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CASHE CORNER

ACPA

Commission for
Academic Support
in Higher Education

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**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. Beginning with this edition, you'll notice a common theme in each newsletter. This month, we focus on international education—supporting international students on American campuses, as well as the benefits of American students studying abroad. 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 team leader, at lsanchez5@luc.edu. Happy reading!

Letter from the Chair

Dear CASHE membership,

On the day of this writing, it is 11 degrees outside (warmer than it's been this week) and I'm wrapping up my semester. Students are beginning to take their final examinations and our campus is preparing for our Winter Break. It's a great time to reflect on the work our Commission has done this semester and to ask for your involvement as we move forward.

Our Partnerships and Liaisons Lead, Gala Jackson, engaged in meaningful conversations with Charlie Nutt, President of the National Academic Advising Association (NACADA) about how we may work together in the coming year. For those of you who were able to meet up with Gala at NACADA's Annual Convention in October, you know that we are excited to think about how to bridge the knowledge formed in both Associations. If you are interested in working to make this potential partnership a reality, I encourage you to contact Gala directly (gala.jackson@housing.gatech.edu).

We have reinstated our Commission Awards, and under the leadership of Becky Shepherd, we have a tremendous slate of winners to announce at the upcoming Annual Convention. Congratulations to all of you who won awards and thank you to those who took time to recognize your colleagues and your work.

Our newsletter is back and increasing in content, thanks in no short part to the leadership of Lauren Sanchez. This edition of the newsletter focuses on our work with International students and includes challenges and tips for helping the academic success of our students. Our next newsletter, set for publication in April 2011, will focus on at-risk students. I am encouraging each of you to consider writing material for the next newsletter; submissions or questions can be sent to Lauren directly (lsanchez5@luc.edu).

Our Convention program is shaping up nicely. We've determined our Commission Sponsored Programs, identified our date for a "no-host" dinner during Convention, and are hoping those of you in attendance in Baltimore plan to visit us at our open meetings. Laurel Christy, our Lead for Convention, will be sending out further communication as we get closer to Baltimore.



It is my hope that 2011 results in more information sharing across the Directorate; to that end, I encourage you all to join our Commission Listserv (directions for doing so are located on our website here: <http://www.myacpa.org/comm/academic/communications.cfm>). Nicole Gahagan, our Directorate member in charge of Communications, is eager to have individuals contribute to this online forum. I know you have questions and ideas that you can share with the larger ACPA community!

Finally, 2011 brings us an opportunity to participate in a vote to determine the future of ACPA. If you have not yet, I encourage you to thoroughly read the Proposal for the Consolidation of ACPA and NASPA and to share your thoughts with me and the rest of the ACPA Leadership. To find the proposal, visit our website here: <http://www.myacpa.org/comm/academic/news.cfm>.

Best wishes for a great start to 2011!

Sincerely,

Adrianna Guram
Chair, Commission for
Academic Support in Higher Education

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!

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!

Helping International Students Succeed

By: Tina Hatch

With over 690,000 international students currently studying in the United States, they make up an important part of our higher education system. They bring great talent and perspectives to our classrooms. They also encounter unique challenges coming from different educational backgrounds. From my experience working with international students on two campuses (University of Utah and University of Wisconsin-Madison), from coordinating academic support programs to advising, international students have shared what they find challenging and helpful in adapting to the American education system. Here are a few challenges and tips for helping international students succeed.

1. Challenge: Many of our international students find it challenging to adapt to a **learner-centered pedagogical approach**. For those coming from more teacher-centered cultures where lecture, memorization, and instructor-directed learning are highly valued, learning how to participate in interactive, discussion based classes where active student participation, asking questions, and expressing perspectives in class can prove intimidating.

Tip: Help students understand a learner-centered pedagogy and what behaviors tend to be valued in classrooms. If nervous to talk in class, students can talk to the professor about it. Often a professor will proactively assist the student to feel comfortable and find ways for the student to participate. Some students set small goals, such as "Today I will ask one question in class," or "I will talk in our small group discussion." Encourage international students to talk to their peers to find out how they have coped with the differences. Encourage students to be patient and gentle. It takes time to adapt. Also, help international students know how to approach professors out of class. Office hours are under-utilized.

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Academic Support Strategies for International Students

By: Henry Max Goodelman

American higher education touts the importance of facilitating student success through the provision of efficient, available, and accessible academic support services. As increasingly high numbers of international students are attending American institutions of higher education, there is an increasingly high demand to structure these services to best meet the needs of diverse student bodies. Institutions, recognizing students' need for academic support services, facilitate international students' success throughout their time enrolled by ensuring all students have many opportunities to utilize academic support services relevant to their current coursework. Providing an overview of some of the best practices and strategies that institutions of higher education can use to ensure the availability and accessibility of academic support services and resources for international students to utilize, which are also in place to facilitate and promote the success of all students enrolled, focus will be given to what implementation plans have been used successfully at the University of Pittsburgh.

Academic support services can often be found to be brought into focus by many institutions. The relation between students' utilization of academic support services and their academic success has been of particular interest in recent research and newly developed implementation strategies (Bowman, 2010). As an increasingly high number of students are enrolled at American institutions of higher education, it is important for institutions' faculty and student affairs staff to realize that with every new student there is a new need to provide a higher availability of accessible services. This new need for providing more services also connects to the call for providing services that meet the needs of the students which they serve.

Capable of providing students with extensive assistance in their writing and math coursework, when student services are curtailed to students' needs, they have been shown to be vital in students' academic and professional development (Lincoln, 2000). As Park (2009) found that students' usage of

campus services can increase their satisfaction and quality of their academic experiences, students' abilities to persist, achieve academic success, and develop better professional abilities are also positively affected.

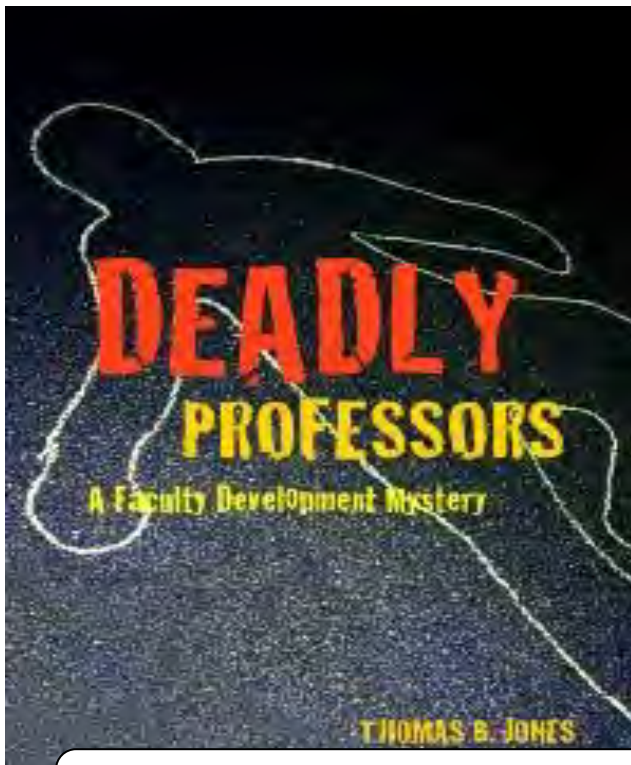
When institutions work to provide accessible academic support services, it is pertinent to focus on the availability of the academic support resources and services. Wider availabilities of accessible services are needed to adequately serve high numbers of students, especially as those numbers of students enrolled continues to rise. To provide the same high quality level of available academic support services to all students seeking them out, institutions have made efforts to successfully develop effective pathways to communicate the availability of their academic support services. These efforts ensure that all students are aware of all the academic support resources and services available to assist them with their coursework.



In reality, it is students' responsibility to seek out the availability of academic support services. Though as institutions proactively monitor low student satisfaction, poor academic performance, as well as high dropout rates, it is their responsibility to successfully enable international students' overcoming the many obstacles and barriers which can be associated with minority students' enrollment at predominantly white institutions. (Jones, Castellanos, & Cole, 2002; Park, 2009). Institutions have to protect their international students, and by curtailing their campus' climates to be open and welcoming to all students, all students will be in a better position to achieve academic success (Harter, Wade, & Watkins, 2005).

In particular focus, the University of Pittsburgh's Writing Center and Math Assistance Center (MAC) are two of the campus' five Academic Resource Centers, and exist to ensure that students have the support they need in order to attain high quality educational outcomes. Throughout the entirety of Pitt's campus it is common knowledge that Pitt provides a wealth of academic support services to its students through each Resource Center. The Resource Centers, which are located in different settings throughout Pitt's campus, make academic support services available, accessible, and free to students.

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DEADLY PROFESSORS

Commission for Academic Support in Higher Education invites ACPA convention attendees to read the book below and join members for an open book club meeting at the annual convention in Baltimore, March 26-30, 2011.

As with Thomas Jones' previous academic mystery, *The Missing Professor*, this book is a parody of the mystery genre and campus life, but with a serious purpose.

In 26 entertaining and succinct chapters, the story line raises such issues as the nature of today's college students, faculty roles and responsibilities, mid-career concerns, the purpose of liberal education, racial diversity, micro-aggression, inclusive teaching, technology and learning, politics and the classroom, active learning, the role of sports in higher education, and academic freedom, to name but a few.

ORDER NOW AND RECEIVE A 20% DISCOUNT!

Purchase *Deadly Professors* at: <http://stylus.styluspub.com/Books/BookDetail.aspx?productID=236398>

Discount code: ACPA14

Commission Updates—CASHE at ACPA!

You may be already thinking about how YOU can become involved in the 2011 ACPA Convention in Baltimore, MD (March 26-30, 2011). Consider the following options:

- Volunteer at our Convention Showcase table! This is a great opportunity to learn more about CASHE and meet other ACPA members. The ACPA Convention Showcase with Corporate Sponsors will take place on Monday, March 28th from 6:30-8:00. If you are interested in joining us at the table, please contact [Laurel Christy](#).
- Support the Commission by attending the CASHE Sponsored Programs:
 - *Deadly Professors*. CASHE invites you to this unique opportunity to participate in an open book club to discuss the novel "Deadly Professors" by Thomas B. Jones. This book is described as "a parody of the mystery genre and campus life, but with a serious purpose." This program brings professionals in many areas of higher education together to discuss issues that affect us all. The novel covers topics such as the nature of today's college students, inclusive teaching, racial diversity, the roles of faculty, campus life, concerns of individuals in mid-career, the purpose of liberal education, sports in higher education, and many others.
 - *Feeling the Pressure: The National Agenda on College Completion Rates*. (Developed by members of the Commission for Administrative Leadership, Commission for Academic Affairs Administrators and the Commission for Academic Support in Higher Education) Colleges and universities now face increased pressure to improve graduation rates. Demands for accountability have recently escalated with the formation of a 21 state alliance called Complete College America. Participating states must set clear goals for degree completion rates and develop specific plans to achieve those goals. This roundtable will explore ways in which academic and student affairs can partner to support or challenge mandated graduation rates. Participants will help in identifying best practices and creative solutions for the future.
- Join us for CASHE's Open Meeting and familiarize yourself with the Commission and our activities. Date and time will be announced as the 2011 ACPA Convention approaches.
- Encourage students you work with to apply for a Next Gen 2011 Scholarship! As we foster individuals into the field, we encourage them to consider the area of Academic Support as a great starting place! The Commission sponsors one undergraduate student to attend the Next Gen conference each year.

MEMBER SPOTLIGHT



Becky Shepherd

Awards Committee Chair

Current Position: Mathematics Learning Specialist in the Center for Academic Excellence, United States Naval Academy

ACPA since: 2008-09 academic year

CASHE since: 2009

Goals for CASHE in 2011: As a country, we are seeing a change in the way people approach higher education. The 18 year old, full-time student who lives on campus and graduates within four years is no longer the norm. Today's colleges enroll all kinds of students from various age groups and backgrounds. Student support services provide valuable resources, but are often overlooked. My goal is to help further the profession by a) formally recognizing the valuable work occurring by professionals on campuses across the county; b) provide information on professional development for our membership; and c) continue to further the profession by encouraging our membership to pursue formal research and peer-reviewed publications in all areas of student support!

Interesting things to see in Baltimore:

1. For fans of Edgar Allen Poe ... did you know he is buried in Baltimore? You may want to take a few hours and learn more about his life and resting place. <http://www.eapoe.org/>
2. If you prefer aquatics, I would recommend the National Aquarium which is walking distance from our conference. <http://www.aqua.org/>
3. Did you know "Ace of Cakes" television show is filmed at Charm City Cakes in Baltimore?
<http://www.charmcitycakes.com/> Unfortunately, the bakery is not open for walk-in purchases or visits, but that does not mean you should leave Baltimore cake free. Instead, you can visit Charm City Cupcakes!
<http://www.charmcitycupcakes.com/>
4. Be sure to visit the "Inner Harbor" which is a short walk from our conference location. The area is full of shops and restaurants and designed for people who like to see a little bit of everything.

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.

Helping international students succeed

(continued from page 2)

Some professors assign all students a partner—someone you can go to if you miss class, have a question, etc. This can be very helpful for international students who may be shy about talking to the professor.

2. **Challenge:** Students comment on the high number of assignments, papers and projects compared to their home countries, where they may have had just one or two papers or projects to assess their learning. Keeping up with assignments and completing the load of reading in a second language can be tough. Students may feel overwhelmed.

Tip: International students, just like domestic students, need organizational tools to succeed. Help international students by providing them with tools for time management and stress management. Provide them with a sample “Semester at a glance” calendar where they can write down deadlines and see visually when they need to work on different projects. Remind them to take time to nurture themselves, whether that is making a home-cooked meal, carving out time for friends, practicing deep-breathing, or joining a student group. Finally, if English is a concern, encourage them to join a conversational English program or similar program to help them build confidence in their speaking abilities.

3. **Challenge:** International students may be frustrated to see a slip in grades when they may have been at the top of their class at home. They may feel great pressure from family to perform well and to major in a specific field. They may not be aware of, or know how to access campus resources.

Tip: International students are often surprised to learn of the many supports (academic and social) that exist on campus. Help them navigate these resources by taking the extra time to share a phone number, show a website, or reassure a student that taking advantage of tutoring, supplemental instruction, and writing centers is a common and savvy way to approach their studies. Know that class performance issues might be about language barriers or teaching methods, not ability. Provide a listening ear and encourage seeking support from a trained counselor if the student is experiencing

persistent sadness, stress, or concern about their performance in school or an unsuitable, but expected major. Understand potential cultural barriers to counseling or seeking help and be sensitive to the unique pressures family expectations may place on an international student.

4. **Challenge:** Several professors have commented on areas where many of their international students struggle. These include: high-level academic writing skills in English, understanding plagiarism and academic integrity. (We encourage group work in some situations, but consider group work inappropriate or “cheating” in others. This can be confusing.)

Tip: Providing workshops or handouts to help explain culturally imbedded values and norms such as “academic integrity” or American academic writing styles is helpful for international students. If your campus lacks resources in these areas, look at ways to partner with logical offices on campus to create these resources. Also, as academic support professionals, encourage students to observe and ask when they aren’t sure what is expected. Professors are generally happy to explain. Asking questions is okay.

Start a dialogue: At University of Utah, we started a campus-wide dialogue with faculty and staff on the perceived needs of international students. We held a half-day workshop to explore issues and discuss ways we could collaborate to improve student success. We shared resources, policies, and more. Academic staff found the discussions to be meaningful and productive. Academic support staff can provide helpful insight to faculty and other student affairs professionals.

Finally, don’t underestimate the value of listening, empathy, and expressing interest in international students’ success and wellbeing, both in the classroom and out. They will most often respond to your curiosity and support positively.

Author’s Contact Information:
Tina Hatch
Coordinator/ ISS Advisor
International Student Services
University of Wisconsin-Madison
hatch@studentlife.wisc.edu
608-262-2044

Don’t underestimate the value of listening, empathy, and expressing interest in international students’ success and wellbeing, both in the classroom and out.

Academic Support Strategies for International Students

(continued from page 3)

Devoted to assisting and facilitating students' development of well-prepared and sound abilities to achieve academic and professional success with, Pitt has succeeded in creating a campus culture that enables its international students to utilize all of its academic support services (University of Pittsburgh, n.d.). Found to be readily accessible, both the MAC and Writing Center can be extremely beneficial for international students to utilize (University of Pittsburgh, n.d.).

As academic support services are typically designed to help students develop better academic abilities, the international students who seek help analyzing their current abilities are given the opportunity to pinpoint what areas of their academic preparation could use improvement (Murray et al., 2008). At Pitt, the Writing Center also staffs satellite locations, which can be seen to be an essential aspect of Pitt making academic support services accessible. The MAC, which operates on a walk-in basis and groups students together by course level, recognizes the important nature of international students' often having additional and different needs and allows for appointments to be scheduled (University of Pittsburgh, n.d.). Both of these exemplify Pitt's creating opportunities for all students to successfully fine tune their abilities.

While the full availability and accessibility of Pitt's resources and opportunities shape many aspects of its institutional culture, my two and a half years of experience working closely with international students within Pitt's University Library System as a coworker, student supervisor, and fellow student has provided me the opportunity to learn more about better meeting the needs of an equally diverse student body. While new students must learn to traverse the specific availabilities of academic support services, the structure of Pitt's academic community has enabled me to communicate overwhelmingly helpful and resourceful information to many international students regarding many of the academic supports available. Deserving to remain a priority of those whose duty it is, or should be, to keep students informed of academic supports, institutions' development of extensive streams of communication should focus on the information regarding the availability, accessibility, and positioning of their campus' services within centralized outreach structures could lead to students becoming more informed and successful (Weerts & Ronca, 2006, p. 952).

For a complete list of reference, please contact the author:

Henry Max Goodelman

University of Pittsburgh, M.Ed. Graduate Student

henrygoodelman@gmail.com

ACPA Updates

2011 ACPA GOVERNANCE ELECTIONS NOW OPEN

ACPA's election process is open from December 2, 2010 through January 6, 2011. [Visit our Elections page](#) to review candidate biographies and cast your vote. Help decide the future of ACPA — get involved now!

ACPA BALTIMORE 2011 CONVENTION REGISTRATION IS OPEN

Unless you've been living under a rock, you've probably heard that early-bird registration is now open for the 2011 ACPA annual convention. Make plans to "B'More" with us in Baltimore March 26–30. [Register here](#)

ACPA/NASPA CONSOLIDATION UPDATE

Read the [ACPA/NASPA joint letter](#) and [Susan Salvador's Consolidation update](#). Download the [Proposal For The Consolidation Of ACPA & NASPA](#), the [Report on the Legal and Financial Due Diligence for ACPA/NASPA Consolidation](#), and the [audited ACPA balance sheets from 2003 through 2009](#). The independent audit report for 2009-10 is in progress. If you have specific questions or would like to discuss the pro forma further, please contact [Gregory Roberts](#) or [Kevin Kruger](#). View the [latest FAQs](#) and share your thoughts on the proposal [on Facebook](#).

Coming Up Next Time:

Our April 2011 newsletter will focus on advising at-risk students, from developing academic improvement plans to services offered for students on academic probation. Want to contribute? Email Lauren Sanchez at lsanchez5@luc.edu for more information.