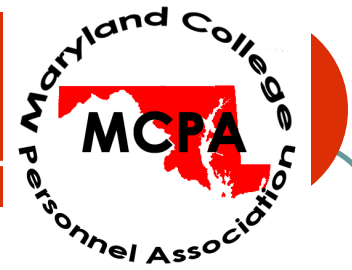


# LINKAGES



## MARYLAND COLLEGE PERSONNEL ASSOCIATION

### President's Pen

By Sara Furr, MCPA President

I don't know about you but it's hard to believe we are nearing the end of another Fall semester. In a few weeks, Thanksgiving will be upon us and students will be packing their bags, leaving the residence halls, and spending some quality time with family. Hopefully, you all will be doing the same thing!!! I know that as much as I love my work and students, this break is always well deserved.

It's bittersweet to be writing you all from the Midwest instead of the Mid-Atlantic. At the end of August I made an unexpected move to Chicago, Illinois, but for close to 5 years, I made Maryland my home and it was so easy to find a family there. When I moved to Maryland I didn't know a single person. I had only visited Baltimore once prior to interviewing there and did not have a clue how I would begin to create the family feeling I had from my graduate school cohort. And while I had wonderful co-workers who welcomed me immediately, it was MCPA that really helped connect me to the rest of the state. It would have been really easy to focus on my job and nothing else but then I remembered a message from a great faculty member from graduate school. "Find a way to give back to the profession." As student affairs professionals, we give a lot of ourselves to our jobs. Personally, I know that I also get a lot back from my students, my programs, my initiatives, and my campus community. And while all of that is great, none of it compares to the joy of serving you all as MCPA President. I feel very

lucky to be in a profession that allows me to not only give back but to move the field forward. Every time you volunteer in a leadership position for an organization or submit a program proposal for a conference, or spearhead a research project, or even take an online survey you receive over a listserv, you're contributing to the profession. Depending on what you choose to do, you can have a direct and immediate impact in the field nationally. The great thing is you can start right in your own backyard. Start right here in Maryland. Two years ago, Maryland College Personnel Association was awarded Outstanding State Organization of the Year. That is not because of the work of one, five, or even 15 people. It's because of the work of all of you, every day, on your campuses and the many ways you give back to profession.

While we are all busy and our supervisors are asking us to do more and more with less and less, ask yourself "how are you giving back to the profession?" and thus getting more from your colleagues and ultimately impacting the entire field. Investing time in professional development is an investment in yourself. And you are worth it!!! Oh yeah, and who was that professor who told me to find a way to give back to the profession? I'll just say, thank you Dr. Lowery.

### About MCPA

The Maryland College Personnel Association actively seeks to promote the ideology and philosophy of individuals committed to student development in higher education.

MCPA is a division of the American College Personnel Association, ACPA. It is our purpose to provide leadership to the student personnel profession in the colleges and universities of the state of Maryland; to advance the contribution of the student personnel administration in higher education through teaching, counseling, research, and commitment to productive change in college student personnel practices to stimulate the professional development of college student personnel administrators within the state; and, to provide liaison between college student personnel and organizations concerned with higher education in the state of Maryland.

**To learn more about MCPA, please visit us online at [www.myacpa.org/sid/md](http://www.myacpa.org/sid/md)**

Are you interested in contributing to the professional development of your colleagues? One great way is by writing an article for *Linkages*.

**To learn more about *Linkages*, please visit us online at <http://www.myacpa.org/sid/md/linkages.html>**

# The Why and How of Strengths-Based Supervision

By Michael Puma

What are your greatest strengths? How can you use them each day to succeed both professionally and personally? These are the questions that student staff members at Loyola University Maryland have been discussing with their supervisors over the last few years through the Office of Student Life's *StrengthsQuest* supervisory curriculum.

Based on the principles of positive psychology, strengths-based education strives to place the focus of student success on achievement and motivation rather than asking students to correct their weaknesses in order to succeed. The strengths philosophy has been utilized in management venues for over thirty years and has recently been tapped by higher education through the use of the Gallup Organization's *StrengthsQuest* Series. *StrengthsQuest* is the accompanying text to the Clifton *StrengthsFinder*, an online assessment that asks students a series of forced-choice questions that produce a list of their top five signature themes. These themes have been identified by Gallup as "areas where the greatest potential exists for strengths building" (Hodges & Clifton, 2004, p.256). Once students get their results, they can use the *StrengthQuest* book to gain awareness of how their natural talents can combine with skill development and knowledge acquisition to become strengths. Their strengths can allow them to excel in their relationships, academic work and future careers (Clifton, Anderson & Schreiner, 2002).

Many schools have identified strengths as a philosophy that could transform advising. Schriener & Anderson (2005) contend "advisors using a strengths-based approach first address student motivation and assume that when students are more aware of their strengths, they will be more motivated to set goals, achieve at a high level, make positive choices and complete the tasks they set out to achieve." Since 2006, Loyola has adapted this perspective to include supervision of all layers of the residential staff including graduate hall directors and resident assistants. All staff members have taken the *StrengthsFinder* instrument and have been involved in training activities designed to increase self awareness and understand the strengths that others on staff bring to their work. Supervisors are able to communicate with their supervisees on a regular basis about how they can utilize their strengths not only to meet job expectations, but to help their team succeed by sharing what they do best with others. The results have led to powerful partnerships as well as a way to dialogue when staff conflict arises. It also provides staff with self understanding and motivation that transcends their time as staff members. The insights into their natural talents will aid their development as lifelong learners beyond their college years and supports Loyola's mission of "education of the whole

person."

Based on our experience introducing, implementing and assessing our model, we can offer the following suggestions for schools interested in starting strengths-based supervision:

1. Start small – do strengths with your professional staff and allow some time for people to get used to the strengths philosophy. If you are noticing a lack of buy-in, it may not be the best tool to introduce to supervisors or student staff.
2. Examine your own strengths in relation to how you supervise and how you give/receive feedback. How can you see yourself using the tool with your supervisees and student staff?
3. When training your supervisors on how to implement and use a curriculum, it is best to offer experiential exercises for them to learn from.
4. Have student staff and supervisors complete the assessment before introducing the 34 signature themes so that their assessment is not skewed.
5. Supervisors need to be able to articulate their own strengths before they can work with their student staff.
6. Feedback to student staff must be given using the strengths model so that buy-in occurs throughout the employment period.
7. The curriculum should have an overall structure but allow for the flexibility from supervisor to supervisor so that they can tap into their own strengths for implementation.
8. Share with colleagues across the campus so that you will start to create a strengths culture and a common language for student staff supervision.
9. Allow student staff the freedom to disagree with the signature theme report. The goal is not to tell them what their strengths are. The goal is to have them think critically about their natural talents and how they can combine those gifts with skills and knowledge so that those natural talents can become strengths. If the students feel another signature theme best describes them, let them own it.

Continued on page 3.



## The Why and How of Strengths-Based Supervision

By Michael Puma, Continued from page 2

10. Strengths supervision is not intended to take the place of constructive criticism. It should also not be used to justify inappropriate behavior and/or poor job performance. Strengths awareness can help students manage their weaknesses by tapping into their natural talents. A discussion of strengths provides ideas for future skill development and job improvement.

For more information on Loyola's strength-based su-

pervision curriculum, visit <http://www.loyola.edu/campuslife/studentlife/about/Strengthspresentation>

*Michael Puma is the Associate Director of Student Life for Living-Learning Initiatives at Loyola University Maryland. He is also a first year doctoral student in Higher Education Administration at the University of Maryland – College Park.*

## The Voice of Women in ACPA

By Jennifer Lenfant

The Standing Committee for Women (SCW) is an ACPA entity that represents women in higher education and focuses on women issues. Its mission is to work to create an environment that supports the lifelong holistic development of women. They accomplish this through coalition building, education, and advocacy for women. SCW's vision is to transform the culture of higher education and student affairs to empower women. There are many ways to get involved with SCW and all ACPA members are welcome.

One of their programs is the State and International Liaison (SAIL) which began in 1998 to enhance connections between SCW members in the states and the directorate body. State and International Liaisons (SAILs) work to give feedback to the directorate body on various issues including but not limited to: balance of family and work, salary inequity, lack of female role models, and financial stability. The program has been working with the ACPA State and International Divisions to develop more collaboration with the state divisions. SCW continues to define and develop this program towards improving outreach and communication with SCW members.

The Volunteer Leadership Team is another program that is comprised of ACPA members, just like you, who serve as members of a subcommittee and work on projects and tasks throughout the year that help to empower women in many different ways. There are various levels of involvement within SCW. Many can be done from the comfort of your own home or office and some will take place at the annual convention. So whether you've been in the profession 2 months, 2 years, or 2 decades, SCW wants to empower you to empower others!

Wondering what subcommittee you could be part of?  
 ~*Programs Committee*: Help SCW introduce and recognize the SCW sponsored programs at convention. In early March, before convention, each volunteer will agree to attend a SCW sponsored program that is of interest



(abstracts/times will be provided). During convention, the volunteer will attend the assigned program, meet the presenters, and introduce the presenters and program as a representative of the Standing Committee for Women. A brief script will be provided as a guide to assist with your preparations.

~*Convention Showcase Committee*: Assist in the planning and implementation of our SCW display area, activity, sale of merchandise, coordination with theme and so on. SCW needs folks who will think creatively about what our goals are for the showcase, and help us implement a plan that effectively and creatively meets those goals!  
 ~*Sisterhood Social Committee*: Help SCW prepare for and implement the annual SCW Sisterhood Social. This year the social will be held immediately following the SCW Business meeting and will have a "Happy-Hour" type theme to encourage connections, and provide space and time to relax during the last full day of the convention. Help with decorating, planning the menu, organizing any media needs, coordinating and implementing this important event!

~*Family Friendly Committee*: The Family Friendly Committee has three main objectives; to maintain and improve the Family Friendly rooms at convention, to explore on-site child care options, and to research other conferences, large and small, to determine how they are meeting convention member's needs when they attend with their families.

~*Publications Committee*: The MUSE, our SCW newsletter, provides updates and information for members of the SCW. Included in the MUSE is information regarding convention activities, SAIL information, family friendly initiatives and much more. Keep the publication fresh and interesting.

Continued on page 6



## Sail Abroad in Summer 2010...

*Semester at Sea offers a unique shipboard living-learning community where students, faculty, staff and lifelong learners immerse themselves in the quest for multi-cultural understanding and global awareness. In summer 2010, Student Affairs graduate students will have the opportunity to explore firsthand the area of student affairs in the contexts of higher education, undergraduate study abroad, and shipboard education while earning transferable credits from the University of Virginia.*

## GRADUATE STUDY IN STUDENT AFFAIRS on Semester at Sea

In the summer of 2010, students in higher education and student affairs graduate programs will have the opportunity to join Semester at Sea on a voyage to Europe and North Africa.

This experiential program will introduce students to international and comparative aspects of higher education and student affairs. A wide variety of approaches to internationalization and globalization of higher education will be examined through class discussion and faculty-directed practica to international universities.

Students will enroll in "International Perspectives on Student Affairs" (a three-credit course taught by Dr. Kathleen Manning and may elect to enroll in "Global Studies" (a three-credit course taught by Dr. Gerry Bowler).

A limited number of paid internships are available as "Program Assistants".

Current student affairs professionals are invited to participate in the program as Lifelong Learners.

Spaces are limited. For more information and to apply, visit [www.semesteratsea.org/studentaffairs](http://www.semesteratsea.org/studentaffairs).

### COURSE TOPICS TO INCLUDE:

- Internationalization and Globalization
- Bologna Agreement
- History of Higher Education in Visited Countries
- Role of Developing Countries (e.g. China, India) in International Higher Education
- Student Affairs in an International Context
- Student Engagement and Study Abroad
- International Exchange
- English as the New Latin

### DATES AND ITINERARY:

June 15, 2010 – August 21, 2010

- Halifax, Nova Scotia, Canada
- Barcelona, Spain
- Civitavecchia (Rome) / Naples, Italy
- Dubrovnik, Croatia
- Piraeus (Athens), Greece
- Istanbul, Turkey
- Alexandria (Cairo), Egypt
- Casablanca, Morocco
- Norfolk, Virginia, USA

[www.semesteratsea.org/studentaffairs](http://www.semesteratsea.org/studentaffairs)





## 5th Annual UMBC Student Affairs Assessment Day Thursday, February 25, 2010, 9am-3pm

### Assessment: Everybody's Doing it! What about you? Call for Programs

A call for proposals for presentations at The 5th Annual UMBC Student Affairs Assessment Day is underway. Proposals are due no later than January 22, 2010.

This conference seeks to bring student affairs professionals from within and near Maryland together to share ideas and learn from each other about conducting assessment. Conference registration will begin on November 15, 2009 and continue thru 2/22/2010.

#### Confessions from a **LeSS Than P-erfect** Assessment Project: Lessons earned from a Study of Student Spirituality

This year's featured speaker is Dr. Marsha Guenzler-Stevens, Director of Activities at the University of Maryland Adele H. Stamp Union. In her keynote, she will discuss the study of student spirituality she conducted with a student. Through this research, Dr. Guenzler-Stevens came to understand that assessment is not only about the end result but the knowledge gained while conducting it. She will discuss how even though this work was never published; it was an incredibly valuable and educational experience.

We are seeking sessions for three theme tracks:

**Track 1: We're Doing It**— This is an opportunity for UMBC staff and faculty to share and discuss the results of recent assessment and research projects. The goal is to share and discuss your project design, data, and most importantly the implications of the results for the work that you and others do on a daily basis. It is time for us to learn more about what is happening right here at UMBC!

**Track 2: They're Doing It**— We want to know what others outside of UMBC are assessing; how they are doing assessment; and how results have been used. This is a chance to share what you have done and learned with others at a friendly, low pressure regional event! No project too small or too big!

**Track 3: How Do You Do It?**— This track will offer attendees the chance to learn or revisit basic and more advanced assessment skills. We are seeking sessions that provide instruction and practice related to writing and using learning outcomes, data collection techniques, and data analysis methods.

Let your inner instructor take over!

Please include the following information with the proposal:

- Presenter name (primary contact person), position title, institution
- Address, phone number, and e-mail of primary contact person
- Also list the name, title, and Institution of additional presenters
- Any necessary special accommodations for presenters
- A/V needs (i.e. laptop, overhead projector)
- Preference for 60 or 75 minute session
- Title of program for conference brochure and website
- Abstract (please limit to 80 words) for brochure and website
- Session description —Please provide a description of what you will do in the session and how it relates to the conference tracks.

Please send proposals as a Word document attachment to both:

[tdcherney@loyola.edu](mailto:tdcherney@loyola.edu) and [assess@umbc.edu](mailto:assess@umbc.edu)

If you have difficulty sending your proposal through email or have other questions, please contact:

Tim Cherney  
Maryland College Personnel Association (MCPA)  
Member-At-Large  
(410) 817-2517, [tdcherney@loyola.edu](mailto:tdcherney@loyola.edu)

For more information about the Assessment Day program please contact, Dr. Susan Martin, [susan@umbc.edu](mailto:susan@umbc.edu), or at (410)455-2393

## The Voice of Women in ACPA

By Jennifer Lenfant, Continued from page 3

In addition, the MUSE also highlights stories about women in higher education and student affairs. Volunteers are needed to write articles, solicit articles of others, aid in the editing process and help keep the publication fresh and interesting.

*~Seasoned Professionals for Womentoring Committee:* For this leadership opportunity, SCW is looking to engage approximately 20 SCW Alumni and seasoned professionals who would be interested in developing relationships with a group of eager graduate students or new professionals. This is an opportunity to be matched with a mentee in the field who aspires to a similar career path as yours. Your experiences and knowledge are vital to the enhancement of this person's career, both personally and professionally. In an effort to exemplify, enhance, and encourage our up and coming women in higher education, one of SCW's newly defined initiatives is to share stories, life experiences, and advice of your path with those just entering the field.

*~Membership & Recruitment Committee:* This committee works to get people involved in SCW in a meaningful way. The chair serves as the coordinator for the Volunteer Leadership Team (VLT) and the State & International Liaison (SAIL) Program, as well as other initiatives that help to serve the SCW constituency. Members of this committee work on a number of different projects including developing resources, ideas, and programs for the SAILS, developing an instrument to assess the issues that are

facing women faculty, staff, and students on a day-to-day basis, and identifying recent research, scholarship, and news on women in higher education and creating a resource list.

### Keep up to date with SCW:

-If you'd like to become a member of SCW, check the box when you log into your ACPA account!

-Follow **acpascw** on **Twitter!**

-Join the **ACPA Standing Committee for Women Facebook group!**

-Get involved at [http://www.myacpa.org/sc/scw/index.html!](http://www.myacpa.org/sc/scw/index.html)

-Read the **SCW blog** at <http://acpascw.wordpress.com/> or submit an article for it by emailing [standingcommitteeformen@gmail.com!](mailto:standingcommitteeformen@gmail.com)

-SCW is seeking nominations for four awards, which will be presented at the 2010 ACPA convention in Boston - Download the **nomination packet** on the SCW website!

*Jennifer Lenfant is the Associate Director for Residence Life at Mount St. Mary's University and is a Directorate Member of the Standing Committee for Women.*

## Campus Updates...

### Loyola University Maryland

Loyola College in Maryland officially became Loyola University Maryland on September 25, 2009. The name designation change was celebrated with a University-wide convocation and special Family Weekend activities.

#### Staff New Hires

Loyola University Maryland welcomes Jennifer Key, Lincoln Anderson and Ivan Ceballos Jr. to their Student Life Staff. All three serve as Assistant Directors of Student Life.

### Mount St. Mary's University

We have had several exciting changes and additions at Mount St. Mary's University this past summer. Mike Taberski (Past-President of MCPA) began his role of Dean of Students, taking over for Michael Post (also a Past-President) who had now completed his first year as the Dean for Admissions and Enrollment Management. The Residence Life department welcomed Brian Beccue as an Assistant Director. Ken McVeary became the new Director of Campus Activities and Student Leadership which now includes the offices of Campus Activities, Community Service and Outdoor Adventure. Jeff Abel became the new Director of Community Service. Last but not least, Ty Perry became the director of the new Center for Student Diversity.



LOYOLA  
UNIVERSITY MARYLAND



## Where did the tea cup go?

By Jennifer Lenfant on behalf of the SCW and NAN

The upcoming 2010 ACPA Convention theme is “Innovative Ideas, Revolutionary Results”. The marketing campaign that was officially launched at the previous convention in Washington, DC centered on a strong visual association of the tea cup and the “Boston Tea Party” with the theme by utilizing phrases such as “Join us for tea in Boston”, “Something Big is Brewing in Boston”, and “Join the revolution in Boston” to promote the convention. Persons dressed in tea bag costumes were handing out packets of tea bags to advertise convention 2010 and were making direct references to the Boston Tea Party. While the intention may or may not have been to directly evoke images and suggestions regarding the historical act that took place in the United States on December 16, 1773, the messages that the convention team and volunteers used to increase excitement about the upcoming convention included a strong reference to this US event. The use of tea and tea parties also evoke other images and references. Tea parties in a modern sense are most often held by young children, often girls, or historically by white women of financial privilege. Tea itself has a history imbedded in the British Empire as a major export from British colonies such as India.

### **Why is this important?**

**Boston Tea Party:** Historically, the “Boston Tea Party” is one event in United States history that represents our American desire for freedom- a fundamental value of American citizens. Unfortunately, that event, like many others, is significantly misrepresented in our history books. It is often glorified and written from a white male paradigm. Some participants of the “Boston Tea Party” dressed up as Native Americans when they raided the ship and dumped the tea. They took on that dress to conceal their true identities, so in the event they were caught, they could attempt to place the blame on Native Americans. This is an act of racism. This act, the “Boston Tea Party”, was serving as ACPA’s marketing strategy for the 2010 convention.

**International Association:** ACPA exists and prides itself as being an international organization dedicated to inclusion as one of its core values. Inclusion means that all members feel safe, welcome and included in ACPA business, policies and practices. However, the convention planning team chose a United States historical event reference directly linked and represented within its theme. This raises the issue that the convention theme might exclude the members that are not US citizens and do not identify with US history and/or culture.

**Tea Parties:** The argument has been made that a Tea Party is also a gathering, a place of community, a place where ideas are developed and friendships are strengthened. While this may be true, the notion that a tea party is

a community building event is not broadly representative of the experience of our members, and does not meet our ACPA Core value of Inclusion.

### **British Colonization:**

Colonization in many forms and the effects it has had on many cultures is an issue that is continually unrecognized and silenced. Native peoples on this continent and others were forced out of their homes and off of their land to make way for colonists and their needs. Shortly after the Boston Tea Party, the Boston harbor was closed until the British East India Trading Company was repaid the price of the tea that was destroyed. This British company was a shipping monopoly that later took control of many important commercial ports from native peoples. It was these colonies utilizing cheap native labor that would later supply illegal opium to china in exchange for tea. Tensions over smuggling eventually sparked the first opium war which led Great Brittan to seize control of Hong Kong. This is just one piece of how colonization has affected many different cultures.

**What’s happened up to now?** The above concerns were voiced by the Standing Committee for Women (SCW) to the Convention Planning Team and ACPA Leadership during the 2009 Convention in Washington, DC last March. These concerns were heard by multiple individuals while on site at convention and were not addressed. Over the spring and summer months, SCW partnered with the Native American Network (NAN) and continued to voice concerns. At the ACPA summer leadership meeting, Susan Johnson, the Director of Equity and Inclusion, became fully informed and engaged in the conflict over this issue. This partnership allowed the first issue of the “Boston Tea Party” reference to be heard and acknowledged by ACPA leaders in high profile positions allowing encouragement for action. SCW and NAN continued their engagement around this issue, through sending emails and letters, informing other ACPA constituency groups by asking for support and involvement, as well as continuing ongoing discussions with ACPA leaders about actions to be taken, including what needed to be done to educate ACPA members concerning this issue and the ultimate resolution SCW and NAN hoped to occur.



Continued on page 10

## MCPA 4th Annual Recognition Awards

*The MCPA Executive Board would like to thank all of the professionals who submitted nominations for the 2009 awards. Your dedication to recognizing the great works of your colleagues has not gone unnoticed.*

*We would also like to thank the members of the Awards Recognition Panel:  
Cally Rockwell Edwards, Sara Furr, Michael Post, Nicole Roop and Michael Taberski.*

### **Innovative Program Award ~ Ad Infinitum, Loyola University Maryland**

This award will be presented for an outstanding college-student focused program in Maryland higher education. The program should demonstrate innovative, best practices and produce quality results in student learning, development, engagement, satisfaction, and/or organizational performance. Programs receiving this award should serve as role models for student affairs practices in Maryland. The program selected will be featured during our annual conference and in the Spring MCPA newsletter.

### **Outstanding Emerging Professional Award ~ Lorrie Budd, Loyola University Maryland**

This award will be presented to a college student educator who has demonstrated commitment to the field of higher education and has made noticeable contributions through their studies, work, and/or accomplishments. This award recognizes a member of the field in graduate study and/or a new professional with less than four years experience.

### **Dedication to Professional Service**

**5-9 years of experience in higher education ~ Jennifer Dress, University of Maryland, Baltimore County**

**10+ years of experience in higher education ~ Lara Tan, University of Maryland, College Park**

This award will be presented to a college student educator in recognition of their significant contributions and service in higher education. This professional has made considerable efforts to impact change in student affairs practices in the state of Maryland through their work, mentorship, scholarship, research, consultation, presentations, and/or other involvements and participation. This award recognizes both a seasoned member and a newer member in the field, thus nominations should be submitted for one of the following categories:

### **Dedication to Diversity Award ~ Karl Little Owl, Mount St. Mary's University**

This award will be presented to a faculty member, graduate student, administrator, staff member or student demonstrating a commitment to cultural awareness and encouraging a multicultural approach with its staff, students, programming and/or community. The honoree must be in the forefront in promoting diversity in the student affairs arena and must have taken steps to break down walls of misunderstanding and ignorance.

### **Outstanding Support Staff Professional Award ~ Pat Rhoan Calloway, University of Maryland, College Park**

This award will be presented to a professional in an administrative role who supports the work of college student educators. This award acknowledges a professional who goes above and beyond expectations to support students and higher education professionals.

***Congratulations to all Award Recipients!***

## Living the Dream I never knew I had!

By Tricia Walmsley

As far back as I can remember I have always been a planner. From my freshmen year of high school until my sophomore year of college I knew exactly what I wanted to do with my life and how I was going to achieve my goals. I entered college as a political science major with hopes that I someday would work in an embassy overseas for the State Department. I never thought I would fall into the category of college students who change their minds or majors. During my first year in college, I joined my universities Campus Activities Board and was able to help plan and staff all of the events that came to campus. I had a lot of fun working with the campus activities staff, but was still set in my ways that I was going to work for the government someday. At the start of my sophomore year in college, however, a huge curveball was thrown in my direction.

I don't really remember exactly when it hit me during the first few months of the year that the professional staff, who work in our student affairs office, actually get paid to work with students on a daily basis. They are the ones who are able to help make the experience students have at a university the best it can be. At this point, I began to question myself about the plans I had for my future. I was still unsure about what I wanted to do and how I would one day be able to work at a university in a student affairs position, but I knew the best place to find answers would be right from the source. I started to ask around in the student affairs office about the paths that each of these professionals took to get where they are today.

Although each of the professional staff members' stories was slightly different, they each had one piece in common. Like me, they too questioned whether or not they would stick with their chosen career path, or move into higher education. It seemed that all of the questions they had began to happen around the same time frame that I was questioning my options and that they were once in the same boat that I was in currently. The most reassuring aspect of my conversations with the student affairs staff was that I wasn't "off track" obtaining a degree in political science because it was not possible to get an

undergraduate degree in higher education; that, they reassured me, was for graduate school. Even though I began to envision myself working at a university someday, I was still scared to make the leap and change directions.

It was not until this past summer that I made the decision to pursue higher education and abandon my previous ambition of working for the State Department. Over the summer, I worked in student affairs and was given firsthand experience as to how different aspects of the office operated. I worked very closely with the Mount's associate director for residence life and was involved in the housing process for incoming students. I never realized before this point how incredibly difficult and time consuming the process was, but I came to love every minute of it. I felt like I was working on a big puzzle, every piece had to fit correctly or else the big picture would not be seen. If one piece was missing or did not fit properly the whole picture was skewed. I loved the fact that no day was ever the same and that new challenges popped up each day that we had to solve. By the end of the summer, I was more confident that I was making the right decision to work in higher education instead of a field in political science.

Currently, I am interning in the residence life office gaining more experience than I ever thought possible. My internship has gone above and beyond my expectations, and we are only halfway done the semester. The only challenge I am facing with interning is going back to my political science classes after I am done working each day. As much as I love being in college, I sometimes find myself wishing I could skip ahead to a time when I will be able to work in student affairs all day. I feel very fortunate that I discovered a world that I never knew existed before college, and that I have the guidance and support from so many members of the professional staff. I am looking forward to continuing working with each of them over the next few years and in the future!

*Tricia Walmsley is a current junior at Mount St. Mary's University and is eager to join the ranks of other student affairs professionals once she graduates in 2011.*

## Consider attending the Next Generation Conference in Boston!

Next Gen is a unique opportunity for approximately 100 undergraduates from across the nation to learn about careers in student affairs. Participants will meet and learn from current graduate students, graduate preparation program faculty, and seasoned student affairs professionals who work at a variety of colleges and universities across the country. This is a great way to explore the profession and gather information you need to plan your future. **For more information, please visit Next Gen online at <http://convention.myacpa.org/program/next-generation.php>**

## Where did the tea cup go?

By Jennifer Lenfant on behalf of the SCW and NAN, Continued from page 7

In late September, after receiving a recommendation from a small task group of current ACPA leaders, the Convention Planning Team agreed to remove all tea and tea cup marketing from their campaign and communicate the process and potential timeline for how this change will take place with SCW and NAN. While this agreement made some progress, without a space for education, awareness, accountability, and discussion, instances like this are doomed to be repeated. After waiting three weeks and after convention registration opened, SCW and NAN received a letter signed by some ACPA leadership which in summary, stated that SCW and NAN were at fault for a "lack of clarity" around this issue that resulted in difficulties for ACPA leaders to know what to do. The letter also informed SCW and NAN that "Phase II" of the marketing plan would be implemented immediately and all tea cup pictures/references were being removed that day from the website and marketing materials. Educating ACPA members on this issue was not included in the plans presented, nor was acknowledgement of the harm caused or work needed to begin healing as an association.

SCW and NAN have specifically and intentionally offered to be a part of the education and change. They have offered their expertise, their staffing support, their energy, passion, enthusiasm and ideas. It is the hope of

SCW and NAN that they will be invited to participate in the education and healing surrounding the issues discussed above and that ACPA leadership will stand up, acknowledge the harm caused, and engage in the work of education and healing along with us.

### **How can you help?**

**Join the dialogue!** Contact ACPA Leadership and the Convention Planning Team.

~You can find a complete listing of the Governing Board here, in particular, Susan Johnson, Director of Equity and Inclusion has been identified as the point person for this issue: [www.myacpa.org](http://www.myacpa.org)

~Share your thoughts with the Standing Committee for Women- let us know how you'd like us to proceed in our education and advocacy around this issue specifically:

[standingcommitteeformen@gmail.com](mailto:standingcommitteeformen@gmail.com)

### **Educate others!**

Let your colleagues and campus communities know about this issue. Engage in dialogue; learn more about this and other issues of Inclusion for our Association. Inclusion is a Core Value of ACPA- let's come together to learn and live it!

## We will see you in Boston!

Looking for a great professional development opportunity where you can meet professionals from all across the country? Need the chance to trade tips and best practices with colleagues you have not seen since graduate school? Join MCPA as we celebrate our innovative ideas and revolutionary results with other professionals in Boston for 2010 ACPA Annual Convention.

Here is an excerpt taken from the ACPA convention site: <http://convention.myacpa.org/>

For many decades, the ACPA Convention has served as the primary means for association members' professional and personal learning and growth. With unparalleled opportunities to actively engage, 2010 celebrates the opportunity to build on our present core competencies while boldly focusing on emerging trends and critical issues of the next decade.

### **Innovative Ideas -**

inspires and empowers us to imagine and to act as agents of change

### **Revolutionary Results -**

commits and challenges us to demonstrate effectiveness in support of teaching and learning



**ACPA BOSTON 2010 ANNUAL CONVENTION**  
**INNOVATIVE IDEAS • REVOLUTIONARY RESULTS**

# HEY! NICE SHIRTS\*

TO HELP YOU AND YOUR SCHOOL HEAR THIS MORE OFTEN, PLEASE INSERT\* THE CUSTOM - PRINTED PROMOTIONAL ITEM NEEDED FOR YOUR NEXT BIG PROJECT... OR, TO GET YOU STARTED, PLEASE CIRCLE IDEAS FROM THE FOLLOWING: T-SHIRTS, WRISTBANDS, PENS, SWEATSHIRTS, CD CASES, RUGBY SHIRTS, MCPA POLO SHIRTS, BLANKETS, STICKERS, MOUSE PADS, USB DRIVES, GIANT FOAM FINGERS, SIGNS, UMBRELLAS, SUNGLASSES, GOLF TEES, FRISBEES, NOTEBOOKS, KEY CHAINS, LANYARDS, BALLOONS, TOTE BAGS, MAGNETS, MINTS, PLASTIC CUPS, WATER BOTTLES, CALENDARS, POST-IT NOTES, PENCILS, OH AND DID WE MENTION T-SHIRTS? WHATEVER YOU NEED, WE'LL...

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## Meet the MCPA Executive Board



Sara Furr, President  
Sara.furr@alumni.unc.edu



Guy Davis, Member-at-Large  
Towson University  
gdavis@towson.edu



Lorrie Budd, President-Elect  
Loyola University Maryland  
lbudd@loyola.edu



Crystal Hollenbaugh, Member-at-Large  
Mount St. Mary's University  
Hollenbaugh@msmary.edu



Mike Taberski, Past President  
Mount St. Mary's University  
taberski@msmary.edu



Karol Martinez, Member-at-Large  
Maryland Institute College of Arts  
kmartinez@mica.edu



Michael Puma, Treasurer  
Loyola University Maryland  
mpuma@loyola.edu



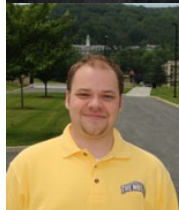
Tim Cherney, Member-at-Large  
Loyola University Maryland  
tdcherney@loyola.edu



Laura Arthur, Secretary  
Towson University  
larthur@towson.edu



Angela Jackson-Powell, Member-at-Large  
University of Maryland, College Park  
ajackson6@umd.edu



Edward Wright, Website/Newsletter  
Mount St. Mary's University  
wright@msmary.edu



Kelvin Harris, Member-at-Large  
University of Maryland Baltimore County  
harrisk@umbc.edu



Megan Rowe, Membership  
Loyola University Maryland  
mmrowe@loyola.edu