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CASHE CORNER

ACPA

Commission for Academic Support  
in Higher Education

## Letter from the Chair

Dear CASHE Members-

The Commission has been busy with a lot of the "behind the scenes" activities since our last newsletter and our time at Convention. We have listened to your requests and concerns and are making our best effort to meet membership needs. Our new initiatives underway include:

**Task Analysis Survey** – every CASHE member was sent a link to an online survey in early May. Organized by **Lauren Sanchez, Loyola University – Chicago** and **Jennifer Schum, North Carolina Central University**, the purpose of the survey was to give membership a voice and determine what CASHE needs to do to meet the professional development needs. Lauren and Jennifer are still working with the response data, but initial findings indicate the following professional development categories were popular requests:

### Professional Competency Survey Response Request

Assessment, Evaluation & Research: 71%  
Leadership: 56%  
Human and Organizational Resources: 53%  
Student Learning: 50%  
Advising and Helping: 29%

**Critical Review of the Professional Competencies** – ACPA has put additional emphasis on the 10 professional competencies with regard to programming and convention activities. In reviewing the document last year, our Commission discovered that academic support professionals are not as well represented as they could be.

Therefore, since our last meeting in Vegas, CASHE has organized an effort to begin critically reviewing the Professional Competencies. Our first team is in place, the team members are:

### Advising & Helping Competency

**Renee Nilsen, University of Wisconsin – Madison**

**Jeannette Passmore, Owens Community College, Ohio**

**Tamaria Williams, Florida State University**

**Lauren Bosselait, Miami University, Ohio**

We will be looking for individuals interested in reviewing the other 9 competencies. Some will go faster than others, but not if we do not get started. If interested in helping, please let us know!

**Coming Soon: Webinars / Podcasts** – Not everyone can travel to Convention, but we want to ensure everyone has an opportunity to develop professionally. Directorate member, **Jim Breslin, University of Kentucky** will be putting forward remote learning opportunities for our membership.

**Coming Soon: Publication and Research Opportunities** – Scholarship is a key component to any profession. CASHE is putting renewed energy into publications with the help of Directorate members, **Nicole Gahagan, Mount Mary College, Wisconsin** and **Kim Bethea, University of Maryland, College Park**. ACPA produces a Tier 1 journal, so we know top-level professionals comprise our ranks. Let's share our knowledge, research and best practices with others.

As the Commission moves toward the start of a new school year, you can expect to see more information and professional development opportunities. If you are interested in getting involved in any CASHE activities or initiatives, please do not hesitate to let us know. The Commission cannot exist without the continued efforts of our membership.

Get involved ... we need you!!  
Becky

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Article #1

### CASHE Corner: News You Can Use

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 focus on how you can get involved in CASHE. Also, check out this month's article because it provides you resources to develop your own training and professional development plan.

Our themes change with each edition, so if you have an idea for an article, op-ed, or something in between, feel free to contact Aminatu Rubango, Newsletter and Directorate Member, at [nrubango@luc.edu](mailto:nrubango@luc.edu).

## **CASHE Involvement & Leadership Opportunity Professional Competency Reviews**

Dear Commission for Academic Support in Higher Education Member,

ACPA is asking all of us to emphasize the application and implementation of the *Professional Competency Areas for Student Affairs Practitioners* (2010, ACPA-NASPA) as we create professional development opportunities and convention programming. Since this document was a joint publication with NASPA, it was designed to meet the common needs of both professional organizations. Unfortunately, NASPA does not have an Academic Affairs community, so concepts related to academic support and development are not necessarily represented in the ten Professional Competencies.

We, as a Commission, need to be an advocate for change to ensure the Professional Competencies meet the needs of all ACPA members. To do that, CASHE needs your help.

### **The 10 professional competency areas:**

1. Advising and Helping
2. Assessment, Evaluation and Research
3. Equity, Diversity and Inclusion
4. Ethical Professional Practice
5. History, Philosophy and Values
6. Human and Organizational Resources
7. Law, Policy and Governance
8. Leadership
9. Personal Foundations
10. Student Learning and Development

The Commission for Academic Support in Higher Education would like to create up to TEN sub-committees of 3-7 members with functional connections to Academic Support. The volunteers will use their experience and expertise to evaluate the professional competencies.

### **Expectations**

Each sub-committee will:

1. Work on one professional competency.
2. Have a chair that is accountable for timelines and group progress.
3. Consist of at least one professional who can evaluate the “advanced” category.
4. Review each level (basic, intermediate, advanced) and identify:
  - a. Which descriptors apply to Academic Support professionals;
  - b. Which descriptors can be edited /enhanced to include Academic Support professionals;
  - c. New descriptors that would enhance the document
5. Write a 2-3 page paper that reports findings and recommendations.

### **Time Commitment**

1. It is anticipated that some competencies may take longer than others. However, we anticipate that one competency should be able to be completed within 3-months from the start date with a consistent group of professionals.
2. CASHE does not expect to review every Competency at the same time, but we would like to get started. Ideally, CASHE would like to have no less than one sub-committee working this summer.

### **How does it help me to get involved?**

1. The ability to professionally evaluate critique and offer constructive alternatives is a valuable skill. CASHE anticipates each sub-committee will consist of a mix of new and seasoned professionals. Therefore, this opportunity offers each team member an opportunity to exercise and enhance their critical thinking and communication skills in a safe environment.
2. CASHE hopes to generate participation from a variety of institutions. This opportunity will give a select few an opportunity to meet professionals from various locations that will come together to achieve a common goal for a greater good.
3. By getting involved, you become part of a larger conversation. Your voice will be heard and your contribution will be valued.
4. When you work with a team on an ACPA project, you are involved in a professional internship. Your performance represents your work-ethic and value as a team member and / or as a leader.

### **How do I get involved?**

1. Decide if you are willing to commit to working with a small team, if yes, then:
2. Identify, in order of preference, the top 3 Competencies you would like to review;
3. State if you are willing to Chair a sub-committee;
4. State if you are comfortable evaluating the Basic, Intermediate and/or Advanced levels;
5. State any time restrictions you may have (Example/ I cannot commit time in July - Sept due to work commitments);
6. Send your information via email to: Rebecca Shepherd, CASHE Chair, [shepherd@usna.edu](mailto:shepherd@usna.edu)

**Save your department's professional development budget;  
Let ACPA – CASHE help you develop your staff's  
professional and leadership skills!**

**Did you know...**

- 1) volunteer, professional work can be as valuable as paid employment on a resume?
- 2) you can meet people in ACPA who may be able to help with your next job or promotion?
- 3) working on ACPA – CASHE initiatives serves as an internship experience ?
- 4) CASHE members serve on dissertation committees?
- 5) CASHE members write letters of reference to employers and graduate schools?
- 6) You can use CASHE volunteer opportunities to help develop your staff's professional skills?
- 7) CASHE provides a free opportunity to develop new leadership skills in a safe environment?

**How can ACPA – CASHE Help You and Your Staff?**

**Volunteer to assist with the Indy Convention.**

CASHE will need assistance with Convention activities both this fall and on-site in March  
ACPA Convention Planning Team needs many volunteers on-site throughout the week.

**Webinars and Distance Learning**

Do you have a presentation you would like to share? CASHE can help you to help others. We are in the process of putting together a slate of professional development opportunities at no charge to ACPA members. Please, get involved!

**Help to Review the Professional Competencies**

An initiative currently underway is a review of the Professional Competencies that were written by ACPA & NASPA.

**Interested in publications?**

CASHE is always looking for people who are interested in putting together print media. If you have the desire to coordinate a team of writers to create a publication, we are interested in hearing from you!

**Directorate Positions**

Have you considered a leadership opportunity in ACPA? The governing body for the Commission for Academic Support in Higher Education is called the Directorate. Elections will occur in the fall semester for Directorate Members and the CASHE Commission Chair. If you think you may be interested, please let us know. We are always looking for new & seasoned professionals who are motivated individuals!

**Awards Committee and Nominations**

A great no-cost way to recognize great work is to nominate yourself or a colleague for an award. CASHE offers **four** Commission Awards and ACPA identifies **fourteen** award opportunities. Please, consider recognizing fellow employees (or yourself) for these awards. Details for the CASHE awards are on the Commission website (<http://www2.myacpa.org/academic-awards> ). ACPA Awards are available on the ACPA website under "Membership" (<http://www2.myacpa.org/membership/acpa-awards/award-descriptions> )

CASHE Awards Committee will be looking for people to help review the four CASHE Award Nominations. The announcement for volunteers will go out in early fall.

## **Suggestions for Writing a Good Proposal**

*The ACPA 2014 Convention Program Team has developed the following suggestions for program submissions:*

- Pick a topic you know a good deal about
- Connect topic to professional competency areas (ACPA/NASPA 2010 pdf)
- Provide supporting research and data within the body of the program proposal
- Applying relevant theory can strengthen your proposal
- Be sure learning outcomes are clear and concise
- Avoid unnecessarily large presenting teams
- Stay within the word limit for all of the fields
- Capitalize major words in session title (i.e., don't follow APA style on lower case titles)
- Don't put everything in all capital or all lowercase letters
- Include outline of session agenda (preferably with time frames for each part)
- Select a session format that best addresses your program's learning outcomes.

## **How We Evaluate Submissions**

Each proposal is reviewed by at least three reviewers (sometimes many more). The reviewers are looking for several very specific elements. Inclusion of specific language tied to the professional competencies will be helpful. Reviewers are also looking for proposals that are supported by data and conceptual framework and theory (when appropriate). Please proofread proposals before submitting. Well-written and well-structured proposals receive higher reviews. After the initial round of review, effort will be made to balance the background of presenters and topics to create a well-rounded professional development curriculum for the Convention.

## **If Your Program Proposal Is Accepted...**

Congratulations! Each year, hundreds of proposals are submitted. Time and space limitations are very real reasons why we cannot accept every proposal. Please be encouraged to resubmit next year if your session is not accepted this year. Please plan ahead and begin preparing your presentation/workshop/session/paper well ahead of time. Plan to attend our Webcast, "Your Program was Accepted, Now What?" on November 15. Triple-check that your actual presentation aligns with your proposal and your program description, otherwise attendees will be disappointed. If there are any changes to your presentation team, please notify the Program Chair Heather Shea Gasser. We cannot promise you a particular slot, and unfortunately, due to the massive amount of sessions and overlapping presenters, it is very difficult to move sessions. If you would like to be paired with a proposal and/or presentation coach, please contact Heather Shea Gasser.

## **ACPA Equity and Inclusion Statement**

ACPA-College Student Educators International actively promotes and recognizes principles of fairness, equity, and social justice in relation to, and across intersections of, race, age, color, faith, religion, ancestry, national origin, citizenship, sex, sexual orientation, social class, economic class, ethnicity, gender identity/expression, and all other identities represented among our diverse membership. By appreciating the importance of inclusion, we acknowledge that the collective and individual talents, skills, and perspectives of members, constituent groups, and partners foster a culture of belonging, collaborative practice, innovation, and mutual respect. ACPA seeks to empower and engage professionals, scholars, and partners in actions that productively contribute to accomplishing the goals of our association.

## **Important Dates**

June 6 – Webcast: How to Propose a Session for ACPA14

Sept 10 – Webcast: How to Review Programs for ACPA14

Nov 15 – Webcast: Your Program was Accepted, Now What?

## **CASHE Corner Submission by Dijha Allen & April Johnson, June 14, 2013**

As academic advisors we work with a variety of students on an everyday basis. Our jobs are essential because we impact the overall academic success of our students. Our effectiveness as advisors has the ability to enhance students' college experience as a whole. In this article we will present valuable information which will aid to enrich advising training and professional development to ensure advisors stay engaged, enthusiastic and proficient.

The 2005 NACADA Advisor Satisfaction survey indicates that only 10.7% of respondents had a formal, well-developed, training program and less than half of first-year advisors did not feel they received adequate training. Our hope is to inspire and inform academic advisors who may find themselves in situations where their development is not adequately supported. We seek to equip advisors with the tools needed to develop their own training/professional development plan.

There are several resources that are available to advisors in relation to training and development. We are going to focus on one that will provide a blueprint for developing a plan to fit an individual advisor's needs. Dr. Wesley R. Habley is a pioneer in the area of advisor training and development. Habley's work includes specific training components that advisors should master: concept, information, and relationship. Habley (1995) wrote that "without understanding (conceptual elements), there is no context for the delivery of services. Without information, there is no substance to advising. And, without personal skills (relational), the quality of the advisee/advisor relationship is left to chance" (p. 76).

### **Habley's (1995) Training Classification**

- **Concept: What advisors need to understand**
  - The definition of advising
  - Student development theories
  - The relationship of advising to student retention
- **Information: What advisors need to know**
  - Institutional policies and procedures
  - Academic programs
  - Campus resources
- **Relationship: How advisors need to communicate**

- Verbal, non-verbal, and written

To find additional information on Habley's Training Classifications, please visit:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Components.aspx>.

### **Additional Resources:**

NACADA: <http://www.nacada.ksu.edu/>

- The National Academic Advising Association

NACADA Clearinghouse

- A useful list of Advising topics from NACADA

NACADA Journal: <http://www.nacada.ksu.edu/Resources/Journal.aspx>

New Advisor Resource Links (NACADA)

- <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/New-Advisor-Resource-Links.aspx>

Academic Advising Today <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today.aspx>

The Mentor Journal: <http://dus.psu.edu/mentor/>

- A scholarly publication about academic advising in higher education

CAS Standards for Advising

- [www.cas.edu](http://www.cas.edu)

Creating a Personal Philosophy of Academic Advising

- Freitag, D. (2011). Creating a Personal Philosophy of Academic Advising. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-philosophy-of-academic-advising.aspx>

### **References**

Habley, W. R. (1995). Advisor Training in the Context of a Teaching Enhancement Center. In R. E. Glennen & F. N. Vowell (Eds.), *Academic Advising as a Comprehensive Campus Process* (Vol. National Academic Advising Association Monograph Series, no. 2., pp. 76). Manhattan, KS: National Academic Advising Association.



## Member Spotlight

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**James D. Breslin**  
**Associate Director of Academic Enhancement,**  
**University of Kentucky**  
CASHE since: 2011

**Why I got involved in CASHE:** As a professional working in academic support, I thoroughly enjoy connecting with colleagues and exploring how other departments and institutions are providing effective, efficient support structures for students. I think that academic support is such an exciting area of higher education right now because there is so much flexibility in how we can structure and deliver the kinds of services we provide. My experiences with CASHE have already provided wonderful opportunities to network, meet new colleagues, and continue to develop creative, high-impact initiatives.

**Interests:** My current research interests include peer-to-peer academic support, student transitions to higher education, the impacts of physical spaces on student culture, and qualitative methods. Professionally I am interested in helping initiate a conversation in the field that questions current paradigms of academic support in a meaningful, constructive way. I love working with students and take seriously the responsibility we have to provide them with high-quality experiences and programs. Personally, I'm happiest when spending time with my partner, Farrah, and our pup, CJ (short for Claudia Jean), and I enjoy reading, traveling, and college football.

**What you are looking forward to this academic year:** This academic year is a time of exciting transitions at my institution and I am looking forward to expanding some of the wildly successful programming that our staff have built. I'm also looking forward to submitting my dissertation proposal and generating some good data about the student cultures of academic support. Personally, I'm excited to celebrate my ninth anniversary with Farrah (this August).

**Book, magazine, or article that you recently read:** I recently read a good article about intersectionality theory by McCall (The Complexity of Intersectionality in Signs, 2005) and it really resonated with how I conceptualize the work we do with students. With so much emphasis continuing to be placed on students' multiple, overlapping identities, this was a breath of fresh air.

# CONNECT

## 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.

**CASHE LinkedIn Group:** We are also 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.

“Education is the  
most powerful  
weapon which you  
can use to change the  
world.”

Nelson Mandela

Please don't hesitate to reach out to **Aminatu Rubango** at [nrubango@luc.edu](mailto:nrubango@luc.edu) if you have any contributions for the next newsletter. In the meantime, good luck preparing for another successful academic year!