

# MANY VOICES shared story

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**Celebrating Our Service to Students**

February 14, 2014 • University of Maryland, College Park

welcome!

Letter from Laura Tan,

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8:30 AM - 9:15 AM

Registration

Lobby

Continental Breakfast

Charles Carroll Room

9:20 AM - 10:20 AM

Welcome & Keynote Speaker\*

Colony Ballroom

10:30 AM - 11:40 AM

Interest Sessions Block I

11:45 AM - 1:00 PM

Lunch

Grand Ballroom

1:10 PM - 2:20 PM

Interest Sessions Block II

1:10 PM - 3:40 PM

Case Study Competition

2:30 PM - 3:40 PM

Interest Sessions Block III

3:45 PM - 4:30 PM

Closing Reception

Adele's Restaurant

\*Spanish Translation Available

SCHEDULE

# DR. PATTY PERILLO

is the Vice President for Student Affairs at Virginia Tech.

She provides leadership and oversight for the 21 departments in the Division of Student Affairs. She oversees a budget of over \$140 million and a staff of nearly 3600 employees. As a transformative leader in higher education for the past 25+ years, Patty has been actively engaged in all aspects of college life and has had the privileged opportunity to lead and serve in every functional area within Student Affairs.

KEYNOTE



## **Team Presentations: 1:15 p.m. - 2:30 p.m. • Pyon Su Room**

Case studies are regularly used in the education and training of new student affairs professionals as a way to apply theory and knowledge in a simulated work setting. Each year the Maryland Student Affairs Conference hosts a case study competition for Master's degree students. This year's participants will be announced at the conference luncheon.

**Case Summary:** Case study teams were asked to assume the role of the Director of Student Activities at Mid-Sized Private University (MSPU), an institution with 8,000 undergraduates located in the southeastern United States. Students created a website called "Troubling Tweets at MSPU," where tweets have been reposted containing offensive language and slurs related to students of color. The website went viral, leading to debates and focus groups discussing among other topics, the tweets, the website, and the broader campus climate for diversity at MSPU.

In the midst of these issues, Assistant Director of Orientation Tammy Davies hosted a focus group of students, some of whom participated in the "Troubling Tweets" town hall meetings, to evaluate the diversity program that occurs during summer orientation. Students responded negatively to the program content and suggested that the presentation focus on systemic issues of inequality and teach about the history of racism at MSPU. Concerned, Tammy returned to the Director to brainstorm some ideas for a diversity orientation program.

### **For this case analysis, participants were asked to address the following:**

1. Provide an overview of a developmentally appropriate, "fearless" orientation design to introduce first-year students to issues of diversity and difference
2. Include an analysis of why you have chosen to include various elements in your program, along with an explanation of why you have chosen to exclude certain elements
3. Discuss where various students might be developmentally as first-year students and why/how the program you have designed is appropriate
4. Identify any potential critiques or concerns that the student activists from the focus group might have with your new program, and explain how you and the Assistant Director of Orientation could address these potential reactions
5. Identify potential critiques or concerns that might be raised by parents who do not understand why Orientation is addressing such sensitive issues, and propose a plan for how you might address their concerns

### **This Year's Reviewers:**

**Dr. Emily Perl**

**Associate Dean for Student Engagement**

Goucher College

**Dr. Kumea Shorter-Gooden**

**Chief Diversity Officer and Associate Vice President**

University of Maryland, College Park

**Dr. John Zacker**

**Assistant Vice President for Student Affairs**

University of Maryland, College Park

### **Case Study Author:**

**Dr. Julie J. Park**

**Assistant Professor, Department of Counseling, Higher Education, and Special Education**

University of Maryland, College Park

CASE STUDY COMPETITION

# SESSION BLOCK 1

10:30 A.M. - 11:40 A.M.

## **STUDENT MEANING-MAKING FROM UMD'S GLOBAL LEARNING EXPERIENCES: INCORPORATING ASSESSMENT INTO PRACTICE**

Laura Vega, Joann Prosser, Meredith Carpenter, Wil Dalton, & Joshua Beeson; University of Maryland, College Park  
Location: Atrium (1107)

The Department of Resident Life offered several international Global Learning Experiences with focuses in service and leadership designed for student staff and leaders. In order to assess this program, we conducted a qualitative study to understand what these student participants learned and how they made meaning of these experiences. This presentation will detail our findings and provide recommendations and best practices for other student affairs departments.

## **MULTIDIMENSIONAL MINORITY STATUS AMONG INCOMING COLLEGE STUDENTS AND THEIR ACADEMIC AND CAREER DEVELOPMENT**

Young Hwa Kim, Beatriz Palma, Na-Yeun Choi, & Yi-Jiun Lin; University of Maryland, College Park  
Location: Benjamin Banneker A (2212)

Using the 2013 University New Student Census from the UMD Counseling Center, this study investigates the relationship between college students' multidimensional minority status and their academic and career development. The ADDRESSING model is used as the theoretical framework to help examine the complexity of minority group status. The audience will learn how to incorporate college students' multidimensional minority status into their service planning to facilitate college students' adjustment.

## **ACCESSING DIFFERENT PARTS OF THE SELF TO ADDRESS STUDENT PROCRASTINATION**

Noah Collins; University of Maryland, College Park  
Location: Benjamin Banneker B (2212)

Drawing from a brief psychodynamic, motivational interviewing, and dialectical approaches, this presentation will introduce a new approach to intervening with students struggling with procrastination. This approach conceptualizes procrastination as a vicious cycle of swinging back and forth between opposing parts of the self. This presentation provides strategies to help student identify these polarized parts of the self and to integrate and negotiate between them to get unstuck and start working more efficiently.

## **#CAREERTHETURTLE: TURNING FOLLOWERS AND LIKES INTO CONTAGIOUS CONTENT**

Michelle López-Mullins & Rachel Wobrak; University of Maryland, College Park  
Location: Juan Ramon Jiménez (2208)

By this point, many student affairs offices have an online presence. However, it is important to move past vanity numbers such as follower counts and post quantity and instead ask the question, "What makes following us uniquely valuable to our students?" Learn how the University Career Center & The President's Promise is creating engaging, contagious content for Terps specifically, the vital marketing and branding questions you should be asking, and most importantly, how to create original, contagious content in your own office.

## **SUCCESSFUL TRANSITIONS: A FOUR-YEAR EXPERIENCE COUNSELING PROGRAM**

Aquila Mitchell, Keith Hicks, Rose Subryan, & Raymond Shorter; Bowie State University  
Location: Margaret Brent A (2112)

This presentation focuses on the design and impact of the Four-Year Experience Counseling Program at Bowie State University, a Historically Black University in Bowie, Maryland. Presenters will share information on the various components of the program, including the Freshman Seminar with sections taught by counselors, individual interviews by classification, a psychosocial assessment of any impediments to academic success, and topical student development workshops.

## **A FEW THINGS YOU NEED TO KNOW ABOUT HEALTH INSURANCE**

Hope McPhatter, Sacared Bodison, Deirdre Younger, Marta Hopkinson, Nancy Heckman, & Nicola Ladebush; University of Maryland, College Park  
Location: Margaret Brent B (2112)

Participants will gain a better understanding of the implications of the Affordable Care Act as well the mechanics of health insurance. Also, participants will better understand how to use the Maryland Insurance Exchange and what other resources for insurance are available.

## SHARING THE STUDENT EXPERIENCE THROUGH STORYTELLING

Ashley Nickelsen; University of Delaware  
Location: Nanticoke (1238)

In order to celebrate the student experience and provide evidence that student affairs professionals are making a difference in the lives of students, we must share our story with multiple stakeholders. In order to make improvements and enact change, we rely on our stories as the narratives that guide our practice and shape the vision of our departments. During this presentation, participants will learn about and engage in the practice of crafting their unique story.

## KEYNOTE FOLLOW-UP WITH PATTY PERILLO

Location: Prince George's Room (1209)

Take advantage of this opportunity for an intimate discussion of the issues raised by Patty during her keynote address. Bring your questions and comments for a lively and engaging conversation!

## CELEBRATING DIVERSE VOICES: THE FUTURE OF SOCIAL JUSTICE EDUCATION

Vernon Wall; Leadershape, Inc.  
Location: Pyon Su (2108)

The term "social justice" is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? Are we doing things in the name of social justice that are not congruent with the true spirit of equity and inclusion? In this program, twelve personal reflections on the current state of social justice education in higher education will be shared as well as an assessment that can be used to measure your campus' commitment to inclusion, equity and social justice. Injustice anywhere is a threat to justice everywhere!

## AN INNOVATIVE APPROACH TO DEVELOPMENT: ALLYSHIP THROUGH SPOKEN WORD

Domonic Rollins; University of Maryland, College Park  
Location: Thurgood Marshall (2113)

Student affairs practitioners sometimes forget that experiencing artful or cultural expressions can inspire their own development. This session uses spoken word, a rhythmic production of prose that encourages listeners to carefully reflect, to address allyship. "You Want to Be My Ally?" breaks boundaries by contending with the difficult work and process of becoming an ally. This original piece paired with written reflection and guided discussion will offer participants perspective and insight on developing ally skills (i.e. advocacy, confrontation, empathy).

# Learning Labs

**The 30 minute learning labs will focus on areas from which participants will walk away with a tangible and/or practical new skill. They are intended to provide a big impact in a short amount of time.**

# continuing education

**The primary purpose of the Continuing Education notation is to provide a permanent record of the educational accomplishments of an individual who has completed significant non-credit educational and career enhancement experiences.**

# SESSION BLOCK 2

1:10 P.M. - 2:20 P.M.

## **USING THE CAS STANDARDS FOR PROGRAM ASSESSMENT AND ENHANCEMENT**

Lena Kavaliauskas Crain, Marybeth Drechsler Sharp, & Dawn Simounet; University of Maryland, College Park, Council for the Advancement of Standards in Higher Education  
Location: Atrium (1107)

The Council for the Advancement of Standards in Higher Education (CAS) standards and guidelines promote interdepartmental and program collaboration and reflect good practices as practitioners strive to meet changing student needs. Student affairs' commitment to developing quality experiences for students, coupled with calls for accountability, requires that educators evaluate programs to demonstrate their impact and learn how to improve them. Participants in this session will learn about using the CAS standards in practice.

## **BEYOND DIGITAL NATIVES: WHAT FACTORS REALLY CONTRIBUTE TO THE DIGITAL LITERACY OF STUDENTS?**

Jenny Owens; University of Maryland, Baltimore  
Location: Benjamin Banneker A (2212)

What factors contribute to the digital literacy of students? Although millennials are often heralded as tech-savvy, empirical research is showing that the technological characteristics and abilities of students are significantly diverse in nature. During this session, we will share research exploring how generational characteristics, age, previous experience with technology, and socio-economic factors affect a student's digital literacy. The conclusion may surprise you.

## **INTERPERSONAL CONFLICT AND SUBJECTIVE WELL BEING: CULTURAL AND PERSONAL CAVEATS**

Dominick Scalise; University of Maryland, College Park  
Location: Benjamin Banneker B (2212)

This interactive program will discuss recent literature, empirical and theoretical, which can help student affairs personnel conceptualize and support students during and following interpersonal conflict. Subjective well-being (SWB) will be presented as one of the goals for conflict resolution. Recent reviews of the cultural applicability of adult attachment theory will be presented as it relates to the type of conflict as well as culturally relevant mental health indicators. A discussion of appropriate conflict resolution models or interventions will ensue for mental health and student affairs personnel given the findings.



## **THE EXCELLENCE LEADERSHIP ACADEMY**

Robert Price & LaToya Walters; Bowie State University  
Location: Charles Carroll A (2203)

The Excellence Leadership Academy is a special leadership development experience for first-year and second-year students who would like to become more involved in a leadership capacity on campus and in the surrounding community. The purpose of the program is to teach leadership skills that will help students develop learned skills, transferable to professional and career opportunities. These skills will enable them to assume leadership roles on campus and can be utilized in their professional careers.

## **LEANING IN TO BETTER SERVE OURSELVES AND OUR STUDENTS**

Kate Maloney & Maria Lonsbury; University of Maryland, College Park  
Location: Charles Carroll B (2203)

Come discuss the #1 National Bestseller, Lean In, and explore ways in which the ideas presented in the book intersect with our lives as student affairs professionals. Whether you've read the book or not, join in on a lively discussion of women's role in the workplace, challenges of leadership, defining success, barriers to risk-taking and the ever elusive concept of work-life balance.

## **INCLUSIVE EXCELLENCE AND MARYLAND COMMUNITY COLLEGES: FACTORS INFLUENCING THE HIGH NUMBER OF MARYLAND WOMEN COMMUNITY COLLEGE PRESIDENTS**

Amy Martin; University of Maryland, College Park  
Location: Juan Ramon Jiménez (2208)

This session will highlight findings from an exploratory case study that examined the factors contributing to the high numbers of women presidents at Maryland community colleges between 1989-2103. The presentation will highlight participants' perspectives about factors that supported the advancement of women into the community college presidency. This session will also provide opportunities for discussion about the study's findings as they relate to future policy, research, and practice in higher education.



## BEYOND THE THEORY: STORIES FROM THE PRACTICE OF STUDENT LEADERSHIP DEVELOPMENT

Dave Dessauer & Adrian Bitton; University of Maryland, College Park

Location: Nanticoke (1238)

The Maryland Leadership Conference (MLC) provides leadership practices that develop students' capacities to be agents for positive change. This session will explore an innovative, process-based approach to leadership development programming by inviting students to share their stories and experiences in their own words. Through an interactive panel discussion with past MLC participants, a blueprint for high-impact practices for will be examined. Learn transferable lessons that move beyond theory to enhance students' leadership development.

## CASE STUDY COMPETITION CONTINUED

Location: Pyon Su (2108)

## AUTHOR MEETS CRITICS: "WHEN DIVERSITY DROPS, RACE, RELIGION, AND AFFIRMATIVE ACTION"

Julie Park, Domonic Rollins, John Fink, & Jude Paul Dizon; University of Maryland, College Park  
Location: Thurgood Marshall (2113)

This program seeks to bring together a unique panel of scholar-practitioners to discuss a new scholarly work relevant to research, policy, and practice: "When Diversity Drops: Race, Religion, and Affirmative Action in Higher Education." The session will follow an "Author Meets Critics" format, wherein the author, critics, and audience will engage in a discussion about the book. By combining these unique perspectives, we hope to generate a dialogue that will engage audience members around the latest research on race, religion, and diversity.

# Learning Labs

Session I: 1:10 p.m - 1:40 p.m. | Session II: 1:50 p.m. - 2:20 p.m.

Session I: 1:10 p.m - 1:40 p.m.

## NUTS & BOLTS: HOW TO PUT TOGETHER A PROPOSAL FOR FLEX-TIME, ALTERNATIVE WORK SCHEDULES OR TELEWORK

Cassandra Lytle; University of Maryland, College Park  
Location: Margaret Brent A (2112)

This learning lab will offer participants the opportunity to gain exposure to UMD's Division of Student Affairs guides for flex-time, alternative work schedules and telework. Participants will have a chance to discuss how to use these guides to put together proposals for these types of work-life solutions. Additionally, participants will have an opportunity to develop strategies for talking with their supervisors about these types of work-life solutions.

## CYBER CONNECTIONS: NAVIGATING SOCIAL MEDIA THROUGH THE LENS OF STUDENT AFFAIRS

Dan Hairfield, Kelly Ridings, & Ronald Molina; University of Maryland, College Park  
Location: Margaret Brent B (2112)

Our program is designed to discuss the UMD Department of Resident Life's journey into the world of social media: what we have learned and how to make the most out of connecting with students and other constituents online.

Session II: 1:50 p.m. - 2:20 p.m.

## MEDITATION - DE-STRESS FOR SUCCESS

Edie Anderson; University of Maryland, College Park  
Location: Margaret Brent A (2112)

Experience relaxation through connecting in mind, body and spirit using Mindfulness/Mantra based meditation techniques.

## PREPARE YOUR SHELL: THE NEXT STEP IN EMERGENCY MANAGEMENT

Alisha Childress & Lauren Werbin; University of Maryland, College Park  
Location: Margaret Brent B (2112)

Due to the recent relevancy of natural and man-made incidents across the nation, UMD is taking a proactive approach to prepare for all-hazards events. UMD Emergency Management has developed a program that focuses on trainings and exercises; plan development, maintenance, and evaluation; and community outreach and education. Participants will be introduced to the UMD Emergency Management strategic goals and identify their roles and responsibilities in supporting the UMD community.

# SESSION BLOCK 3

2:30 P.M. - 3:40 P.M.

## **STORYCORPS AT UNIVERSITY OF MARYLAND: CAPTURING THE VOICES OF OUR STUDENT VETERANS**

Brian Bertges; University of Maryland, College Park  
Location: Atrium (1107)

StoryCorps partnered with UMD in order to capture over a dozen stories of veterans on campus. These recordings made a considerable impact on many of the participants, which were comprised of student veterans, university faculty & staff, and scholarship donors. How did veterans sharing their stories alter paradigms? Join us to hear some of these stories and share in some of the experiences and lessons learned from participants in the process.

## **PEER-TO-PEER: SHARING STORIES THROUGH A DIGITAL PLATFORM**

Stacey Brown, Amanda Lamar, Nyana Quashie, & Evelyn Xin Yu Xu; University of Maryland, College Park  
Location: Benjamin Banneker A (2212)

This program acknowledges the importance of guiding students on their career journey using Tumblr, a creative and innovative social network blog to connect to large, diverse audiences. Tumblr is a platform for Peer Career Educators (PCEs) to inspire Terps into creating their own story of their professional journey. Through this blog, the PCEs aim to reach and serve students by offering them guidance and insight into the world of work and graduate school.

## **DOES THE TRAYVON MARTIN-GEORGE ZIMMERMAN INTERACTION HAVE MEANING FOR STUDENT AFFAIRS PROFESSIONALS?**

Carlton Green & Theodore Pickett; University of Maryland, College Park  
Location: Benjamin Banneker B (2212)

Black male students on college campuses experience myriad issues, including criminalization of their identities and lack of support, which affect their persistence and graduation. Professionals of all races may experience anxiety when these issues arise. Using the Trayvon Martin tragedy as a stimulus, participants will be engaged in a discussion regarding interactions with Black male students. Student affairs professionals will be encouraged to explore personal, interpersonal, and professional implications of working with this population.

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## **IGNITE THE MIC! SPOKEN WORD AS SOCIAL JUSTICE PEDAGOGY**

Jude Paul Dizon; University of Maryland, College Park  
Location: Charles Carroll A (2203)

This session will highlight a new arts-based social justice program at UMD. As part of efforts to foster inclusion and student empowerment, a new curricular program, "Totus: A Spoken Word Experience," launched in Fall 2012 to provide students a venue to reflect upon their identities and share their stories with the public through spoken word performance. In this session, participants will learn about the role of spoken word/art as a catalyst for social justice, the design and pedagogy of the Totus Spoken Word course, and suggestions for how to implement a similar program at their institution.

## **THE VOICES OF STAFF: FLEXIBILITY IN STUDENT AFFAIRS WORK**

Maria Lonsbury, Fuller Ming, Meghan Cohen, Jason Arrol, & Shawn Dennis; University of Maryland, College Park  
Location: Charles Carroll B (2203)

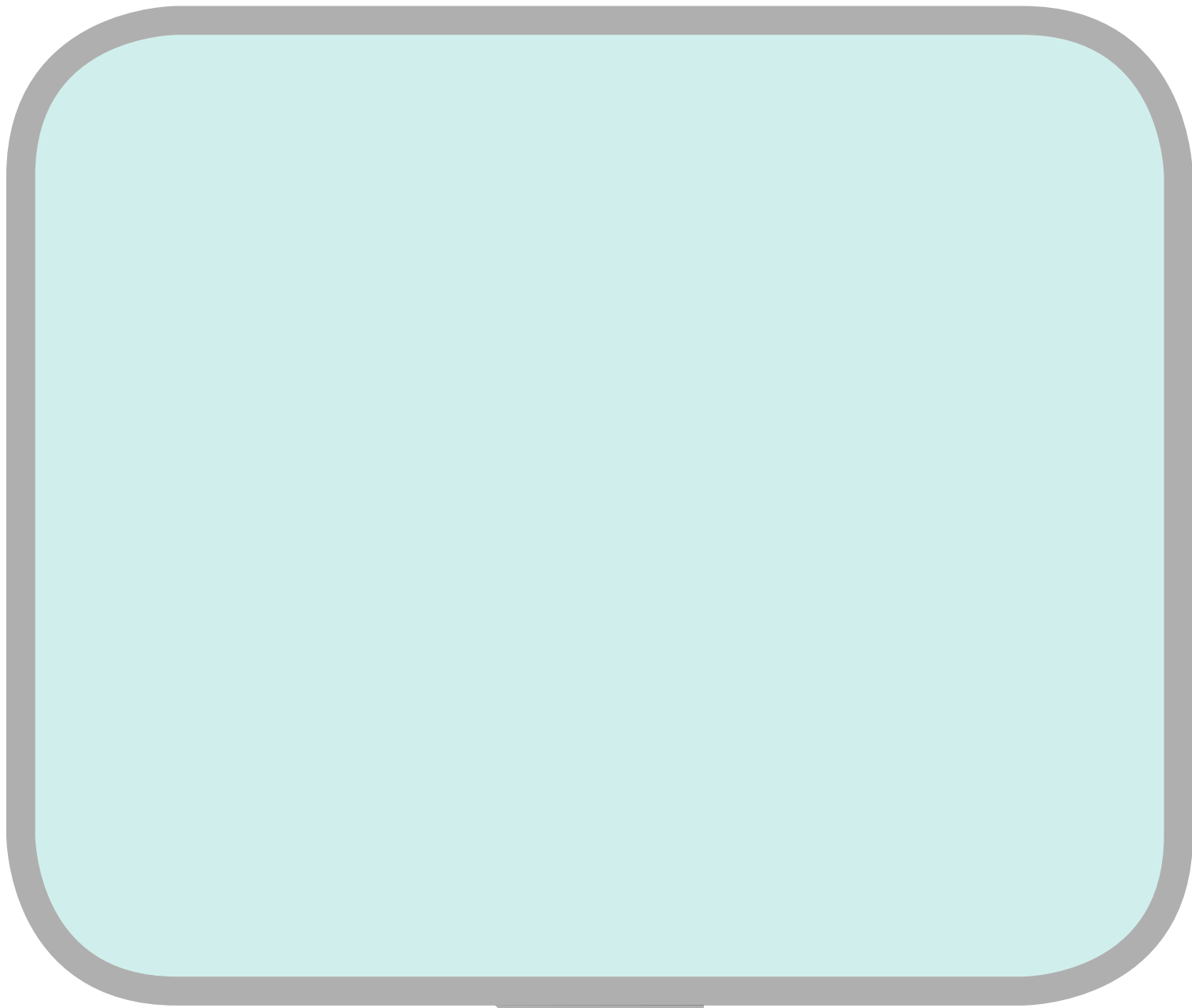
Students communicate digitally around the clock, learning both inside and outside the classroom. So why do some professionals cling to the notion that to best serve students, staff should be in their offices weekdays from 9-5? This panel discussion provides the opportunity to hear the voices of workplace flexibility, to strategize ways for meeting the current needs of students, and to ponder ways to shape work environments students will want to work in after graduation.

## **CAMTASIA AND SNAGIT AND JING, OH MY!: HARNESSING LEARNING TECHNOLOGIES**

Erin Rooney-Eckel, Kim Bethea, Kara Kehoe, & Deborah Mateik; University of Maryland, College Park  
Location: Juan Ramon Jiménez (2208)

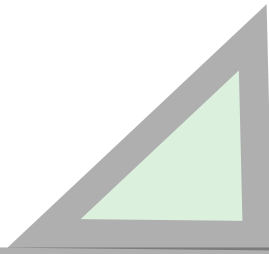
Blended, Hybrid, Online. These are the current catchphrases in technology-assisted pedagogy. Hear from seasoned instructors and an instructional technology expert on lessons learned and best practices for making the transition to the blended and online teaching environments. These modes of instruction can be used in credit-bearing courses and in educational training. Interactions with students can be more productive and meaningful when some of the material is delivered online; and often more students can be reached.

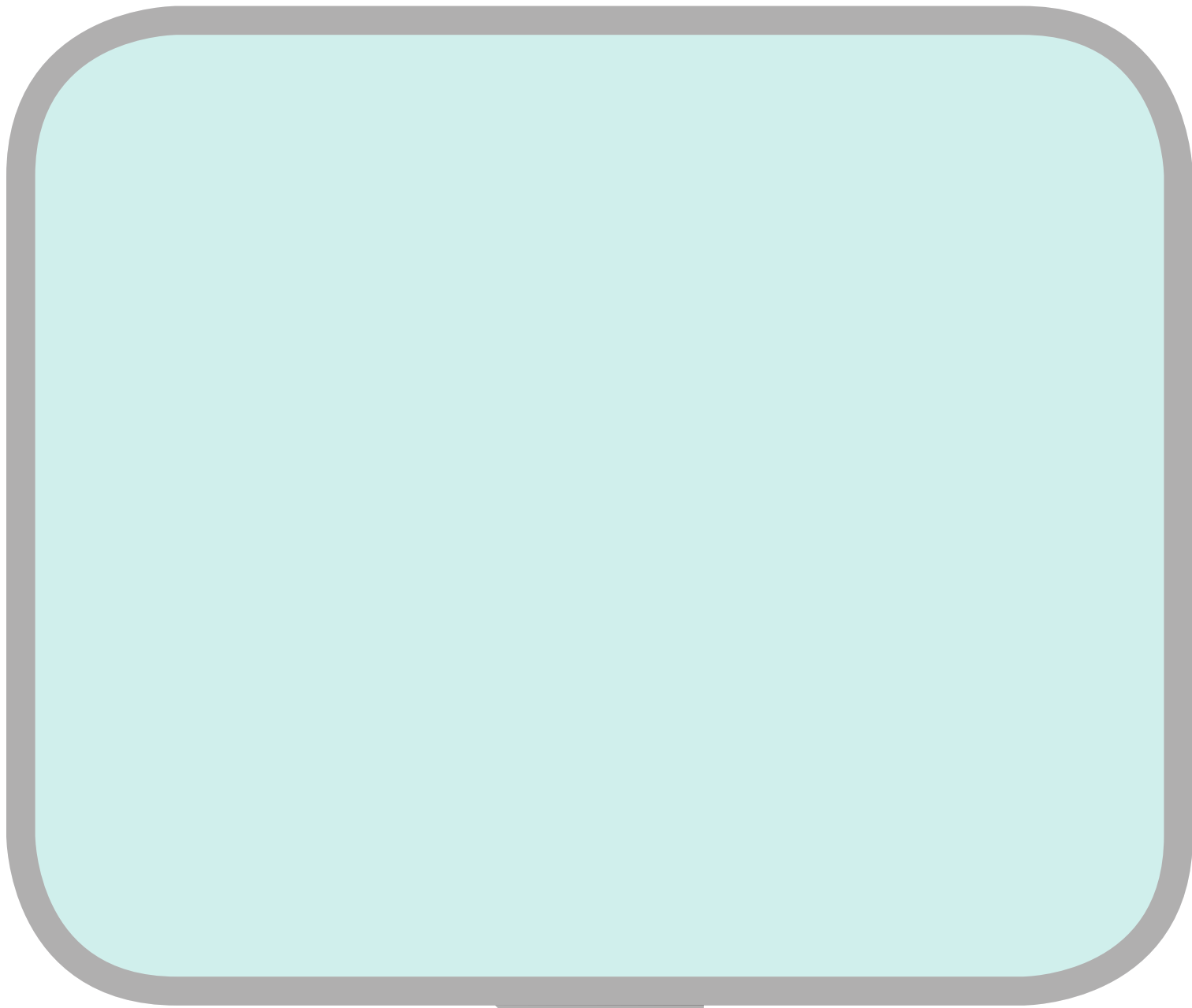




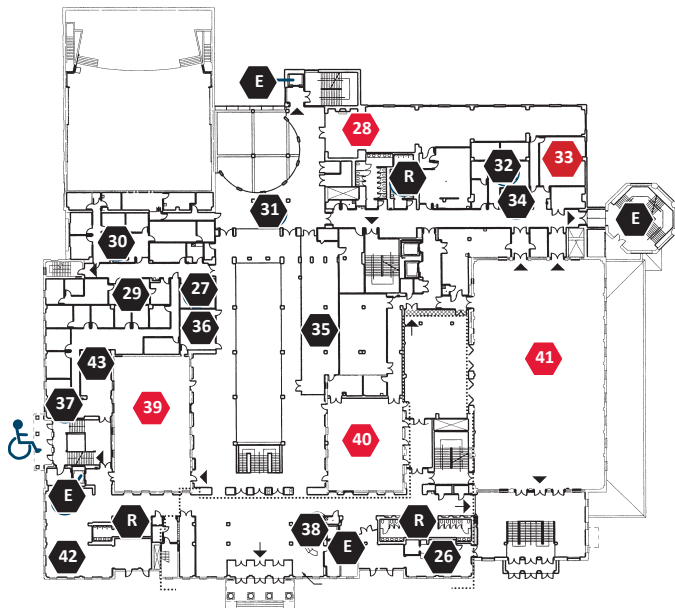
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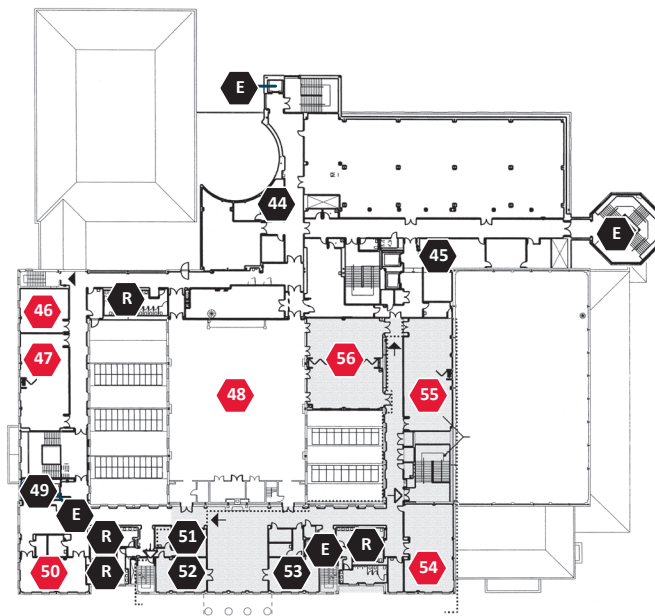


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# FIRST FLOOR

- 26 • The Coffee Bar
- 28 • Adele's
- 33 • Nanticoke
- 35 • Union Gallery
- 38 • Information Desk
- 39 • Atrium
- 40 • Prince George's
- 41 • Grand Ballroom
- R • Restrooms
- E • Elevator



# SECOND FLOOR

- 46 • Thurgood Marshall Room
- 47 • Margaret Brent Room
- 48 • Colony Ballroom
- 50 • Pyon Su Room
- 54 • Juan Ramon Jiménez Room
- 55 • Benjamin Banneker Room
- 56 • Charles Carroll Room
- R • Restrooms
- E • Elevator

HELP US IMPROVE!

**Help us continue to improve the Maryland Student Affairs Conference!**  
**Evaluations will be available online at [www.MSAC.umd.edu](http://www.MSAC.umd.edu) after the conference.**

2014  
**Conference  
 Committee**

Amanda Long, Brooke Supple, Corin Gioia Williams, Daniel Ostick, Ed Kenny, James McShay, Jason Comoglio, Julia Matute, Kathy Broady, LaToya Haynes, Laura Tan, Leif Corbett, Lisa Carroll, Malia Witherspoon, Mary Kate Sullivan, Michelle Lopez-Mullins, Olan Garrett, Tammy Sanders, Trisha Lay

