

THE PIPELINE

A NEWSLETTER FOR THE COMMISSION ON
STUDENT DEVELOPMENT IN THE TWO-YEAR COLLEGE

This Issue

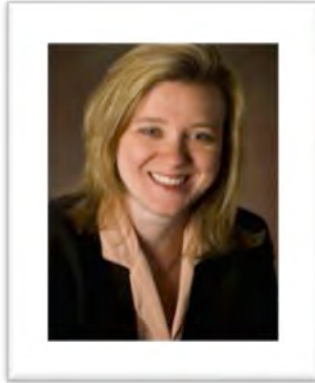
Making a Difference
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Best Practice
Successful Ally Trainings at Community Colleges

FROM THE CHAIR



Dear Commission Members,

I am excited to be starting my term as Chair of the Commission for Student Development in the Two-Year College. I have thoroughly enjoyed my experiences as a directorate member on this commission and look forward to continuing my involvement as chair.

Thank you to our past chair, Randy Dean, for his excellent leadership and guidance. One of his many accomplishments was to educate ACPA members on the ideals of the community college and to get community colleges to the forefront of conversation. It's happening. I also would like to thank and congratulate Dr. Nancy W. Bentley on her retirement. Nancy excellently served on this commission and in a variety of roles in APCA for a number of years. Both Randy and Nancy have played a role in my involvement with this commission, and I am grateful for their mentorship, caring, and guidance.

Recently, community colleges have landed in the national spotlight:

- President Obama announced a \$12 billion [initiative](#) “[designed to boost graduation rates, improve facilities and develop new technology](#)” at community colleges. With enrollment increases being seen across the country, this initiative will greatly benefit the many students who come through our doors. While those of us who work in community colleges already know why they are a good choice for students, a June 17 [article](#) in *U.S. News and World Report* listed several, including affordability, convenience, open access, teaching quality, class size, diversity, and access to modern technology.
- Dr. [Martha Kanter](#) is the first community college

leader to be sworn in as the Undersecretary of Education. She has worked in the community college sector for multiple years, and additionally serves as National Chair of the Community College Advisory Panel of the College Board.

- According to the White House, the August 24 issue of *Forbes* will feature an [essay](#) about community colleges by Dr. Jill Biden, wife of Vice President Joe Biden. Dr. Biden teaches at Northern Virginia Community College and offers great insight to the community college sector.

With so many spotlights on community colleges, what can we do as administrators and instructors? For some, like Angel Hernandez and Yuri Betancourt at Santiago Canyon College, it's a time to be innovative and explore new ways to do business. Their program, “Discover Santiago Canyon College: Orientation to College Life,” received the 2009 Innovative New Program Award from this commission. You will find other new and exciting ideas from other community colleges throughout this newsletter. I hope to read about your outstanding projects and ideas in future issues.

Our directorate is here to represent you and your ideas, to assist community colleges in sharing ideas and resources, and to promote professional development opportunities. This great team of hard-working individuals has identified many goals this year, including providing more professional development opportunities and resources, publicizing a monograph by 2011, facilitating a webinar focused on community colleges, increasing membership and educating new members, and increasing recognition of outstanding administrators and instructors.

As we look to the future, consider sharing your best practices by submitting a program proposal to present at the national convention or by submitting a newsletter article. Nominate a colleague who is deserving of recognition, and remember you can and do make a difference in the life of a student attending your school.

I am excited about what lies ahead for community colleges and for this commission. If you have questions, please do not hesitate to contact me. I look forward to working with all of you.

Lisa S. Kelsay
2009-2011 Chair, Commission for Student Development in the Two-Year College

MAKING A DIFFERENCE

The College of the Redwoods, Mendocino Coast: 2009 Business-of-the-Year Award

by Geisce Ly, Ph.D.

The "Making a Difference" section of The Pipeline seeks to recognize individuals and institutions that have made a difference in the lives of their students and communities.

If you think your colleague or institution deserves recognition here, consider submitting an article of your own to this section.

The College of the Redwoods, Mendocino Coast (CRMC) campus was selected as the 2009 Business-of-the-Year by the Mendocino Coast Chamber of Commerce. Since the campus (located in Fort Bragg, CA) started in 1975, this is the first time ever that this rural campus was awarded this recognition.

In his first year as the campus dean, Geisce Ly worked closely with his student-centered staff and faculty to intentionally make a difference in meaningful ways for this coastal community of 10,000 residents. The following summary highlights ten ideas/initiatives that were taken to enhance the growth, development, and economy of the Mendocino Coast (which is about a 3.5 hour drive north of San Francisco).

First, we have invited community groups to use our facility free of charge for meetings and various events. By doing so, we are sending and reinforcing the message that our campus is a welcoming venue and that we are willing to share resources to better accommodate the needs of our community.

Geisce Ly worked closely with his student centered staff and faculty to intentionally make a difference

Second, we have eliminated the daily \$1 parking fee. By providing free parking, our students and community members could better use that money for the necessities in life. Besides, it made little sense to charge for parking when no other businesses in town do so.

Third, we have provided over 100 campus events and activities (all for free) in the last academic year to promote lifelong learning and continuing education. This includes the three One Day College events (community members get to listen to 15 favorite lectures delivered by CR faculty) and the 24 Personal Enrichment Learning Series workshops (community



members get to learn about a topic from knowledgeable facilitators/teachers).

Fourth, we have tailored our schedule of classes to better accommodate the needs of this community. Specifically, we have scheduled new and interesting classes (i.e., Customer Service, World Religions, and Conflict Management) that would appeal to someone who is 18, 38, or 68.

Similarly, we have scheduled more courses in the evening to make it easier for those working during the day to earn some credits towards their transfer to a four-year institution or to take a course for fun. To make it even easier for those taking evening courses, we scheduled our evening courses to all start at 6 p.m. (as opposed to having six different start times which can be quite confusing).

Sixth, we have made significant progress towards beautifying our campus as a means to increase visibility, awareness, and aesthetic appeal. For instance, we have trimmed some unsightly shrubs, hedges, and trees as well as designated a shuttle drop off zone at the campus bus stop area. We also took care of the small things that needed attention, such as repainting our parking lines and installing a new directional sign.

To further promote our outreach efforts, we have been intentional about making sure that news and events happening on campus appear in the weekly newspapers. The rationale is to put CR on peoples' radar so that community members know about the good things that are taking place throughout the year. The more others see CR as a valuable institution, the more CR could serve as the community hub to bring people together and move things forward.

The eighth reason is that CR is becoming ever more

responsive to address the needs of various community groups. For instance, the Hispanic community wanted to take an Introduction to Computer class to acquire basic computer knowledge and skills. By partnering with Safe Passage Family Resource Center, we were able to offer this much needed non-credit course to 25 Hispanic community members.

On a similar note, the ninth reason is that CR has begun to offer lifelong learning courses off-campus to make it more convenient to our target audience. For example, we have offered two short courses (e.g., Origins of Radio, and Protecting Your Family and Property) at the Redwoods Coast Seniors and the Aging Gracefully course at Mendocino Sports Club. As a result of the positive feedback about this approach, we intend to offer more customized classes at more off-campus locations in the future.

Lastly, for the outdoor sports enthusiast, we put in a 9-hole disc golf course (on the south end of our campus) to provide our community members, especially our youths, with something fun and positive to do (and it's free).

Feel free to contact Geisce at 707-962-2661 or email him at geisce-hj@redwoods.edu.

NEXTGEN PERSPECTIVES

Reflections on the Commuter Experience

by Brian Walsh

Coming out of high school I knew several things, my major not being one of them. I knew that I wanted to go away to school, I wanted to be with my friends, and I absolutely did not want to live on campus. The idea of being in a tiny, dirty dorm room with some random guy I had never met was not for me. So while I was at orientation my friends and I signed a lease on an apartment and I became a “commuter” student. Now I certainly was not driving very far, but as my first semester progressed I became aware that I was at a distinct disadvantage. My on campus friends regaled me with wonderful stories of waking up at 7:50 for an 8:00 class, forgetting an assignment only to run two minutes back to their room and retrieve it, being able to get quick naps in between class breaks, etc... I also realized that living off campus put a definite damper on my studying. I would plan on studying or doing an assignment when I got back to my apartment, only to find my roommates with the just the excuse I needed to leave work behind. Even when I would work the noise would make me wish I were back on campus at the library.

As I got used to waking up earlier, the noise, and the distractions, I also realized that being a commuter made getting involved much harder. I had been very involved in high school as a member of several sports teams and various clubs. I enjoyed the extra responsibilities and the reward of meeting and interacting with others, so I wanted to get as involved as possible when I went to college. Living off campus made this much tougher. I was wary to sign up for several things because I knew that would mean driving back to campus for meetings. I missed out on activities because I simply did not know they were

This year, our commission began sponsoring NextGen program participants. The program seeks to develop aspiring student affairs professionals while they are still in their undergraduate institution.

Our sponsorship allowed one individual to receive funds to attend the NextGen conference. Among the stipulations of sponsorship was a request to submit an article to our newsletter.

happening. Only spending a few hours a day on campus left me underexposed to all that it had to offer. I missed out on free concerts, specials at the cafeteria, exhibitions, and sports games because I just was not there. I also found that I was really limiting myself when it came to meeting people. After a whole semester I realized that the friends I came to school with were just about the only friends I had. We had a good time and did everything together so I had little time to meet others. Those that lived in the dorms were making new friends and connections every day! They were always meeting new people and doing new things while I was stuck in a rut.

While being a commuter student had a few benefits, I feel that the challenges it presents make a smooth and profitable transition from high school to college even harder.

CONVENTION 2010:

PROGRAM PROPOSALS AND REVIEWERS

David Asencio and John Jamrogowicz need your help. Who are they, you may ask? They are the co-chairs of our Commission's sponsored programs committee for the 2010 Convention. They need presentation proposals and volunteers to serve as reviewers.

Program Proposals

The Commission has the opportunity to sponsor up to 5 (five) programs and/or co-sponsor programs with other commissions this year. Please visit the ACPA website at <http://convention.myacpa.org/program/program-categories.php> to learn about programs guidelines, suggestions, and requirements. Please consider submitting a proposal. It is very easy, lots of fun, and professionally rewarding. If you decide to do so, visit <http://cdms.myacpa.org/> to submit a proposal.

SUBMISSION TIP #1: It is smart to submit your proposal to the Commission for Student Development in the Two-Year College first. Because, even if we do not choose to sponsor your program, our reviewers may still feel that your proposal is "convention worthy." If so, it will be forwarded on to the General Programs committee for a second review. This submission sequence method increases acceptance possibilities. If you submit only to General Programs, there will be only one review of your proposal. We all know that two chances are better than one!

SUBMISSION TIP #2: It is OK to submit several proposals on differing topics if you have the energy and time to present more, go for it! Each proposal is reviewed by multiple reviewers.

SUBMISSION TIP #3: Consider co-sponsorship. What this means is that you request two Commissions/Standing Committees to review your proposal and if selected, they both co-sponsor your program. If not accepted, your proposal may still go on to the General Programs committee. Co-sponsorship is a great idea for folks whose presentation topic covers several areas and/or audiences.

SUBMISSION TIP #4: The call for proposals has opened. The deadline is: Friday, September 11, 2009.

Reviewers

We will need 3 to 5 reviewers for each sponsored program proposal. If we have enough reviewers, we will attempt to assign no more than 3 programs to any one person. The open call for reviewers will begin August 3 and continue thru September 4, 2009. Peer review is an important component of our efforts to ensure that programs of the highest quality are selected for sponsorship or for forwarding on to the General Programs committee. It is a great experience and an excellent opportunity to contribute your time and expertise to the Commission. Please watch for the "open call for reviewers."

If you have questions, please do not hesitate to contact either one of our two co-chairs. David Asencio is the Dean of Student Affairs – Central Campus of Broward Community College in Florida. He may be reached at dasencio@broward.edu. John Jamrogowicz is the Dean of Student Enrollment at Trident Technical College in South Carolina. He may be reached at john.jamrogowicz@tridenttech.edu. We look forward to a great convention with many program options with your assistance.



REQUESTED TOPICS FOR FUTURE PROGRAMS AND NEWSLETTER ARTICLES

Welcoming Veterans Back to Campus

Spotlighting CC in Convention City

Behavioral Interventions

Transfer Strategies

Public Policy

Retaining Online Students

Retention and Orientation Resources

COMMUNITY COLLEGE LEADERSHIP PROGRAM

National Louis University - Chicago

by Angie Kaysen Luzbetak

This article begins a series of profiles featuring degrees, certificates, and training programs that foster leadership in and for the community college.

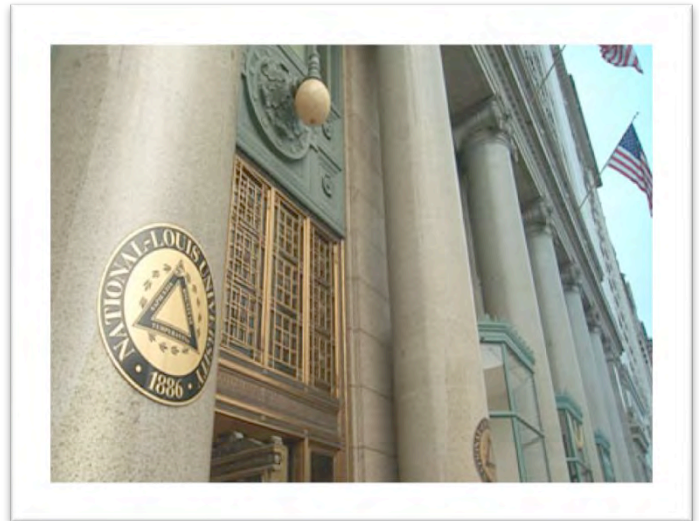
I am a community college transfer articulation coordinator and I love my job. But, I was once at a time in my life in which I was taking stock of my career and asking the rhetorical question “Is this all there is?” I guess one could say I was surveying the community college leadership landscape, wondering if my career had already peaked. I lived and breathed community colleges and I thought I had a lot to offer our students and the institution where I worked. But, after a pragmatic appraisal of what it takes to move up the leadership ladder, it was apparent I needed additional credentials to even be considered; I needed a doctorate. And this was a scary, scary thought!

When I first started as a fledgling community college administrator, I had the great privilege of working for a tremendous leader. She was a person with great integrity and passion for the mission of community colleges. She inspired me, with gentle nudging, to take the next step and pursue a doctorate degree in order to equip myself as a future community college leader. My heart was convinced this was the right thing to do, however, in my head, I vacillated between extreme anxiety and petrifying fear. A doctoral program is an enormous undertaking. Could I do it? Where should I go? And the real question remained unanswered; Am I really doctoral material?

I spent a great deal of time exploring my academic options and weighing the pros and cons of earning another graduate degree or pursuing a doctorate. I was looking for a unique program that would develop my talents as a future community college leader and yet be conducive to my work schedule.

The leader I spoke of recognized that my “searching” was preventing me from “doing”. I returned from a meeting one afternoon to find two brochures on my chair. The brochures were for the only two Community College Leadership (CCL) Doctoral programs in the state of Illinois, National-Louis University and the University of Illinois-Champaign. No one would admit where the brochures came from, but I am ultimately grateful they magically appeared.

I shuffled the brochures around my desk for a few days, but they seemed to be glaring at me. My excuses were running out. Finally, I sat down and studied them to make a decision. I knew that the National-Louis University CCL doctoral program was for me. I had even described to myself! It is the only Community College Leadership doctoral programs offered in the Chicagoland area. The course work was relevant and applicable to my daily work. The program’s format lets me continue working full-time and attend classes only on every other Saturday. In addition, and most important to me, this unique three year program design has the dissertation embedded throughout the curriculum to enhance one’s ability to graduate in three years with a doctorate. So, I decided; I was ready to take the plunge.



Allow me to fast forward two years. I am entering my third and final year of the program this fall. Looking back, I understand it was necessary to begin this journey with a certain level of anxiety. There is no doubt, enrolling in this doctoral program has been a life-changing experience. I have never before worked so hard in such an accelerated format, but learned so much. Thankfully, I am not alone on this journey. The secret to success in this program can be attributed to the cohort model and the faculty. I am on this journey with ten others and we support each other unconditionally. We have become fast friends. There are no words to describe the talent and expertise of the faculty teaching in the Community College Leadership Doctoral Program at National-Louis University. Who are the faculty? They are current and former community college Presidents, Vice Presidents and Deans. These are people who have been in the trenches and who genuinely want to share their talents and expertise with us.

It is my sincere hope that my words can provide the gentle nudge you might need to explore and eventually commit to a doctoral program in Community College Leadership. It is not easy and you will make sacrifices for a few years both personally and professionally. I would encourage you to take a good hard look at the curriculum and the faculty who will be delivering it. Do your homework, stop sitting on the sidelines and take the plunge!

BOOK REVIEW

A Review of Jonathan Kozol's Shame of the Nation
by Christopher Butts

Jonathan Kozol's Shame of the Nation is a noteworthy book describing the educational foundations of our youth from elementary schools through their college years. Kozol's research covers 60 schools in a number of states personally visited by him and countless encounters with administrators, educators, and students. Shame of the Nation speaks of the atrocity our American educational system has allowed to occur once desegregation was written into law. Kozol's research addresses the post apartheid schooling of students concentrating on the educational gaps that persist between minority students and those of European descent. Kozol uses quantitative data, but more heart wrenching is the qualitative data collected throughout the years from these sources that allows the reader to envision the severity of each individual situation and just how difficult it truly is to implement change or to beat the odds. This process, as Kozol sees it, is the resegregation of public schooling across our nation and in his words, "A segregated education in America is unacceptable..." This book serves as a great resource for those trying to lay the foundation for the affect K-12 schooling may have on a college student, as well as for those looking for sound research on why many of the trends in our current K-12 system and system of higher education have persisted.

CCL PROGRAM INFORMATION

Name of School:	National Louis University
School Location:	Chicago, IL
Name of Degree:	Ed.D.
Specializations/Emphases:	Community College Leadership
Program Format:	The Program is three years in length including an integrated dissertation process. Classes are held every other Saturday during the three 10 week terms and two summer sessions.
Admissions Deadline:	1-Apr
Program Website:	http://www.nl.edu/academics/ccl/

PROFESSIONAL DEVELOPMENT RESOURCES

A Collaborative One-Stop Resource
by Jeannette M. Passmore

The NTSA web site is an ongoing project that seeks to provide professional development opportunities to student affairs professionals, faculty, staff, and others who are interested in working with nontraditional students. The goal is to develop a comprehensive resource for student affairs professionals, faculty, staff, and others with an interest in nontraditional students by encouraging collaboration and knowledge sharing. Submissions are encouraged!

The site currently includes a page with links of use to nontraditional students. These include information to unemployment services, links to resources for Veterans, and distance education resources. For example, a list of state unemployment offices and displaced worker agencies continues to be expanded upon.

For professionals working with nontraditional students, the website includes a growing bibliography, links to professional organizations, and NTSA contact information. Sections under construction include a book and program review page, a blog about nontraditional students, a listing of relevant publications, and an annotated bibliography.

The annotated bibliography is the best source for professional development. By reading and annotating current articles, books, and publications you can share your knowledge and be a professional resource for others. The NTSA encourages your submissions! The association goal is to provide colleagues with accurate, easily accessible links and information on current issues and research about nontraditional students.

Please visit our website <http://www.ntsasonline.com> often. Consider submitting your annotations and reviews so that we may share information quickly and accurately. We strive to provide information that will enhance your professional development.

BEST PRACTICE

Successful Ally Trainings at Community Colleges: Gaining Buy-In, One Professional At a Time

by Matthew Antonio Bosch

When telling people about “North Hennepin Community College,” most people reply, “Where on earth is that???” Little do they know this institution of nearly 10,000 students in Brooklyn Park, MN (a northern suburb of Minneapolis), holds the record among Minnesota colleges both public and private for highest percentage of professionals who have graduated from an LGBT Ally Training program. 150 employees (32% of the employee body) have completed this voluntary 3-hour-long training on LGBT inclusion. How can other colleges gain success? Here are a few ways we’ve achieved success at NHCC:

Incentives – We provide copies of the local Lavender Magazine and Ally Stickers. We also provide laminated LGBT Resource Cards. Encouraging faculty to list “Ally Training Graduate” on their syllabi signals to students that the faculty member is open to LGBT inclusion. Attendees receive a printed Ally Certificate to post in their office. Community colleges tend to have departments that are quite small...so if 1 or 2 complete an Ally Training, nobody wants to be “the one who didn’t go to Ally Training.” This domino effect catapults our Ally Training forward.

Trainer Team - Diverse in ethnicity, gender, and sexual orientation, our trainer team of 5 gains buy-in from multiple employee groups across campus. Rather than our Department of Diversity and Multiculturalism solely producing these trainings, we had 5 professionals from our Diversity Council (including Deans, staff, & support staff from 5 areas on campus) undergo a “Train the Trainer” program. From that, our trainer team was born. This was intentional, because we need voices of LGBT inclusion to be present in meetings where the Department of Diversity and Multiculturalism (only 1 full-time staff member) just can’t be present. We each take a piece of the training to coordinate, so nobody is doing too much, and all funding is centralized through the Department of Diversity and Multiculturalism.

Exciting format – We begin with a “Who Am I / What Am I” game, where attendees walk around the room, learning information posted on walls about different LGBT symbols and role models. Using index cards on their own foreheads, pairs have to ask questions of their partner to guess which LGBT symbol or role model is on their head, based on the info they just read. “An Ally Is Someone Who” is a listing of tasks that an ally would

do. Rather than give textbook definitions of what an ally is, we use examples of what an ally does. For instance, “incorporates LGBT content into classroom pedagogy” could be as simple as using “Mike & Juan” instead of “Rebecca & Juan” for a classroom example on owning a house, splitting finances, etc.

Real Stories – Every Ally Training features an hour-long panel with 4 panelists representing LGBT identities. As can be guessed, people ask questions often about what they know least or see less represented, therefore there is a huge draw to see our bisexual and transgender panelists. Panelists always reserve the right to not answer anything too probing or personal. They start with a story and answer selected questions, then go into an audience Q&A.

Sparking Curiosity Via Publicity – On publicity, we openly write things like “Is NHCC Homophobic?” or “What is Heterosexism?” In one exercise, we take apart these hot button words by exploring the differences between individual acts of hatred (homophobia) and systems of privilege awarded to straight people (heterosexism.) We also have a “Stereotyping” session where we explore all the LGBT stereotypes as well as stereotypes of straight people. These stereotypes may not be fully true, but just the fact that they are mentioned lets us know exactly what our students bring into the classroom every day, as well as what our professionals bring to NHCC every day. It reminds us of all we have to counteract and watch for, in our daily interactions at the college.

Ongoing Intentional Commitment – We end our Ally Trainings with a “Personal Stand” where employees verbalize (in front of their entire Ally Cohort) what specifically they will do to increase LGBT inclusion on campus. Some faculty have offered to research LGBT pioneers in their field. Some staff have offered to not assume “he-or-she” when talking with new students but rather use their first names instead. Some administrators have vowed to increase the hiring of LGBT staff in their departments. Reluctant to verbalize openly, our commitments toward LGBT inclusion must be acknowledged and intentional, and this is a powerful end to our Ally Trainings.

For more information on successful Ally Trainings at community colleges, please feel free to contact the NHCC Trainer Team directly at mbosch@nhcc.edu.

**ACPA Commission for Student Development in the Two-Year College
AWARDS DESCRIPTION AND CRITERIA and AWARD APPLICATION PROCESS
Due to Patty Munsch at munschp@sunysuffolk.edu by December 11, 2009**

Service to the Profession

This award is given to an individual who has a history of distinguished involvement to Student Affairs/Student Development in the two-year college movement. The criteria are:

- Employment at a two-year college during the period for which they are being nominated
- Seven years or more of continuous full-time employment at a 2-year college in some area of Student Affairs/Student Development
- A cover letter of application or nomination detailing the reasons for the nomination/application

New Professional at a Two-Year College Award

This award recognizes a new professional employed at a two-year college who has displayed outstanding professional potential and commitment to Student Affairs/Student Development in the two-year college. A new professional is an individual who has begun working at a two-year college within the past five years. The criteria are:

- Employment at a two-year college during the period for which they are being nominated.
- Five years or less of continuous full- or part-time employment in a two-year college.
- A cover letter of application or nomination detailing the reasons for the application/nomination.

Outstanding Publication

This award is given to a program or organizational entity at a two-year college which produces a publication which is creative and effective in reaching out and communicating to the constituents it was designed to serve. The criteria are:

- A 2-year college must have developed and created the publication.
- A copy of the publication must be submitted.
- A detailed letter of nomination or application must be submitted that identifies the outstanding qualities of the publication and its relationship to Student Affairs/Student Development at the two-year college.

Outstanding Use of Technology

This award is given to a program or organizational entity at a two-year college which produces a website or online tool which is creative and effective in working with students in a two-year college. The criteria are:

- A 2-year college must have developed the tool or website.
- Information on how to access the website or tool must be included.
- A detailed letter of nomination or application must be submitted that identifies the outstanding qualities of the publication and its relationship to Student Affairs/Student Development at the two-year college.

Innovative New Program

This award is given to a person or institution at a two-year college that develops and implements a program that is new, creative and different and related to some aspect of Student Affairs/Student Development in the 2-year college. The criteria are:

- This program must have been developed and implemented at a two-year college.
- A copy of the program or a program description must be submitted.
- A detailed letter of application or nomination must accompany the nomination/application stating why this program is innovative and its relationship to Student Affairs/Student Development at the two-year college.

Research Award

The Research Award is granted to a research project or research article that investigates or reviews a current community college issue and provides insight into factors that will improve or enhance student learning or development. Award recipients may be graduate students, practitioners, or college and university faculty members. The recipient must agree to submit his/her research results to the Commission for Student Development in the 2-Year College to be published in the commission newsletter. The criteria are:

- The application must contain the purpose of the study, the major objectives of the study and a timeline for completion
- The proposal must focus on a current issue in community colleges and provide insight into factors to improve or enhance student learning.
- The research project must conform to the award winner's institutional human subject policies.
- The applicant must be an ACPA member.

Application Process

If you would like to nominate yourself, a colleague, or a program for any of the awards listed above Please submit the information below along with the required information listed under criteria to Patty Munsch, Awards Chair at the address or email listed below.

- | | |
|--|---|
| • Name of Award for which you are applying | • Supervisor of Applicant |
| • Name of Applicant | • Applicant's email address |
| • Institution | • Nominator's email address (if applicable) |
| • Address | • Supervisor's email address |
| • Name of Nominator (if applicable) | • Applicant's phone number |
| • Institution of Nominator | • Nominator's phone number (if applicable) |
| • Address of Nominator | • Supervisor's phone number |



CONVENTION 2009



Goodbye Nancy!



Pictured left to right: Nancy Bentley, Rickey Hall, and Lisa Kelsay

Thank you for your years of dedication and service to students, ACPA, and our commission. You've been a great directorate member, colleague, and friend.