

# THE PIPELINE

A NEWSLETTER FOR THE COMMISSION FOR TWO-YEAR COLLEGES

## *This Issue*

ACPA 2014 INDY Wrap-Up

Reflections from the 2014 ACPA Next Gen Conference

Twenty North Carolina Community Colleges Build Leaders through  
National Leadership Development Program

The Community College Edge: Academic and Student Affairs Collaboration

Meet our New Directorate Members

Working with Students in Community Colleges

FROM  
THE  
CHAIR



As ACPA celebrates its 90<sup>th</sup> anniversary as one of the leading higher education associations nationally and internationally, I could not be more excited for the opportunity to serve as Commission Chair for the next two years. This year’s convention in Indianapolis truly lived up to the theme to re-invent. The renewed energy, innovative sessions and the passion of attendees throughout the convention made it clear that ACPA is ready to lead higher education for another 90 years. This year said goodbye to Gregg Roberts who has led our association and served higher education for over two decades, and welcomed Dr. Cindi Love as our new Executive Director.

One of Dr. Love’s first priorities has been to increase the focus on Two-year colleges. During the convention, Dr. Love met with commission and ACPA members involved in two-year colleges to further the conversation surrounding two-year college issues. Not wanting to waste time, the Commission had its first post-convention in May and began working on an action plan for 2014-2015. I have valued opportunities to meet with Dr. Love one-on-one to discuss the role the Commission can play in supporting ACPA’s Strategic Plan as it relates two-year colleges and our members who work at two-year colleges. As I write this letter, I am happy to share that over the next year there will be a number of professional development opportunities on a variety of different topics. The commission is also working on ways to bring professional development right to our member’s desktops.

All the hard work that has happened over the past several months would not have been possible if it wasn’t for the hard work of our directorate members. We are fortunate to have the opportunity to work with amazing people. In March we welcomed six new directorate members: **S.Mei-Yen Ireland, Lisa Kirchner, Matthew Robison, Joe Palencia, Kim Linger, & Joe Ginese.** We are excited to have them on board and they have jumped right in and are hard at work.

Finally, I would be remised if I didn’t take the time to acknowledge our two past commission chairs: Dr. Lisa Kelsay & Dr. Patty Munsch. Over the past four years, I have had the opportunity to not only work with them on a number of Commission Initiatives but also learn from them. Lisa and Patty are great professionals, colleagues, and mentors and I am thankful for all that I have learned from them. Summer is upon us and soon September will be returning. As 2014 rolls on, I look forward to the opportunity to help advance issues facing two-year colleges, encourage national conversation, and ensure the voice of our two-year professional’s remains strong.

As I close, I want to challenge you to meet the calling Brene Brown issued to all of those who attended the closing session in Indianapolis, quite simply... “Dare Greatly”.

**Shammah J. Bermudez**  
**Chair, Commission for Two-Year Colleges**



Did you know that our Commission has a Facebook page? Join today! This is an easy way for you to interact with other members of the community college community, get convention updates, pose questions pertinent to things happening on your campus, and contribute to conversations about all things community colleges. .

## Reflections from the 2014 Next Gen Conference

By Theresa Riles, Eastern Michigan University

Next Gen 2014 was a life changing experience. I am Theresa Riles, a senior at Eastern Michigan University and I was a lucky recipient of the 2014 scholarship from the Commission of Two Year Colleges, to attend 2014 ACPA Next Gen conference.



Attending the conference opened my mind to higher education. I learned about many careers in student affairs. One in particular was a career in two-year colleges. I never thought of possibly working for a two-year college, until I attended this conference. This was a very rewarding experience being able to network with members of The Commission of Two Year Colleges, such as Mei-Yen Ireland. It was wonderful working with the commission, because they did not only help me on a professional level, but I was welcomed on a personal level.

Overall, at the conference I was able to meet and learn from current graduate students experiences, graduate preparation program and seasoned student affairs professionals who work at a variety of colleges and universities. I was able to learn more about the effect student affairs have on colleges and universities, and what professionals like myself will be able to bring to students.

ACPA Next Gen gave me the confidence to continue down the path of student affairs, and since then I have furthered my dreams to one day becoming a student affairs professional. I was lucky enough to participate, as the only undergraduate student, in a study abroad program offered at EMU, Challenges and Opportunities: A Multi-Disciplinary Examination of Higher Education in Ecuador. There I was able to study for two weeks the comparison and contrast of our higher education to theirs in Ecuador. Opportunities such as this are not always presented to everyone, so I was very fortunate to attend.



As I complete my senior year at EMU, I will always think of my time at ACPA Next Gen 2014, and how it was able to not only teach me about student affairs, but also teach me more about myself. I am thankful for the opportunity that was given to me to attend, from The Commission of Two Year Colleges.

With much gratitude,  
-Theresa Riles

## Twenty North Carolina Community Colleges Build Leaders through National Leadership Development Program

*By Charles Knippen, President, The National Society of Leadership and Success*

In 2012, Melody Wiggins, Coordinator of Volunteerism and Student Leadership for Wake Tech Community College, was trying to answer a question faced by community colleges across the country – how can community colleges engage more students on-campus beyond the classroom and build a wider pool of leaders who are active on campus? In response to this need, she coordinated the effort to bring a chapter of the National Society of Leadership and Success to Wake Tech.



Working together with college administration, the Society offers a step-by-step leadership program, creating a community where students help one another succeed. The Society has partnered with twenty North Carolina community colleges to engage students beyond the classroom and reach out to those overlooked by GPA-only based honor societies. Said Wiggins, “Wake Tech has a lot of organizations with high GPA requirements, but student leaders also exist at other levels. We wanted to get students involved beyond the known leaders on campus.”



Since the start of the chapter in 2012, over 800 students have joined the Society, with nearly 40% of these members completing the steps of the leadership development program. These steps include attending speaker broadcasts with presenters like Rudy Giuliani and Jim Cramer, meeting bi-weekly in goal accountability teams, and participating in a half-day leadership training day.

The momentum of the program continues to build in North Carolina. In June of 2014, nine of the twenty community colleges with a Society chapter hosted the first retreat for those leaders involved with the program. The day-long event provided the opportunity for students and administrators to share best practices, network, and plan for the upcoming



*To learn more about the National Society of Leadership and Success, please visit: [www.societyleadership.org](http://www.societyleadership.org).*

## The Community College Edge: Academic and Student Affairs Collaboration

Dr. Case Willoughby, Vice President for Student Services, Butler County Community College

Vice President for Academic Affairs Dr. Francie Spigelmyer,

Community Colleges provide particularly fertile ground for collaboration between academic and student affairs divisions. At Butler County Community College (BC3) in Pennsylvania, Case Willoughby and Francie Spigelymer discussed this topic, moderated by Dean of Natural Science, Matt Kovac. Part one of this two-part series provided the authors' views on why the community college setting is so conducive for inter-divisional collaboration. Now in part two the authors offer practical strategies and examples of such collaboration.

**MK: So how do you make collaboration between Academic Affairs and Student Services happen?**

**FS:** I can see the integration of faculty and Student Services participating in joint professional development ventures. For example, professional development in identifying "at-risk" students utilizing case studies, role-plays, and action plans, etc.

**CW:** Exactly. For example, BC3 is part a consortium community colleges and we have had an annual joint professional development day for years. For some time the content had been exclusively for faculty. This year, Francie chaired the committee and invited me to participate. Our topic, "Creating a Safe Space for Teaching and Learning" highlighted our shared responsibility for student learning and success.

**MK: We actually have heard in the broad sense some of the benefits; can you get a little more specific of some of the benefits of such collaborations?**

**FS:** A practical example at BC3 is Service learning which has evolved not only as a student-based project, but also as a campus community project. From club-sponsored service to embedded service learning course work, initiatives such as these lend themselves to direct collaboration with Student Services and Academic Affairs. The idea of integrating community service (meeting community needs) to community-based learning (aligned with course objectives), fosters a need to understand the language of service and the learning that takes place while also planning for maintaining and sustaining the endeavor.

**CW:** Our Social Work Club, which serves as a laboratory for the social work major, works in this way. In class you get theory and research about social problems. By using those theoretical lenses when actually working on real world social issues, the students' understanding of both the real world issues and the theories is deepened. That kind of connection has great benefit for students.

**MK: Yes and particularly how it benefits learning. Beyond what was mentioned is there anything that either of you have might add?**

**CW:** Something that student affairs as a profession has not done well is tell its story. At my last institution my office was not well respected by faculty. We started doing good assessment on learning outcomes that faculty would recognize as important. Part of my role was to weave that data into my talking points wherever I went and our cultural capital increased dramatically. It's also important for faculty to realize working with us makes their lives easier. We can assist students with problems that are outside faculty expertise.

**MK:** I've heard faculty express gratitude to Student Services about student issues like this.

**FS:** I've heard that a lot. I invite student affairs personnel to my dean meetings once every other month. I had the Financial Aid Director come in to share insights on financial aid and its impact on scheduling. Also, the Dean of Student Development often asks to speak with the deans regarding all kinds of issues relating to policy, placement and advising, etc. That's really helpful because the information filters back to the faculty meetings. This reinforces what you suggested about story-telling. I know this works in the classroom and when faculty turn to Student Services and they experience the support, they can share that message. This creates a pathway to support the student instead guessing why he or she exited the College.

## **The Community College Edge: Academic and Student Affairs Collaboration**

*(Continued from page 5)*

- MK:** We are all mindful that we are all BC3. What type of strategies do Academic Affairs and Student Services create to support a shared vision?
- FS:** I think Welcome Day is truly the classic model of a shared vision. Case, you and your team's work on this important event and its all-inclusive approach was phenomenal.
- CW:** Our orientation programming consisted of disjointed events, with no common themes or purposes. We spent a lot of time brainstorming with academic divisions and Student Services on what students most needed to learn in order to be successful. The new orientation team used this data and the literature to write measurable learning outcomes. Francie was heavily involved in the conceptual piece and extremely supportive. Faculty got on board with a greatly expanded role for the Fall 2013 Welcome Day. The outcomes were stunning. Student evaluation data showed they learned what we wanted them to. Faculty would literally stop me in hall and say that their new students were more prepared! Fall to spring retention bumped up 4 percentage points, and the average GPA of new students jumped 0.5 – half of a letter grade!  
Faculty involvement was critical to this success. We incorporated what faculty saw as student needs – and we framed it as learning outcomes. That gave us common language. When I shared the learning outcomes results (typically in the 90% range), the faculty was delighted. In fact, they are even more enthusiastic for this coming orientation cycle!
- FS:** That was the best feedback. BC3 faculty members engaged and embraced all the changes and were phenomenal in the execution. It was your shared vision and how the message was delivered.
- MK:** How does BC3 create a level playing field for academic affairs and student services? Is there anything in addition to what has been said that you might like to add?
- CW:** In some institutions the leader in academic affairs public treats his or her counterparts in student affairs in a dismissive manner. That doesn't happen here and Francie has always looked to Student Services for input. In part that's because Francie's awesome, and in part because community colleges are more likely to focus on what works for student success. So I think that is a huge deal because the provost sets that tone.
- FS:** Well, I thank you for that, but your phenomenal expertise and experience makes it easy to consider the possibilities. You gauged BC3's cultural landscape and knew where the puzzle pieces could come together as a launching point. Also, we both have a mutual respect for faculty and respective teams.
- CW:** I feel lucky to work in the community college environment because of the collective motivation for students to learn and succeed.





# ACPA TAMPA 2015

CONSIDER. COLLABORATE. CREATE. COMMIT.



**The 2015 Convention Team is excited to welcome you to Tampa!**

The landscape of higher education is changing before our eyes and in 2015 we will recognize many important anniversaries and landmarks, such as the 25<sup>th</sup> anniversary of the Americans with Disabilities Act (ADA) and the upcoming reauthorization of the Higher Education Opportunity Act.

The ACPA 2015 Tampa Annual Convention seeks to create a space for participants to consider our practice and role in the changing higher education landscape while reinforcing our enduring values and professional growth.

The convention will provide opportunities to collaborate and strengthen internal and external partnerships to advance student success. Through an intentionally developed curriculum featuring exceptional practices and a published conference proceedings, we hope that participants will create connections with inquiry and action.

Further, we hope attendees will commit to establishing and renewing professional networks and friendships in Tampa and beyond.

Early Bird Rates END  
on November 7th

For more information, please visit:  
<http://convention.myacpa.org/tampa2015/>

# Meet our New Directorate Members



As an MBA trained, entrepreneurial minded, and education focused professional, **Joe Ginese** has taken his curiosity to task in efforts to advocate for the reinvention of learning experiences and innovation within higher education. Some call Joe an instigator while others describe him as an innovator. He considers himself a champion for change. He studied human resource management and management information systems at Nichols College in Dudley, MA, earned his MBA with a focus on Management from Fairfield University and recently completed a graduate certificate in Adult Learning: Program Design and Facilitation from the City University of New York School of Professional Studies. Currently, Joe is serving as the Tech Team Leader for the Student Leadership Programs Knowledge Community in NASPA, NASPA Region II conference committee as an educational program co-coordinator, ACPA's Two-Year College Directorate board, and was recently named the Tech/Innovation Chair for ACPA 2015 Convention in Tampa, Florida. He tweets most with @JoeGinese, writes sometimes at [www.joeginese.com](http://www.joeginese.com), and is most likely to be tweeting, writing or reading about psychology, sociology, consumer behavior, creativity, learning, teaching, and storytelling.



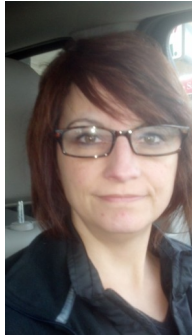
**Mei-Yen Ireland** is a doctoral candidate at The Ohio State University in the Higher Education & Student Affairs program. Her research and professional work has focused on two-year colleges, issues of access and retention, and undocumented students. In addition to her graduate studies she teaches a student success course at Columbus State Community College. Mei-Yen is thrilled at the opportunity to serve on the Directorate of the Commission and hopes to use her passion for two-year colleges, knowledge of student affairs and student development, and interest in integrating scholarship and practice to support the growth and success of the Commission.



**Joe Palencia** is a first generation college graduate, currently serving as an advisor for the Student Support Services (SSS) TRiO program at Oakton Community College in Skokie, Illinois. He earned a Master of Education (M.Ed.) in Higher Education from Loyola University Chicago and a Bachelor of Arts (BA) in Communication and Latina/o Studies from the University of Illinois at Urbana-Champaign. His current research interests include academic advising, the experiences of first generation college students, and the retention of students of color, particular Latina/o students. Joe serves as the Liaison to Latina/o Based entity groups for the Latina/o Network (LN) of ACPA and was recently appointed as the Newsletter Chair for the ACPA Two-Year Commission.



## Meet our New Directorate Members



**Kim Linger** graduated from the University of Pittsburgh (Master in Library and Information Sciences, 1997). She is currently pursuing a Ph.D. in Higher Education Administration through the University of Phoenix - Online. Kim is currently an Academic Advisor for Nurse Practitioner programs at South University - Online in Pittsburgh, PA. She spends most of her free time working on a dissertation but looks forward to painting ceramics and golfing again someday.



**Dr. Matthew K. Robison** currently serves as Dean of Students at Georgia Perimeter College, a large, public, multi-campus, two-year, transfer institution located in Atlanta, GA. In this role, Dr. Robison supervises the day-to-day operations of the GPC-Clarkston campus. Before coming to GPC, Dr. Robison worked as the Assistant Dean of Students at Georgia State University. While at GSU, Dr. Robison supervised the areas of Greek Life, Intercultural Relations, New Student Orientation, Parent Relations and Student Organizations; in addition, Dr. Robison served as campus judicial officer, adjudicating numerous student conduct cases. Dr. Robison has also worked at the Massachusetts College of Pharmacy and Health Services in Boston, MA as the Director of Student Activities and New Student Orientation and at St. John's University in New York, NY in the areas of Residence Life and Student Activities. Dr. Robison holds an Associate's degree from Itawamba Community College, a Bachelor's degree from Mississippi State University, and a Master's degree from New York University. He received his Ph.D. in Educational Leadership from Georgia State University. As a critical qualitative scholar, Dr. Robison's research focuses on the lived experiences of LGBT college students. Outside of work, Dr. Robison is involved in various charities and non-profit organizations. He currently serves as Chair of the Board of Directors for the Georgia Equality Foundation and is on the planning board for both the Georgia Safe Schools Coalition and the Georgia GSA Summit Steering Committee. In addition, Dr. Robison serves on the Board of Gateway to College.

### Legal Issues in Higher Education Conference

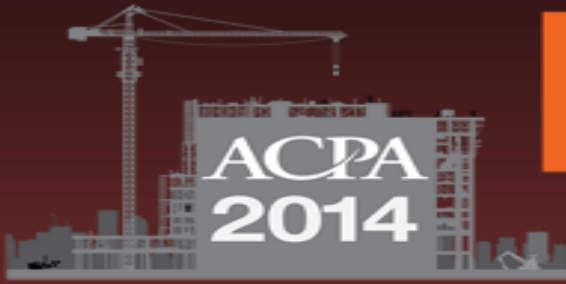
Monday October 13th-Wednesday October 15th, 2014

Location: University of Vermont, David Center, Burlington, Vermont



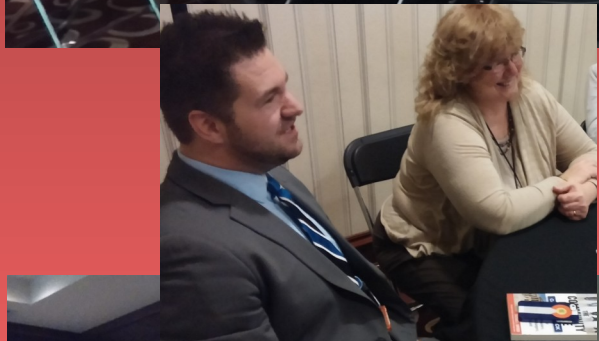
For more information, please visit:

<http://www.acpa.nche.edu/events/annual-legal-issues-higher-education-conference>



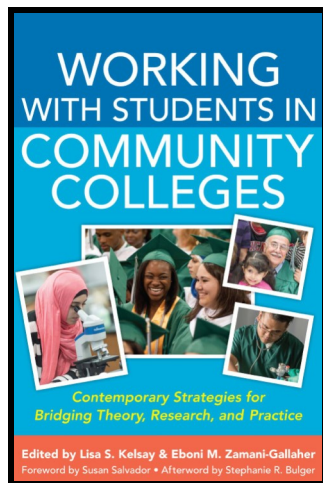
# REINVENT

MARCH 30 - APRIL 2  
INDIANAPOLIS



## Working With Students in Community Colleges Contemporary Strategies for Bridging Theory, Research, and Practice

This timely volume addresses the urgent need for new strategies and better ways to serve community colleges' present and future students at a time of rapid diversification, not just racially and ethnically, but including such groups as the undocumented, international students, older adult learners and veterans, all of whom come with varied levels of academic and technical skills



The contributing researchers, higher education faculty, college presidents, and community college administrators provide thorough understanding of student groups who have received scant attention in the higher education literature. They address the often unconscious barriers to access our institutions have erected and describe emerging strategies, frameworks, and pilot projects that can ease students' transition into college and through the maze of the college experience to completion.

They offer advice on organizational culture, on defining institutional outcomes, on aligning shifting demographics with the multiple missions of the community college, on strengthening the collaboration of student and academic affairs to leverage their respective roles and resources, and on engaging with the opportunities afforded by technology.

Divided into three parts – understanding today's community college campuses; supporting today's community college learners; and specialized populations and communities – this book offers a vision and solutions that should inform the work of faculty, administrators, presidents, and board members.

### About the Authors

**Lisa S. Kelsay** is the Assistant Dean of Liberal Arts/ Director of Academic Arts at Moraine Valley Community College (IL). In addition, she is also a part-time instructor in education at Moraine Valley Community College and an adjunct professor in the Graduate School at Kaplan University. She holds a Ph.D. in higher education from Loyola University Chicago (IL), an M.A. in student personnel administration in higher education from Ball State University (IN), and a B.S. in education from the University of Akron (OH). Through the past 15+ years, Dr. Kelsay has worked in both student and academic affairs, private and public, and at two-year and four-year colleges. Her research has been published in *The Journal of College Admission*. She served as the 2009-2012 Chair of the ACPA Commission for Student Development in the Two-Year College.

**Eboni M. Zamani-Gallaher** is Professor of Educational Leadership and Coordinator of the Community College Leadership Program in the Department of Leadership and Counseling at Eastern Michigan University. She holds a Ph.D. in higher education administration with a specialization in community college leadership and educational evaluation from the University of Illinois at Urbana-Champaign. Dr. Zamani-Gallaher's teaching, research, and consulting activities largely include psychosocial adjustment and transition of marginalized collegians, transfer, access policies, women in leadership, and institutional practices affecting work and family balance. Her work includes co-authoring *The Case for Affirmative Action on Campus: Concepts of Equity, Considerations for Practice* (Stylus Publishing), co-editing *African American Females: Addressing Challenges and Nurturing the Future* and *The State of the African American Male: A Courageous Conversation*; co-editor of the *ASHE Reader on Organization and Governance in Higher Education*, the 6th edition and *ASHE Reader on Community Colleges*, 4th edition. Dr. Zamani-Gallaher is president of the Council for the Study of Community Colleges, an affiliate council of the American Association of Community Colleges.

For more information, please visit:  
<https://styluspub.presswarehouse.com/Books/BookDetail.aspx?productID=325537>

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# NEWSLETTER SUBMISSION INFORMATION

The Commission for Two-Year Colleges publishes an e-newsletter two times a year. The e-newsletter's purpose is to further the commission's mission by providing both a tool for communication as well as a resource for information relevant to student development in the two-year college.

For more information or to submit an article, please contact the editor Joe Palencia at [ThePipeline.Editor@gmail.com](mailto:ThePipeline.Editor@gmail.com)

Next submission priority deadline: Friday **September 26th, 2014**

## Submission Guidelines

- If you include references, please list them in APA format. The newsletter does not otherwise require exhaustive adherence to the APA standard.
- The newsletter welcomes a wide variety of submissions including relevant announcements, short articles about campus practice, opinion pieces, previews of upcoming presentations (i.e. Convention) and original research.
- Submissions are due in the form of a Microsoft Word document, .txt file, or other Microsoft Office-friendly format.
- If possible, send a photo relevant to your article, a picture of yourself, or a picture of your campus.

## Article Topics

Though the newsletter welcomes various types of article submissions, the following types of articles and their individual requirements will be featured regularly.

### *Make a Difference* (500 word maximum/submission)

This section of the newsletter is an opportunity for you to talk about ways that community colleges or perhaps your own community college has made a difference in the lives of students, the community, or in the field. This article should also be tied into the theme of the next convention.

### *Best Practices in Community Colleges* (500 word maximum/submission)

This section can be used to inform fellow professionals on how to accomplish a certain task, develop a type of program, advise a certain type of student, or improve the functioning of their office through practices that the writer deems as exemplary.

### *News for Community Colleges* (750 word maximum/submission)

Given that current events and trends can have a direct impact on the work we do in student development, it is important for us to be knowledgeable about them in order to be prepared. This section of the newsletter allows article submissions to highlight or synthesize the national concerns that can affect us locally.

### *Professional Development* (250 word maximum/submission)

Sometimes we face the problem of not having enough resources relevant to the problems we face. However, sometimes we also have the problem of having too many resources and not enough time to sift through them in order to find the best information. This section is an opportunity for you to review articles, websites, or any other resource that would be helpful to professionals in the field.

### *Profile of a Community College Leader* (250 word maximum/submission)

Whether it be the director in your office or the president of your institution, we're looking to feature leaders in the field who have interesting stories about their time in the field and the contributions they've made. This may take the form of a biography or an interview.

### *Spotlight on a Convention Community College* (250 word maximum/submission)

This section simply features a community college in the host city of the upcoming convention. The article can discuss the history of the college as well as any achievements or programs that it might be known for locally.

Thanks for reading!