY: Hachette Book Group.

Michaelson, S. (2010). *Sun Tzu - The Art of War for Managers: 50 Strategic Rules Updated for Today's Business*. Avon, MA: Adams Media.

Rye, D. (2009). *Stop Managing and Lead*. Avon, MA: Adams Business.

Recommended Websites and Newsletters:

The American College Personnel Association: is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery.

(<http://www2.myacpa.org/>)

Commission for Academic Support in Higher Education: To inform professionals in academic support services of the issues and trends impacting student academic success.

(<http://www2.myacpa.org/academic-home>)

Communication Solutions: this website and companion monthly newsletter provides insights and suggestions on how to improve your day, each and every day, by making you and your staff better communicators. .

(<http://www.comsol.biz/ME2/Sites/Default.asp?SiteID=CC69237C87734459AD296883339FF1F>)

Federal TRIO Programs (TRIO): TRIO programs are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.

(<http://www2.ed.gov/about/offices/list/ope/trio/index.html>)

HR Specialist: this website and companion monthly newsletter provides practical human resource strategies to boost your career and increase your professional approach to personnel/management issues.

[\(http://www.thehrspecialist.com/\)](http://www.thehrspecialist.com/)

Motivational Manager: this website and companion monthly newsletter provides strategies to increase morale and productivity in the workplace.

[\(<http://www.motivationalmanager.biz/ME2/Sites/Default.asp?SiteID=6B9B39D4F7574ED1817C81335CEC00FD>\)](http://www.motivationalmanager.biz/ME2/Sites/Default.asp?SiteID=6B9B39D4F7574ED1817C81335CEC00FD)

Please feel free to contact us at the email addresses below:

Trent Ball, Associate Dean of Students

[\(tball@semo.edu\)](mailto:tball@semo.edu)

Southeast Missouri State University

Valdis Zalite, Director of TRIO/Student Support Services (vzalite@semo.edu)

Southeast Missouri State University

In and Around ACPA...

Going along with our theme of professional development, we thought we'd share a few opportunities to enhance your knowledge and further your growth as an academic support professional. Below are some upcoming conferences, institutes, and seminars from ACPA and beyond.

NACADA

Administrators' Institute

February 9-11, 2012

Persistence Seminar

February 13-14, 2012

Assessment Institute

February 15-17, 2012

National Resource Center at the University of South Carolina

**31st Annual Conference on the First-Year
Experience Feb. 17-21, 2012, San Antonio,
TX**

Why San Antonio? [Click here](#) to see what makes San Antonio the ideal destination for a winter professional development experience related to the first-year experience.

NASPA

<http://www.naspa.org/conf/default.cfm>

· [Dec 8 - Dec 10](#)

NASPA Multicultural Institute

· [Dec 8 - Dec 10](#)

NASPA Student Affairs Law & Policy Conference

· [Jan 8 - Jan 11](#)

Alice Manicur Symposium

· [Jan 19 - Jan 21](#)

NASPA Mental Health Conference

· [Jan 19 - Jan 21](#)

NASPA Alcohol & Other Drug Abuse Prevention & Intervention Conference

2012 NASPA Annual Conference

March 10-14, 2011 in Phoenix, Arizona

Supplemental Instructor Supervisor Trainings at University of Missouri-Kansas City:

<http://www.umkc.edu/cad/si/registration.shtml>

Additional Day added:

Jan 3-5 (Jan 6)

March 11-13 (Mar 14)

May 20-22 (May 23)

July 31-Aug 2 (Aug 3)

Sept 16-18 (Sept 19)

Nov 11-13 (Nov 14)

National Association of Academic Advisors for Athletics

<http://nfoura.org/convention/>

37th National Convention

"The Bridge to our Future" June 7-10, 2012

**[Hyatt Regency Buffalo
Buffalo, NY](#)**

Commission Updates

Planning for the Louisville 2012 Convention is underway! As members of the Commission, we encourage you to be thinking of how you can get involved and represent CASHE at Convention next year. Consider the following options:

-stop by our Directorate open meeting to get a preview of what will be covered in our Open Meeting and to meet your Directorate members (Sunday, March 25th, time TBA)

-visit our table at the Convention Showcase to find out what we're up to, meet other members, and collect any freebies we might be offering (Monday, March 26th, time TBA)

-attend our Open Meeting during convention to meet the membership, find out what's next for CASHE, and contribute your thoughts, opinions, and suggestions (Tuesday, March 27th, time TBA)

-attend one of our sponsored programs to meet some of our members, get some new academic support-related information, and gain insight and motivation to take back to your campus

Remember, the 2012 Louisville Convention will be March 24-28, so mark your calendars! Each edition of our newsletter will give you new information about the convention, deadlines for submitting proposals, sponsored programs, etc. as dates are released, as well as fun facts about Louisville.



Louisville Fun Fact #3: Muhammad Ali, world recognized Louisvillian and Kentucky's Athlete of the Century, was a three-time heavyweight boxing champion.

Supporting the ACPA Foundation

The ACPA Foundation encourages activities that generate and disseminate new knowledge in the Student Affairs profession and that prepare students for leadership roles in a global society. In order to fulfill its purpose and mission, the Foundation seeks philanthropic support for ACPA initiatives involving research, scholarship, and professional development and leadership programs. Each year, the Foundation gives out nearly \$10,000 in grant money to individuals engaged actively in research in higher education, but must replenish this amount in order to sustain itself.

Make a contribution to the future of the profession! To read more about the Foundation and to make a contribution, visit here: www.acpafoundation.org.

In their book *Crucial Conversations*, Patterson, Grenny, McMillan, and Switzler suggest that breakdowns in communication between friends, family, colleagues, and neighbors are both common and avoidable. The authors discuss reactions including “violence” and “silence,” which are the direct and natural result of a conversation in which neither party is able to fully express their intentions and thoughts. A reaction of violence might include controlling, labeling, or attacking, and is a result of feeling attacked either directly or indirectly. People often react violently because they are biologically programmed to do so; the authors note that, “Countless generations of genetic shaping drive humans to handle crucial conversations with flying fists and fleet feet, not intelligent persuasion and gentle attentiveness.” On the other hand, a reaction of silence typically includes masking, avoiding, and withdrawing behaviors, and occurs when one feels as if his or her opinion isn’t valuable or that sharing their thoughts won’t make any impact on the direction of the conversation. Throughout *Crucial Conversations*, Patterson et al. argue that silence and violence are the enemies of productive conversation, and the entire book focuses on ways to both avoid these two pitfalls and work through them when they do occur.

A crucial conversation has three specific elements: opinions vary, stakes are high, and emotions run strong. The basis of all *successful* crucial conversations, the authors claim, can be narrowed down to one particular element. They argue that:

When it comes to risky, controversial, and emotional conversations, skilled people find a way to get all relevant information (from themselves and others) out into the open...At the core of every successful conversation lies the free flow of relevant information...this spectacular talent [is] called dialogue.

Each person’s vision of what is “relevant information” comes from their own “personal pool of meaning,” and when *every* person involved in a crucial conversation feels free to share *everything* they see as important from their personal pool of meaning, a “pool of shared meaning is created.” Filling this pool of shared meaning and then remaining there as long as it takes to successfully navigate the conversation is the focus of the remaining 10 chapters of the book.

Throughout the book, the authors reiterate the importance of keeping the focus only on controlling oneself and allowing that control to ultimately direct the conversation into one of mutual shared meaning. They often stress the importance of not only practicing the strategies in your crucial conversations but also letting others know about and hold you accountable for your decision to do so. The final chapter cycles back to a claim that they made in the first: that by learning to master crucial conversations, you will ultimately change the entire shape of your life. In what they admit is an “audacious claim,” the authors ensure readers that if you “[m]aster your crucial conversations...you’ll kick-start your career, strengthen your relationships, and improve your health. As you and others master high-stakes discussions, you’ll also vitalize your organization and your community.” In this final chapter, they are careful to include a reminder that one should not “expect perfection; [instead] aim for progress” even as they ostentatiously encourage one to not settle for improving himself but, rather, “[h]elp friends, loved ones, and coworkers learn to master their own high-stakes discussions. Help strengthen organizations, solidify families, heal communities, and shore up nations one person—one crucial conversation—at a time.”

Feel-good sentiments such as this flow freely through *Crucial Conversations* and may prove overly-optimistic for some readers. However, if one can get past these often overly saccharine-sweet broad generalizations, there is real merit to the theoretical framework underneath. By encouraging readers to focus primarily on themselves, Patterson et al. are able to build an entire series of strategies that one can work on by himself, which in turn provides that at least one side of his crucial conversations will be tempered with the authors’ advice. Their frequent use of scenarios and case studies from their research serves not only to clarify meaning but also to reinforce their argument that creating dialogue is essential to all successful relationships, as the scenarios take place between coworkers, family members, neighbors, and so on. Although the authors’ use of acronyms can become overwhelming at times—CRIB, STATE, MAPP, and ABC are four of the most prominent—the individual strategies included within are clear and, taken by themselves, seem quite manageable. The organization of *Crucial Conversations* flows nicely from theory to practice, making it particularly useful to those in the Higher Education or Student Affairs fields; additionally, it is to the authors’ credit that they realized the strong possibility of readers becoming frustrated while trying to imagine incorporating all of the suggestions into their conversations at once and, as such, included the “Putting It All Together” chapter of the book immediately following a group of chapters dense with possible strategies. Overall, *Crucial Conversations* is a thought-provoking and easy-to-follow text whose emphasis on focusing on oneself should not cause it to be misinterpreted as a self-help guide. Rather, readers will find themselves both awakened and empowered by the possibilities that productive dialogue can bring to their lives.

MEMBER SPOTLIGHT



Gala Jackson

**External Relations and
Partnerships**

Current Position: Retention Specialist and Faculty Liaison for the Office of Undergraduate Studies and Student Retention, Georgia State University

ACPA since: Fall 2008

CASHE since: Spring 2010

Why I got involved in CASHE: I decided to get involved with CASHE because I was looking for a network of academic support professionals. I held a unique position in academic affairs and student affairs, and desired to find others in similar positions to share resources, ideas, and advice. I became an active member of CASHE after a colleague nominated me to become a directorate member. Getting involved with CASHE has been one of the best decisions and has greatly contributed to my professional development.

What I love about fall is: I love when the leaves change colors, when it's just cool enough to wear my favorite fleece jacket, and that we get an extra hour of sleep!

Coming Up Next Time:

Our February 2012 newsletter will focus on all things convention! If you have anything you'd like to announce to the membership, email Lauren Sanchez at lsanchez5@luc.edu.