

THE PIPELINE

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

This Issue

NextGen

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FROM
THE
CHAIR



Welcome to a new academic year! My year started off with a lesson in leadership, which is something I think everyone can identify with regardless of the role you play at your college. I had the opportunity to hear Dr. Belle S. Wheelan, President of the Southern Association of Colleges and Schools Commission on College, give a keynote address at our annual in-service. Her powerful, yet simple, message was that, “leaders can be found all over campus, no matter what job an employee performs.” She emphasized that everyone plays a leadership role from the telephone operator who answers a prospective student’s call, to the advisor who greets the student during the first visit to campus, to the faculty member who teaches the last class to a student before graduation, to the custodian who keeps the classrooms clean. The varied and important work each of these employees does impacts students’ experiences at the college, and therefore assists and influences students’ success. What role do you play at your campus? While you may never have considered yourself a leader, think about how what you do is leadership.

Students are leaders, too, and I am blown away by the magnitude of their leadership abilities and experiences. Sitting on the selection committee for the Student Life *Award of Excellence* at Moraine Valley, I saw first-hand how they view themselves in leadership roles. One candidate wrote, “The first time I was getting ready to attend my very first class at Moraine Valley, I looked at myself in the mirror and wondered if Neil Armstrong felt the same emotion, the same amount of happiness, and realize how huge it was to be the first person to set foot on the moon. Well, in my case, set foot to Moraine Valley Community College since I am the first member of my family to set foot in college.” Another candidate related how, through his leadership, the Recycling Club taught 4th graders how to “recycle, reuse, and reduce” in their homes. We all know of students who are leaders, whether as a president, committee chair, or avid volunteer. As a leader yourself, the time you spend with those students is helping them fine tune their leadership skills

and encourages them to be a participant in their own success.

Our commission with ACPA has been playing a leadership role in student development for the past 50 years. Our history is evidence of the positive work we have been doing to better serve students. In 1996, Jennifer Wimbish, then the Commission Chair, discussed in the commission newsletter the main ideas she took away from that year’s convention in Baltimore: our purpose, challenge, tasks, values, and future. So many of the themes she discussed in her article are still discussed today. You can take a look at some of the interesting issues ACPA has tackled over the last five decades by visiting our [website](#) and clicking on [history](#).

As we begin celebrating our 50th anniversary, look to the past and to the future. Think about your leadership role, and how you can use it to further help students. The candidate who received the Liberal Arts scholarship had this to say about your role in the community college, “I’ve heard people criticize community colleges but I believe that the greatness of a school does not depend on the price of the school, or how fancy the architecture is, but rather on how the school allows its students to grow and develop.”

Have a wonderful year, and I look forward to seeing you back in Baltimore in 2011 where you can B’More!

Lisa S. Kelsay
2009-2012 Chair
Commission for Student Development in the Two-Year College

Be the next Chair!

Nominations open October 11, 2010
and close on December 3,
2010. The application will be on-
line by the beginning of October.

Contact [Lisa Kelsay](#) or [Marcus Peanort](#) for more information

NEXTGEN

TRICIA WALMSLEY

Everyone says that college is a time for growth and change, a time to not only learn about a career but also yourself. As a junior at Mount St Mary's University in Emmitsburg, Maryland, I thought I had figured out exactly what I wanted to do with my life. Since High School I have dreamed about working in the White House in the Communications Department with the Press Secretary. Little did I know that when I began college this past year many new opportunities would open up for me, drastically changing expectations I had for my life.

I began my junior year as an intern in the Residence Life Office at the Mount. As an intern, I had many chances to work closely with our Associate Director. I assisted with preparations for our two housing lotteries, which included leading information sessions about the lottery for both under and upperclassmen. Through my work with Residence Life, as well as, many other departments on campus, I became interested in learning more about pursuing a career in Higher Education.

It was not until December that I learned about the Next Generation Conference in Boston. Jen Lenfant, the Mount's Associate Director for Residence Life, introduced me to the conference and explained that it would be a great opportunity to really explore a career in Student Affairs. Over Christmas break, I applied for a scholarship to attend the

Conference, not really thinking I would be fortunate enough to be selected. When I found out that I would be attending the Conference because of the scholarship from the Commission on Student Development in the Two-Year College, I was honored and excited. I did not know much about Two-Year Colleges, since I attend a four year institution, but wanted to learn more.

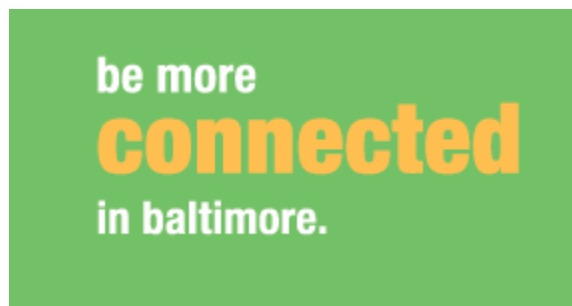
The Next Gen conference was one of the most amazing experiences of my life. I remember coming home and telling my family that it was the first time in my college career that I was in a room with 96 other people just like me. The students who attended the conference knew exactly what it was like to take class, be involved all over campus and still want to do more. It was so easy to talk to and relate to everyone. I loved hearing from everyone about the different ways their departments ran at their schools; it was so interesting to hear the similarities and the differences in all of our schools. Being at Next Gen made me realize how passionate I am about Student Affairs and that a career in this field is something I want to pursue.

When I left Next Generation, I could not wait to get back to school and continue learning all I could from the mentors on my campus. Currently, I am preparing for my senior year while searching for Graduate School programs. I am very thankful for the opportunity I had to attend Next Gen and better understand and explore the field of Higher Education.



Tricia Walmsley
Class of 2011 Mount St. Mary's University
Emmitsburg, Maryland

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, pose questions pertinent to things happening on your campus, and contribute to conversations about all things community colleges. As the Convention draws closer we will be sending updates about related events and programs, so I encourage you to join and stay informed. Click the image above to join.



A PARTNERSHIP FOR YOUR CONSIDERATION

My Experiences

As an undergraduate student, I attended a large, research university. As a graduate student, I worked in a residence life assistantship while I pursued a master's degree in college student personnel administration at a mid-sized, regional university. My first full-time job within student affairs was again at a mid-sized, regional university in a fantastic college town. I loved and continue to appreciate the energy and collegiate atmosphere ever present on a university campus. As I completed my own educational experiences and entered a profession for which I am deeply passionate, I never considered attending or working at a community college.

Today, after 8 years as first a director and now a dean within student services at a community college, I wonder why it is I overlooked such opportunities. For those of us working on two-year, college campuses, we know the power of our work in providing access to higher education for many students who would likely otherwise not be served. While I had taken a graduate course regarding junior and community colleges and toured such environments, I never envisioned myself as a part of such an institution.

The Challenge for Partnerships

According to the American Association of Community Colleges, 44 percent of all undergraduate students in the U.S. are enrolled at a community college (<http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx>). As educators it is critical that graduate students in higher education or student personnel programs are afforded opportunities for practical work experiences within the ever growing community college environment.

Recently the community college where I work has renewed a partnership with a local graduate program in higher education administration to provide practicum and internship experiences for graduate students pursuing their master's and doctoral degrees. This partnership has proven invaluable for all. Graduate students gain a remarkable work experience in an environment in which they would not likely otherwise be exposed. Community college staff and students benefit from the low cost and high quality skills and knowledge the graduate student provides through their work. Graduate faculty benefit in the classroom by having students with greater depth and breadth of insight to approach their coursework.

By reading a recent issue of *The Chronicle of Higher Education* or listening to reports on the evening news, it does not take long to observe the swift pace of change facing the higher education environment. The skills necessary for tomorrow's generation of college and university leaders requires an advanced understanding of the whole of higher education, both theoretically and practically. As educators, professionals and students it is imperative that we give consideration to developing, expanding or enhancing partnerships between community colleges and student personnel graduate programs, as we all have much to gain

Liz Largent

Dean of Student Development
Oklahoma City Community College



Tweet much?
Reach us on Twitter

PARENTAL EXCITEMENT

I have a hard time understanding the wrath of the helicopter parent—often characterized as boisterous, overbearing, and overprotective. I am 26-years old (though I look six years younger), recently engaged, and not expecting children anytime soon. As an academic advisor, I tend to cringe when a parent accompanies a new student into my office for his or her first advising session because I know that the appointment will be more involved and I will be answering more questions than usual. My blood pressure rises every time I hear a student and parent in our lobby going back and forth over which classes to take (“But Johnny, we discussed this in the car already!”). I want our students to be independent and to be able to advocate for themselves.

I was recently asked to co-present at a Parent Night information session for 100+ parents and family members of students enrolled in Bellevue College’s First Year Experience Course. My own experiences are far removed from the sea of parents who stared at me. How could I possibly relate to them? I realized, though, that while I’m not a parent, I am a daughter of a supportive parent, and I could connect with these parents through my experience with my father.

Eight years ago I was a new college student. My father, a single parent of two college-age daughters, had already gone through the experience when my sister went off to college. He has also taught at the college level for over 30 years—both at a community college and a small liberal arts institution in Massachusetts. He knows the college environment. But there was no harnessing his excitement when I began my college career.

When I received my acceptance to a liberal arts college in the Pacific Northwest my father emailed the President of the University personally to ask for her assistance in setting up a tour of campus for me. I was mortified when he told me what he had done. True, the form letter had stated that we could contact her “if there was anything that she could do,” but I hadn’t known any of my friends’ parents to follow this practice. Graciously, the President emailed my father and let him know that she was away from the campus but that she would forward on his request to the VP for Enrollment. I arrived on the campus a few weeks later to take my tour, was impressed by the campus and the people, and I began as a freshman the following fall.

From then on, my father never called the university or emailed the President from then on. He helped me set up my residence hall room prior to orientation and, unlike most parents, left when instructed to do so by the orientation agenda. Even when the furnace broke and my residence hall room flooded at



the beginning of my senior year he told me, “Emily, if you need me I am here, but I trust that you can handle this.” And I handled it. I remember being frustrated that I had to deal with the results of a flooded room by myself; however, as a senior resident assistant, I was able to work with the appropriate staff members to make sure that everything got taken care of, and I was back in my room within a few days.

What sparked this change in my father? Was there an actual change that he underwent from my freshman to senior year that caused him to stay in the background during that particular situation?

On the eve of my college graduation the two of us attended a banquet hosted by the new University President for invited guests and graduation speakers (I was chosen to speak at Convocation). As fate would have it, we were seated next to the Vice President of Enrollment, who remembered us and chatted openly throughout the event. After dinner was served, each of the honored guests and graduation speakers were asked to stand up and be acknowledged by the University President. I was introduced as, “Emily MacPherson, who will be attending graduate school to study student affairs administration and will someday have my job.” My father was beaming with pride—the same sense of pride that had motivated his email four and a half years prior. His daughter had succeeded.

Reflecting on these moments in time reminds me that perhaps I need to be more sensitive to parental excitement. There is a difference between excited energy and overbearing hovering. When an entire family crams into my office for the first advising session, it’s probably a sign of anticipation and enthusiasm for the son or daughter’s college career. And I can certainly respect that.

Emily B. MacPherson
New Student Advising Program Manager
Bellevue College

CHALLENGES OF A NEW PROFESSIONAL

When I graduated from my Student Affairs Administration graduate program, I felt I had the ability to conquer the world of higher education. I gained an extreme amount of knowledge in theory and practice and now was ready to use it in transforming students' lives. My first job post graduation was working at a community college as an academic advisor. In my graduate program, I took a class on community colleges and from that point on, I had an interest in working in the community college setting. In the past six months, I have learned about the work environment at a community college, myself as a professional, and why I am in the field of student affairs.

The work environment is fast paced. Due to the mission of community colleges to provide "open door" access for all students, enrollment is staggering. This directly impacts the service I can provide to students. I am required to see as many students as possible in a limited amount of time. Working with a student for only a half an hour limits the work I can do with a student. I often question myself if I am developing the student as much as I can or just giving the basic information in hopes they will be successful. As a recent graduate with some knowledge in student development theory, I know I am unable to lay a foundation in development, often times only presenting information in a dualistic way to make the process quicker. As I started evaluating the way I was presenting information and how quickly I went through information, I knew I was not helping students the way I was educated. I decided to reformat the way I work with students. I now look at each student appointment as a brand new case. Yes, there are times I know I have to cover basic facts, such as registration times, graduation deadlines, etc., but each student will bring their own circumstances. I will cover the same basic points in most advising appointments, but not every student needs to know everything about a transfer degree. Now, I strongly suggest students to schedule a follow up appointment with me or I inform students of all the resources on the campus that will further assist them. I would rather cover less material in more depth and provide as many options to the student as possible, to let the students begin to make their own informed decisions.

Due to over enrollment, the line in my job description that says "other duties as assigned" has a new meaning. I am required to wear numerous hats which can be a bad and good thing. All departments in higher education are being asked to do more with fewer resources. It is hard because as a new professional sometimes I am unable to balance everything because I want to be as thorough as possible. However having more duties pro-



vides opportunity for me to grow as a professional and gain experiences which I wouldn't have elsewhere. For example, I was hired to be an academic advisor, however within a few months of employment, I was then asked to be the web page manager for my department. I have no web experiences, but am willing to learn. This experience is growing me as a professional and giving me more to add to my resume. I feel I am getting cross trained in numerous areas giving me a wide range of skills.

Several people working at my community college have been cross-trained allowing them to have different jobs across the campus. These individuals, usually, have been there for many years. I have come to call them "legacies". Legacies are individuals who have been working at the campus for more than five years. Often times they do not have an education in student affairs or higher education, but with such a strong institutional history they are wiser than I am. They know how the system works and can be more effective than me, a person with an M.Ed.

Lastly, the students at a community college are the reason I love working at a two year institution. Community colleges provide access to such a diverse range in students. Most students who come into my office truly want to get an education. They are balancing money issues, jobs, and families. They are there to learn and know education will make a difference in their lives. They are very appreciative to any help I give them. It makes my day every time a student leaves my office and says "this was so helpful, thank you".

Although I know I have a lot to learn, working at a community college has been very rewarding. I know as a new professional work will never be done, but the students make my job worth it. If I make one student's higher education process less difficult or help that one student transfer to a university it makes everything on my plate worth while. The more experience I gain, the more I will be able to balance being an effective community college professional and using my graduate school knowledge.

Norah Fisher
Transfer Coordinator
Bellevue College

PROFESSIONAL PREPARATION FOR COMMUNITY COLLEGE STUDENT AFFAIRS WORK: SOME OBSERVATIONS

As part of our celebration of the commission's 50th anniversary, we are reprinting the following article from a previous newsletter published in the Winter/Spring of 2000. The article is reprinted with permission of the author, Stephen Helfgot, Ed. D.

Introduction

When I entered my professional preparation program in 1970, community colleges in the United States were few, and they were on the periphery of higher education. Most of them were traditional “junior colleges” preparing students to go on to the university. In my Master’s Degree program, I cannot recall a single discussion about junior colleges. We never heard a speaker discuss about junior colleges, and there was certainly no course on the two-year college. Yet, as I was earning that degree, community colleges were exploding onto the American educational landscape and would continue to do so for a decade or more. When I returned to graduate school to pursue a doctorate in the late seventies (at a large state university this time, as opposed to the private university from which I had received my MA), I could take courses from a professor who specialized in the community college. Today, I am privileged to be an adjunct faculty member in a professional preparation program, at California State University, Long Beach, that is—I believe—fully inclusive of the community college in its curriculum. All, it would seem, is well and as it should be. There has been considerable progress in the three decades of my career.

On closer observation though, perhaps not all is as it should be and perhaps there has been, in fact, less progress than would seem apparent. For most of the decade of the nineties, members of the Directorate of ACPA Commission XI (Student Development Programs in the Two-Year College) have sponsored a program at the annual ACPA convention, usually entitled something like “Employment Opportunities in the Community College.” Each year the room in which the program is held is filled to capacity with graduate students and young professionals interested in working in the community college. And each year, their refrain is the same: nowhere in their professional preparation have they learned about the community college, about community college students, and about student affairs practice in the community college. The feelings they express about this gap in their professional education range from frustration and anger, to indignation and resentment.

In a wholly unscientific manner, I would like to share some observations about 1) why so many new professionals are interested in working in community colleges 2) why professional preparation programs seem so uneven in their level of inclusiveness of the community college 3) what might be added in a professional preparation program inclusive of the community college, and 4) how the community college might become a normative part of all professional preparation programs.

Interest in a Career in

Community College Student Affairs Work

Like many of my professional generation, I “fell” into community college work. I certainly did not begin my graduate education expecting to work in a community college. As I was looking for my first job, though, there were just more (and incidentally more interesting) positions available at the new community colleges in the metropolitan area where I lived and went to school.

Today, however, it is very different. A significant number of graduate students in Student Affairs and Counseling come into school planning on a career in the community college. The reasons for this are several and include the following:

- Many of today’s graduate students began their own educational careers in community colleges. They had very positive experiences there, most particularly, very positive experiences with student affairs professionals—especially with counselors and/or advisors.
- There is a perception that community college student affairs work is “meatier” than similar work in four-year institutions. Students are seen as more needy. Student affairs professionals are seen as being more central to the institution’s mission. There is a sense that there is more variety and more substance to the work and that an individual professional can simply get more done.
- There is a sense (not without merit) that student affairs professionals in community colleges may be more valued than their counterparts in senior institutions. In many community colleges, counselors (who make up the largest number of student affairs professionals in community colleges) have faculty status, rank, and most importantly tenure.
- Finally, there is a perception (with some truth to it) among graduate students that career opportunities, compensation, and benefits are better in the community college.

In summary, new graduate students coming into the field are often very familiar with the professional reality of the community college. They find that reality attractive and are genuinely interested in working in the community college. They problem, in too many cases, is that they are more familiar with the two-year college environment than are the faculty in the preparation program. Even more, while students see a career in the community college as being of high status, preparation faculty may have just the opposite view.

Program Differences in Inclusion of the Community College

Why is it that some professional preparation programs fully include the community college in the curriculum and others virtually ignore it? Again, there are several reasons:

1. Professional preparation programs are responsive to the market niches they serve. A program that is essentially a local or regional program serving an area with a large number of community colleges will of necessity prepare students to work in those colleges. It is hard to imagine, for example, that in a state like California, with 107 community colleges (compared to 20 California State University campuses and 9 campuses of the University of California) that professional preparation programs would not train students for work in those institutions.
2. Professional preparation programs reflect the attitudes, experiences and even the biases of those who administer and teach in them. Faculty who are familiar with community colleges, who know, understand, and appreciate them are more likely to include them in the curriculum and teach about them. Faculty who do not know much about community colleges and student affairs practice in community colleges, or who have little or no experience with community colleges are not likely to teach about them. Worse, faculty who have a negative bias toward community colleges—and who don't want their graduates to work in the community college—may choose not to include the community college at all or to disparage it.
3. Some professional preparation programs may (for very good reasons) choose to specialize the focus of the program, and that specialization may preclude inclusion of the two-year college.

What is important is that each professional preparation program honestly asks itself if it should include the community college in its curriculum. If the answer is yes, as logic would suggest, it will be for regional programs serving an area with large numbers of community colleges and national programs which should have a broad perspective; then, program faculty and administrators next have to ask themselves: what should be included and how can it be done.

Community College Content in the Curriculum: What Should be Included?

Space does not permit the extensive detailing of a community college student affairs curriculum; however, a delineation of such topics—either to be included in existing courses or to become courses themselves—is possible here:

- The Community College (in American Higher Education)
- Community College Students
- Working with Non-Traditional Students
- Developmental Theory (with a focus on adults and those from diverse ethnic groups)
- Student Affairs Practice in the Community College
- Understanding and Working with Diversity
- Counseling and Advising Adult Learners

Working with Commuter Students

This is surely not a complete list and some are, in part, redundant. However, topics like these, combined with guest speakers and opportunities for fieldwork, practica and, internships in community colleges, should provide graduate students with a basic foundation for community college student affairs work.

Getting Started: How can it be done?

It is not likely that many—if any—preparation programs are going to fully restructure themselves to be more inclusive of the community college. Nor is it likely that many programs will have the resources to hire a new faculty member with expertise in community college student affairs. Even given that reality, though, there are still a number of things that professional preparation programs can do that will help them educate students about student affairs work in the community college. These steps are fairly simple and can result in important change:

1. Consult with local community college student affairs professionals about establishing an advisory committee that can help develop a community college orientation in the curriculum.
2. Invite local community college student affairs practitioners to be guest lecturers in existing classes, to teach classes and to develop new classes (or new approaches to classes) in the curriculum. There are highly experienced individuals (with lots of teaching experience) in community colleges throughout the country.
3. Secure opportunities for fieldwork, practica and internships in two-year institutions. In the best of all possible worlds, require that all students have at least one fieldwork experience in a community or technical college.
4. Consult with colleagues in other programs that are already inclusive of the community college in the professional preparation curriculum.
5. Consult with ACPA Commission XI about community college professionals available in the area, about resources, and about approaches to teaching about the community college. Commission XI has (both current and past) directorate body members with a long history of teaching in professional preparation programs.

Conclusion

Given the number of community colleges in the United States and the number of student affairs jobs available in those colleges, it would seem only logical that professional preparation programs would educate students for careers in those colleges. However, that is not always, or even often, the case. The reasons are several. The obligation to prepare professionals for this area of higher education is, nonetheless, very real. If faculty are willing it can be done...and without all that much difficulty.

Steven R. Helfgot, Ed. D.

Vice Chancellor of Resource Development and
Community Relations
Maricopa Community College

**ACPA Commission for Student Development in the Two-Year College
AWARDS DESCRIPTION AND CRITERIA and
AWARD APPLICATION PROCESS
Due Date: December 4, 2010**

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.

Criteria:

- 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 two-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.

Criteria:

- 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.

Criteria

- A two-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.

Criteria

- A two-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 two-year college.

Criteria

- 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 Two-Year College to be published in the commission newsletter.

Criteria

- 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
- Name of Applicant
- Institution
- Address
- Name of Nominator (if applicable)
- Institution of Nominator
- Address of Nominator
- Supervisor of Applicant
- Applicant's email address
- Nominator's email address (if applicable)
- Supervisor's email address
- Applicant's phone number
- Nominator's phone number (if applicable)
- Supervisor's phone number

All award applications or nominations must be returned by December 04, 2010 to:

Patty Munsch
Counseling Center, Ammerman 209
Suffolk County Community College
533 College Road
Selden, NY 11784
Phone (631) 451-4060
munschp@sunysuffolk.edu

NEWSLETTER SUBMISSION INFORMATION

The Commission on Student Development in the Two-Year College 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.

Next submission priority deadline: February 1, 2011

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. —NEW—

Article Topics

Though the newsletter welcomes various types of article submissions, the following types of articles and their individual requirements will be featured more regularly in the newsletter effective Spring 2010.

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 Resources (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.

Book Review (250 word maximum/submission)

Similar to the Professional Development Resources section, the newsletter is looking to help point professionals to helpful books that will serve as key resources.

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!